

EDUCATION - GENERAL

1996

JANUARY - APRIL

## EDUCATION

# Bottom of the class

**Education Minister** Sibusiso Bengu should give more thought to what needs to be done to lift SA's schooling system off its knees when he returns to his office next week. His response, however, to the latest "poor" matric results — in which 45% failed (against 42% in 1994) — offers little hope.

Bengu has reportedly called for more money (R1,28bn) for education, a single matric examination for all pupils from 1996 and the compulsory integration of schools. What is missing from his response is any indication that he understands what the education system should realistically be trying to achieve, let alone that he has a strategy for gaining such goals.

The harsh fact is that education is already by far the biggest single item in government's Budget, accounting for more than 25% of it. It is not more money that education most urgently needs, but more leadership and devoted service — from Bengu down to the humblest teacher.

There's enough experience in SA to persuade even an egalitarian ideologue like Bengu of that. Some of the most committed and effective teaching is found in the least cosseting physical environment. It was proved yet again in the latest matric results.

Not that matric results deserve even half the significance given them by the media and politicians. The true value of education is to teach people how to think.

For many years the purpose of State schooling in SA has been primarily to impart knowledge and examinations have been devised to test the ability to regurgitate knowledge.

That approach to education makes a dull thing of it and helps to explain why so many teachers feel alienated. The main problem in black schools is not poor facilities. Nor is it poor salaries. It is that many teachers feel so disenchanted with their jobs that they don't even try to do them. They are physically present but intellectually absent.

It will be hugely difficult to overcome that. A new approach as to what education is for will have

to be accepted and curricula, syllabi, teaching and testing methods devised around it.

The abilities and energies found at provincial and lower levels will have to be fully harnessed in achieving that. Yet in calling for a single national matric examination by the end of this year, Bengu has shown he has no grasp of practical realities — let alone of the need to allow provinces to use their own ideas and devise their own syllabi and testing methods as they seek to achieve different educational outcomes.

Distributing the same examination papers throughout SA is fraught with security problems, says Certification Council administrative head Fred Calitz. Hence the many complaints in previous years that matric questions were known to many black pupils before they began exams organised by the Department of Education & Training. The security problem, Calitz believes, would be reduced by allowing each province to draw up and hold its own exams.

Differences would inevitably occur between provinces. But Calitz admits they always did between the former race-based education departments — though not intentionally — as well as between subjects.

Bengu's call to make the integration of schools compulsory can be dismissed as political hot air. No school can refuse to accept a child as a pupil on racial grounds.

The Minister would do better to integrate his thinking about public investment in the State schooling system with economic realities. Instead of constantly harping about "equity" he should realise that publicly funded education is not a basic human right but society's means to an end.

That end is the stability of society. It comes about through commonly accepted and lived core values, but these — as the current crime wave shows — will not be achieved if there's great poverty caused by

an inadequately sized economy.

The first aim for the educational system should therefore be to produce enough graduates (at secondary or tertiary level) to enable the economy to grow fairly rapidly. That means — for quite some years hence — investing limited educational resources more heavily in those children who can be judged most likely to produce the greatest return on that investment. As the economy grows faster, so more can be spent on each child who did not seem especially promising.

In refusing to accept the good sense of that approach, Bengu threatens to kick the legs from underneath the educational and economic systems — and thus further destabilise society itself. He must be recognised for the danger he is. ■

## POLITICAL OUTLOOK

## The strains of transition

**This** political year is likely to be shaped as much by events outside parliament as within. With key regional elections looming in the Western Cape and KwaZulu-Natal, the forces which have kept the political parties' poll percentages static or declining (see *Current Affairs* November 17 1995) will intensify certain tensions within the wider society.

The conduct of the Truth & Reconciliation Commission under Archbishop Desmond Tutu — and the outcome of the trial of Magnus Malan — is of paramount importance.

While all indications are that rightwing Afrikaner aspirations have become identified with the Freedom Front and its constitutional quest for a *volkstaat*, Constand Viljoen has warned President Nelson Mandela about the possibility of a rightist backlash if the process of national transformation is perceived as one of retribution.

Such a backlash could take many forms — and achieve a greater or lesser degree of acceptability among those whites, in particular, who feel, in the words of *Sunday Times* editor Ken Owen, that they have "come down in the world." Such a feeling manifests itself in grievances against affirmative action that displaces whites; in the sense that Western values are being replaced with "multiculturalism" in schools and universities; and that standards of service and public efficiency are slipping.

The dilemma of the police is pertinent to the last point. As crime mounts, the police argue a paucity of resources — and that



(50)

FM 5/1/96





Facing the heat: Sibusiso Bengu wants an extra R1,28-billion for education

PHOTOGRAPH: RUTH MOTAU

# We're still a long way from equal education

MtG 5-11/1996 (50)

Philippa Garson and Vusi Mona

**T**HE disappointing matric results released last week show real change in the education system has yet to filter down to where it counts — the classrooms of the country's disadvantaged majority.

Although the Department of National Education has not released a racial break-down of the matric results — overall 55,25 percent of 441 853 matric students passed — it is clear that pupils who wrote former Department of Education and Training (DET) exams fared the worst by far. The drop in the overall result by 2,7 percent compared with last year's figure implies a statistical drop of at least five percent in the results of African pupils.

The African National Congress' political rivals have wasted no time lambasting the government for its "inability to deliver" on education. Education Minister Sibusiso Bengu has sprung into action, promising to try to secure an extra R1,28-billion for education from the budget, to introduce one matric exam for all pupils for this year (causing confusion over whether exams will be provincially based or national) and to introduce more vocationally based curricula.

Despite the hysteria, however, the national results are preliminary and may be boosted by as much as five percent once supplementary and queried results are in by March, as has consistently been the case in previous years.

Furthermore, 1994 figures reflecting a 58 percent pass rate may have been inflated by thousands of successful "repeats", those "drop-outs" with post-election optimism who returned to write matric. In 1994, 47 555 more pupils wrote matric than did last year.

Most provinces have yet to release their figures, but when they do they may be in terms of the old, race-based departments under which they were written (for the last time).

Gauteng has not, on the grounds that the race-based departments are reminiscent of the old dispensation and are not relevant to the new, integrated system. But analysts believe that these statistics are vital as they will reveal where new resources must be channelled.

Figures released by Mpumalanga and Northern Province would seem to bear out the need for a breakdown of results from the other seven provinces. The matric pass rate in former DET schools in Mpumalanga was 33,42 percent and in Northern Province 38 percent. In Mpumalanga, former

Transvaal Education Department (white) schools showed a 97,5 percent pass rate, former House of Delegates (Indian) schools, 95,67 percent and former House of Representatives (coloured) schools, 89,34 percent. The figures are even more stark in the Northern Province, where former TED schools showed a 98 percent pass rate and former HoD and HoR schools scored 100 percent.

Even without the breakdown, however, available provincial results indicate poor matric results in former DET schools. Those provinces with high numbers of DET pupils and with a big rural component — like Northern Province with around 95 percent of its pupils writing DET exams and a 38,6 percent pass rate — fared the worst. The Western Cape, however, with the lowest proportion of DET pupils, fared the best, with an 84 percent pass rate.

KwaZulu-Natal is the anomaly: despite a relatively high proportion of pupils writing DET matric exams, and soaring levels of political violence, the province fared extremely well, with a 76,6 percent pass rate.

However, these results, while impressive, must be seen in the context of the "extremely high number of matric drop-outs in the province", points out Blade Nzimande, chairman of the parliamentary Standing Committee on Education. While KwaZulu-Natal has the largest number of school-going pupils, it has a small proportion of matriculants (about 10 percent of the total).

**P**olitical violence has forced scores of pupils to become refugees and turned some schools into no-go zones. The high pass rate there is largely due to the high percentage of pupils at privileged formerly-white and formerly-Indian schools, says Nzimande. Coupled with this is the fact that many African pupils are based at the old mission schools where teaching standards are high and classroom sizes are small.

Nzimande said criticism of the education department's performance was "unfair", saying that fluctuations in results during periods of transition were to be expected and that a legitimate government and a lack of disruption in classrooms were "necessary but not sufficient conditions to turn our education system around".

Gauteng MEC for education Mary Metcalfe said that the overall results of certain provinces were boosted by their large number of historically privileged schools. "We need a careful and thorough analysis of the statistics so we don't perpetuate old attitudes."

NEW-LOOK TV NEXT MONTH

# English-speakers lose out

CT 8/1/96 (26) (50)

**THE SABC'S** envisaged dedication of TV channels to different languages is likely to upset English-speaking Capetonians, as half of them won't be able to get the English station.

**T**HOUSANDS of English-speaking Capetonians who are unable to receive NNTV broadcasts are going to lose out from February 4 when the television channels are reshuffled.

NNTV is to be renamed SABC3 and will broadcast mainly in English.

Those who want to watch English broadcasts of the evening news will have to do so on SABC3.

Also on SABC3 will be the popular soap operas *Home and Away*, *Santa Barbara* and *The Young and the Restless*.

CCV will become SABC1, and its broadcasts will be dominated by Zulu and Xhosa. The present TV1 will become SABC2, and its broadcasts will be mainly in Afrikaans and the Sotho languages.

Those who can't get NNTV now — about half of Cape Town — will have the option of paying R1 500 for an analogue-type satellite dish receiver and decoder, so that they can get the channel free via satellite.

SABC head of communications Mr Ken Modise said last night he was aware of the problem.

He would be meeting officials from Sentech, the SABC's broadcasting arm, on Wednesday with a view to adjusting transmitters so that areas that did not get NNTV could get the new SABC3.

Sentech had made some suggestions about this, he said.

Our Johannesburg correspondent reports that the R10-million relaunch of SABC television on February 4 will irrevocably alter

the service viewers have known for over 20 years.

New names for all three channels, news broadcasts scheduled at different times and a major redistribution of the country's languages were announced by the SABC.

Following a mandate from the Independent Broadcasting Authority (IBA) to serve a broader cross-section of the country's viewers, the SABC has allocated SABC1 (formerly CCV) to serve predominantly English, Zulu and Xhosa-speakers, SABC2 (former TV1) to Afrikaans, Setswana, Sepedi and Sesotho (while the remaining official languages will also feature), and SABC3 (formerly NNTV) to English only.

Problems of access to SABC3 for many viewers may force them to buy decoders at a cost of about R1 500 to watch the evening's English news, although the SABC is continuing to expand the range of

this transmitter.

About half the programmes familiar to viewers will be replaced, but popular soaps and sitcoms will continue to be screened.

The new face of television aims to emphasise local programming — often a more expensive alternative to buying imports, and one that is expected to have a major impact on running costs.

Also at great cost, the launch line-up for February 4 reportedly includes the invitation of hundreds of foreign guests to South Africa to take part in a 90-minute introduction to the new service.

However, the revamp has not been met without criticism and the reduction in Afrikaans language airtime — reportedly as little as 1,3% of total viewing time over 24 hours — has prompted dissatisfaction from Afrikaans cultural organisations as well as advertisers. — Special Correspondent, Staff Reporter



# Plea from the heart to save Cape Town library service

ET 8/1/96

(50)

WHETHER or not Cape Town municipality will retain its own library service is an issue that has been put on the backburner until after the local elections.

I hope at least some politicians will take up this issue during their election campaigns. We need to know where they stand on it.

Cape Town has traditionally run its own library service, independent from that run by the provincial administration for the rest of the province.

There are 33 libraries in Cape Town's service. Between them they have nearly a third of a million registered users, and issue over five million books a year, according to the latest available figures.

Cape Town is the only one of six new municipalities in the metropole with its own library service. There have been suggestions recently that this "anomaly" should disappear, in the interests



of uniformity throughout the province, and to save money.

Nobody should be in any doubt that it will cost more to keep Cape Town's library service than it will to subsume it under the general provincial service instead.

Even Mr Heinrich Heymann, Cape Town's city librarian — who is a strong proponent of keeping Cape Town's own service intact — concedes that independence will cost "insignificantly" more.

We will also need to build more libraries to serve the newly incorporated black townships.

But despite this, there are many of us who are keen to keep Cape Town's own library service. I must

declare an interest here — I am a regular user.

I have no desire to knock the Western Cape provincial service, which may well be the best provincial library service in the country. A quarter of all registered library users in this country are in the Western Cape. There are 211 libraries in the province, including Cape Town's 33.

The provincial administration gives Cape Town a subsidy of R4,5million a year to run its library service. This is roughly equivalent to the amount that Cape Town libraries spend annually on books. So ratepayers' money is clearly being spent on some aspect of keeping our own libraries going.

We need a political decision to retain our library service — in the full knowledge that this option will cost ratepayers more, in the long run, than abolishing it would cost.

## CAROLUS LAUNCHES ANC'S LEARNING PLAN

# Visit township schools, white parents urged

**THE ANC** will stand by teacher groups regarding retrenchments, a top party official has said.

**W**HITE parents should go to a school in a black township and see why the government had to redeploy education resources to more needy communities, the ANC's deputy secretary-general, Ms Cheryl Carolus, said yesterday.

Speaking at the launch in Johannesburg of the ANC's education campaign for this year, Ms Carolus appealed to white parents to stop painting all problems in education in racial terms.

Fears that changes would lower standards were just a fear of letting go of the past as the government and the ANC wanted high standards to be maintained, she said.

It was not feasible for the government to increase its education budget again this year because there were other areas of great need and, by international standards, the allocation was high.

Regarding the cutback of teachers, Ms Carolus said the situation had been blown out of proportion and the ANC would push for teacher redeployment without retrenchment to correct the crisis of inequality in South African schools.

Education authorities had assured the ANC-led National Coordinating Forum on Education that the redeployment would not end in mass retrenchments.

"Redeployments must go ahead. We are quite uncompromising about that.

"Only in those cases where teachers refuse to be transferred to disadvantaged schools, and all avenues to seek a settlement ami-

50 et 9/1/96

## Plan to beat tertiary education imbalances

**CAROL CAMPBELL**  
EDUCATION REPORTER

**FUNDING** to redress educational imbalances caused by apartheid at South African tertiary institutions is seriously being considered by the National Commission on Higher Education, commission chairman Dr Jairam Reddy said yesterday.

Dr Reddy was addressing 280 delegates at the 10th International Conference of University Administrators in the city.

This funding would form part of a two-pronged approach in financing tertiary education — government financing for running institutions and a spe-

cial development initiative.

Money for the latter could be channelled through support programmes, money for "historically disadvantaged" black universities and the development of centres of excellence in areas such as research and community work.

Alternatively, a development fund could be created with money coming from the Department of Education, the RDP office and donors.

The current system of running higher education needed to be "fundamentally" changed and possibly replaced with a more "co-operative" model involving the state, the institution and other parties, he said.

cable to both parties fail, will such teachers be retrenched."

Ms Carolus said the redeployment was vital to ensure equity in education across race barriers and standards among teachers.

She blamed poor communication between the education ministries and teachers for the concerns over redeployment.

Ms Carolus assured teachers the ANC and its forum partners would not accept mass retrenchments by the government, saying:

"The reality of the situation is that the various provincial departments of education are, due to financial constraints, having to redeploy teachers from overstaffed

schools to understaffed schools instead of hiring extra teachers.

"But we believe there must be mechanisms for negotiation between the authorities and teacher organisations. We won't accept unilateral actions and we will stand by Sadtu if teachers are retrenched willy-nilly."

Sadtu has threatened to strike if the Gauteng provincial government retrenched 3 500 teachers this year, something it is reportedly considering.

Gauteng Education Minister Mrs Mary Metcalfe is expected to unveil her policies for the year today. — Education Reporter, Reuter



By Khathu Mamaila

WHEN a Standard 10 pupil in Northern Province is asked whether he will pass his final examination, the common answer is: "E-sa le ngoaha wa mathomo (this is only the first year)."

This observation was made by education MEC Dr Aaron Motswaledi when addressing principals, teachers, pupils and parents at Monsterlus Stadium near Groblersdal last week.

He said failing matric in the province was so common most pupils did not expect to pass in one year. He said at one school three students were repeating matric for the eighth time, 17 for the seventh time and 35 for the sixth time.

In that circuit, he said, repeating matric four times was "standard" and that it only started being abnormal during the fifth year. He said most of the 146 000 who wrote matric last year were repeating the exams.

"Because of the serious problems in education, I have requested the Government to declare this province a disaster area," said Motswaledi.

"We will have to develop intensive care units where these pupils will get intensive attention. These units will be known as finishing schools."

The province has produced the country's worst results, with a pass rate of just 38 percent. Of these, only seven percent obtained a university entrance.

Motswaledi told the rally he was not surprised by the outcome of the exams, and identified a lack of funding as the primary cause of the low standard of education in the province.

He said the province had received the smallest share of the education budget under apartheid because the area was more than 97 percent African. The previous government spent three times more on white than black children.

He said lack of classrooms also contributed to the high failure rate. While the country needs 60 000 classrooms, 35 000 classrooms were required in Northern Province alone.

Motswaledi added that there were more than 200 registered schools which do not have any structures. Learning in those schools took place under trees.

"In these circumstances, effective learning cannot take place," he said. "In some cases, there are no toilets and some pupils request permission



In crisis ... apart from the drought in Northern Province, the province also has serious difficulties at its schools.

to relieve themselves - and don't return to school."

While other regions were able to build classrooms because they were well-resourced, said Motswaledi, Northern Province was supplied with only 43 percent of its needs.

He said the province was also hit hardest by the problem of under-qualified teachers. A pupil can go through school without once being taught by a qualified teacher.

He said there were teachers who repeatedly failed matric, and as a result resorted to buying Standard 10 certificates. He said six teachers were fired last year after they bought matric certificates.

There was also poor management and a lack of discipline in Northern Province schools. Motswaledi said some principals lacked basic administrative skills and operated like "robots".

For example, one school principal complained about pupils who left desks outside the classrooms. The principal wanted to know what he should do about these "stubborn" pupils.

Motswaledi said some officials confused anarchy with democracy. Many principals would accept anything when a mob confronted them making demands.

He said on pay day, learning was also brought to a standstill in many schools because the staff left early and did not return. He appealed to school managers to be responsible, saying: "Be boss and not *baas*."

He appealed to school governing bodies to be responsible and to restore discipline in schools. Most officials need retraining to save the province from degenerating further, said Motswaledi. He said he was encouraged by Education Minister Sibusiso Bengu's plans to channel more resources to poorer provinces.

# Education crisis in Northern Province

(50) Kowekepan 10/1/96



# It's the Grade 1 brigade, 180 000-strong and equal

Star 10/11/96 (50)

MOTLHALEFI 1

No discrimination on any grounds,  
including non-payment of fees. But  
23 000 failed matrics pose problem

By **LEE-ANN ALFREDS**  
Education Reporter

**M**ore than a million Gauteng pupils turned to schools today to usher in the first year when education in the province will be compulsory and equal for all children.

While the total number of Gauteng pupils to be enrolled is not yet available, education MEC Mary Metcalfe said yesterday that 180 000 Grade 1 children would be starting their school careers this year. About 1,4 million pupils were enrolled in schools around Gauteng last year.

Speaking at a press briefing, Metcalfe took a strong line on schools that might try to exclude pupils on the grounds of race, religion, language or other factors.

She warned that schools would be obliged to accept as many pupils as possible and that no school would be allowed to turn a child away because of their colour or the language they spoke.

She said the province's school admission policy was backed by the Gauteng Schools Education Act, which has, for the first time, made schooling compulsory for all children between the ages of 7 and 15.

According to the act, every person has the right to basic education and equal access to schools.

The act also stipulates that:  
■ No pupil shall be unfairly discriminated against by any public (state or state-aided) school or private school that receives a subsidy.  
■ There shall be a duty on the ed-

ucation department to foster the advancement of pupils previously disadvantaged by unfair discrimination so that they may enjoy full and equal educational rights.

■ Admission requirements for public schools shall not unfairly discriminate on the grounds of race, ethnic or social origin, colour, gender, sex, disability, sexual orientation, religion, conscience, belief, culture or language.

■ No pupil shall be refused admission at a public school on the grounds that his or her parents have not paid either the compulsory school fees required in state-aided schools, or the voluntary school fees that may be requested in state schools.

■ Every public school shall, as far as reasonably possible, attempt to accommodate the specialised needs of any pupil.

Three disputed sections in the act - relating to lan-

guage testing as a criteria for admissibility, the development of a national culture for the country's diverse religions and the extensions of the justifiable limitation of freedom of conscience given to private schools - are due to be tested in the Constitutional Court on February 29.

These clauses have not been put into effect.

Regulations for school governance are to be gazetted for public comment in the next few weeks.

But while confident that the act will greatly assist in effecting

**Everyone  
has equal  
access  
to schools**

► ... To Page 2



I want to go home ... six-year-old Michelle Khoza weeps on the quadrangle of the Johann Girls' Preparatory School on her first day of "big" school early this morning. But she was taken under the wing of another parent and paired off with a more confident classmate.

Grade 1 brigade

From Page 1

Star 10/11/96

the smooth running and administration of schools, Metcalfe conceded that the opening of schools will still prove to be difficult.

"I believe the anxiety of last year will prove to be groundless, but there are problem areas. An example of this is the redeployment of teachers, which is complex and will take time. We will not immediately have teachers where they need to be and because of this it will prove to be a difficult period for both schools and teachers."

Metcalfe said another problem confronting schools would be trying to accommodate the 23 000 matric pupils who failed last year.

"If we were to accommodate all of the students who failed, we would need 23 new schools immediately. Readmission will be determined by the accommodation possibilities within the school - but the Std 9s of 1995 must be accommodated first," Metcalfe added.



# Teacher, pupil debate goes on

(50) ~~51~~  
EDUCATION REPORTER

ET 10/11/96

THE debate over how many teachers are needed in different Western Cape schools will continue tomorrow when the province's education labour relations council reconvenes.

Although there is unlikely to be any consensus between the different parties, local teacher unions and the Western Cape education department, the talks are expected to bring the council closer to a final agreement.

Once the teacher:pupil ratio is decided on it will be implemented over five years — apparently to avoid massive teacher retrenchments and give teachers the opportunity to move to schools that are short-staffed.

They will also deal with ratios for schools that teach children with special educational needs.

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# Educators told: Change or face the consequences

(50) CT 10/11/96  
CAROL CAMPBELL

UNIVERSITIES and technikons had to speed up the pace of change or face government intervention, ANC MP and higher education expert Mrs Naledi Pandor told an international conference of university administrators in Cape Town yesterday.

In discussion after Mrs Pandor's talk Professor Cecil Abrahams, the vice-chancellor of the University of the Western Cape, said historically black universities needed the financial support of the old white universities.

Black universities had carried the load of disadvantaged students while wealthy

er students had enrolled at the white institutions. The Universities of Cape Town and Stellenbosch had to work with UWC to form a single university system in the Western Cape with shared resources.

Mrs Pandor told the conference that government intervention would be the "worst thing that could happen" to the higher education sector but could be avoided if these institutions worked together to come up with a blueprint for action.

This blueprint would have to focus on making higher education more accessible to black students and reflective of the new South Africa.

Some institutions were making the effort to move forward but there were still many which had made little or no effort to transform.

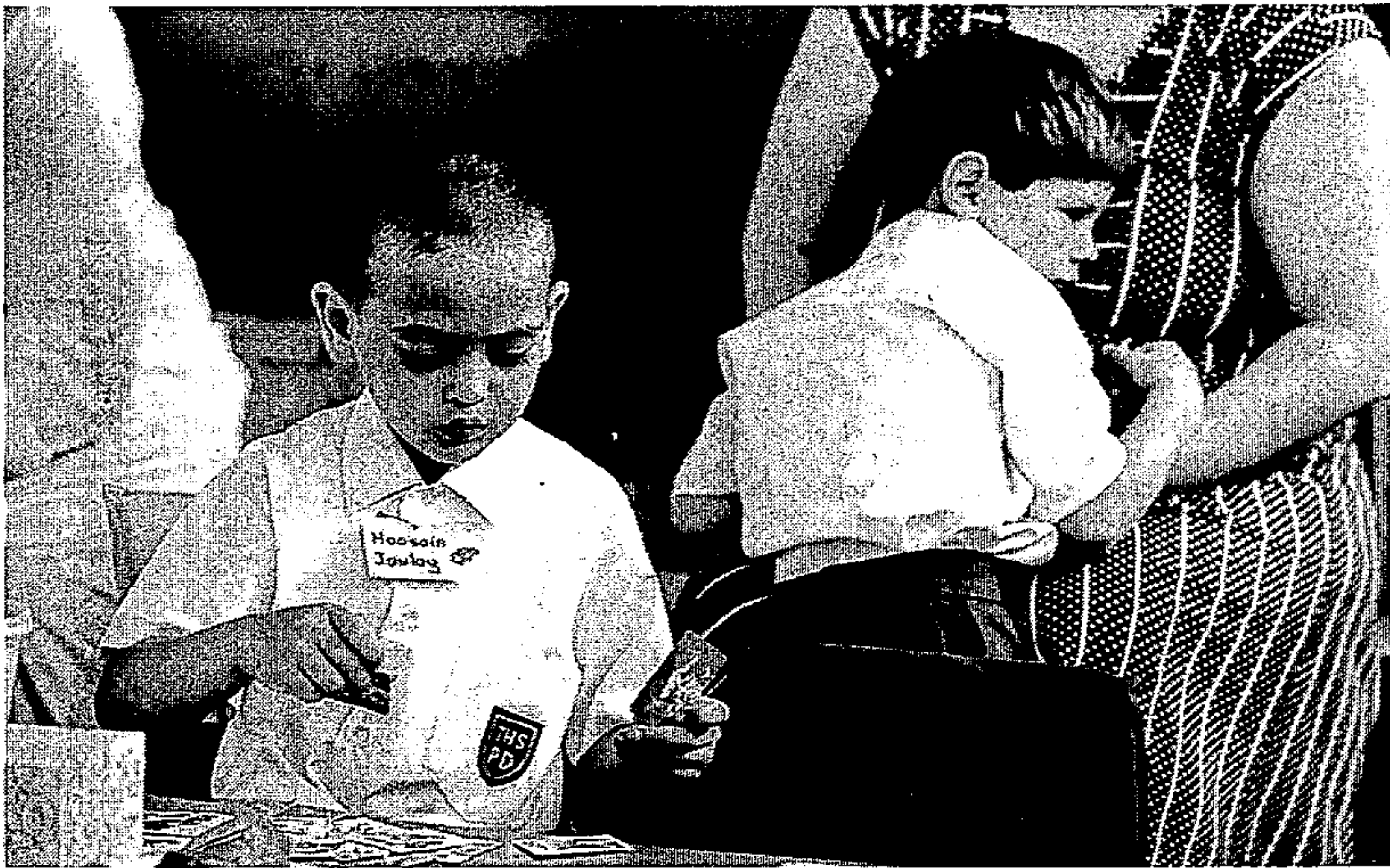
In her address Mrs Pandor used a hypothetical scenario to explain what could happen in higher education if universities and technikons did not change of their own accord.

The government would introduce a five-year plan based on the needs of the Reconstruction and Development Programme and this would shape the way universities operated.

State subsidies would only be dished out to deserving institutions.

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The first day at school meant different things to everyone... Hoosain Joulay settled right in to his first day at Jeppe High Preparatory School while a fellow pupil took refuge in his mother's arms. Picture: SALLY SHORKEND

## Start to school year beset 'by enormous problems'

Kevin O'Grady

THE start of the school year, which saw about 180 000 new grade one pupils entering the education system, was beset by "enormous problems", a spokesman for Gauteng education MEC Mary Metcalfe said yesterday.

Spokesman Subethri Naidoo said although there were many difficulties, mostly relating to overcrowding, "there was nothing dramatic or unexpected".

A detailed account of the success of the start to the new year would be available only by the 10th day of term after reports had been received from the province's 18 district directors.

However, the initial impression was that "things moved fairly smoothly".

Metcalfe toured a number of schools in Soweto, Katlehong and the Vaal area and discovered that "progress" had been made at many of them.

But in the Vaal area schools were hit by massive overcrowding and by large numbers of unregistered children reporting at schools which had already closed for registration last year.

At Moqhaka School there were

queues of about 400 children expecting to be given entrance, when the school was full before the start of the new year. It was "safe to say" that by this morning there would still be large numbers of children without schools.

Metcalfe's message had been that communities should work together with teachers and the education department to "look around" and find schools that had vacancies.

Meanwhile, the Congress of SA Students (Cosas) would embark on a programme of mass action unless Education Minister Sibusiso Bengu announced the abolition of Model C schools by the end of this month, president Lebogang Maile said yesterday.

Bengu's spokesman Lincoln Mali responded that Cosas was "well aware" of the process with regard to the state-aided schools which, in terms of a draft White Paper prepared by Bengu late last year, were likely to become state schools. The date for public responses to the draft White Paper had been extended to January 27, after which the document would be handed to Cabinet for approval, Mali said.

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BD 11/1/96



LETTER

# Eradicate White Legacy - Azapo

**A**LTHOUGH THERE WERE fewer disruptions in the education system last year, problems are by no means at an end. Basically, our education is still divided along racial lines.

Schools in black areas are in a deplorable state with no doors, window panes, desks, libraries, laboratories and other such necessities. Hence the continued curbing of our children by combi loads each morning to so-called white

schools where better facilities and learning can be found.

Tertiary institutions are in turmoil due to resistance on the part of the white racist establishment. We will have to transform these institutions in such a way that they are in tune with the circumstances in the country.

The Professor William Makgoba affair at Wits University is an example of the phenomenon that exists at all such institutions. In all fairness, no one

expects any government to eradicate the legacy of nearly 400 years of settler-colonialism in months, but we should at least see the unfolding of a strategy or plan in that direction.

The government has no strategy to deliver social services or to give the black majority a meaningful stake in the economy of the land. Blacks are condemned to the simple status of being workers and servants of the white minority.

The current debate on privatisation of state enterprise has revealed the fact that this coalition government, dominated as it is by black faces, is actually more rightwing in economic matters than the white minority regimes of the past.

Successive National Party regimes had maintained these parastatals and used them to serve the economic and social needs of the white population. In particular, state enterprises played

a crucial role in eradicating the "poor white" phenomenon. Instead of doing the same, this coalition government wants to sell them off to white capitalists, both here and abroad. By this act they are actually telling us that the upliftment of blacks in this country should be left to market forces. Azapo hopes that as the new year dawns and proceeds, more and more of our people will realise that casting votes and liberation are not necessarily synonymous. There is much that we as people still need to do to add content to the process of voting. In the sporting field, we have done well as a nation. South Africa are rugby champions while Bafana Bafana held Argentina and Germany to draws. Bafana Bafana are ready to tackle the best in African football when we host the African Cup of Nations. Orlando Pirates are the Confederation of African Football champs. This year is likely to see a lot of activity by the Truth and Reconciliation Commission which will, among other things, white wash criminals and grant them immunity from prosecution. Azapo has already voiced its opposition to the latter function of the commission and intends to fight the issue through the Constitutional Court. **MOSIBUDI MANGENA,** Azapo president, Johannesburg.

*Sauerhan*

*(50)*

# Schools in Gauteng can't cope

*50*  
*Lowet an 12/1/96*

By Claire Keeton

THE SEVERE overcrowding of schools near informal settlements in Gauteng is stretching the new education department's resources to breaking point.

Department spokeswoman Ms Thandi Chaane said admissions this year could be double the figures for 1995.

The areas worst affected are the East Rand, the Vaal Triangle including Orange Farm, and the outskirts of Pretoria, particularly Soshanguve.

"There has been an enormous influx of pupils - it is a nightmare. There is no way existing schools have the capacity to cope. For the first time, we are planning to use tents in Gauteng," Chaane said.

One of the schools visited yesterday by Gauteng premier Tokyo Sexwale and MEC for education Mrs Mary Metcalfe highlighted the problem. Khayelitsha Primary, in an informal settlement in Diepsloot, is a makeshift school of steel containers and has four times more pupils this year than in 1995.

## Cramped containers

Elsie Nwaila, said they have enrolled 420 pupils compared with 120. "We are very overcrowded and plan to erect tents," she said. Meanwhile an average of 70 pupils will be accommodated in cramped, hot containers. Metcalfe said she was told about 3 500 families had moved into Orange Farm over Christmas.

"If this is correct we will need another seven schools to accommodate them," she said. "The department of planning has told us large numbers of people are fleeing the political violence in KwaZulu-Natal and the poverty in other provinces."

Sexwale said: "Gauteng is the most heavily populated province and we cannot countenance cuts. The ministry here is hard pressed to cope with deep cuts to the budget. We will do everything to get money back. We will go to the central Government."



ARC 12/11/96 (50)

# Bid to solve education wrangles

**ESANN DE KOCK**  
Education Reporter

SUGGESTIONS are expected soon on ways to establish favourable pupil-teacher ratios in Western Cape schools.

At a meeting of the bargaining committee of the Education Labour Relations Council in Cape Town yesterday, several sub-committees were commissioned to investigate and make suggestions on matters such as teacher absorption, grading of schools and pupil-teacher ratios.

Basil Snayer of the South African Democratic Teachers' Union (Sadtu) said last night that the question of rationalisation was a crucial matter on which unions had to consult their members.

"We cannot take decisions without proper mandates and

without having gathered information from the Western Cape Education Department.

"The sub-committees will look into these matters as well as the logistics and the implementation of teacher-pupil ratios."

Mr Snayer said there was plenty of consensus at the meeting and that all parties were careful not to take any decisions.

He said it was not correct to assume that 6 000 teachers in the province would have to be retrenched to reach national targets of 1:35 in secondary schools and 1:40 in primary schools.

"These targets are national norms with specific reference to a nationally determined figure.

"Equalisation has to happen across provinces."

Sadtu, he said, would like to see a situation where a trade-off could begin between the Western Cape where more favourable teacher-pupil ratios existed, and other provinces.

"In other words, we are talking about redeployment instead of retrenchment."

He said there were also teachers who wanted to get out and who felt demotivated.

"We have to create the necessary avenues for them to leave. But these are just thoughts, and no definite decisions have been taken."

Mr Snayer said the sub-committees would begin working soon and results should start coming in before the end of January.

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# School body condemns 'politics in education' (50)

ARG 13/11/96  
PRETORIA. — The SA Federation of State-aided Schools has called on education authorities to stop politicising education, saying it strongly condemned attempts to undermine the principle of home-language schooling.

In a statement here, Safsas chairman Hennie van Deventer said an increasing tendency by education departments to ignore the powers of school governing bodies was a matter for concern.

"The only correct and acceptable manner of doing things is for departments and governing bodies to reach agreements by means of bona fide negotiations in accordance

with Section 247 of the Constitution."

Safsas warned it would not let unconstitutional actions continue and said it would take "legal and other steps" if necessary.

"Safsas will continue to forcefully promote the principle of active parent input and involvement in education. Attempts to curtail or dilute the rights and responsibilities of parents will be opposed with might."

The organisation said it was prepared to advise school governing bodies and requested such groups to approach it. — Sapa.

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# Child weeps after being turned away from school

By PETA KROST

After months of looking forward to starting Standard 4 at his new school, Basil Sithole was turned away on his first day this year without any explanation.

Ten-year-old Basil, who had come fourth in his class at Nhluvuko Primary in Soweto last year, still cannot understand why the teachers refused to teach him and what he had done to deserve being turned away.

He cried and cried for two days while his mother, Joyce Sithole, searched for a school that would accept her son after school had already started. Robert Sithole went to Flamingo Primary School in Lenasia in October to apply for his oldest son's enrolment.

He filled out forms and was given a piece of paper and "told to bring Basil to school before 8am on January 10," Mrs Sithole said yesterday.

She took her son in at 7am so that she could sort out all the administration and still get to work on time.

Instead, Mrs Sithole waited until 11am to discover that her application had been rejected.

"Every time I asked what was happening, I was told to wait my turn while other people's enrolments were dealt with. I had a different paper from the other parents and every time I asked about it, I was told to wait," she said.

When they eventually spoke to her at around 11am, they were unable to find Basil's forms and eventually recovered them in the unsuccessful applications box.

When she asked why her son had been rejected, she was told by the administration staff that "the decisions are made by the office, not us".

The only explanation she received as to why she had not been told of the rejection earlier was "because you people never leave reliable addresses". The telephone numbers and address put on

the application forms in October were still applicable, she said.

At 11.10am, Mrs Sithole led her crying child from the school and spent the rest of the day going from school to school in Lenasia to find one that would accept her son. But they were all full.

On Thursday she managed to get a list of telephone number of schools in the area. She eventually found a place for her son at Apex Primary.

"Basil loves school and was really looking forward to starting at the new one. Every time we would drive past Flamingo School he would get excited and tell everyone that that was his new school," she said.

"I am still not sure he believes that it was not because of something he did that he could not get to that school."

The Apex school is much further from the Sithole home than Flamingo, and Mrs Sithole worries about her son now having to catch two taxis on his own to get home every day. But there is nothing she can do - her son must go to school.

Subethri Naidoo, spokesman for Education MEC Mary Metcalfe, said there was "no excuse for being so disrespectful to this woman and she should have been paid the courtesy of a reason for the application not being accepted".

Naidoo added that the Gauteng education department was unfortunately faced with massive overcrowding in schools.

"This is a tragic situation for which there is no quick-fix solution. But there is no need or excuse for rudeness and insensitivity, and we do not align ourselves with this approach."

She said she had heard many similar complaints and suggested that parents being faced with these problems should contact their district director to investigate or sort out the problem. That way, the department would at least be notified about all the issues that arose.



**ACCEPTANCE AFTER REJECTION:** Basil Sithole finds his feet at a new school after being rejected by one he enrolled at last year PHOTOGRAPH: TJ LEMON

## Retain Model C schools, says DP

(50) Star 13/1/96  
The Democratic Party Youth has called for the retention of Model C schools, saying they were contributing R700-million annually to the state.

DP Youth president Siphon Moganedi was reacting on Thursday to a statement by the Congress of SA Students in which Cosas threatened mass action to force the closure of these schools.

"There is no point in the Congress of South African Students threatening to force the closure of Model C schools," Moganedi said. "Instead, their mass action could destabilise education and contribute to undisciplined behaviour by students at schools."

He said a culture of learning might be eradicated instead of being built. He added that the R700-million contributed by Model C schools could be used for the

Reconstruction and Development Programme and for creating more space for pupils at state schools.

Parents who could afford to pay for their children's education should be allowed to do this, so as not to overburden the state, Moganedi said.

"Children who pass entrance tests to Model C schools can be admitted although their parents cannot afford it. Let us be practical, not emotional, when making decisions about the lives of the children of this country."

Moganedi added that Cosas should stop making hasty decisions.

He said the DP Youth was not against transformation in schools, and warned that matric results would not be better than last year if Cosas embarked on mass action.



# Schools battle overcrowding

ARL 16/1/96 (50)  
□ Long queues form outside admin blocks

ESANN de KOCK, Education Reporter

THE chances are that little or no teaching will take place at overcrowded black schools in the Western Cape this week as teachers work overtime to register hordes of pupils.

News from the Khayelitsha Education Forum is that registration is running smoothly in the townships, but principals at many high schools are sceptical about finding a place for each and every pupil.

As thousands of pupils queued patiently in the midday sun outside administration blocks, staff members expected registration to continue throughout the week — with final figures only becoming available next week.

Schools today showed evidence of timeous delivery of textbooks and stationery, although some principals said they would need additional resources to cope.

The Western Cape Education Department said it was ready to act in problem cases by supplying prefabricated classrooms and additional teaching materials to schools which needed them.

At Masvile High in Khayelitsha, principal Nzingi Ngele described the registration process as follows:

"We have a large number of Standard 6 and 7 pupils."

Mrs Ngele said her school had already been divided into two sections to accommodate more pupils and prefabricated classrooms had been erected outside.

She said the school planned to refer the excess pupils to "emptier schools on the outskirts" of Khayelitsha.

The school received unconfirmed reports that the Ruyterwacht School, which was postponed last year for the relocation and a huge outcry from white residents living around the school, had a shortage of pupils and was one of the schools where extra pupils could be accommodated.

But Mrs Ngele, principal Daniel Futwa said he expected about 500 pupils to register at his school this year, but by 11 am today there was a mere trickle entering the school grounds.

At Jee Slove High, principal Balakazi Mlangi said the capacity of the school was about 1 500.

"We'll definitely have to take more pupils than last year and we expect some pupils to arrive late from holidays in the former Transkei and Ciskei."

"Once again, pupils are already arriving from Transkei and other former homelands, expecting to find a place in schools here."

● See page 15.



LETTING GO: Ayanda, 6, of Khayelitsha, gets a few final words of comfort and encouragement from his mother, Nicolette Lugalo, before he steps into his first classroom. He started at Grove Primary School in Claremont today.



WATERSHED TIME: Robyn Opperman of Claremont hugs five-year-old Caleigh before handing her over to her teacher at Grove Primary.

Pictures: BRENTON GEACH, The Argus.



# Oleckers hits out at E Cape crisis

(50) ARG 16/11/96  
Education Reporter

WESTERN Cape Education Minister Martha Olckers has hit out at financial mismanagement in the Eastern Cape in the wake of news that up to 7 000 teachers in that province may not be paid at the end of the month.

The education crisis in the Eastern Cape comes after a decision by the Western Cape Education Department to stop all payment of salaries on an agency basis to the Eastern Cape, which owes the WCED more than R200 million.

The decision came after the National Education Department paid the Eastern Cape Education Department R200 million to settle the debt. But instead of paying the Western Cape Education Department, the money was apparently used to settle the Eastern Cape department's bank overdraft.

Mrs Olckers confirmed today that the WCED had stopped payment of salaries of Eastern Cape teachers.

Phaphama Msenyana, spokesman for Eastern Cape Education Minister Nosimo Balindlela, has acknowledged that the department owes the Western Cape the money.

But Mr Msenyana disputed news that teachers in his province would not be paid this month.

He said the education department did not have an overdraft and was not overspending on its budget of R4,8 billion.

"The money to pay our teachers is there."

The department, he said, was simply experiencing some problems in settling arrears.

But an Eastern Cape source close to the issue said Mrs Balindlela had cited "under-funding" as the reason why her department could not repay its debt to the WCED.

She could not be reached for comment last night.

Mrs Olckers said today that if her department had not decided to cut payment of salaries to Eastern Cape teachers, the WCED could have found itself in trouble in terms of cashflow to keep its own services going.

"Our budget has been cut by R630 million. Add this to the R200 million which the Eastern Cape owes us and we are R800 million short."

Mrs Olckers said the WCED went out of its way to accommodate the Eastern Cape and gave that department three months' extension to repay the salaries.

"We feel sorry for the teachers and regret the destabilising effect on education as a whole, but I have to look after the interests of my province.

"The Western Cape is not responsible for paying the Eastern Cape's salaries."

It was a great pity and a huge concern, Mrs Olckers said, that the national department was suddenly able to find R200 million to help the Eastern Cape out of its dilemma of "bad financial management", while the Western Cape had been asking for additional funds.



WEEPING MUMS SAY GOODBYE

# Hulhulo as schools open again

CT 17/1/96  
(50)

**MOST** Cape schools yesterday experienced the usual chaos that accompanies the first day of the school year. **CAROL CAMPBELL** and **LISA TEMPLETON** report.

**S**CHOOLS were a hubbub of activity yesterday morning as children donned their uniforms and returned — Sub-A pupils all seemed cheerful to be starting their school careers but a number of moms shed a tear.

School grounds throughout the province were flooded with anxious parents and pupils noisily greeting friends and hunting down new classrooms — as the 10-week first term began after six glorious weeks of summer holidays.

Young Sub-A pupils, just embarking on their 12-year school careers, seemed quietly determined and — contrary to weepy scenes witnessed among pupils in the past — it was the mothers who left classrooms with teary eyes as their babies started school.

"The Sub-As of this generation are so emotionally mature — today it's the moms who cry," laughed Mr George Hector, headmaster of Sunnyside Primary School in Belgravia.

With children returning to school, traffic almost doubled yesterday and motorists were taking twice as long to commute as they were during the holidays, said Mr Wouter Smit, Cape Town traffic chief. The Easter holidays



**TREPIDATION:** A Wynberg Girls Junior School Sub-A pupil, Sheri, is comforted by her mother, Mrs Jill Jones.

**PICTURE: CLIVE SMITH**

begin on March 27.

In the townships yesterday school principals were battling to register and accommodate long queues of new pupils — many from the Eastern Cape and Transkei.

At Ikhusi Primary School in Site B, Khayelitsha, Mrs Virginia Strataza said she had moved from the Franskeri to look for work and was trying to enroll her son, Amanda, in Std 1 because Ikhusi was close to her shack.

"Some classes have 60 children,

which is too many," she said.

Mrs Nobathini Trom, who was enrolling her daughter Sive in Sub-A, said she did not mind paying the R10 a year in school fees but felt books and equipment should be provided by the school.

The principal of Thembani Primary School in Langa, Mrs Kathleen Ndumhini, said she was expecting to take in at least 400 new Sub-A pupils and would average about 50 children in each class.

"I have applied for containers, which could double as classrooms, and our toilets are in a desperate state of repair, but until help comes I suppose we will manage."

At Injonga Primary School in Khayelitsha, Mr Vuyani Magodla said the school had registered all its existing pupils last year but he still expected a rush of pupils from outlying areas over the next few days.

"There is a tradition of arriving to register a child on the first day of term, which does hold things up."

At the controversial Ruyterwacht High School, which was occupied by nearly 5 000 black pupils at the beginning of last year, principal Mr Dan Futwa said registration was progressing slowly but surely.

Western Cape Education Minister Mrs Martha Clinkers said registration centres were not set up this year because schools wanted pupils on site so they could settle them into classes quickly.

If major overcrowding problems developed, the department would set up emergency centres to cope with the problem.

Teachers in the province still do not know how many of their jobs will be lost when the education department implements its rationalisation programme later in the year.

Talks between the teacher unions and the education department are continuing and both sides are committed to reaching a settlement quickly to end the uncertainty that has devastated staff morale.

● See Page 5



**BIG STEP:** Mrs Malanga Ngunntane arrives at Thembani Primary School in Langa at the crack of dawn to get a place in a long queues when registering her daughter, Monica, in Sub-A.

**PICTURE: ALAN TANIGR**



# All for better learning

**V**IOLENCE IS BATTERING against the gates of schools in Gauteng. Many opened this year with their premises pillaged by gangsters during the holidays, causing thousands of rands of damage.

Vandalism is only one of the obstacles facing the new Gauteng Department of Education (GDE) in its battle to provide "quality education" in 1996.

Overcrowding in schools is rife, 23 000 matrics failed last year, the budget is cut, resources are inadequate and existing resources are being destroyed.

But Gauteng MEC for education Mary Metcalfe is confident the establishment of democratic, representative governing bodies in all schools for the first time this year will build learning.

"The year 1996 must be another firm step forward towards quality education for all, a year in which parents, teachers and students must work together," she said.

Metcalfe emphasised during visits to schools around Johannesburg and Pretoria in the first school week that community involvement was the best way to improve schools.

## Vital resources

Speaking at Willow Crescent Secondary School in Eldorado Park, she said: "I am angry that people are trying to destroy your future but you must not be depressed. We can't fix all the damage but they can't take away your will to learn."

The school was stripped of vital resources during the holidays and it will cost about R100 000 to repair the damage. WR Goliath Primary in Westbury suffered about R75 000 damage when two prefab classrooms were gutted by arsonists and all the equipment burnt out.

Gauteng premier Tokyo Sexwale when he visited the school with Metcalfe last week called on members of the community "to take up the cudgels" to defend WR Goliath.

Sexwale said the school was in an area of great poverty and unemployment, which bred gangsterism. "The strongest component of this is drug dealing. We call on parents to keep their children away from the deadly grip of drugs."

School principal Goesain Sallie said young children were confronted with violence daily, and talked about life and death at school.

Sexwale said it was difficult for Gauteng "to patch up the damage when we have deep budget cuts". The province cannot afford to repair damage when it does not have enough resources for all its schools; in fact, it does not have enough schools.

Gauteng schools were flooded by students when schools opened this year, particularly near informal settlements. The school population is around 1,4 million, with 180 000 in Grade One.

For the first time in 1996, attendance was

Despite overcrowding, vandalism and a low budget, authorities are sure that 1996 will be another milestone in the quest for quality education for all. Education

Correspondent **Claire Keeton** explains why...



**Bad beginning ... Many Gauteng schools were badly vandalised during the school holidays.**

compulsory for all children between seven and 15 under the new Gauteng Schools Education Act.

Under this Act all discrimination is outlawed, no learners can be refused permission because their parents cannot pay and no farm schools can be closed other than by the MEC.

This year, the 20th anniversary of the 1976 student uprising, Metcalfe said South Africa has achieved many of the demands of those brave students.

"We have a single, non-racial education department. We have one law and one budget for all schools in Gauteng." She added they have begun to address historical inequalities but the task of reconstruction will take a long time.

Under-utilised schools will be required to share resources to meet the needs of more children.

Sexwale and Metcalfe also visited Hoerskool Vorentoe in Westdene, an Afrikaans school which has become a dual medium school and admitted around 135 students from disadvantaged backgrounds.

Principal Lucas Viljoen said: "I am impressed by the eagerness and the results of the new students." Mandla Nkosi from Meadowlands, Soweto, said he was glad to be at the school: "There is regular teaching and I have friends here."

Thirteen Afrikaans schools will change to dual medium schools this year, and government departments like the police will return schools

(50) Sowetan 17/1/96

they have been using. A Tembisa hostel is being converted into a school and a Wattville office block could also be turned into a school.

By the end of January, 45 new building projects will have gone to tender for areas of greatest need, like the Vaal Triangle where 24 schools double-sessioned last year.

The IFP Youth Brigade has called on Gauteng "to speed up the implementation" of these projects.

Containers will be used for schooling in Boipatong, Bekkersdal, KwaThema and Bronkhorstpruit, and tents in Swanieville and Diep Sloot as temporary accommodation.

The number of children at Khayelitsha Primary in Diep Sloot will be four times greater than in 1995, and a visit found them crammed into containers.

## Relieve overcrowding

In urban areas, under-utilised primary schools will be converted into junior secondaries to relieve the overcrowding. It is worst on the East Rand, Soshanguve and the Vaal Triangle, particularly Orange Farm.

A visit to Moqhaka Secondary in Sebokeng on the first day of school showed it was already overcrowded, without having admitted any matrics.

The GDE is not able to accommodate all students who wish to rewrite matric and first priority must be given to last year's Standard nines. Metcalfe has called on matrics to explore rewriting in adult education centres and to establish study groups.

GDE head James Maseko has warned students to enrol in registered private schools only since there are major problems in at least 50 city schools.

The establishment of a single education department in Gauteng has facilitated the supervision of schools. Regulations for school governance will be announced in the next few weeks for public comment.

However, three sections of the Schools Act will not be put into effect until a Constitutional Court hearing on February 29.

Meanwhile, Gauteng has made a commitment to fight for equity and quality for all its students.

# (50) No funds for Model C schools

*Sametor 17/1/96*

By Claire Keeton  
Education Correspondent

THE Government does not have the money to take over the running costs of Model C schools this year since it would amount to millions.

In Gauteng, for example, it would cost approximately R300 million to take over Model C schools and there is no provision for this in the limited 1996/97 budget.

But the Congress of South African Students (Cosas) supported by the Pan African Students Organisation is calling for an end to Model C schools now.

Education Minister Professor Sibusiso Bengu has indicated that Model C or state-aided schools will cease to exist early this year when school legislation is passed.

The Government, however, has not budgeted for the additional costs of running Model C schools in the new financial year.

Cosas president Mr Lebogang Maile agreed the campaign to scrap Model C schools would push up education spending, but added: "We will pressurise the Government to increase its education budget."

Cosas is launching mass action next week to support their demands which include an end to payment of compulsory school fees.

At the moment the Government pays teachers' salaries at Model C schools and parents' fees finance the maintenance, equipment, textbooks and other costs.



VAL

# Pupils without fees turned back

(50)  
Sowetan 17/1/96

By McKeed Kotlolo and Khathu Mamaila

## Claims that schools refuse to take students who want to repeat matric

**T**HE MPUMALANGA education department is to investigate claims that many pupils have been refused admission to schools at KwaNdebele and Moutse because they did not have school fees.

In the same province, black pupils have allegedly been rejected by a school after failing entrance tests conducted in Afrikaans.

Department of education official Mr Pat Zwane said yesterday that his office was not aware of pupils being turned away because they did not have fees on registration day.

"A report from KwaNdebele says everything is normal in the area with registration continuing smoothly. We are going to look into the matter immediately," he said. "Our policy is clear that no child should be denied education on any basis, be it lack of fees or language."

However, Congress of South African Students organiser in Mpumalanga Mr

Steve Madisa said yesterday that Cosas had received many complaints from parents that their children had been turned back from schools because they did not have fees.

He said pupils who wanted to repeat matric were also being refused admission at most schools. "Where are they expected to go since we do not have any finishing schools in the territory?"

Meanwhile, about 17 pupils were rejected by Kragveld Primary School at Pullen Hope about 29km from Middelburg on Monday because of failing an entrance test in Afrikaans.

"We took our children there because we had no alternative. The school decided to give them tests in Afrikaans," a parent complained.

The school's principal could not be reached yesterday for comment.

In Northern Province, MEC for edu-

cation Dr Aaron Motswaledi said the results of about 6 000 matric pupils had been delayed because of irregularities in the collection and marking of scripts.

Motswaledi said there had been serious problems regarding the collection of answer sheets because of the lax attitude of some officials.

"About 6 000 pupils have not yet received all their results, especially in English and Northern Sotho. We have instructed the relevant officials to correct the situation," he said.

He said some officials had entered wrong subjects on the subject forms and this had led to answer sheets going to wrong marking centres.

"There are all sorts of problems regarding the results. The department is attending to the matter and we hope the pupils will finally get all their results soon," said Motswaledi.

FEB 4 TV RELAUNCH LIKELY TO GO AHEAD

# SABC-IBA language changes 'compromise'

CT 19/1/96

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**JOHANNESBURG:** The IBA has agreed that if the SABC's new language proposals comply with its existing licence they could be implemented by February 4.

**T**HE IBA and SABC reached an apparent compromise last night that would see some limited language changes to the three television channels and allow the much-hailed relaunch, they said at a joint press conference.

The SABC request for an interim consent to their licence conditions which would allow the relaunch to go ahead as planned was turned down.

During the meeting the corporation proposed the distribution of languages across the channels, and the IBA has asked for more details of these changes.

The IBA agreed that if the new language proposals complied with the existing licence they could be implemented by February 4.

The IBA re-affirmed its need to continue to hold hearings on the matter.

SABC head Mr Zwelakhe Sisulu said he was pleased with the progress made in the meeting at which most issues had been clarified, knowing that the February 4 launch could go ahead.

## Call to revamp board

### POLITICAL STAFF

A CALL for nominations for a revamped board of control for the SABC was made yesterday by the chairperson of the National Assembly's portfolio committee on communications, Mr Saki Macozoma.

"The new SABC board will have to be re-conceived as an institution so that it reflects and is consistent with the new broadcasting dispensation."

The terms of office of the current board end in May and

the new board would have to be in place by then.

Advertisements calling for new nominations will appear in the national media "in a couple of weeks".

Nominations should be submitted to: The chairperson of the portfolio committee on communications, c/o Masi-bulele Xaso, PO Box 15, Cape Town, 8000.

The nominations should be accompanied by a letter of acceptance by the nominated individual.

"February 4 will clearly be the beginning of a process of change at the SABC," he said.

Mr Sisulu said there would be more discussion with the IBA and the SABC would provide details about the adjusted programme schedules that would ensure the relaunch complied with the current television licenses.

Alluding to earlier differences between the two organisations, he conceded that there might have been a breakdown in communication and a difference in the interpretation of communications

between the two.

Mr Sisulu added: "I am now sure that the SABC and the IBA both acted in good faith and the problem was caused by a breakdown in communication."

Earlier in the day the executive committee of the SABC board released a statement blaming the IBA for the debacle.

The SABC said the IBA had made an abrupt about-turn on the need to hold public hearings which the SABC had believed were not necessary for its programming changes. — Own Correspondent



# Peace and plans for the future replace old racial conflict at Ruyterwacht

□ From page 1

awry in President Nelson Mandela's new South Africa were beamed to the world. The people of Ruyterwacht were seen as conservative whites who refused to fit into the "new" South Africa.

Two years on, the school has 550 pupils, with more arriving each day of the new term. It can accommodate 700 children in its 16 classrooms and boasts a small library and computer centre.

The children are bused the 25km from the shack lands of Khayelitsha at the expense of the Western Cape Education Department.

"If I think about what happened then and what it's like now, it is unbelievable. People are changing their attitudes all the time and there is no hostility any more," school principal Mr Dan Futwa said.

Since those bad days Futwa has worked to gain the trust of Ruyterwacht's residents, who say they were genuinely afraid that black people were going to take over their homes after they had occupied the school.

His reward is a growing loyalty from the suburb's white leaders, who now tell him they will toy-toy outside the school if he is ever replaced.

Efforts by the residents to live peacefully with the school community are starting to bear fruit. Positive moves include:

- A resident offering to teach karate to interested pupils in the afternoon.

- A donation from the community (many of whom are themselves desperately poor) of 12 large bags of old clothes to help with fundraising.

- Police detective Mr John Shepherd, who lives in Ruyterwacht and coaches sport at the local primary school, is eager for Esangweni pupils to form a soccer team so they can compete with players at the other high school in the suburb.

- Muslim residents have approached Futwa about using the school for a madressa (Muslim school) in the afternoon.

Dominee Koos van Rensburg from the local NG Kerk said poverty made Ruyterwacht's people feel

their needs had been overlooked by society, and the occupation of the school exacerbated this.

The dominee does not deny some residents behaved abominably, shouting racist slurs and stirring a violent confrontation.

"Some people got involved in the confrontations at the school because it was all too much for them to cope with," he said.

Many Ruyterwacht residents are unemployed and live on welfare grants and disability pensions. About 75% of the residents are elderly and many of the properties are owned by a welfare organisation that rents them to pensioners at low cost.

It was Van Rensburg and two NG Kerk dominees who stood between residents and the police when confrontation was at its worst.

"We acted as a buffer so that police wouldn't fire at the residents," he said.

But it was President Nelson Mandela's visit to the school — unannounced and done quietly at the height of the tensions — that eventually

cooled hot tempers.

A turn of events that may seem ironic to anyone wanting to label Ruyterwacht as racist is a recent march by residents and Pagad members on the homes of drug and alcohol dealers operating from homes near the school.

Now residents want to know what would happen to the school in future. "Is it going to stay or is the education department going to build a new school in Khayelitsha? It's not fair on the pupils to have to travel so far," said Shepherd.

Residents feel the best outcome would be for the school to be used as a home for the aged, and a new school to be built in Khayelitsha. Many say they would much rather go to school closer to home.

Futwa doesn't want to be drawn into the debate. The challenge ahead, he says, is to improve the marks of matrics at the school.

"My job is to get politics out of education and to establish our own culture of learning here. Once we have done this we will see success."

27 20/1/96 (50)



# CAPE

Angry staff would like to see the book thrown at management for their handling of the crisis

# LIBRARY CHEAOS

■ The loss of staff and looming budget cuts have led to a serious crisis in the Western Cape Library Services and the staff are now blaming their bosses for the disastrous state of affairs.

**ADELE BALETA**

Staff Reporter

**THE** Western Cape Library Services are in dire straits, understaffed and demoralised because of staff cutbacks, and hundreds of thousands of books are lying in basements as personnel struggle to maintain the service.

And the beleaguered service may be set back even further if looming budget cuts are approved — a move which could bring it to its knees.

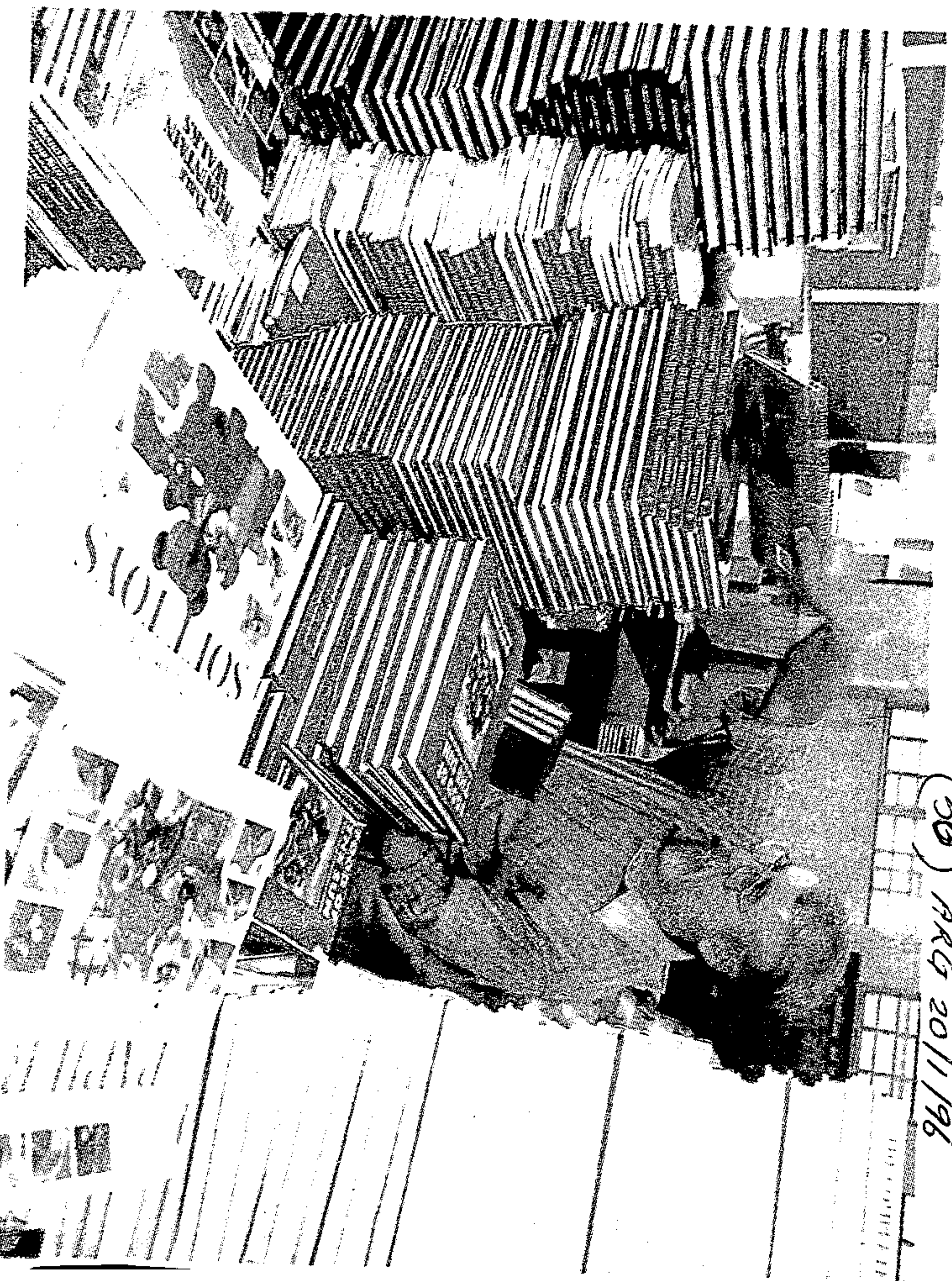
In an effort to lighten the load on overworked and demoralised staff, top management at the headquarters in Chappini Street, Cape Town, have quit their desks for the basement — to help unpack R3-million worth of book deliveries.

Meanwhile staff — who were unwilling to be named for fear of losing their jobs — have laid the blame for the crisis squarely at the door of top management.

Services director Frans van der Merwe said: "We have no option but to help. These boxes have to be unpacked so we can retrieve invoices and pay for the books out of this year's financial budget. If we fall behind we lose the money."

Money allocated for books cannot be rolled over.

There were a further 400 000



50) APR 20/1/96

□ **NEW JOB?** Director of Western Cape Provincial Library Services Frans van der Merwe has left his desk to unpack books.

Pictures: ANDREW INGRAM Staff Photographer.



books in storerooms which had not yet been processed and which still had to be sent to libraries, who were crying out for them.

"We got out only 16 000 books to the public libraries last month. The usual number is between 40 000 to 50 000 a month," Mr Van der Merwe said.

Liesel De Villiers, an assistant director, said the situation had reached crisis proportions, with librarians from Delft, Hout Bay, Kommetjie and Koeberg offering to help.

"Borrowers are the ones who are suffering. What is the point of having study guides for 1995 arriving in 1997?" she said.

With the restructuring of the Cape into three new provinces in 1994, the Western Cape effectively lost 57 posts to the Northern and Eastern Cape.

"The result was that staff became demoralised and productivity slowed down, with people not knowing whether they would be the next to go," Mrs De Villiers said.

She said staff began leaving in November 1995. Some were transferred to other departments, while others decided to resign rather than wait for the axe to fall. The staff cuts will be effective from April.

"We now have 63 posts, but we need at least 112 to be able

# Western Cape Library Services in dire straits

ARL 20/1/96

■ From page 1

to handle the workload," she said.

Of the nine book reviewers — who plough through about 180 titles a week — there are six left. The staffer who handles music selection will also be leaving.

Angry librarians recently mobilised to protest against the loss of posts, for which they hold top management responsible.

Many have criticised Mr Van der Merwe for not dealing with the crisis in his own organisation and instead taking a

R20 000 trip to Russia late last year to deliver a paper on library services in South Africa.

Mr Van der Merwe was given the "freebie" in spite of his post being scrapped, with the downgrading of library services from a directorate to a sub-directorate.

Mr Van der Merwe, who recently received a second BMW as part of his financial package, has also been blamed for the loss of posts.

Bon Gertz, a former assistant director, said: "Posts should never have been lost in the first place. The basic func-

tions of selection, ordering and recording titles are all functions that require the same number of staff — whether one is servicing the whole Cape or just the Western Cape.

"The Transvaal Library Services never lost one post after it was split into several provinces. But here the posts were never negotiated for until it was too late."

The fact that the cabinet had approved in principle the creation of an additional 48 posts, after a 14-day investigation was a tacit admission that these posts should never have

been lost in the first place.

Mrs De Villiers believes there is enough money in the library services budget to pay salaries.

"We can scrimp and save and get the money somehow," she said.

Deputy director-general of the provincial administration J C Stegmann said requests by the Provincial Library Service to use funds to pay staff salaries was subject to the recommendations from the Provincial Service Commission.

He said he believed a decision was imminent.

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# Proposal to boost other official languages thwarted

The implementation of proposals made in November by Education Minister Sibusiso Bengu to elevate the status of nine SA languages to that of English and Afrikaans has been frustrated by the lack of a second language syllabus.

A Sapa correspondent said yesterday that African languages were previously only available at first or third language levels.

However, Peter Southey of the Department of Education said

publication of a new language policy was expected by March.

Southey said a week-long workshop at which a proposal on second language syllabi would be drafted was being hosted by the department from January 19-26.

The recommendations would be placed before a combined meeting of the National Curriculum Committee for African Languages for suggestions. Thereafter they would go to the director-general

for ratification.

He said that although the equal status of African languages was long overdue, both the SA Certification Council and the Matriculation Board felt parents needed to let children continue with English or Afrikaans on at least second language level to avoid jeopardising their chances of tertiary study.

Cobus Lotter of the Matriculation Board said although the criteria for obtaining a senior certifi-

cate or endorsement would be expanded to incorporate all African languages, unless pupils passed in the language of tuition at the tertiary institution to which they intended applying, they would have little chance of gaining admission.

He said very few technikons and colleges offered support programmes allowing students to upgrade their language skills prior to beginning their studies. - Sapa

(50)

Star 20/11/96

IL INI AU IO S...  
DIES OODI...  
IO AUO DEU...  
**Schools must still wait for revised syllabuses**

**By [unclear]**  
Education [unclear]  
Confirms [unclear]  
2000 [unclear]  
have [unclear]  
labuses for [unclear]  
become the [unclear]  
Gauteng [unclear]  
tion.  
Although [unclear]  
indicated in a statement [unclear]  
that "most schools have [unclear]  
the necessary syllabuses", a source  
in the department denied this.  
The source said the depart-  
ment was busy organising the

reprinting of all the necessary ma-  
terial. This comprised between  
500 and 700 pages per school,  
which meant schools would have  
to wait for some time.

Several schools around Johan-  
nesburg confirmed they had not  
received any new material. The  
schools said they had been under  
the impression that interim syl-  
labuses received towards the end  
of last year were to be used.

The department defended the  
non-distribution of the interim  
syllabuses to some schools, saying  
it had been the "responsibility of  
the ex-departments to print and

disseminate the revised syllabus-  
es to those schools which fell  
under their control".

The Gauteng department of  
education and the former educa-  
tion departments had signed an  
agency agreement before their  
dissolution last year agreeing to  
distribute the revised syllabuses  
to be used in 1996 to schools.

Support services director Ed-  
cent Williams said the department  
was investigating which schools  
required syllabuses and which  
subjects were outstanding. These  
syllabuses would be sent to the  
schools within the next 12 days.

(50) *MAN* 23/1/96



# New schools crisis

By Claire Keeton  
and Chanty Bhengu

**S**CHOOLS IN GAUTENG have been hard hit by a shortage of textbooks this year with the massive influx of new pupils.

Most schools have already received their textbooks but many need extra supplies because of the increased admissions.

Gauteng education spokesperson Ms Subethi Naidoo said yesterday that the distribution of textbooks started two weeks ago and should be completed by the end of the month.

"Our textbooks have been delivered but we are finding problems with an increase in pupils and need to top up," district director for Randfontein Mr Billy Motara said yesterday. He said the shortages affected hundreds of pupils because many schools had

admitted about 250 pupils more than in 1995.

He said there had been an influx of about 30 000 families into his district because of changed laws granting citizenship to foreign miners in Soshanguye, near Pretoria, district director Mr Moses Nkonyane said: "We have shortages here and there."

District director for Randburg/Sandton Ms Violet Mphahlele said 95 percent of schools in the district had received textbooks but two percent of farm schools would only receive theirs next week.

Tenth-day admission figures will be counted today to give an accurate picture of the number of admissions. A random survey of school districts found most schools had textbooks but were waiting for their new syllabuses for 1996. Director of support services Mr Edcent Williams said

former departments had failed to deliver syllabuses to schools as planned.

Matric pupils are directly affected by revisions to the syllabus since they will write a single examination this year.

Meanwhile, thousands of pupils are still anxiously waiting for their matric results. Areas affected by the delays are Gauteng, Mpumalanga and Northern Province.

## Matric results outstanding

Few schools received the results as promised by the departments of education on Friday. Mpumalanga education department chief director Mr CM Mashaba told *Sowetan* last Thursday that 340 outstanding results in 11 subjects would be out last Friday and be sent to schools through the district and circuit offices.

However, *African Eye News Ser-*

vise yesterday reported that the head of the department of education Mr Faith Sihole said more than 3 000 pupils in Mpumalanga were still waiting for their results.

"Some of the results which have arrived have lowered the province's pass rate from 42,28 to 40,74 percent," she said.

The Gauteng education department promised that all revised statements of symbols would be sent to schools by the end of the month. Seetakis Secondary School in Kagiso, Sparrow Rewrite Centre, Foundation High - both in Johannesburg - Phahama Secondary in Mohlakeng, Randfontein, and Lesiba High in Daveyton, Benoni, each had more than 500 pupils without their revised statements of symbols in geography, English and science.

"I am afraid that the opportunity of starting my career this year may

slip away," said pupil W Sigauke.

Mr Basil Haworth, director of Boksburg and Germiston education district, said a community education college was experiencing major problems in getting their pupils' results in two subjects.

Manelodi education district's spokesperson Mr IM Pejo said: "We have 20 pending results in two subjects."

Mrs Lilian Sibeko of the Kempton Park education district confirmed that some schools in her area still had outstanding results.

Randfontein education district spokesperson Mr Omar Motara said: "More than 62 results in geography and English are still outstanding."

Callers told *Sowetan* that universities and technikons had turned them away because they did not have complete statements of results. As a result many had lost their registration fees.

50 Sowetan 23/1/96



## Showdown looming in Potgietersrus

(50)  
PIETERSBURG. — An urgent application for an interdict to force the Potgietersrus Primary School to admit three black pupils will be lodged in the Pretoria Supreme Court on Monday morning, the Northern Province government has announced.

ARG 3/2/96  
Premier Ngoako Ramatlhodi told a media conference in Pietersburg that the school's governing body had failed to respond to a government ultimatum urging it admit pupils of all races.

The deadline for the school body's reply was 11am yesterday.

Notice of the provincial government's intention to take the matter to court was handed to the respondents' attorneys yesterday morning, said Mr Ramatlhodi.

"We are truly sorry we had to proceed with legal steps. However, in doing so, we have clearly indicated that when we issue an ultimatum, we are serious about it," he said.

At a meeting behind closed doors in the school hall on Thursday night, white parents apparently voted in favour of opposing the court action. About 200 stone-faced, khaki-clad parents of the Potgietersrus Primary School gathered in the hall and consolidated their stand against the Northern Province government's ultimatum to admit black pupils or face Supreme Court action.

No official statement had been issued by the school's governing body by yesterday afternoon. Chairman Jan Oberholzer refused to comment and made it clear parents had been asked not to speak to the Press.

Northern Province education MEC Dr Aaron Motsöledi said the court interdict also would insist that the safety of the black pupils be guaranteed by the school.

He said the government's intervention did not amount to its usurping the powers of the school's governing body.

"Present education legislation prevents governing bodies from practising racial discrimination. All other powers remain intact," he said. — Sapa.



# School figures recorded

By Claire Keeton  
Education Correspondent

**T**HE NEW EDUCATION department in Gauteng for the first time yesterday counted the exact number of pupils, teachers, classrooms and toilets to get an accurate picture of the schools situation.

The 18 education districts physically checked five percent of the 2 000 or so schools in the province to make sure schools had submitted accurate figures to them.

These statistics are critical to Gauteng's education budget, the redeployment of teachers and long-term planning. The hundred or so schools audited

Accurate statistics will enable authorities to ask for more funds

yesterday were randomly selected by a computer to prevent any problems.

"If we have accurate information and figures we can go back to the political leadership who allocated our education budget and we could get additional funds," department head Mr James Maseko said yesterday.

He explained that Gauteng was disadvantaged in the allocation of funds this year since they were based on figures from 1993/94 and the province was experiencing rapid urbanisation.

(58) KwaZulu Natal 24/1/96

"People are moving into Gauteng from other provinces and neighbouring countries searching for jobs. Schools are under pressure with flashpoints in the Vaal, East Rand and some parts of the West Rand," Maseko said.

"We will have a clearer picture of the influx and shortages after today's count."

Pupils at Ikaneng Primary School in Diepkloof, Soweto, stood up nearly at their desks to be counted and demonstrated to Maseko what they had learned since schools re-opened.

District director for Diepmeadow Mr Paddy Padyachee said all the information from all schools in Gauteng, which was entered on computerised sheets, would be ready by February 2.

Visits to Ikaneng and Retlile Primary School in Meadowlands found the figures entered on the computer sheets to be a hundred percent accurate.

"In the past, some principals inflated statistics since they would lose posts if the they did not have the required number of pupils," said Benoni district director Dr Brahm Fleisch.

He said local councillors and clergy men had assisted district teams with yesterday's head count.

## No fees, no books threat pays off for Lentegeur school <sup>(50)</sup>

□ Parents spark as principal cracks whip

ARG 24/1/96

### Education Reporter

NO school fees, no books!

This was the "interim strategy" of Alice Secondary School in Lentegeur in an effort to get money to fix broken doors and windows at the school.

Principal Colin Less confirmed the school had decided to withhold books from pupils until they had paid their school fees.

He said the threat paid off and now that the school had some money, they would go ahead and fix the broken windows and doors.

"It was merely a way to get some money, because the red tape and the bureaucracy at the education department would have prevented fast results.

"It is not something which we will follow to the letter, but we believe the results justified the means.

"And, it worked. We threatened the pupils and we got the money.

"We have now started to hand out books."

Mr Less said it was not an ideal strategy, "but, if it works, why not try it?"

An angry parent said it was unconstitutional to withhold books from pupils.

Sydney Wentzel said teaching had started while children sat in classes without any books.

"Some parents around here complained to a school inspector who told us to write a letter to the Western Cape Educa-

tion Department."

● A spokesman for the WCED said the department fully supported moves by parents and school communities to be a part of all aspects of the functioning of a school.

This included support for the school and acceptance of responsibilities by the school community, including responsibilities relating to payment of fees.

The WCED had sympathy with efforts in this regard, particularly where parents and the school community were rising to the challenge.

It was a pity, the department said, that in some cases this enthusiasm had led to the adoption of methods which were, in retrospect, questionable.



## Ward dispute may end up in Electoral Court

(223) BD 24/1/96  
Linda Ensor

CAPE TOWN — Fears are mounting that the dispute between the main political parties over the demarcation of wards in preparation for the Cape metropolitan local elections could result in the matter being referred to the Electoral Court.

Western Cape local government MEC Peter Marais warned that this was a real danger unless the NP on the one hand and the ANC/DP on the other were able to resolve their differences.

Local elections in the Cape metropolitan area were postponed last year until May this year after a protracted interparty dispute over the demarcation of the metropolitan substructures.

Marais said in an interview that serious disagreements on ward boundaries within the six substructures of the Cape Town region had emerged during the hearings of the demarcation board which is due to submit its report to Marais early in February.

Marais' decision on the ward boundaries would then be referred to the provincial committee which consists of three ANC and three NP members. A deadlock on the issue was a distinct possibility, Marais said.

"Unless we can define wards to the satisfaction of all role players, the chance of me and the provincial committee reaching agreement on the question of boundaries will be remote. If there is no agreement it must go to the Electoral Court."

Marais said he objected to the constitutional allocation of the same number of wards for black areas as for white, coloured and Indian areas combined, irrespective of voter strength.

This, he argued, would result in a "gross under-representation" of the latter groups.

## SABC, Mdlalose in talks

Business Day Reporter  
(223) BD 24/1/96

DURBAN — SABC CEO Zwelakhe Sisulu held talks with KwaZulu-Natal premier Frank Mdlalose's cabinet yesterday as part of an initiative to muster provincial government support for the SABC's troubled relaunch on February 4.

Mdlalose described the talks as fruitful. However, the provincial government would have preferred being involved in discussions over the relaunch rather than merely being consulted.

Sisulu said he intended to consult all nine provincial premiers. Provincial governments had a "vested interest" in communication.

Mdlalose said he wanted the SABC to be regionally controlled. The SABC head office censored news. "Another party" was given more air time than the IFP.

Observers pointed out that IFP public meetings were often marked by scathing attacks on the SABC, which was labelled as an ANC mouthpiece.

## Overcrowding at schools

Ingrid Salgado and Farouk Chothia  
(50) BD 24/1/96

THE reopening of schools in Eastern Cape and KwaZulu-Natal proceeded smoothly yesterday, although overcrowding was reported in many districts of the Eastern Cape, the two provinces' education departments said.

Eastern Cape education MEC Nosimo Balindlela's spokesman Phaphama Mfenyana said the department's regional offices would move students from various overcrowded schools once the extent of the problem was known. The process would begin in about 10 days.

Pupils would not be turned away from schools filled to capacity, but could be moved to alternative sites including temporary classrooms.

Mfenyana said overcrowding had been exacerbated by a shortage of about 20 000 classrooms in the former Transkei.

KwaZulu-Natal education department spokesman Lampies Cornelius said there were no problems reported in the province yesterday.

The province's education acting superintendent-general Sidney Shabalala said 1 373 new teachers had been employed in the former KwaZulu education department and another 600 in the former education and training department.



**BOOKS FOR AFRICA:** Mr. Fred Beukes (foreground) of Cape Newspapers' warehouse in Bree Street with some of the 130 000 free school workbooks being loaded into trucks for distribution to Northern Cape schoolchildren.

**PICTURE: BENNY GOOL**

# 130 000 free school workbooks donated

STAFF WRITER

PRIMARY schoolchildren at 452 Northern Cape schools are to be given 130 000 free educational workbooks over the next four weeks in a pilot RDP project, courtesy of Independent Newspapers and several other sponsors.

The first consignments of soft-covered books were loaded onto a pantechnicon headed for Kimberley and Upington yesterday, while others leave today for Springbok and De Aar.

In all, there are 42 palletes of books, printed on good quality newsprint.

The books are unlike conventional glossy textbooks, in that these RDP books are supposed to be written in.

Distribution begins on Friday

with the help of 30 fieldworkers. Workshops are being held in Upington to teach facilitators how to use the book as an educational aid, and the facilitators will liaise with teachers.

Project manager Mr Peter Capozza of Khulisa Management Services said the books cost about R8 each to produce, but the children would get them free because various companies, including Cape Newspapers — which printed the books — had provided their services without charge.

"These are low-cost, high-quality books," Capozza said. "Children in Stds 2, 3 and 4 will use them for the entire year, although they are not on the syllabus. They are educational workbooks."

Each child will get two of the books, a total of 240 pages in all.



(50)  
*how far*  
**Cosas**  
**launches**  
*25/1/96*  
**action**

By Claire Keeton

THE CONGRESS of South African Students (Cosas) launches mass action across South Africa today to demand an end to Model C schools.

Cosas general secretary Vuyiswa Tyhahlisu yesterday said that the Education Ministry had five working days to respond to the organisation.

Cosas will lead two national marches today and students will march in all the provinces.

Cosas president Lebogang Maile will lead the march to Parliament in Cape Town and the other marches will be to Pretoria's Union Buildings.

Students will march in all the provincial capitals and many of the education districts, with a picket and sit-in at Bisho in the Eastern Cape.

Tyhahlisu said there was overcrowding in many schools while Model C schools were empty.

Cosas rejected the Government's position that they could not transform these schools now because of budgetary constraints.

He said the Government should cut the defence budget and use the savings for education.

# Clash at

*Sowetan 25/1/96*

# school

(50)

## Rightwingers chase black pupils

By Khathu Mamalla

**C**LASHES erupted outside a school in Potgietersrus in Northern Province yesterday when a group of white rightwingers tried to prevent three black children from entering a formerly all-white school.

The group, some wearing khakhi uniforms similar to that of the Afrikaner Weerstandsbeweging (AWB), confiscated the video camera of an SABC television crew, removed the cassette and destroyed the camera before dumping it at the local police station.

Tension ran high as the group threatened to attack black children who wanted to enter the school's premises.

Trouble started earlier this week when three black children were admitted to the school.

### Stood guard

Elements in the conservative town mobilised and vowed to stop the children from entering the school. A group of white men arrived at the school yesterday morning and stood guard outside the entrance.

SABC journalist Mr Simon Mkwatedi yesterday said that when he arrived at Potgietersrus Primary School he found a small group of black parents surrounded by an angry group of whites.

He tried to enter the school premises but was blocked by the group, who said they would not allow blacks into the schoolyard.

"The whites charged us, took our camera and ordered us to leave. When I and a colleague explained that we were journalists, they insulted us. The situation became very ugly. Some of

them had guns at the ready," said Mkwatedi.

He said he rushed to the police station to report the matter.

The confiscated camera was later returned to them by a police officer. He said it had been damaged and it would cost about R45 000 to repair.

Police spokeswoman Superintendent Ronel Otto yesterday said that a charge of malicious damage to property and another of theft had been laid.

She said although the group of rightwingers had gone to the police station to hand over the camera, no arrests were made.

Attempts to speak to the school's principal were unsuccessful. A woman, who identified herself only as Mrs Roberts, said the principal was away. However, minutes later another woman said the principal was busy and was not available.

Northern Province education department spokesman Mr La-Duma Thembe said police had appealed to blacks not to forcibly enter the school premises as this could lead to a violent confrontation.

He said most of the rightwingers who did not want integration were not parents of pupils at the school.

"They were just saying that 'you are black and we are Afrikaners and this is the school for Afrikaners only'. They were very ignorant and were not even aware that it was illegal to segregate people on the basis of colour.

"They showed us a copy of an Act that was passed in 1988. They were not even aware that the particular Act had been repealed," said Thembe.



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## Apartheid-created Model C schools must go, says Bengu

Star 26/1/96 (50)

Model C schools would have to go because the Education Ministry was determined that all apartheid models be removed from the school system, Education Minister Sibusiso Bengu said on SABC TV's *Agenda* news programme yesterday.

He said the positive aspects of old-style schools would be retained and the negative aspects discarded.

Bengu said that in two weeks' time the ministry would announce a process of negotiations around the funding of schools, and that in spite of the Government's aim to provide 10 years of free education to all children, all parents might have to pay for

some aspects of their children's education.

Paying for schooling would not be a permanent arrangement.

The Government wished to provide quality education. Raising standards at low-performance schools would not lower standards at other schools, he said.

The ministry would spend R1,2-billion of the RDP's funds on creating a culture of learning this year. Last year R200-million was used for this purpose, said Bengu.

He did not expect this academic year to be plagued by chalk-downs. "There must be teachers who are prepared to teach and pupils who are prepared to learn." - Sapa.

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## Call to halt racist exclusion of pupils

(50)

Nelspruit - Mpumalanga Education MEC David Mabuza has been told to resolve the continued racist exclusion of pupils at an Afrikaans high school in the province, government spokesman Oupa Pilane said yesterday.

Pilane said the exclusion of black pupils at Nelspruit's Hoërskool Ben Viljoen was "viewed in a very dim light", African Eye News Service reported.

Premier Mathews Phosa and Mabuza met representatives of the South African Students' Congress, the Congress of South African Students and the South African Democratic Teachers' Union yesterday. It was agreed that the provincial assembly would discuss the redeployment of teachers, said Pilane.

It was also decided to establish a forum to make optimum use of all educational resources and infrastructure in the province.

Pilane said Phosa had consulted at least three Afrikaans teachers' and education organisations in an attempt to resolve problems in education in the province. - Sapa.

*Star 26/11/97*

## Parents to be held over camera scuffle

Pietersburg - Those who confiscated and damaged an SABC television camera during a scuffle at Potgietersrus Primary School on Wednesday would be arrested, the provincial safety and security department said yesterday.

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About 25 white pupils' parents prevented black children from registering at the school.

The department said their behaviour was barbaric. - Sapa.



Model C:  
 ARG 26/11/96  
 Cosas calls  
 (50)  
 for action

**Education Reporter**

"NATIONAL mass action" has been called for by the Congress of South African Students (Cosas) in an effort to have Model C schools scrapped.

The organisation — consisting mostly of black pupils — held marches yesterday to express dissatisfaction with the Model C system.

In Cape Town marchers handed a memorandum to an education department representative at parliament.

It demanded an end to the Model C system, that the education budget be raised and that teacher-pupil ratios be decreased to 1:40 in high schools and 1:35 in primary schools.

It wants Education Minister Sibusiso Bengu to meet the demands by February 1 or it says it will embark on mass action.

Cosas national general-secretary Vuyiso Tyhahlisu said the marches yesterday were to "remind Professor Bengu of the recommendations of the Hunter Report that schools should be divided into private or public schools".

He added: "Our actions stem from the history of Model C schools. They were created towards the end of the 1980s when the National Party realised they would not be in power for ever.

"Model C schools were created to preserve the status quo.

"There are fundamental questions about these schools such as standards, entrance requirements and governance which make them exclusive by nature.

"Our demand is therefore that all schools should be governed by norms and standards which have been set up by the national ministry and not by individuals, parents and single school communities."

It was unacceptable, said Mr Tyhahlisu, that some schools were overcrowded while certain Model C schools stood empty.

# Authorities investigate racial clashes at Pretoria schools

Own Correspondent

PRETORIA. — Alleged racial incidents involving three schools are being investigated by a district director of education here.

And in Mpumalanga, Potgietersrus Primary School was closed by its management body yesterday after clashes over the attendance of black pupils earlier in the week.

Rightwingers on Wednesday reportedly threatened to use violence to prevent three black pupils attending classes at the school. This was condemned by Mpumalanga Safety and Security Minister Seth Ntshai, who said such actions would not be tolerated.

The two incidents in Pretoria — one apparently involving a throttling attempt by a black boy pupil on a white girl and a scuffle on a municipal bus between black and white pupils of two schools — are believed to have happened during the week.

The schools are Hoërskool Staatspresident C R Swart, Hoër Tegniese Skool John Vorster and Hoërskool Silverton.

The alleged strangulation attempt, which

is said to have happened at C R Swart following an altercation between a black Standard 8 boy and a white Standard 6 girl, was reported to the police's Child Protection Unit in the city.

In the other incident it is believed fighting erupted between black pupils from Silverton who wanted to sit on the upper level of a double decker bus and allegedly tried to make white pupils from John Vorster to sit on the lower level. The fight was stopped by teachers.

Silverton principal Dirk de Bruin said yesterday the matter was being discussed by himself and his opposite number at John Vorster.

"I have previously spoken to public transport officials about making extra buses available and we are taking the matter further", he said.

He added that an investigation into the alleged incident was still underway and no further comment could be provided until it had been completed.

One of the Gauteng Provincial Education

Department's district directors in Pretoria, Mallele Petje, said he knew about the alleged incidents.

"A senior member of my staff is investigating both incidents and will report to me once he is satisfied he has enough information," he said.

He added that he would intervene only if the alleged incidents could not be resolved by the schools themselves. He was not prepared to comment on possible disciplinary steps against pupils apparently involved in the incidents.

After the closure of Potgietersrus Primary School the management body issued a statement saying this decision had the overwhelming support of parents. They also voted in favour of the opening of a new separate English school at a meeting yesterday.

The existing school would provide premises for this purpose, management said.

The management body said the predominant character, language and culture of Potgietersrus Primary School had to be maintained.

This could be achieved by it continuing as an Afrikaans institution, and ceasing to be a dual-medium school.

"At the same time an English school should be created on separate premises which we will provide," the body said.

It said this was a practical and viable solution as the existing school and hostel were located in separate street blocks.

"It could be put into practice without much disruption or great cost to the education department."

Until this proposal was accepted or another satisfactory solution offered by the authorities, the school would remain closed to all pupils, the management body said.

It intimated it would ask for a court decision on the matter.

Conservative Party spokesman Andrew Gerber lauded the parents' decision.

"This strong stand has nothing to do with racial hatred, stubbornness or other negative things they are being accused of," he said in a statement in Pretoria. — Sapa.



# Poaching rife but funds insufficient for marine inspectorate

Cape Town - The SA Navy's role in helping to police South African's fisheries is to be discussed at a top-level meeting next week between the Director-General of Environmental Affairs, Dr Colin Cameron, and the head of the navy, Admiral Robert Simpson-Anderson.

This was revealed at a news briefing yesterday by Environmental Affairs Minister Dawie de Villiers, who said poaching was "of very great concern to

us" but that South Africa did not have enough funds to equip an effective marine inspectorate.

"The number of inspectors is far below what is required and their salaries are a major problem," De Villiers said.

"But we're not going to get enough money next year or even the year after, and we'll have to find new methods."

For law enforcement to be effective it was essential to

have the full co-operation of coastal communities and to devise "creative" policing.

"We need to win the hearts and minds of people, and to link the inspectorate with other agencies," the minister said.

"There was close co-operation with the navy, which was of great importance in policing South Africa's offshore areas, but much of the poaching, involving species like perlemoen and rock lobster, occurred in

the inshore area, De Villiers said.

"There are limitations - the navy is not a panacea."

There would be discussions next week between Cameron and Simpson-Anderson to see how co-operation could be improved.

Referring to the fisheries policy development committee, headed by Mandla Gxanyana, De Villiers said it had made "wonderful progress."

He had set it a June 3 deadline, after which its recommendations would be taken to the parliamentary portfolio committee and then the Cabinet before a white paper was published.

Referring to criticism that the committee had been working slowly and that an additional R1,3-million had had to be found for its budget, De Villiers said its work was "complex".

## Racial clashes between pupils at Pretoria schools probed

50 Star 27/1/96  
Alleged racial incidents involving three city schools are being investigated by a district director of education in Pretoria.

Two incidents - one apparently involving a threatening attempt by a black boy pupil of a white girl, and the other a scuffle on a municipal bus between black and white pupils from two schools - are believed to have taken place during the week.

The schools are Hoërskool Staatspresident C R Swart, Hoër Tegniese Skool Johan Vorster and Hoërskool Silverton.

The alleged strangulation attempt at C R Swart followed an altercation between a black Standard 8 boy and a white Standard 6 girl. It was reported to the police's child protection unit in the city.

In the other incident it is believed that fighting broke out between black pupils from Silverton who wanted to sit on the upper level of a double-decker bus and tried to make white pupils from John Vorster sit on the lower level. The fight was stopped by teachers.

## Police moving to wrap up inquiry on massacre collusion

Durban - Investigations of alleged police complicity in a Christmas Day massacre at Shobashobane on the KwaZulu Natal South Coast will be largely completed by the end of next week, the SAPS said yesterday.

The police reporting officer in the province, Neville Melville, who is heading the investigation, said: "It is anticipated at this time that the bulk of our investigations will be completed by the end of next week."

He said the main allegation being investigated was that police had been warned of the attack but had failed to take appropriate preventive steps.

Claims that police had conducted a search for arms on the eve of the attack to clear the way for the massacre were also being investigated, as well as allegations that police had failed to respond to the massacre. At least 18 people were murdered when several hundred people went on the rampage in Shobashobane.

Police earlier in the week said significant progress had been made in the investigations. - Sapa

## 'Mummy, I'm dying', driver told Winnie after city centre fracas

ANC MP Winnie Mandela told the Johannesburg Regional Court yesterday she had not been under the impression she was under attack in a 1993 shootout in the city centre that left two men dead.

She was testifying at the inquest for her driver/bodyguard John Lawrence and pedestrian Dumisani Nshangase, who were killed in the November 20 shooting.

Lawrence had been wounded when he leapt out of the car, which was stopped on Simmonds Street, and fired towards the car's rear, Mandela said.

This was after a shot fired at the car had smashed the rear window, she said. Mandela was seated on the left of the rear seat. She said Lawrence had flung himself out of the car and fired shots at a target she could not see. He had then jumped back into the car and she asked him to drive on.

"Mummy, I will never be able to drive you again, I am dying," had been his reply, she said.

The inquest was postponed to Friday. - Sapa

# Racial crisis deepens at school

By ROCKY MOKOENA

THE CRISIS at the Potgietersrus primary school – where white parents have barred the registration of black pupils – deepened on Friday when a meeting between the school governing body and the provincial government deadlocked.

The governing body demanded that the school be divided into two – with one school for Afrikaners and the other for blacks.

But the government rejected the proposal – ar-

guing that the constitution was against discrimination on the basis of language or culture.

Education spokesman La-Duma Thembe said the government would not agree to demands likely to cause division in the community.

## Racism

He said the governing body's demand was based on racism.

"The constitution is against discrimination in education. All languages

should be catered for in education and no one will be treated as special by the government," he said.

Thembe said the government would continue negotiating with the governing body to find a solution. The governing body might be dissolved if it failed to abide by the province's education policy.

If negotiations failed, the government would seek a court interdict to try to normalise the situation at the school, said Thembe.

(50) CP 28/1/96  
The last option would be to close the school, he said.

Thembe assured black pupils and parents that there would be stringent security to ensure their safety when the school resumes classes tomorrow.

## Clash

■ The racial clash started on Wednesday when about 200 khaki-clad Afrikaners blocked the school entrance to stop the registration of black pupils.

When SABC journalist Simon Mokwatedi and photographer Frank Phoshoko arrived, their TV camera and cassette were confiscated and damaged.

There has been widespread condemnation of the incident – with Cosas calling on the government to close the school and suspend its principal.

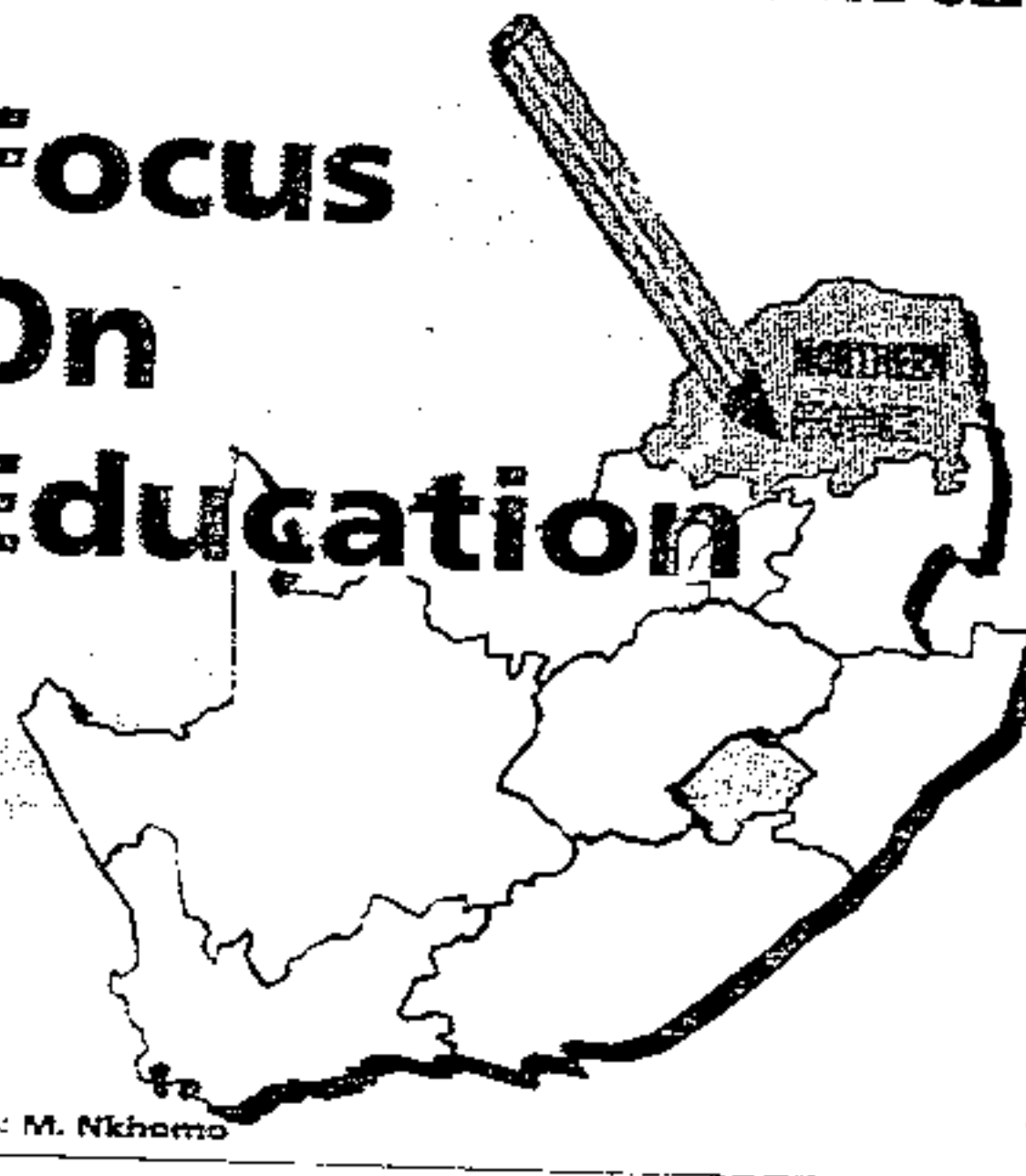
The police will investigate allegations that police asked the journalists to leave when the rightwingers threatened them with violence.





## NORTHERN PROVINCE

### Focus On Education



Graphics: M. Nkhomo

Left: Northern Province pupils sit under trees for their lessons - weather permitting. PIC: CLAIRE KEETON

# Bantu education's black mark up north

*Journalist 30/1/96*

*(50)*

By Claire Keeton  
Education Correspondent

**B**ANTU EDUCATION HAS LEFT its mark - a black mark - in Northern Province. But education MEC Dr Aaron Motsoaledi has bold plans to change the province from an official "education disaster area" to a place where parents from the Reef again send their children for a solid education.

He warns, however, that it could take more than five years to restore the province to "normal levels of education".

Meanwhile, in Mamaolo a scrawny child from Maretlwaneng Primary School lifts a desk bigger than himself and stumbles outside to the nearest tree for his next class.

At Lafata Primary in Lebowakgomo, children are packed on to a bench inside a flapping tent, and next door secondary students also learn in tents.

#### Compare conditions

In Kopermyn, Standard 7 students from Mahwitswane Secondary crowd into a shack built of sticks.

These four schools are close to the Northern Province capital of Pietersburg on a map, but if you compare conditions in these schools to those in the town, they are far away.

They are typical of conditions in the province, where about 90 percent of the schools are rural and many were mismanaged under three ex-homelands.

"The province has fallen far below the level even planned by apartheid authorities. Bantu education bites deeply here because about 97 percent of our students are black," says Motsoaledi.

#### Illiterate residents

It is no surprise to him Northern Province had a matric pass rate of only 38 percent last year while Western Cape achieved 84 percent. Northern Province received 41 percent of its budgetary needs in the past, while Western Cape was allocated about 93 percent of what it needed.

The province has the highest number of illiterate residents and the highest number of matric candidates. About 204 000 pupils entered Grade 1 last year and there are about 54 000 teachers for 1,8 million pupils.

Motsoaledi estimates Northern Province lacks 35 000 classrooms, and 740 tents are being used as temporary accommodation. Two hundred schools are registered and

MEC Aaron Motsoaledi has plans to change Northern Province 'disaster area'

**It could take more than five years to restore the province to normal levels of education**

running in former Lebowa without their own buildings.

The province has about 4 000 schools but many of these are not fit for learning or repairing. Many schools have been built through donations from communities using poor quality materials and builders.

In the past year, 99 schools have been destroyed by storms, a constant problem.

"Our classroom backlog is going backwards instead of forwards," says Motsoaledi.

He says R81 million was raised last year, mostly through the RDP, for school-building but this was a "droplet in the ocean".

The money was used to refurbish schools, complete unfinished community schools and build 1 700 classrooms.

This year Northern Province was allocated R237 million out of more than R1 billion earmarked nationally for basic facilities.

"We alone need R1,79 billion but the country can't afford that now," the MEC said.

Building these facilities is one of the hardest challenges for the new education department. "It would be ideal if every child could be in a classroom immediately but it will take roughly five years to rectify."

Another top priority is establishing school governance structures.

"They were crippled by the apartheid homeland era when educated civil servants could not participate in school committees.

"People were paralysed and thought it was the domain of the government," Motsoaledi says.

He is hoping to mobilise nurses, policemen, ministers and concerned parents to get involved in their children's schools.

"When schools opened this year, a par-

ent from over 100 kilometres away phoned me and pointed an accusing finger because his child was not in school.

"How can anyone believe some man far away is responsible for whether their child is in the classroom? Parents can't expect me to be the principal of all schools."

Many villagers are poor and expect to be paid to participate on school bodies, while others exploit their influence through school's to build power bases.

Motsoaledi has appointed a team of 25 to strengthen school structures.

#### Make one mistake

"It's as if the MEC is still working in his surgery. He is very sensitive to each issue - like a doctor in an operation where, if you make one mistake, your patient dies," says capacity building coordinator Mr Eric Matsonane.

His team will concentrate on restructuring and training school governing bodies. They are asking all secondary schools to analyse their matric results and suggest ways of improving them. They hope to have a provincial summit in April and to take steps to improve schooling by June.

"The summit will try to bring morale back by bringing in leaders and experts. We have people in high institutions who studied in the North," said Motsoaledi.

#### Decimated

He said apartheid decimated education management in Northern Province. It was found, for example, that 12 000 teachers in former Lebowa had no pension numbers.

An independent panel of experts was called in late last year to assist with top appointments for the new department. Fifteen directors were appointed and six regional directors.

The new School Education Act makes schooling compulsory and provides for legal school governance bodies.

Motsoaledi said: "The changes to school governance and teacher training is a revolution. We are changing the whole society and trying to teach new values and a system people have never known in their lives."



# 'Racist' school faces closure or subsidy cut

Star 30/1/96

50

Premier issues ultimatum to Potgietersrus Primary to accept black pupils, as white parents remain adamant they do not want 'non-Afrikaans speaking' children at the school

## STAFF REPORTER

Potgietersrus Primary School may be closed or have its government subsidy taken away unless it undertakes to teach black children, without harassment or intimidation, by 4pm tomorrow.

The ultimatum was given by Northern Province Premier, Ngoako Ramatlhodi, yesterday after a meeting at the school between the principal, the governing body, the premier and the MECs for safety and security and education had ended in a deadlock.

If the school does not comply with the deadline, Ramatlhodi will "seek relief" and implement his ultimatum through the Supreme Court, he said.

Yesterday's meeting followed last week's incident when about 200 khaki-clad white parents prevented black parents from enrolling their children, by guarding

the gates and threatening to attack them. Charges of malicious damage to property were laid after they allegedly damaged the camera of an ABC television crew.

Ramatlhodi's spokesman, Jake Mokobi, said parents at the meeting were adamant, despite the

**This is a  
smokescreen  
for racism,  
says official**

school always having been dual-medium, that they did not want to jeopardise their language, culture and religion by accepting non-Afrikaans speaking children.

"This is a smokescreen for racism. They want us to create two exclusive schools - one Afrikaans, and the other English which will accept the black pupils. The par-

ents say they will accept a black child into the Afrikaans school if it adheres to their language and culture.

"The black children speak English. The parents' argument is not a good enough excuse, the school has always taught English and Afrikaans children. Why now that some may be black, must it all change?"

Ramatlhodi said his Government had no choice but to enforce the law. He subscribed to the Constitution's protection of all languages but he would "stand firm" in his belief that children had to be prepared "for the greater, wider culture of South Africa".

Responding to these remarks, the school's governing body spokesman Danie Bisschoff said the government delegation had arrived at the talks with an inflexible attitude.

He claimed the provincial authorities were simply trying to force their will on the school.



## Take blacks or close, premier tells school

(50)  
The Argus Correspondent

PRETORIA. — Potgieterus Primary School may be closed or have its government subsidy taken away unless it undertakes, by 4 pm tomorrow, to teach black children without harassment or intimidation. *ARCT 30/1/96*

The hard-line ultimatum was given by Northern Province Premier Ngoako Ramatlhodi.

If the school does not comply with the deadline Mr Ramatlhodi will "seek relief" and implement his ultimatum through the Supreme Court.

Yesterday's meeting follows last week's incident when about 200 white parents prevented black parents from enrolling their children by guarding the gates and threatening to attack them.

Mr Ramatlhodi's spokesman, Jake Mokobi, said parents at the meeting were adamant that, in spite of the school always having been dual-medium, they did not want to jeopardise their Afrikaans language, culture and religion by accepting non-Afrikaans-speaking black children.

"This is a smokescreen for racism," said Mr Mokobi.

"The school has always taught English and Afrikaans children. Why now that some are black must it all change?"

Mr Ramatlhodi said his government had no choice but to enforce the law.

Mr Ramatlhodi said that while he subscribed to the constitution's protection of all languages, he would "stand firm by the belief of having to prepare children for the greater wider culture of South Africa".

# Steps to improve education

By Claire Keeton

EDUCATION Minister Sibusiso Bengu yesterday announced one of his ministry's key initiatives for 1996 – the establishment of a task team to develop education management.

The team will be responsible for the establishment of the National Education Management Development Institute which aims to improve the quality of education.

The task team will prepare a detailed plan and budget for the institute, which will be responsible for edu-

(58)  
Sawetan 30/1/96  
cation planning and management development at all levels.

The team will work with provincial education departments to facilitate the delivery of programmes to develop the capacity of education managers, at all levels.

The four to eight member team, will be selected from nominations submitted to the Department of Education and must submit a report by November 30.

The members will be appointed on the strength of their experience, expertise and knowledge of the education system and its management challenges.

They will be required to devote at least two days a week to the work of the task team over the next nine months.

The task team will be involved in extensive consultation and an audit of the current and potential capacity for education management development in the departments of education, tertiary institutions, non-government organisations and the private sector.

Interested parties are invited to submit nominations and may contact ministry spokesman Mr Lincoln Mali at (012) 326-0126 for further information.



**BETTER LIFE**

# KwaZulu gets schooling units worth R15-m

**EDUCATION** Projects Modular accommodation units to the value of R15 million that were originally utilised during the construction phase of the Hillside Smelter project to house construction workers have been donated to the Richards bay Transitional Local Council (TLC) for re-erection in the rural communities.

To date, two new schools, financed by Alusaf, have been built using this material. A further 22 schools and creches will benefit from new classrooms and ablution facilities. In addition, a number of community development organisations will receive some of the units to use as community facilities and office accommodation.

This project is an excellent example of partnerships between the formal business sector, various levels of government, community structures and development agencies in addressing the education needs of the region. The KwaZulu-Natal department of education has undertaken to assist with the staffing of the new classrooms and schools.

In a boost for pre-primary education in KwaZulu-Natal, Alusaf adopts 10 creches to receive assistance every year. It is estimated that some 800 to 1 000 children are assisted annually in this manner.

training of teachers, provision of playground equipment and educational toys, facilitating the provision of water and toilet facilities and growing of food gardens," says head of Alusaf's RDP, Mrs Anallie Killian.

Killian announced that other creches in the communities will benefit from a further R30 000 donated by Alusaf in a joint venture with Natal Educare to train teachers and management committees of 100 creches throughout KwaZulu-Natal. The company also contributes financially towards the cost of various educational upgrade projects for both teachers and students, focusing particularly on language skills as well as mathematics and science.

We assist the creches through the  
*50 Sowetan 31/1/96*

**Howairra**

# NP attacks Metcalfe (50)

**By Russel Molefe**

THE National Party yesterday accused Gauteng MEC for education Mrs Mary Metcalfe of being "dodgy" on the future of Model C schools which are being targeted by the Congress of South African Students.

Cosas has embarked on a campaign for an end to Model C schools which, the organisation says, were established with the aim of excluding blacks because they cannot afford the fees.

Cosas has so far disrupted classes

in several Model C schools in Gauteng since the start of the campaign at the beginning of the first school term this year.

NP spokeswoman on education in the Gauteng Legislature, Ms Juli Kilian, said Metcalfe and national Minister of Education, Professor Sibusiso Bengu, had given assurances to Cosas that Model C schools would go.

"They must now take a clear stand and inform the community in clear and crystal terms as to where they are taking education," said Kilian.

She also accused the African National Congress for the disruption of Model C schools "because Cosas is its surrogate".

"They (Cosas) were used during the so-called struggle to further the aims of the ANC and that is why Metcalfe and Bengu are dodgy in their action against Cosas," Kilian said.

She condemned incidents in other provinces where black pupils are being refused admittance to formerly white schools such as at Potgietersrus and Louis Trichardt in Northern Province.

*Spencer 31/1/96*



# Model C schools set to stay

(50)

White Paper on School Organisation, soon to go before the Cabinet, is said to propose retaining Model C schools in everything but name

Star 31/1/96

**EDUCATION REPORTER**

The White Paper on School Organisation scheduled to be handed to the Cabinet this week is almost identical to a draft white paper released last year which recommended the continued existence of Model C schools, albeit under a different name, a source has confirmed.

The draft white paper – which was based on the recommendations of the Hunter Committee to review the organisation, governance and funding of schools – was published for comment in November last year.

Following the closure for submissions last week, the final recommendations are to be sent to the Cabinet committee tomorrow, Education Ministry spokesman Lincoln Mali said. The committee will study the document before

forwarding it to the Cabinet.

Once passed by the Cabinet, the bill becomes law – a move that will signal the end of an anxious wait for Model C schools.

But, according to a source, these fears can be set aside because the new policy is based largely on the draft white paper that sees Model C schools being largely retained in all but name.

According to the draft, all present varieties of state-aided and state schools, including Model Cs, will in future be known as public schools.

The only other category of school that will be recognised will be independent schools. These are the present private schools.

In terms of the proposals, independent schools will be required by law to register with the provincial education department and to comply with the con-

ditions of registration. Independent schools that wish to apply for a state subsidy will also be required to meet conditions of eligibility.

In terms of governance, the draft proposes that:

- Decision-making be shared among parents, teachers, the community and learners.
- Each public school have a governing body which conforms to the norms and standards laid down by its provincial education department. Other representative and deliberative structures within schools should support, but not replace, the governing body. While parental rights are bolstered by this clause, their exact representation on the governing body is still to be decided.
- Each public-school governing body should be responsible for a set of basic functions ("basic

powers") and should be entitled to negotiate with its provincial education department to take responsibility for additional powers ("negotiated powers").

While the categories of these basic and negotiated powers are not outlined in the draft, basic powers may include the ability to:

- Recommend teachers for appointment by the provincial authority.
- Select temporary teachers for appointment.
- Appoint administrative staff.
- Set school times, the timetable, curriculum choices, extra-mural curricula, and codes of behaviour for staff and pupils.
- Raise funds, control finances and set school budgets.

Negotiable powers may include the maintenance of buildings, and purchase of textbooks, materials and equipment.

## Pledge to boost trade links in southern Africa

Southern African states have stressed their commitment to boosting trade to develop the region.

The Ministerial Council of the 12-nation Southern African Development Community wound up a three-day session in Johannesburg yesterday after agreeing on a series of protocols to be submitted to the SADC's annual summit in Lesotho in August.

"The most important decision is related to co-operation, in particular the trade protocol," SADC executive secretary Kaire Mbuende told a news briefing.

He said the aim was to achieve a multilateral trade agreement that would be considered by trade and industry ministers in June before submission to the summit.

This would include establishment of a SADC trade negotiating

forum, eventual elimination of administrative and other non-tariff barriers, and the notification of such bodies as the World Trade Organisation on the proposed establishment of a free trade area in southern Africa.

The ministers met as part of the annual SADC conference with Western donors, whose theme this year is "towards enhanced trade and investment" in the region.

SADC ministers also met yesterday with the Nordic countries, which have been active in the region since 1986 through the so-called Nordic Initiative.

Botswana Foreign Affairs Minister Mompoti Merafhe said at the opening session that the initiative had largely failed to bring significant investment to the region or increase trade substantially over the past decade. - Reuters.

Star 31/1/96

(SADC)

(SADC)

## School ordered to admit blacks

JOHANNESBURG: Northern Province yesterday gave a school attended only by white children 24 hours to agree to take in black pupils or face legal action and closure.

White parents in the right-wing town of Potgietersrus, in Northern Province, are guarding the gates of the school to prevent blacks from enrolling.

School officials say the school is full and that both black and white pupils have been turned away.

Yesterday talks collapsed between the school's governing body and the

ANC-dominated Northern Province government, which issued an ultimatum.

Provincial government spokesman Mr Jake Mokobi told Reuters: "We have issued an ultimatum that by tomorrow they should have responded to our demands to admit black students and taken reasonable steps to make sure the students are not harassed."

A lawyer for the school accused the provincial government of turning the row in to a race issue and of blowing it out of proportion. — Reuter

CT 31 | 196 (50)



# rules on the platteland, Soweto schools stand half empty as pupils move to the suburbs in rural schools

M+G 2/2/96 (50)

Selomo, a sports-mad remedial teacher who describes her job as "a calling".

"Look at this — track events but no track," she says in exasperation. "We could do so much if we had the facilities."

School principal Fikizolo Maraba is similarly frustrated about the lack of a library, science laboratories, an overhead projector — even textbooks for the new syllabus.

Selomo admits not much has changed since the days of the Lebowa homeland administration which used to run the school. Her own children attend an English-medium school in Potgietersrus, which was formerly only for Indians and which now accepts pupils of all races. She has no interest in enrolling her children at any of the white Afrikaans schools in town — she believes it is more important for them to be conversant in English, since it is an international language.

While facilities at Nochimudi may be inadequate, its pupils are still better off than many in the province, for whom school means a patch of shade under a tree. The vast gap in resources between the historically white and black schools in the province has posed a dilemma for the provincial government.

Laduma Thembe of the Northern Province's education department asks: "Do we concentrate on a few schools to make them equal to the (white) Transvaal Education Department schools, or do we stretch our resources as far as possible?" The province has chosen the latter course, and the R253-million allocated to the department this year is to be spent on building classrooms for those children who are currently studying in the open air.

At Potgietersrus's Waterberg School, genial deputy principal Mynhardt Maree is busy explaining to black parents how to register their children, where to buy school uniforms, what

time school starts in the morning. But he spares five minutes to explain his school's history and its mission.

Waterberg was once a "clinic school" for problem children from all over the former Transvaal, controlled by the Transvaal Education Department. Only white pupils were ever referred there. Faced with closure, it was reinvented as a non-racial English-medium school a year ago.

Reborn under the auspices of the post-apartheid Northern Province Education Department, Waterberg is free from the weight of tradition. The mostly Afrikaans staff members inherited from the previous school have applied themselves to the task of teaching where education is needed, disregarding prejudices about language and culture. The idea of non-racialism has taken longer to catch on among Potgietersrus's white parents, though. Of the school's 430 pupils, only three are white.

**'This is not about racism. It is about Afrikaans language and culture'**

Most of the white children in the town go to schools like Potgietersrus Primary, where a video camera scrutinises visitors before they are admitted through the security gate in the three-metre fence. Inside, the foyer is furnished with elaborate *riempie* furniture, and decorated with pupils' drawings of endangered animals with the slogan "gee jy om?" (do you care?).

The principal is unavailable — a secretary says brusquely that the school will not talk further to the press. She denies that any ugly incidents have taken place at the school. (This was the week after white parents barred black pupils from entry and locked visiting journalists in a courtyard.)

"This is not about racism. It is about Afrikaans language and cul-

ture," the secretary insists — a common excuse which provincial government representative Jack Mokobi describes as "a smokescreen for racism". According to the provincial education department, Potgietersrus Primary is a parallel medium school, and has an obligation to offer classes in English as requested by the black pupils who tried to gain admission.

Warmbaths is not the most likely setting for a new South Africa reconciliation story, but this small spa town boasts a phenomenon rare in the Northern Province — an Afrikaans school which is well on the way to being racially integrated.

"They are together in the boarding house, they are together on the sportsfield — we are a very happy family here," says Tom Beukes, principal of Laerskool Warmbad, which has about 100 black pupils among its total enrolment of 640.

In other towns, Afrikaans school authorities assume — sometimes with good reason — that black pupils are not interested in Afrikaans-medium education. In Warmbaths, black children are attending the school in the absence of an English-medium alternative.

Beukes believes the smooth change to a non-racial policy can be attributed to the positive attitudes of his staff, and to the fact that sports competitions between black and white schools over the past few years have helped to break down the prejudices that exist elsewhere in the province.

The example of Warmbaths is one which other Afrikaans schools in the province may well have to follow. With pupil-teacher ratios as high as 100:1 in some black schools in the province (the provincial average is about 45:1), no amount of extra funding is going to equalise the situation unless white schools abandon their dream of exclusivity.



All but abandoned: Many Soweto primary schools are only half full as parents send their children to formerly white schools in the suburbs

PHOTOGRAPH: NAASHON ZALK

## Pupils leave Soweto schools for greener playing fields

M+G 2-8/2/96

Philippa Garson

Many Soweto primary schools are half empty this year as tens of thousands of parents have chosen to send their children to schools in wealthier suburbs.

In yet another irony thrown up by our skewed education system, many previously crowded Soweto schools have been abandoned by the township constituency.

Instead, parents are sending their children to schools in the former white, Indian and coloured suburbs in Johannesburg, where English is the medium of instruction. And the drift away from township schools towards formerly white, Indian and coloured schools is being echoed in formerly whites schools too, with increasing numbers of white parents trying to get their children out of these schools and into private schools.

According to the district director Ronald Swartz, primary schools in several areas of Soweto are only 40% full. Most high schools in the vast township are full to capacity, however.

The *Mail & Guardian* visited several primary schools in the township, none of which were full. Reutlile Higher Primary School in Molapo has only 237 pupils, although it has a capacity of 560 pupils. According to the new pupil-teacher ratios, the school should take as many as 640 pupils. Principal Letoane Letoane attributed the small population at his school primarily to the fact that it is situated in an old area.

"Most of these children live with their grandparents. Young parents have moved to areas like Protea and parents are reluctant to send young children to schools far away," he said.

Nearby Sekwati primary school is only three-quarters full. Principal Ben Maimela said declining pupil numbers were partly due to the fact that "schools are open now and parents are free to take their children anywhere".

Commenting on the trend, Gauteng MEC for education Mary Metcalfe said: "Parents have the right to take their children where they want to, but they won't contribute to good public schooling. They should be seeking

solutions to the education crisis in their own schools. It's time for them to stop running away from the problems there and start helping to make sure that township schools are working. We have to turn these schools around."

In many of Johannesburg's garden suburbs, schools have filled up markedly. In one district, most schools are reportedly full according to the new teacher-pupil ratios of 1:40 in primary schools and 1:35 in high schools, and authorities have been inundated with requests for information on openings.

Mark Henning, national director of the Independent Schools Council, reports a significant increase in the demand for places at independent schools, particularly the country's most elite institutions like St Stithians College (which has a waiting list of 4 000), St Andrews and St Johns in Johannesburg, Durban Girls College and Bishops in Cape Town.

Comments Allison Gunning, principal of St Andrews: "We have had more pupils than in the past coming from government schools. We have a bigger group of standard sizes than ever before."

According to Henning, private schools have lost many of their black pupils since formerly white state schools opened their doors. Many private donors as a result stopped offering bursaries for black pupils.

Henning also notes a significant increase in the number of private schools being set up. In a new development, north of Johannesburg, a private school near Kyalami called Beaulieu has been opened with funds from parents and a bank loan. Similar schools mushroomed in Zimbabwe after independence.

Currently, independent schools account for only two percent of the school population and take up one percent of the budget.

Henning said the current uncertainty around state schooling was unfounded and could largely be attributed to the lack of a clear direction from government on funding. "The alarmist talk is unfounded. People should have confidence in the state system."

## is the big question

(50) M+G 2-8/2/96

ceptable to a significant section of the African National Congress's grassroots support base.

Responding to criticisms over maintaining the model C system (in all but name), Metcalfe said her department did not want to "radically restructure" in the middle of a national policy debate. "This is a holding operation dealing with the worst aspects of model Cs in a way that is publicly defensible. When the Hunter report is con-

cluded we'll make the necessary amendments to our legislation." According to the Act, no school (state or state-aided) may practise any discrimination or bar any pupil who cannot pay fees. Northern Province, Northern Cape, the Free State and Mpumalanga have adopted similar legislation.

Although model C schools only comprise 7% of the country's schools, leading many to conclude the debate around them is a "storm in a teacup", they

comprise a significant section of Gauteng's schools — 30%.

The draft legislation provides for all governing bodies to have basic powers and for some to negotiate further powers if they want them and show themselves to be capable of having them. The governing bodies would have teachers, students and parent representatives, with parents likely to make up the majority.







**Sam Shilowa, Cosatu secretary general, in  
THE MARK GEVISSER PROFILE**

# A striking figure in SA labour

**O**NE of Sam Shilowa's previous employers tells the story of meeting him across a picket line and being so impressed by his performance in negotiations that he suggested he be groomed for management. Sorry, said Shilowa's immediate boss: nice enough chap but he really doesn't have the potential.

Anybody who couldn't see that Sam Shilowa had potential must have been blind — or terrified. He is broad-faced and big-boned, exuberant and clever. His sentences, like his vast hands, go everywhere. They will climb, in spastic spirals, to the apex of an idea before crashing down into outrage: they will meander vaguely through the savannah and then take you by surprise by literally reaching out and clasping you.

On the Christmas holiday he took in Cuba, he decided to stop shaving his scalp and let his hair grow a bit. Nonetheless, the image of a shaven-haired cloth-capped giant remains: working-class hero or repo man; I suspect he doesn't mind the ambivalence.

Journalist Phillip van Niekerk wrote in *Leadership* that Shilowa's manner "is far more amiable than the Mephistophelean displeasure that his predecessor Jay Naidoo was able to project". True enough: if Naidoo's persona veered towards the hood-eyed, scheming, commie intellectual, then Shilowa has the open countenance of a hammer-twirling worker who has just ripped off a piece of socialist-realist memorabilia; sort of retro, quaint and Scargillish at the same time (if such a thing is possible), an extra from the set of *On the Waterfront*.

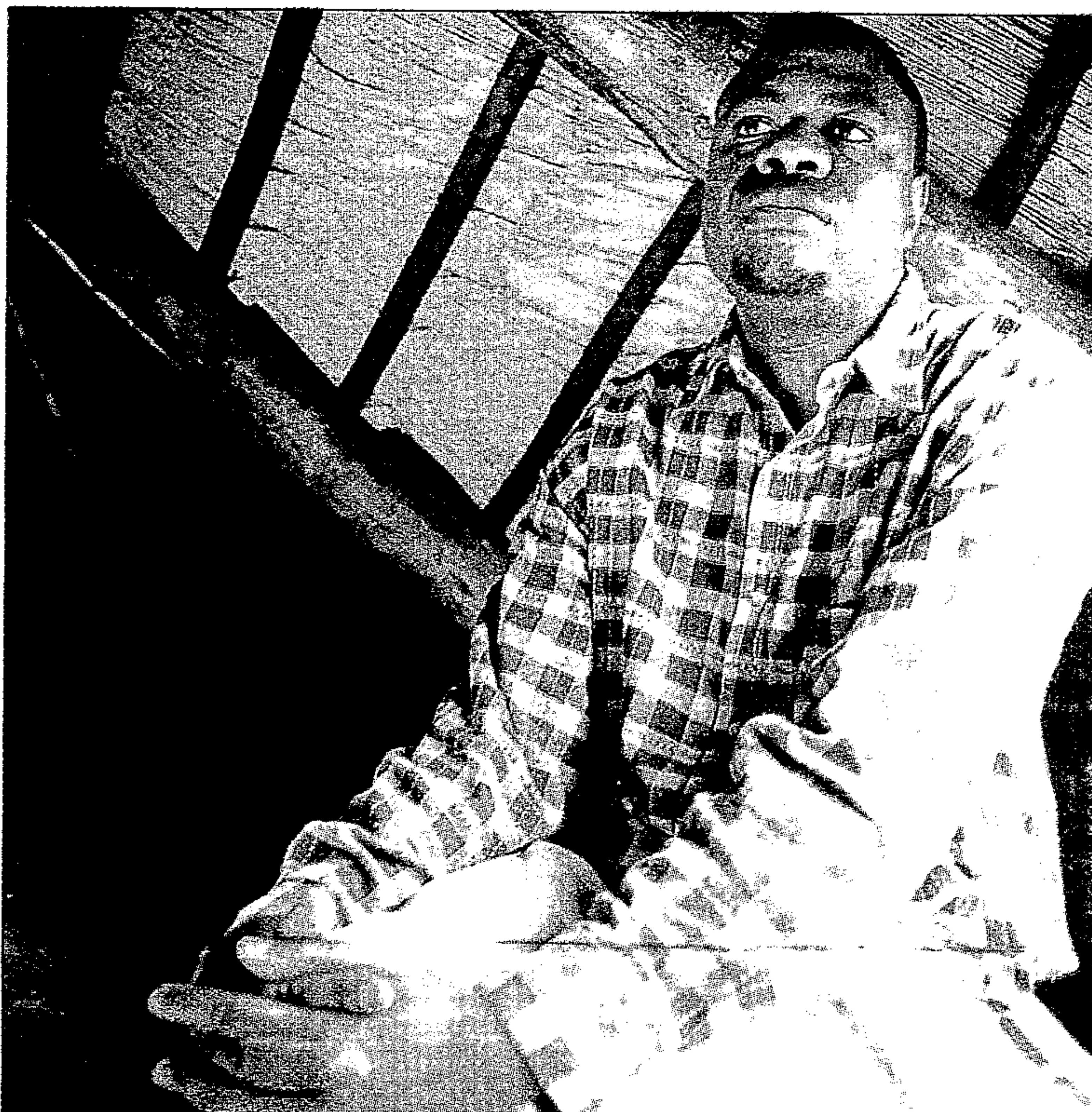
Well, not quite. For one, while it is true that Shilowa is the sparely educated son of impoverished Shangaan peasants who rose in the unions from the shop floor, he was never quite the on-the-beat security guard he has been portrayed as; he did clerical and laboratory work at Anglo-Alpha Cement, and then was a trainer at a security and cleaning firm.

And, while it is true that he had to take years off school because of his family's poverty, he finally dropped out in standard nine, not because of racial injustice or political activity, but in a fit of pique because he felt he was being unfairly punished (which he was) by a teacher who is now, in fact, an organiser for the African National Congress. "One weakness I have," he allows, with a laugh, "is that there are times when I'm arrogant, not willing to listen to reason."

Certainly, Shilowa rose — meteorically — through the ranks. But, to the extent that you could separate politics and labour in the 1980s, his base was political: it was his work in the South African Communist Party underground and his primacy in Cosatu's SACP caucus, far more than his brief history as an office-bearer of the Transport and General Workers' Union, that made him Jay Naidoo's unlikely deputy in 1991 and his successor in 1993. He obliquely acknowledges this: "Even though I grew up

through the ranks, my own strong points have not always been pure trade union bread-and-butter issues. Even when I was Jay's deputy, he was involved in economic issues, while I was involved in politics. I was part of the ANC's negotiating team, I was at Codesa, and at every single large bilateral. I think it was a plus for me, as I really do understand the transition."

It's his strong point and his weak point; ask people about Sam Shilowa and the word you'll hear most often is "operator". He is, says one senior trade unionist, "so politically canny he



Sam Shilowa: One of the few with a direct hotline to President Mandela

PHOTO: HENNER FRANKENFELD

can hear the grass growing". One of his best friends is Thabo Mbeki, and he is one of the few who has a direct hotline to President Nelson Mandela. While some in labour see this as a definite boon in terms of lobbying influence, others doubt his loyalty to the sector he is paid to represent.

Let's face it: South Africa 1996 is not an easy time and place to be a union leader. After having powered the struggle for democracy, Cosatu has found itself struggling for new definition, and often seems scattershot, disparate, rudderless. Shilowa himself frames the dilemma acutely: "We either stand accused of being a conveyor belt and in bed with the government, or we are called spoilers who just bark at all ministers and want to exercise the right of veto over government policies." But, while he is excellent at posing the questions about the labour movement's future, he comes across as a man who does not, yet, have the answers.

Shilowa's old comrade, Jayendra Naidoo, who now runs Nedlac (National Economic Development and Labour Council), notes that union-bashing has become fashionable: "People want the unions to be like the Amabokoboko or the Bafana Bafana ...", part of a rainbow vision where we all collaborate and win the cup. "But the job of unions is to take up the cudgels on behalf of their membership. It is bound to be

adversarial."

In this context, it's perhaps not surprising that Shilowa's tenure has been troubled: he is often accused of not being able to supply the labour movement with the requisite vision, or to corral it behind the vision he has. Behind the scenes, though, Shilowa has in fact effected a victory in the privatisation debate: in a draft agreement with government last week, service delivery rather than profit generation was re-established as the primary function of state enterprises, and Cosatu has also convinced the

government that, within reason, workers' jobs have to be guaranteed within restructured state enterprises. The sticking point remains, however, whether private shareholders may purchase equity: Cosatu is adamant they may not — and that is a battle it is bound to lose.

In the unions, Shilowa is known to be uncomfortable with Cosatu's hardline anti-privatisation position, and this is seen as further evidence, by some, of the claim that he has become too close to the new elite; that he is too snazzy, too high-flying, too politically ambitious: a unionist with gold hoops in his ears.

**O**ne of his favourite tricks, when making an argument, is to make of his own mother an artefact: "My opposition to privatisation," he says, "is not theoretical, it's personal. My mum will be 76 years old this year in May. Why should she walk five kilometres to go fetch water? Why should she only know about electricity because there are power lines running over her property to a white farm? When talking about restructuring, we need to ask ourselves, how is my mother going to benefit?"

He insists that his bare feet remain planted in the dry earth of impoverished peasantry. But, both economically and socially, the truth is that he is no longer a member of either the peasantry or the working class. Whatever the card he carries says, he is a member of the new elite; recently married to Wendy Luhabe, a glam and go-getter management consultant specialising in affirmative action who was previously the first black executive of BMW. He is upwardly mobile in exact proportion to the downward mobility of those middle-class leftie intellectuals who preceded him — the Bernies and Alects and Jays. Now they have gone to Pretoria, and the unions are run by people like Shilowa: driven, ambitious, working-class men.

While Shilowa does not subject his new life to particularly rigorous self-analysis, he does deal with it with a fair amount of modesty and humour. His home, in the Roodepoort neigh-

borhood of Weltevreden Park, is comfortably suburban rather than glamorously yuppie. In a roots-nod, Shilowa has always wanted to live under thatch: he has now bought a house with a bar in the rafters ("It used to belong to an entertainer") where an SACP "Umsebenzi" poster hangs a little sheepishly amid all the Lapalala action. Sure, cappuccino is on offer, but the Shilowa-Luhabe homestead is matt-finished rather than glossy, woody-African rather than slippery-Italianate. It is emphatically not, in its style or location, Northern Suburbs.

And his criticism of the narrow "black upliftment" mantra, the "it's our turn now" coda he encounters at dinner parties, remains acute: "Yes, black people are justified when they say democracy means more than the right to vote: that it means economic empowerment. But defining economic empowerment becomes a struggle, because there are those who believe it means the self-enrichment of a few, that we can produce our own black Oppenheimers. That's rubbish ...

**'Y**ou have to engage with people who say, 'Listen, apartheid benefited a few Afrikaner businesses, so surely we're justified in doing the same thing for ourselves with privatisation?' They're not looking at structural transformation, they're looking at what crumbs they'll be able to get out of the situation."

He "agrees to disagree" with his wife on several issues, but they generally find themselves, both say, in the same ball park. In fact, since he's a strugglist and she's an entrepreneur, she often challenges him, he says, with more radical positions on workplace transformation, ones that advocate blazing ahead rather than slowly building consensus around big plans.

Sam Shilowa does not balk at being sharply critical of his colleagues — and friends — now in government. But only once, in our few hours together, does he betray anger. "If you had to ask me what is the most ridiculous sentiment, the one I hate the most, it is the one from those of our colleagues in government or Parliament who say, 'You don't understand! The situation has changed!' They say, 'Leave the broader picture to us, you concentrate on shop floor issues', but then they also accuse us of being narrowly focused on the interests of our own workers and not taking the development of the country as a whole into account."

Whence does this anger spring? Despite the openness of his features, Sam Shilowa is very difficult to read. I'd venture to guess, though, that he sees himself very much as part of the team transforming this land, and that any hint to the contrary riles him. I would imagine, too, that he is prickly about still being treated, by the intelligentsia of the movement, as an uneducated workhorse from the shop floor who doesn't really have the wherewithal to run things.

Does he feel "left out", "left behind"? Perhaps one could read the above outburst as defensive, but if one looks at the number of illustrious ex-unionists now languishing on the back benches of Parliament (remember Moss Mayekiso? Chris Dhlamini?), he probably thanks his stars, every now and then, that he wasn't on the list of 20 that Cosatu handed over for the African National Congress list. But he is an intensely political — and clearly ambitious — man.

All he will say about his future is that he wishes there to be a choice of leadership at Cosatu's 1997 congress. But there must be times when he longs to be in the corridors of executive power. Despite the knocks to his image in the past couple of years, he'll get there yet.



# Education in the new South Africa: While apartheid still Apartheid still rules

The week after white parents barred black pupils from Potgietersrus Primary, **Justin Pearce** found apartheid to be a fact of life at many Northern Province schools

**G**REY-HAIRED, bespectacled headmaster Hennie Berg looked suspiciously at the journalists who had come to find out how racial integration was coming along at Laerskool Eugene N Marais in Naboomspruit.

"If a child can speak Afrikaans, we would admit him," Berg said.

The consequence of this policy is a school which remains 100% white. Take a photograph of the tranquil school grounds where fair-skinned children play amid the green lawns and subtropical trees, and it would be difficult to tell whether the photo dated from 1996 or 30 years earlier. This Northern Province town, best known as the home of the Venter

trailer, is only 60km from Potgietersrus, where last week khaki-clad parents blocked black children from entering a primary school. But here in Naboomspruit, no such desperate measures are necessary to preserve the scene of racial and cultural exclusivity.

"There is no racial conflict in the school or the community," says school committee member Hennie Potgieter. "We are not expecting anything like what happened in Potgietersrus."

He says the school has had no applications from "*anderkleurige kinders*" (children of other colours), which he attributes to the fact that black pupils do not want lessons in Afrikaans.

Ask black residents of Naboomspruit where their children go to school, and they look surprised to be asked such an obvious question, waving a hand in

the direction of the "location".

"There is still a lot of apartheid here" says one man.

Naboomspruit is by no means unique in the Northern Province, where white Afrikaans schools are confident they will stay that way, and black schools are impatient for change which has not happened.

In the village of Mahwelereng, effectively a township serving Potgietersrus, a patch of bare earth hacked out of the *kameeldoring* bush forms a sportsfield

for the pupils of Nochimudi Higher Primary. Children race back and forth under the supervision of Motlatso



PHOTO BY FRANK ...



2-8 | 02 | 96.

# To pay, or not to pay? That

**Philippa Garson**

**T**O pay or not to pay? That is the politically loaded question. Whether school fees should be compulsory is being hotly debated in government circles and is holding up the implementation of new education policy for schools.

If the government goes for minimum free education for all it risks losing wealthier parents — and the money they contribute — to the private system. If it reneges on this, it risks losing political face with its biggest constituency — the poor.

The White Paper now waiting for Cabinet approval stops short of new funding policy for schools. It does, however, allow for school governing bodies to have legal personae. Technically this would allow them to sue non-fee-paying parents, be sued, and own property.

The White Paper has been significantly amended from its draft form, circulated in November last year, but makes no commitment on the funding issue. Based on the Hunter Committee's recommendations and Education Minister Sibusiso Bengu's responses, the draft outlines several funding options.

It also allows for the continued existence of state-aided (model C) schools which, with state schools,

would fall into the category of public schools. None of these categories make much sense in the absence of funding policy however.

Two funding options are being debated, and the final choice will be a hybrid between the two: both options collapse the distinction between state and state-aided schools in the sense that all schools will be public and will receive varying degrees of state aid.

The first option, which is said to be favoured by Education Minister Sibusiso Bengu, "lays heavy emphasis on equity and redress", and aims to improve the poorest schools. The aim would be to spend the same amount of money on each pupil so the government could give a minimum level of free education for all. To achieve equity, rural and poor schools would receive more money than better-resourced schools, which would face severe cutbacks. Many state-aided schools would be forced to become full state schools. All schools would be encouraged to raise voluntary funds, but there would be no compulsory school fees and equity would be phased in over five years.

The second option of "partnership funding" — whereby parents who can afford to pay would be legally obliged to do so — assumes that free education for all is not affordable, given the constraints on the education budget. This

option would entail enormous administrative interventions and would be politically difficult to implement.

That school governing bodies will have a legal status implies the government is leaning towards a compulsory fee-paying system. However, it would be pointless for schools to have these powers unless they could use them.

"The powers that need to be given to the governing body will be influenced by the financing option decided on," says Peter Buckland of the National Business Initiative's Edupol unit.

**M**eanwhile, in the absence of national legislation, several provinces have gone ahead with their own legislation on school categories and rules for funding: the Gauteng Education Act provides for independent, state and state-aided schools, whereby state-aided schools (model C) determine the fees parents pay, but may not bar those pupils who cannot pay. State schools' governing bodies may have a school fund and get contributions, but the state funds and manages the operational expenses, according to the Act.

Although the campaign against model C schools embarked on by the Congress of South African Students this week was rather limp, it gives a clear indication that privileged education endorsed by the state is unac-



**T**WO OLD SOUTH AFRICAN flags hanging in the main hall of Potgietersrus Primary school give credence to Mr Alson Matukane's view that "we have not reached the new South Africa".

Speaking from the hotel room where he has sought refuge from the rightwing fanatics who physically prevented his three children from entering Potgietersrus Primary, Matukane said the actions of the rightwingers proved that the road to the promised land was still a long one.

Matukane, a director in the water affairs department, was transferred from Giyani to the provincial capital of Pietersburg early in January this year.

As house prices in Pietersburg have rocketed sky high, he decided to settle in Potgietersrus.

After finding a house, his next challenge was to find a school for his children - two boys and a girl.

He applied at all the schools around the rightwing stronghold and finally secured places for his children to Potgietersrus Primary.

"It was on January 22 that I registered my three children at the school. They were all interviewed and the principal told me that they should come to school the following day in uniform.

"I was very happy because the school is near to where I stay and it uses both English and Afrikaans mediums.

"I bought their uniforms the same day. The following day I took my children to school.

### Very aggressive

"I was shocked to find more than 100 adult whites, some clad in khaki, at the gate of the school.

"I tried to get into the school but the men were very aggressive and told me that I could not take my children into a white school.

"I tried to reason with them but they did not want to listen. They were adamant that the school is for whites and nobody else.

"One of the men said in Sotho that God created different people and I should understand and accept the reality that people should live separately.

"They intimidated us and we had to get into the car and leave," said Matukane.

He drove back home. His children were devastated by the action of the neo-fascists. The children, who have attended a multiracial school in Giyani, where they had white friends, could not understand why they were not allowed into the school.

"It is a very frustrating thing. How

do you tell your 10-year-old son that he cannot get into a school because he is black?

"My children have been traumatised and I only pray that this hatred does not continue ... this belies the notion of a rainbow nation," said Matukane.

### Racist lunatics

He said after his encounter with the racist lunatics at the school, his house was vandalised and he had to move into a hotel.

"Although I did not see the vandals, I can only conclude the same people who wanted my children to stay away from the Afrikaner school were responsible for vandalising it," he said.

He said although he knew that the April 27 1994 elections did not change the hearts of all South Africans, he never thought that people could still practise racism openly.

He later learned that there were dozens of black parents who had been trying, since 1994, to get their children into that school.

They have now formed themselves into a group called the Concerned Parents.

Another parent, Mr Leslie Phathudi, told *Sowetan* that he had been trying to

register his daughter at the school for two years without success.

"Each time they tell me that the school is full. I went to the principal on several occasions and pleaded with him to admit my daughter.

"At present my daughter has to be in a far away boarding school because she cannot be admitted as she is black," said Phathudi.

Spokesman for the school governing body Mr Danie Boshoff denied that racism was the reason black pupils were not accepted.

### Emphatic no

He argued that Afrikaner culture should be preserved. He said the school management was prepared to accommodate "other pupils (blacks)" on condition that another school was established on the same premises.

Northern Province premier Mr Ngoako Ramathlodi gave an emphatic "no" to the separate but equal proposal.

He gave the school management an ultimatum to allow the registered black pupils into the school by yesterday or they would be served with a court order.

And while the school management and the government brace themselves for a legal battle, Matukane and his children are living in fear of being attacked by rightwingers.



**Premier Ngoako Ramathlodi says Potgietersrus Primary must open its doors to all or face legal action.**

# Where the

# rightwings

# still reigns

Black family lives in fear after kids are barred from 'Afrikaner' school

*Sowetan*  
1/2/96  
(50)

# Premier takes race row school to Supreme Court

By TROY LUMB

The Northern Province premier has initiated Supreme Court action against Potgietersrus Primary School because it failed, by yesterday's 4pm deadline, to give a written undertaking to accept black students.

However, papers will not be served on the school until tomorrow morning, giving parents a day's grace to comply with Premier Ngoako Ramathodi's ultimatum that they enrol

black students or face closure.

"We are going ahead with legal proceedings but we will not be in court before the parents meet, which gives them a chance to reverse their decision," said Anton Roskam, the attorney representing the premier.

The action follows numerous meetings to resolve last week's incident in which khaki-clad parents denied three black pupils access to the school. Danie van der Merwe, spokes-

man for the school's governing body, explained that the deadline had not been met because parents still had to be consulted. He expected a decision to be made at tonight's meeting.

Since being stopped at the school gate, Alson Matukane, the father of the three black pupils, has had abusive graffiti painted on the walls of his new house in Potgietersrus. He has now moved his family to a hotel "for safety reasons". Although the primary school

has no black pupils, Van der Merwe insists the issue is not one of race, saying they were prepared to enrol students "of race".

"We are very jealous of our culture and Christian religion. Being a Model C school, the governing body should be allowed to say which pupils will preserve this language and culture. "We were simply told by government officials, who arrived with the parents of these

three black students, that they were in no uncertain terms going to be enrolled.

"They bypassed the parent body's right to decide completely, and this is what we resent," he said.

Ramathodi's spokesman, Jack Mokobi, said: "The school's action is illegal. The new constitution ensures all students equal access to public schools and ensures that admission requirements do not unfairly discriminate on any grounds."

(50) Star 1/2/96



# Pressure on racist school

By **Khathu Mamaila**

THE Northern Province government will tomorrow apply for a court interdict to force the management of Potgietersrus Primary School to accept three black pupils.

MEC for education Dr Aaron Motsoaledi yesterday said that the interdict was the first step to allowing blacks to be admitted to the school. He said the other options were to close the school or to withdraw funding by the provincial government until the management integrated the school.

Spokesman for the school Mr Jan Oberholzer was quoted as saying there was no way the management could meet the government's ultimatum to admit black pupils by yesterday.

Motsoaledi said he was aware that white parents would be meeting today to discuss the issue.

"Our decision to serve them with the court order on Friday has nothing to do with their Thursday meeting. It had not been possible to serve them with the order before Friday.

"We cannot wait for the white parents to decide whether or not they

should accept black pupils at a government school. Their meeting is irrelevant. Our lawyers are busy with the paper work and they have interviewed black parents for filing a court order," he said.

While closing the school was a drastic measure, the government would be forced to shut it down if the white parents continued to stop black pupils from enrolling, he said.

He said it was regrettable that innocent white pupils would be affected because of the actions of some rightwingers.

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# The language debate

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**B**Y WAY OF INTRODUCTION, this submission on the language question is derived from the need to level the playing field and clarify the rules of collective participation.

While mindful of the sensitivity and the emotions which surround this issue, it is hoped that we will transcend our narrow ethnic and-or racial interests to create a common working ground.

The paper advocates the use of English as a lingua franca and rejects with contempt the continued use of both English and Afrikaans. This position is not, as has been suggested, an onslaught aimed at relegating Afrikaans from "first-world language to third-world obscurity". The alternative is the use of all official languages in keeping with our newfound democracy.

## Apartheid doctrine

That Afrikaans and English were promoted and celebrated in line with the logic and core requirements of apartheid doctrine and policies is not contested. The result of this policy was the peripheralisation of African languages.

However, the social history and politics of the marginalisation and-or suffocation of indigenous African languages is outside the scope of this submission.

Suffice to mention that our languages, sustained by our feelings, emotions and dreams, through which tenderness and wonders are expressed which hold the greatest emotional impact, were the least valued.

They were not allowed to articulate current affairs. Effectively, the entire bureaucratic system, the entire criminal and justice system and all industry continue to use language(s) foreign to us.

It is for these reasons that a moral case could be made for the use of indigenous languages in order to promote and allow them to develop. Thanks to the interim constitution, all major languages have been guaranteed equality. Unfortunately these guarantees have not stopped "other languages from being more equal than others".

Hence the challenge facing the country in its effort to make an irrevocable break with the sad past, is to translate these guarantees to tangible realities. Arguments and initiatives that do not lead to material deliverance of this challenge can and should be seen as attempts to maintain the *status quo*.

That Afrikaans should not be used is not based on social, economic, political or historical considerations. Though a strong argument could be made along each of these grounds. Other than sheer practicality, perceived preference and common sense relating to cultural and

The submissions that English should be used as SA's lingua franca is a very sensitive issue – but for practical and communicative purposes, we might as well use English. Three leading academics explain...

**It should be stressed, lest it be misunderstood, that the intention is not to cathedralise the use of English**

ethnic diversity of our population, the choice of English as opposed to Afrikaans as a lingua franca is also informed by the spirit of compromise for the sake of progress.

It should be stressed, lest it be misunderstood, that the intention is not to cathedralise the use of English. That, however, is the subject of a different debate. The point of departure in breaking with the past is therefore a choice between English and the eleven official languages. For communicative purposes, the latter will reduce meetings, seminars, conferences etc. into Tower(s) of Babel.

## Inform policy

As academics, intellectuals and professionals we are privileged and charged with the responsibility to inform policies aimed at transforming society.

The problematic precedence set by parliament whereby members have to give a five-day notice if they want to address Parliament in an indigenous African language should not be used as an excuse to be emulated.

This repugnant provision sadly exonerates whites from the responsibility of learning and canonises their ignorance of indigenous languages, ignorance which is at the heart of white arrogance.

To add insult to injury, the provision also places demands on Africans to go the extra mile and allow whites to enjoy the luxury of ignorance.

Moreover, this amounts to a betrayal of the struggle for national and cultural liberation for which comrades Hani, Mxenge, Biko, Sobukwe and Sabelo died.

Perhaps the idiocy and unbridled arrogance of the "white man's right to ignorance" is best captured by this anecdote.

As a new member of staff at Medunsa, a dean of faculty greeted Seepe in Afrikaans, after indicating to him that he did not speak even elementary Afrikaans, the dean inquired if he was a South African.

Seepe responded by asking if the dean spoke Zulu, whereupon he indicated that he did not.

Seepe then asked him if he was a South African. According to Seepe, the contortions that immediately disfigured his face revealed the difficulties experienced in conceptualising the scenario.

The irony today is that in a predominantly black-led government, it is still the Africans who have to go an extra mile to accommodate white ignorance.

## Flagrant violation

While this provision could be rationalised along the communicative imperatives, why is it not extended to those many African parliamentarians who cannot understand Afrikaans and-or English for that matter?

The argument from those quarters that Africans should pay for interpretation facilities to use their language is a flagrant violation of a fundamental right, a right protected under the Bill of Rights.

We stress without any equivocation that rights, including the right to speak one's language, cannot and should not be reduced to issues of affordability.

It must be appreciated that the liberation of any nation is not complete without the revival and restoration of language.

Language is a reservoir of culture – culture constantly enriched by new experiences. As such, the very pre-eminence of English is not a sacrosanct historical or social aberration. However, for now, pragmatic reasons dictate the unfortunate reliance on the English monster.

As academics and intellectuals, located within and outside universities, society looks to us for the definition and solution of social problems.

We dare not fail in this responsibility, lest we be seen as part of the problem.

(Professor S. Seepe is professor in science education and Professor GM Nkondo is vice-chancellor and principal at Venda University. Professor Teboho J Lebakeng is a sociologist and independent consultant).



# School gets extra day to admit three black pupils

Kevin O'Grady

PA 1/2/96

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THE governing body of Potgietersrus Primary School in Northern Province has been given an extra day to agree to admit black pupils as the provincial government is not ready to go to court.

The body was earlier told to admit three black pupils, whom right-wing parents had prevented from attending the school, by 4pm yesterday or face legal action and possible closure.

However, provincial government spokesman Jack Mokoabi said yesterday government lawyers were "still gathering affidavits" and would lodge an application challenging the body's position in the Pretoria Supreme Court tomorrow.

Parents are to attend a meeting to discuss the issue tonight. Mokoabi said the deadline had not been moved to allow for the meeting or its outcome. "They have benefited from us not being ready," he said.

It would, however, "be in the interests of all of us for them to decide to allow the pupils to attend the school and save themselves the humiliation of being forced to", Mokoabi said.

Government would use the province's Education Act and the interim constitution, which provided that every child should have access to state schools, to challenge the school's position.

Sapa reports governing body chairman Jan Oberholzer said it would have been impossible for the school to respond to the initial ultimatum.

School management has denied it is excluding pupils on grounds of race, saying the school is full, so black and white children were turned away.

National Education Minister Sibusiso Bengu's spokesman Lincoln Mali said Bengu did not intend to get involved in the dispute "at this stage".

# Bill for freedom fighters' pensions less than expected

Greta Steyn

PA 1/2/96

THE cost to government of providing pensions to former freedom fighters would be about R200m-R300m a year — much less than the Ribn originally estimated, according to figures made available by the finance department.

Deputy Finance Minister Alec Erwin said at this stage, to pre-fund part of the pensions had been discarded in favour of a pay-as-you-go system, which was cheaper.

"Those who qualify will have their rights protected. It will be similar to social pensions," Erwin said.

However, a final decision on what was affordable had not yet been taken.

The special pensions will be paid in terms of an agreement reached at the World Trade Centre and included in the interim constitution.

Erwin said last year the pensions would cost the state R500m in the first fiscal year, and the cost would rise to Ribn within two years.

Payment was to have started

in the last fiscal year, but the time taken to finalise draft legislation caused a postponement.

Erwin said pensions would be based on "deemed" salary scales, depending on seniority and derived from salaries that were earned by parliamentarians of the previous dispensation.

As a rough guide, the lowest pension applicable would be about R1 000 a month and the highest about R8 000.

"This is not final," Erwin emphasised.

The Special Pensions Bill, gazetted at the end of last year, did not attach the deemed salary scales for comment.

According to the Bill, a special pensions board would be created which would be accountable to the finance minister.

The board would have the power to investigate a person's eligibility for benefits.

In terms of the Bill, people who are 40 years or older qualify for benefits, which are

usually paid from the age of 60. They had to have been an "office bearer or officer" of a political organisation for a period of five years or longer who had suffered a banning order or imprisonment for anti-apartheid activities for a period of five years or longer.

Provision has also been made for people who incurred injuries that caused permanent disability.

According to the Bill, application has to be made through political organisations, if they still exist. Members of any of the legislatures would not be entitled to benefits while they are members.

The pensions to which they would have been entitled will be paid into the Public Representative Retirement Fund.

The benefits will be held in a special account and reinvested, and will accrue to the member once he leaves the legislature.

The Bill states that gratuities paid to individuals in terms of the SANDF demobilisation process will be subtracted from their special pensions benefits.

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# Parents vow to exclude blacks

CT 2/2/96

SPECIAL CORRESPONDENT

(50)

JOHANNESBURG: No black pupils will ever be admitted to Potgietersrus Primary, the majority of the khaki-clad parents at the school vowed last night.

A meeting, to which no blacks or journalists were allowed, was called to decide whether the school would meet Northern Province Premier Ngoako Ramathlodi's ultimatum to admit black pupils or lose their subsidy.

The ultimatum follows an incident last week when parents refused to allow three black children into the school.

A barefoot man wearing khaki said: "It will be an uphill battle, but we can never give in. God warns us in the Bible about mixing race. Only the communist government wants this. Under no circumstances will my children be mixed with black."

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**NO RULING YET**(50)  
FM 2/2/96

Whether Model C schools will continue in all but name, as Afrikaans newspapers claimed this week, is a long way from being decided. One of their key characteristics is the right to levy compulsory fees, and a recommendation on this from Education Minister Sibusiso Bengu still looks to be months away.

Given the ANC's promise of 10 years of free and compulsory education, the issue is politically tricky. The Hunter review committee that reported last year on key aspects of schooling reckoned that achieving acceptable standards would be impossible without fees. It softened the blow for parents — but threatened a revolt among school administrators — by recommending that fees be levied according to family income, with the poorest paying nothing.

Bengu summoned "international experts," says spokesman Lincoln Mali. When they have come up with a recommendation, the matter will be up for public discussion according to a process described in the educational White Paper being considered by Cabinet this week.

Whether Bengu succeeds in tabling a National Education Schools Policy Bill in parliament this year remains to be seen. It could be a close call.

Apart from the issue of school fees, there is a requirement, in terms of the interim constitution, to conduct bona fide negotiations with the governing bodies of Model C schools over changes to their powers. If compulsory fees can still be levied, governing bodies will need clear indication of how much they are allowed to raise, and firm assurance they can use

it solely for their schools, rather than see it lost in central coffers. Before that happens, however, says Mali, the form of the negotiations must be decided.

The Interim Constitution has already presented other problems for those devising a new educational dispensation, and the Constitutional Court is having to pass judgment on them. One is the power of Bengu's department relative to that of the educational MEC's in the nine provinces. Does a province have the right, for example, to decide how much of its budget it will spend on education?

Another is over a pupil's language rights. Last May, Gauteng's Department of Education gazetted a School Education Bill that declared every pupil at a public or State-subsidised school should "have the right not to be penalised for expressing himself or herself in a language which is not a language of learning of the school concerned." Such expression was presumably intended to extend to the answering of exam questions, a bit of politically correct nonsense that had the clause, along with others, vigorously challenged.

To get the Bill passed in order to empower the department, those clauses were removed for consideration by the Constitutional Court. Mali believes its decision will be made this month. ■

# Court action looms on black pupils ban

The Argus Correspondent

PRETORIA. - The Northern Province premier has begun Supreme Court action against Potgietersrus Primary School because it failed to give a written undertaking to accept black pupils by yesterday's 4pm deadline.

However, papers will not be served on the school until tomorrow morning, giving parents a day's grace to comply with Premier Ngoako Ramathlodi's ultimatum to enrol black students or face closure.

The legal action follows the failure of meetings to resolve last week's incident in which three black pupils were denied access to

(50) ARL 2/2/96  
the school by khaki-clad parents who blocked the entrance. Mr Ramathlodi threatened to close the school or scrap its subsidy unless parents agreed to stop "discriminatory, illegal means" of selecting pupils.

Danie van der Merwe, a spokesman for the school's governing body, explained that the deadline had not been met because parents had yet to be consulted. He expected a decision at a meeting tonight.

Since being stopped at the school gate, the father of the three black pupils, Alson Matukane, has had his new home in Potgietersrus defaced with abusive graffiti. He has moved his family to a hotel "for safety

reasons". They recently moved to Potgietersrus from Pietersburg.

Although Potgietersrus Primary currently has no black pupils, Mr Van der Merwe insists the issue is not race. "We are very jealous of our culture and Christian religion. Being a Model C school, the governing body should be allowed to say which pupils will preserve this language and culture."

Jack Mokobi, a spokesman for the premier, said: "This school has been functioning as a dual-medium school. English and Afrikaans tuition. To say now that black children who speak English will jeopardise a culture is a smokescreen for racism."



# Parents dig in heels over black school pupils

(50) AR 4 2/2/96

**The Argus Correspondent**  
JOHANNESBURG. — Parents of Potgietersrus Primary School have dug in their heels, rejecting a government ultimatum to allow black pupils to be admitted and vowing to fight the matter in court.

Their decision after a meeting last night means that Northern Province Premier Ngoako Ramatlhodi's lawyers will serve papers on the parent body instructing them to appear in the Pretoria Supreme Court on Monday.

The school opened normally today, with children filing into classrooms at 7.30am and a small group of khaki-clad parents gathering outside the gate.

The executive of the parent body met in the headmaster's office.

By 8am, the meeting was over and the group at the gate had gone home.

The showdown was sparked by the parents' decision last week to not allow three black children to enter the school.

About 200 khaki-clad parents attended the meeting last night and were unanimous that they would not comply with the premier's ultimatum to guarantee to accept black pupils or face court action.

Jack Mokobi, the premier's spokesman, said: "We will ask the court to declare that what they are doing is unlawful in

terms of the constitution, which provides for equal education for all. The court then may order them to admit blacks." He added that if the school failed to comply, the government would suspend its subsidy or close the school.

Alson Matukane, the father of the three children who were prevented from entering the school last week, said last night: "I didn't come here voluntarily. I was transferred and I have to have somewhere to send my kids.

"This is a government thing, but I am worried because the house I have rented was spray-painted with abusive graffiti and I can't stay with my fam-

ily in a hotel for safety's sake forever."

The town's mayor, Molayena Thole, who was not allowed to attend last night's meeting because he is black, said the school's attitude has raised racial tensions in Potgietersrus.

Before the meeting, a white parent said: "It will be an uphill battle, but we must fight. God warns us in the Bible about mixing race. It is only the communist government which wants this. Under no circumstances will my children mix with blacks."

A mother, Elaine Esterhuizen, said no one had expected change to come so quickly.

# ANC to do away with old models

*Sowetan 2/2/96*

(50)

## Government is committed to the transformation of education in 1996

**By Claire Keeton**  
Education Correspondent

**A**NC EDUCATION SPOKESMAN Dr Blade Nzimande said yesterday that the Education Minister was committed to doing away with apartheid models of schools and focusing on the transformation of education this year.

The head of the parliamentary education committee, Nzimande said the ANC supported proposals to streamline the school system to allow public schools funded by the Government and private schools funded by parents.

"All we are taking away from Model C schools is their power to discriminate in their admissions policy which the Constitution has already taken away," he said.

Nzimande said the ANC was opposed to the power of Model C schools to dispose of school property.

"They cannot just dispose of property which belongs to all South Africans. That process must be stopped," he said.

Nzimande said the ANC hoped to put "at least the key elements of public education" in place during the tenure of the Government of National Unity.

He said the ANC's education policy conference in March would decide "how to achieve our goal of free and compulsory education".

### Redeployment

Nzimande said the redeployment of teachers was the key to effective teacher-pupil ratios, the restoration of a culture of learning and teaching and the improvement of schooling.

He said he expected redeployment to be the main item of the Education Labour Relations Council this year.

"It is complex, sensitive and difficult and we are not yet ready to implement it."

# THAN A PRICE CUT



## Model C schools must go, says ANC

(50)

Model C schools had to be abolished and the entire schooling system restructured, ANC Education Study Group chairman Blade Nzimande said yesterday.

He said the ANC backed the Congress of South African Students' campaign to get rid of Model C schools, but the Government could not ignore Model Cs – arguably the most successful of all state school models – and concentrate on other state schools because “it was not possible to transform one part without implications for the other”.

“We are talking about huge disparities in the distribution of resources. The previous National Party government created Model C schools with a view to maintaining them as private schools and ‘apartheid islands,’” Nzimande said. – Education Reporter.

Star 2/2/96

# Parents defy order on pupils

(50) Star 2/2/96

BY TROYE LUND

Potgietersrus - Parents of Potgietersrus Primary School dug in their heels last night, rejecting a government ultimatum that they allow black pupils admission.

Their decision means that Northern Province Premier Ngoako Ramatlhodi's lawyers will today serve papers on the parents' body instructing its members to appear in the Pretoria Supreme Court on Monday.

The school opened as usual this morning with children filing into classrooms at 7.30 while a small group of khaki-clad parents were gathered at the gate. The executive of the parents' body met in the headmaster's office and by 8am, that meeting was over and the group at the gate went home.

About 200 khaki-clad parents attended the meeting last night and were unanimous that they would not comply with the premier's ultimatum to guarantee to accept black pupils or face court action.

The showdown was sparked by the parents' blocking the gates last week when a father brought his three children to the school at the start of term.

Jack Mokobi, the premier's spokesman, said: "We will ask the court to declare that what they are doing is unlawful in terms of the constitution, which provides for equal education for all. The court may then order them to admit blacks." He added that if the school failed to comply, the Gov-



# 3 schools may be <sup>(50)</sup> closed

*Louwman 2/2/96*  
**By Themba Sepotokele**

HUNDREDS of pupils at three unregistered colleges in central Johannesburg will have to find alternative schools because theirs are threatened with closure.

This was disclosed yesterday by Gauteng district director of education Mr Thami Mali, who said Hillview College, Metropolitan College and St Kizito College had been given two days to shut down.

He said the principals of the schools had been told they should cease operating or face legal action.

"We made it clear to the them that we can't register their schools while they were under investigation. There are eight registered private schools around the CBD and they are mushrooming," he said.

Mali said the education department had urged parents with children at these colleges to send them to other institutions. The department had tried to stop illegal and unregistered schools from operating but without success because the institutions convinced parents by advertising in newspapers.

Most of these schools charged fees ranging between R350 a month to R3 000 a year for pupils in Standard 6 to 10. "That is a rip-off," said Mali.

The principal of St Kizito, Mr Forster Kgatla, said his college started operating as an adult basic education school in August last year and was in the process of registering.

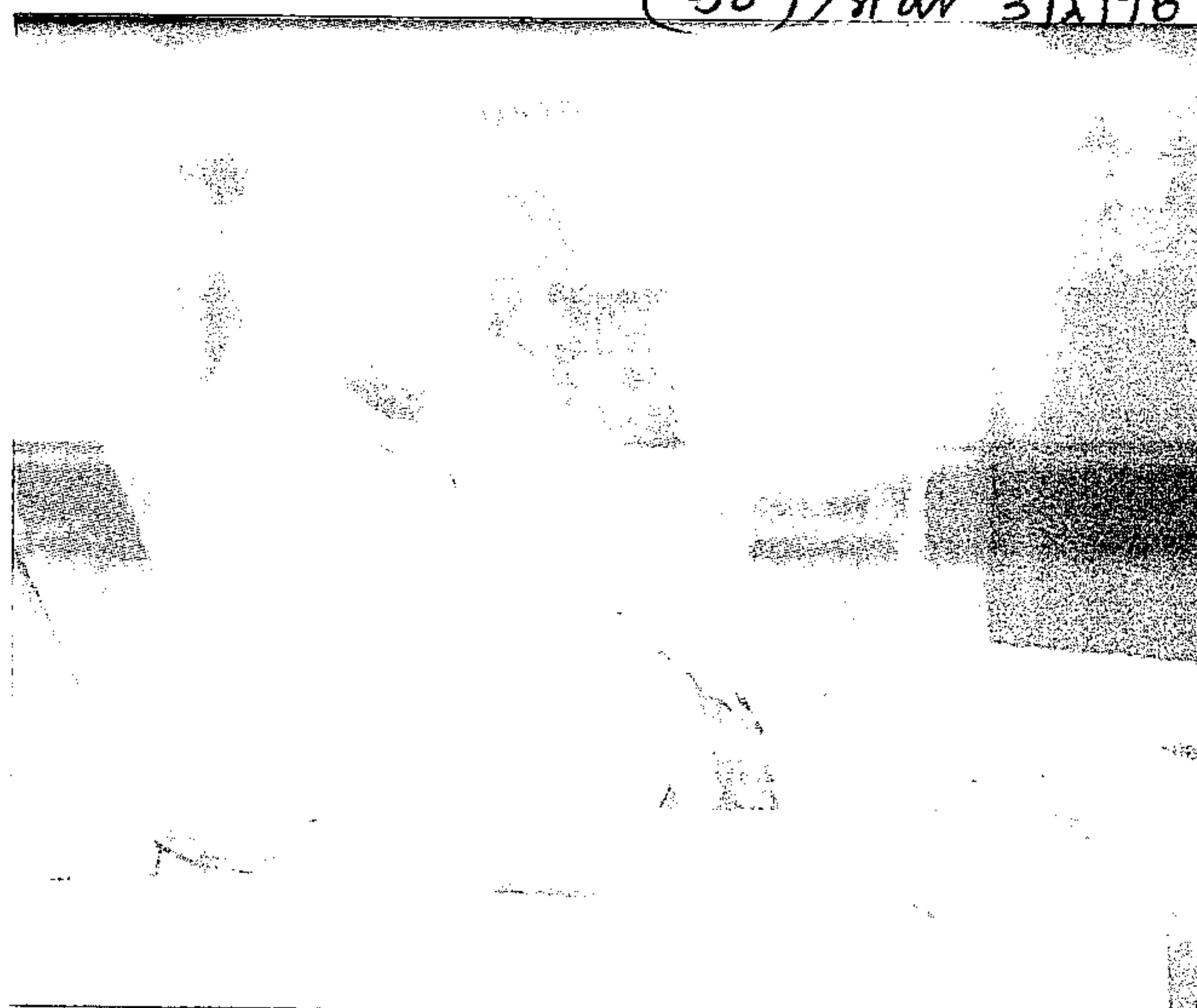
The principal of Metropolitan College, Mr Mncedisi Moyo, said they started operating as a Saturday school in April last year and changed to private school last month with an enrolment of 200 students.

Dr JS Visser, of Hillview College, was not available for comment.



# Racist parents won't budge an inch

(50) Star 3/2/96



FAR AND NO FURTHER: Defiant parents at Potgietersrus Primary School (left), and Alson Matukane, whose children are barred from attending classes

PHOTOGRAPHS: THYS DULLAART

**God warns us not to mix races – this communist government is trying to force it, says man with gun**

TROYE LUND

By sang *Die Stem*, prayed and declared their determination to fight the Government's attempts to force them to admit black children. About 200 stone-faced, khaki-clad parents of the Potgietersrus Primary School gathered on Tuesday night and consolidated their stand against the Northern Province government's ultimatum to admit black pupils or face Supreme Court action. No journalists or black people – including the mayor, Molayena – were allowed to attend the meeting. The security gates locked up and the parents in. Men wearing black balaclavas

patrolled the school grounds on motorcycles in case the uninformed tried to enter their laager.

"It will be an uphill battle, but we must fight. God warns us in the Bible not to mix races. It is only this communist government that is trying to force mixing. Under no circumstances are my children going to mix with blacks," said one khaki-clad man without shoes. A revolver dangled from his pocket.

The tough-line premier, Ngoako Ramatlhodi, has unsettled the foundations of the belief system that people in the Potgietersrus area have based their existence on. In Elaine Esterhysen's words: "We never expected change to come so soon."

Potgietersrus's racist face was

unveiled last week when parents prevented the three children of the town's new director of water and forestry, Alson Matukane, from attending the first day of school.

Until Thursday's meeting, the school's governing body stuck to the argument that black children were welcome as long as they were convinced the children would conform to an Afrikaans culture and its Christian religion.

This line was soon exposed as a smokescreen for racism. No one was prepared to justify why about 70 black children in the town were attending English schools in Pietersburg because they had been refused admittance by their dual-medium (English and Afrikaans) school and why Matu-

kane's children were not of an "acceptable standard" when they speak perfect English.

On Monday the court is likely to order the school to admit black pupils. But the events of this week, which included Matukane having his new house vandalised, have made up his mind. "Even if they decide my children can attend, it would be cruel for me to subject them to these people unless there were other black children. At least they could defend themselves. I am worried. I can't live like this, with my children having private lessons at home. The Government must make a plan as it was not my choice to come here," said Matukane, who has had to move his family to a hotel for safety reasons.

Thole warned the town yesterday of the "serious protests" among the black community that "this clinging to the past is going to cause".

The mayor stressed this in the light of his knowledge that other businesses, including the new department of water and forestry, planned to send "numerous" other black managers and directors to Potgietersrus.

Jack Mokobi, spokesman for the premier, warned of "drastic consequences" if the parents ignored a Supreme Court order to enrol black students. The Government might suspend the headmaster, dissolve the parent body, scrap their government subsidy or simply close the school.

Without the government subsidy, parents will have to buy the land and school buildings, buy new equipment and pay more than R500 a month for each child.

A businessman in the town pointed out the irony: "The very staunch people who will not budge on the black acceptance thing are the very ones that can least afford private fees."

"The pulpit has yelled their beliefs to them from day one. Questioning the system was never an option."

"They will end up with their fragile dignity and pride demolished by the force of the highest courts in the land."

"It is really pathetic if one thinks about it."



# Action on black pupils postponed

(50)

ARG 5/2/96

## The Argus Correspondent

PRETORIA. — A Supreme Court application for an interdict preventing Laerskool Potgietersrus from refusing admission to black pupils has been postponed to Friday.

Parents of Laerskool Potgietersrus have been given until 5pm tomorrow by the Pretoria Supreme Court to decide if they will admit black pupils or not.

In terms of today's extension, lawyers representing the Northern Province then have until 5pm on Thursday to reply to the parents' response. Should parents fail to respond to the government's satisfaction, the case will be heard again in the Supreme Court on Friday.

This showdown stems from the incident in which the three children of the Northern Province's new Director of Water and Forestry, Alson Matukane, were barred from entering the school by white, khaki-clad parents.

Judge T T Spoelstra postponed the matter today in the Pretoria Supreme Court.

The court action follows an ultimatum last week by Northern Province premier Ngoako Ramathlodi for parents to allow the unconditional enrolment of black pupils or face legal action.

In a statement issued at the

weekend, a spokesman for the premier Jack Mokobi said: "What they are doing is contrary to the interim constitution and is therefore illegal and racist. The court will force them to comply. If they do not, they could be held in contempt and we will suspend the headmaster, remove the subsidy or close the school down."

Parents claim that the matter is not one of race but of retaining Afrikaner values and culture.

The chairman of the Association of Governing Bodies of Northern Province, Rev S D de Kock, said recent events at the school had been used to flaunt power.

Mr De Kock said the principal of the school had been pressurised into accepting certain pupils.

"The governing body stressed from the very start that the acceptance of pupils from different cultural backgrounds should not endanger the character and ethos of the school.

"The governing body, therefore, insisted on the assurance by the government, that such acceptance of pupils would not endanger the character of the school. This assurance was never given.

"These events highlight, yet again, the fact that the education of the children of our country should not enter the political arena."





Have wheels, will travel ... no, it's not the donkey cart she's about to topple. The woman was only boarding a bus behind the asses in Potgietersrus, the small, conservative town in the north that's become the centre of a standoff with an Afrikaans primary school refusing to accept three black pupils. The case opened in the Pretoria Supreme Court today.

## Rebel school parents before Supreme Court

Star 5/2/96 (50)

BY TROYE LUND

The parents' governing body of Potgietersrus Primary School in the Northern Province will appear in the Pretoria Supreme Court today for their continued refusal to admit three black children.

When provincial Premier Ngoako Ramatlhodi last week gave parents an ultimatum to

agree to enrol black students unconditionally or face Supreme Court action, they refused.

Jack Mokobi, spokesman for the premier, said: "What they are doing is contrary to the interim constitution and is therefore illegal and racist. The court will force them to comply. If they do not, they could be held in contempt and we will suspend the headmaster, remove the subsidy or

close the school down."

Parents claim it is not an issue of race but rather one of principle. Being a Model C school, the governing body should have a choice over which black students are admitted, they contend.

The fact that the school has no black children, and that 70 black children are bused to Pietersburg to attend school because they have been refused admittance to

Potgietersrus Primary, has led to the provincial government calling the parents' arguments "a smoke-screen for racism".

This issue has also heightened the Congress of South African Students' calls for Model C schools to be scrapped, with claims that these schools, with strong governing parent bodies, make it possible to preserve an elitist form of subsidised education.





**A NEW LEAF:** Northern Cape Premier Manne Dipico hands free workbooks to pupils from Kimberley yesterday at the launch of The Learning Adventure. National Minister of Education Dr Sibusiso Bengu (right), regional Minister of Education Ms Tina Joemat and deputy director of education Dr Zodwa Dlamini look on.

PICTURE: COBUS BODENSTEIN, courtesy of Sussens Mann

## 1996 to be a turning point in education

(50)  
PETER DENNEHY

CT 6/2/96

THIS year — the 20th anniversary of the Soweto riots — must see a decisive breakthrough in the transformation of education, Minister of Education Dr Sibusiso Bengu said yesterday.

Speaking at the launch of the Northern Cape's The Learning Adventure in Kimberley, he said he wanted to accelerate the drive towards equity in public spending on education.

Racist elements would not be allowed to discriminate against children in ways that were contrary to the constitution, he warned.

"All apartheid models of schools will disappear," he said, in terms of his second White Paper, which he is to present to the cabinet tomorrow.

Bengu hoped that the end of Model C schools could be negotiated by June — and he knew a way that this could be achieved. He wished to hand his Schools Bill to Parliament by June 26.

The Learning Adventure is a joint project between the Northern Cape government, Independent Newspapers — including the Cape Times — Mondi and others in the private sector and non-government organisations to distribute free school workbooks to 60 000 pupils in Stds 2, 3 and 4 in 452 schools.

Thousands of workbooks were handed out to schoolchildren at the project's launch in the 3 SA Infantry hall in Kimberley yesterday. More than 1 500 children from 19 schools attended.

Bengu said the project's progress would be monitored "with the express intention of looking at ways in which it can impact on a national scale".

He said afterwards that he had received proposals that school textbooks, like the workbooks, should be made of good-quality but low-cost newsprint, with soft covers. It has been estimated that this would reduce the production costs of each textbook to about R8m.

Bengu said he would not consider cheaper production to be a lowering of standards.



# R14-m UK fillip for primary education

By JOVIAL RANTAO  
Political Reporter

More than 1 600 Mpumalanga primary school teachers are to undergo an extensive training programme in mathematics, science, technology and English through a R14-million three-year project funded by the British government.

British Overseas Development Minister, Baroness Lynda Chalker, at the weekend presented Mpumalanga Premier Mathews Phosa with the cheque for a province-wide primary schools initiative aimed at improving the quality of primary school teaching.

The initiative would be implemented with the Mpumalanga department of education and would finance in-service and pre-service training, consultancies, study visits and an institutional link, in addition to study materials, books and equipment, said Phosa.

He said five colleges of edu-

cation, and teacher training centres would be used to train serving primary teachers. Training would be undertaken by non-governmental bodies in conjunction with subject specialists.

"I want to emphasise the long-term benefits for our children, our society and our province. In today's world we lean heavily on technology. It's therefore not by chance that science and technology, mathematics and English have been targeted.

"We would like to see this province develop into self-sufficiency. Human resources are our most valuable asset in this province and through this capacity-building programme we hope to see, in the long term, entrepreneurs, job and wealth creators, emanating from the school system," Phosa said.

Education Minister Sibusiso Bengu, who attended the presentation, praised the initiative as a concrete example of the importance of investing in human re-

sources. He said it was imperative that both national and provincial governments formed constructive funding partnerships that would help to create major improvements in the quality of the system and set up new frameworks to improve the provision of essential human resource development.

"It's important to stress that a partnership is not a merger and certainly not a takeover bid. The partners in any meaningful partnership must always be able to preserve full freedom of decision and action in their own spheres. I'm fully satisfied that this partnership is based on a commitment to equity and redress, access and democracy, as well as the RDP, and it has our fullest support," Bengu said.

He slammed the racist incidents that have occurred at some schools, emphasising the Government's goal of transforming the education system into a "just, equitable and nonracial one".

(50) (51) Star 6/2/96



# Primary school boost

(50)

ARG 6/2/96

JOVIAL RANTAO  
Political Reporter

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British Overseas Development Minister, Baroness Linda Chalker, presented Mpumalanga Premier Mathews Phosa with the cheque for a province-wide Primary Schools Initiative this weekend.

The initiative, aimed at improving the quality of primary school teaching, will be implemented with the Mpumalanga Department of Education and will finance in-service and pre-service training, consultancies, study visits, an institutional link as well as study materials, books and equipment.

Mr Phosa said five colleges of education and teacher centres would be used for the purposes of training serving primary teachers.

Training would be undertaken by non-governmental organisations, in conjunction with the relevant subject specialist from the Department of Education.

"I want to emphasise the long-term

benefits for our children, our society and our province. In today's world we lean heavily on technology. It's therefore not by chance that science and technology, mathematics and English have been targeted. This falls neatly into our plans for Mpumalanga.

"We would like to see this province develop self-sufficiency. Human resources are our most valuable assets in this province and through this capacity-building programme we hope to see, in the long term, entrepreneurs, job and wealth creators emanating from the school system," Mr Phosa said.

Education Minister Sibusiso Bengu, who attended the presentation, praised the initiative and said it was a concrete example of the importance of investing in human resources.

He said it was imperative that both national and provincial governments entered into constructive funding partnerships which would assist with major improvements in the quality of the system.

The minister slammed the racist incidents that had occurred in schools in various provinces. He said these incidents flew in the face of initiatives by President Mandela and the government for reconciliation and nation-building.

# D-Day for parents in school feud

By TROYE LUND

Parents of Laerskool Potgietersrus pupils must decide by 5pm today whether they will concede to an order from the Northern Province to admit black pupils - or fight the issue in court.

This follows Mr Justice Spoelstra's agreement to postpone the matter yesterday, when lawyers for the school indicated in the Pretoria Supreme Court that they needed time to file answering affidavits.

In terms of the extension, the Northern Province government has until 5pm on Thursday to re-

ply to the answer parents give today.

The showdown comes after an ultimatum to the parents from Northern Province Premier Ngobeko Ramatlhodi to allow the unconditional enrolment of black pupils or face legal action.

If parents fail to respond to the province's satisfaction, the case will be heard again in the Supreme Court on Friday.

Although both parties hope to settle the matter out of court, neither is prepared to budge from their original positions.

Northern Province MEC for Education, Dr Aaron Motsoaledi

stressed that if parents did not start enrolling black pupils, the government would have no choice but to continue legal proceedings.

Koos Nel, a spokesman for Laerskool Potgietersrus, said the school was prepared to accept blacks as long as the province agreed to split the dual-medium school and make two separate English and Afrikaans schools.

The governing body also believes that the government should allow it to decide which children to accept because some do not "contribute and conform" to the Afrikaans religion and culture.

Star 6/2/96

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# New breed of English

(50) Sowetan 6/2/96

Most black parents opt for English at school despite the evidence that multi-lingualism enhances cognitive skills and preserves African culture. **Khatu Mamaila** explains why ...

**W**HILE EDUCATION MINISTER Dr Sibusiso Bengu wishes to give parents the choice of having their children educated in their mother tongue, it seems most parents still prefer the colonially-imposed English.

The rush by black parents to get their children into English-medium schools, or to be more precise into white-administered schools, illustrates their preference for English.

Perhaps it is too much to expect ordinary parents to encourage mother tongue instruction when the vanguards of the liberation struggle failed to inculcate that pride.

After all, the three main components – the African National Congress, Pan Africanist Congress and Azanian People's Organisation – never adopted African names.

All their important documents are written in English. Their conferences are conducted in English. And their speakers are considered to be eloquent when they are said to "master the Queen's language".

## National language

Logically, the explanation from the champions of English would be that English is a national language spoken by the majority of people in the country.

This argument puts the cart before the horse in that English has over the years been promoted and elevated through the apartheid education system. Most local English speakers are therefore victims of cultural imperialism.

The tragedy is that many do not seem to realise this, hence blacks are prepared to continue to migrate to white schools.

Some may argue that they take their children to white schools because education in black areas has collapsed – that the culture of learning has evaporated and has been replaced by laziness disguised as freedom.

This scenario is a perfect recipe for the high failure rate and many responsible parents argue that they take their children out of black schools, at great expense, in a bid to give them a proper education.

On the surface, this exodus makes sense. But how does one explain the choice of schools? Black parents take their children to white schools, whether they are private or Government-run.

In recent years, a private school in Thohoyandou saw black parents withdrawing their children because almost all white teachers were replaced by black staffers.

There was still discipline at the school but black parents did not want to pay so much money for their children to be taught by blacks.

It therefore follows that the main considera-



Education Minister Sibusiso Bengu ... his efforts to equalise languages in schools will be in vain if black parents continue to prefer English-medium schools.

tion for the selection of a school has little to do with professional standards but rather with the acceptance that white instruction is superior.

Some parents also believe white teachers enrich their children with superb pronunciation skills. As a result, a panel at a college near Pietersburg recommended the appointment of a white over a more qualified black.

Language plays a vital role in promoting the culture and value system of a people. The black intelligentsia, who should be aware of the effectiveness of language as a colonial tool, are unfortunately the worst victims of English.

For instance, they teach their toddlers to call them "daddy" instead of "tata". As soon as

these children go to creches, they are taken to English-medium schools. They are praised when they speak English and discouraged when speaking their mother tongue.

Some parents even boast that their children are more fluent in English than in the languages of their rearing. As these children grow, it is embedded in their minds that English is superior.

No wonder many blacks, including well-informed people like newspaper columnists, tend to make fun of anybody who errs when trying to speak in English.

But when an Englishman makes a mistake with Zulu, for instance, the same people would generally sympathise with him, saying "kodwa u ya zama" ("but he is trying").

Few disagree that African culture is on the retreat and cultural imperialism is on the offensive. Blacks are put on trial in virtually every aspect of their culture.

In television debates, for instance, they have to explain why they continue with *lobola*, traditional leadership and initiation, just to mention a few examples.

Some blacks are so obsessed with making things easier for whites that television plays, which are supposed to promote and enrich African languages, are 50 percent English.

But the reverse is not the case: English productions are purely English, and there is nothing unusual about it.

If this mental attitude does not change, blacks will continue to fight for space in white schools – and the Ministry's efforts to equalise languages will be in vain.



# Towering costs of translations

Ingrid Salgado (50) 230 612196

TRANSLATION of the European parliament's proceedings into 11 languages chewed nearly a third, or R1bn, of the parliament's annual budget, officials told members of the Gauteng legislature at a meeting yesterday.

Costs of translating and interpreting rose exponentially as each language was included in official proceedings. Visiting European Parliament President Klaus Hansch said language sensitivity made it impossible to avoid lengthy translation time.

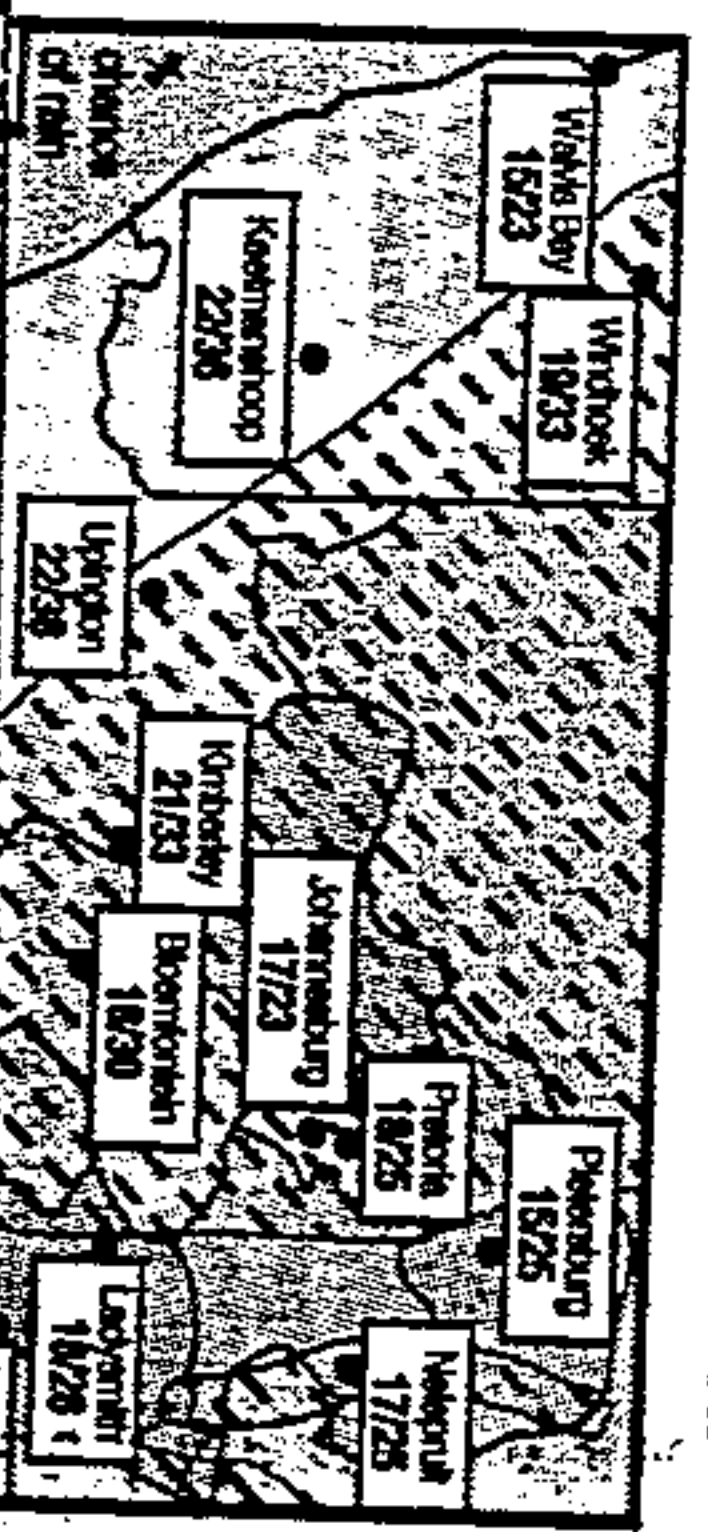
Speaker Trevor Fowler said Gauteng legislature interpretations had been lengthy and their quality "rather limited". Proceedings operated mainly in English — which most members used as a second language — but the house used four languages officially.



European Parliament president Klaus Hansch, left, met Gauteng legislature speaker Trevor Fowler in Johannesburg yesterday. Hansch heads a delegation which is due to attend this year's first sitting of Parliament on Friday.  
Picture: ROBERT BOTHA

Commission for the Gauteng...

## TODAY'S WEATHER



Temperature in degrees Celsius



## Water policy document completed

Wyndham Hartley

CAPE TOWN — Dramatic changes to the way water is managed in SA — including its transformation into a national resource not subject to private ownership — are investigated in a document which will be handed to Water Affairs Minister Kader Asmal today. The report is the work of a high-powered group appointed by Asmal to investigate the principles and objectives of water policy. It is the first step in a long process which will culminate in a new water Act.

Chairman of the investigating committee Geoff Budlender (newly appointed director-general of land affairs) stressed that the committee was asked to start from scratch and that "we are still a long way from a water Act".

Sources close to Asmal said it would be wrong to assume that everything in the report would go into legislation. There would be an extensive consultation and negotiations process.

Some of the committee's findings will prove controversial. It moots the possibility of forcing industry to locate only where there is adequate water, limiting farmers in dry areas to certain crops, substantial increases in water tariffs to subsidise the poor and the exportation of water from water-rich to less well-endowed provinces.

# Agreement reached on students' debts

Kevin O'Grady

STUDENTS and management at the University of the Western Cape yesterday reached agreement on the repayment of R21m in student debt that will allow the campus to reopen today after its closure because of violent protests last week.

University spokesman Stan Ridge confirmed an agreement was signed between the university executive and the students' representative council, ending a five-day stand-off.

Students walked out of talks with management last week in protest against the exclusion of academically qualified students on financial grounds. The university had said it could not afford to pay students' debts.

In terms of the agreement, students who are unable to settle their debts will be expected to make minimum contributions — the amount depending on the size of the debt — with the remainder being advanced as loans.

Students owing less than R1 000 will have to pay their account in full before registering for this academic year. Discussions will be held with one student who owes R30 348 to determine his contribution.

Students owing between R1 000 and R25 000 will be permitted to reg-

ister following payment of their minimum contribution.

This ranges from 60% for a debt of between R1 001 and R3 000 — 40% being advanced as a loan — to a R4 500 contribution and a R7 000 loan for debts over R15 000.

Additional debt will be rolled over into students' accounts for this year.

"Where students are unable to pay the minimum amount required, their cases will be examined individually so as to determine how further assistance could be extended," the agreement, signed by rector CA Abrahams and student council president JJ Tabane, said.

The university expected all students to make an upfront payment at registration each year "in order to ensure that the university has adequate operating funds for the first three months of the year before it receives its first subsidy payment".

Following yesterday's talks, the university and the student council agreed to jointly appeal to government to "address the national student debt and especially the backlog faced by historically black universities".

They also announced plans to launch a relief fund and a fund-raising campaign to increase the pool of student financial aid. Ridge said registration would begin today.

## Most Cape black pupils fail at least once

SEVEN out of 10 black pupils in former department of education and training schools in the Western Cape fail at least one standard, contributing to overcrowding and increased costs, a study by EduSource shows.

The results were released yesterday, and the study found there was a low rate of standard repetition in coloured schools.

The standards most repeated were

sub A and standards six, eight and nine. "These standards would therefore require a more direct form of intervention if schooling efficiency is to be improved," EduSource said.

The authors called for intervention by government, schools and non-government bodies in providing more in-service training, particularly for primary school teachers, and reducing class sizes. — Sapa.

## Thor Chemicals inquiry hits snag

Farouk Chothia

DURBAN — The government-appointed commission of inquiry into Thor Chemicals ran into problems at its first sitting yesterday. A concern was expressed that it would prejudice a legal case pending against Thor.

Thor director Stephen van der Vyfer asked commission chairman Prof Dennis Davis not to ask questions related to water pollution at Thor. This was because the water affairs department had charged Thor with polluting a stream in Cato Ridge. Thor could be prejudiced during the trial if it was questioned by the commission on water pollution.

Davis said he would discuss the

matter with KwaZulu-Natal attorney-general Tim McNally. McNally was entitled to press ahead with charges, but this could create "difficulties" for the commission.

Thor could exercise its constitutional right to refuse to answer pollution-related questions. This would make it difficult for the commission to investigate whether the Thor plant had a negative impact on the environment, although the commission's terms of reference required it to do so, Davis said.

The commission was appointed by President Nelson Mandela after continued pressure from environmental and health groups who blamed Thor for the death of two company employees from mercury

poisoning. Thor was acquitted in a criminal case on culpable homicide charges, but was found guilty of contravening legislation on occupational safety.

Davis said the commission could continue taking evidence on two other areas of its terms of reference — on the most effective way to dispose of mercury residues and on wastes stored at the Thor plant.

Van der Vyfer said there seemed to be only two ways to dispose of waste containing mercury. One way was by the process of recycling, which Thor had adopted. The other was by immobilisation and landfill, which US experience showed could result in leakage of toxic waste.

# Western Cape gets education bonus

BD 6/2/96

(50)

Greta Steyn

WESTERN Cape is to get much more than Gauteng in extra allocations for education spending this fiscal year — leading to accusations that provinces are being rewarded for financial mismanagement.

A provincial government source said yesterday Western Cape would get R300m and Gauteng R100m in extra allocations from government in terms of recommendations made by the state expenditure department. No official confirmation could be obtained for the figures as the Cabinet has yet to approve the recommendations.

Western Cape finance MEC Kobus Meiring said the province expected to receive less than the R465m it needed in extra finance from central government for education. He emphatically denied suggestions the province had been rewarded for not handling its finances well.

The accusation was implied in a comment by Gauteng finance MEC Jabu Moleketi reported in Finance Week last week: "If those (provinces)

that overspend are rewarded by government covering their debts, then what incentive is there for them to exercise fiscal discipline?"

A Gauteng government source said yesterday it was "most peculiar" that the ruling party was rewarding its opponents, while the Gauteng government had been forced to stop building and fixing schools. The province had raised the issue in discussions with Deputy Finance Minister Alec Erwin.

Meiring said Western Cape had suffered financial problems mainly as a result of inheriting the old house of representatives education system, which meant the province had a much higher teacher-to-pupil ratio than other provinces. The takeover had only really begun in September, which meant there was little time for reorganisation. "We could not just retrench thousands of teachers at the drop of a hat," Meiring said. The province expected a huge real cut in its education budget in the next fiscal year — in nominal terms it was likely to remain

Continued on Page 2

## Education

(50)

Continued from Page 1

BD 6/2/96  
close to the current year's R3,1bn (the amount allocated before spending overruns). Retrenchments would take place in the next few months.

"We tried to convince central government that we needed the extra money as the transition had been more expensive than expected. We were pleasantly surprised that they agreed."

Gauteng was expecting a real cut of more than 20% in its education budget and would begin retrenching teachers in the next couple of months, a source said. The province had made deep cuts in capital expenditure to keep spending down. It appeared other provinces had not done this.

State expenditure will make its final recommendations to the Cabinet this week on extra allocations to the provinces. These will be included in the adjustment budget, to be tabled in Parliament on Monday.



# Bengu tables policy paper

*Sowetan 7/29/65*

**By Claire Keeton**

THE FUTURE of schools was high on South Africa's agenda today when Education Minister Professor Sibusiso Bengu tabled the Draft Education White Paper 2 to Cabinet.

Bengu said the policy document clearly identified two types of schools: public and independent schools. Public schools would involve a partnership

between the State and the schools, including the parents, while independent schools would be run privately.

Bengu said they would be negotiating with school governing bodies between March and May about their future legal status and he hoped that a Schools Bill would be tabled in Parliament by the end of June. Negotiations would start by identifying schools which agreed with the models and those which need follow-up

on certain issues.

"In the end we must agree but all models developed during apartheid will disappear," he said. Bengu said international financial consultants would put forward funding options for schools by March and these would be discussed in consultation with key stakeholders.

Bengu emphasised he would not allow any school to discriminate against pupils and violate the Constitution.

## New name for Model C likely

□ 'Public schools' to be self-governing

Education Reporter

INDICATIONS are that the government's latest education policy will, in practice, allow the continued existence of state-aided Model C schools, but the "Model C" name will fall away.

The second government White Paper on the Organisation, Governance and Funding of Schools was approved by the cabinet yesterday and were to be made available later today.

Early predictions are that the positive governing and funding qualities of Model C schools will be retained within the newly formed category of public schools.

Some educationists, however, wish to have Model C schools abolished entirely.

Experts have said the public schools, as Model C schools are to be called, are expected to be given certain powers to govern themselves. Schools which do not have the ability

(50) ARG 8/2/96  
to do this, might be helped via a capacity-building programme.

In this way, the government is expected to ensure that all schools will eventually be governed along the lines of Model C.

Indications are that parents will be expected to pay for their children's schooling.

However, no child may be refused admission to a public school due to non-payment.

Schools will reportedly be able to appoint and pay additional teachers. Parent involvement in school governance is another principle which is expected to be given priority.

Yesterday, education minister Sibusiso Bengu said a submission on how schools would be financed would follow in due course.

Another matter on which clarity is awaited is the Constitutional Court's decision on whether the laws affecting education are in conflict with the Constitution.

## Teachers' body accused of racism

Education Reporter

"RACISM and a blatant attempt to serve itself lie at the root of the Cape Teachers' Professional Association's view that teachers should reflect the racial composition of schools."

This was one of the heated criticisms levelled at the CTPA following its announcement that it would fight for the ousting of white teachers from Model C schools to make the composition of teachers in these schools more representative.

The Democratic Party has lashed out at the CTPA, saying its view on the issue was "blatantly self-serving and racist".

"The cause of good education would hardly be served by placing the colour of teachers' skins above their ability to teach," said DP spokesman Mike Ellis.

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There were enough hurdles on the path towards a quality education system without introducing further destructive difficulties.

Mr Ellis said decisions on the racial, ethnic or linguistic composition of the teacher population at a particular school should rest jointly with the school and parents.

The CTPA, mainly comprising coloured teachers, announced this week it had withdrawn from the Western Cape Council of Teachers' Organisations to fight for the rights of its own teachers in the light of teacher retrenchments in the Western Cape.

The South African Teachers' Association said "sinister party political motives" lay behind the CTPA position. Evidence of this could be found in the "irrelevant attack on Model C schools".



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# English sidelined

IN a landmark agreement yesterday, the ANC and the National Party effectively decided that English should not become South Africa's dominant language.

Negotiators from the two largest parties told the Constitutional Assembly's negotiating committee that it had been agreed on in bilateral meetings that none of the 11 official languages should be given priority at the expense of any other official language.

The NP is concerned that Afrikaans will become swamped by English while the ANC wishes to see African languages strengthened and promoted.

NP negotiator Piet Marais said the bilateral meetings had produced "common ground in important areas", while his ANC counterpart Ms Baleka Kgositsile said both parties had acknowledged that in the past English and Afrikaans had been developed at the expense of other languages. — Political Correspondent

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# Bengu proposes new education system

By Claire Keeton

PROPOSALS on a National Qualifications Framework (NQF) for South Africa, which will directly affect adult learners and tertiary students, are available now for public discussion.

Education Minister Professor Sibusiso Bengu released *Lifelong Learning through a National Qualifications Framework* in Pretoria on Tuesday.

"The document is an important milestone in the process of moving towards an integrated approach to education and training in this country," Bengu said.

The NQF is a system that will

allow learners to transfer credits across institutions and will recognise skills based on performance (outcome-based).

The proposals are seen as a starting point towards the development of an "outcome-based" education and training system and an attempt to involve learners, roleplayers and stakeholders.

ANC education spokesman Dr Blade Nzimande said the present education system was "wasting money". He said, for example, a student of electrical engineering would have to start from scratch at university even if she/he had another qualification in the field. "We need cross-transferability," he said.

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Lawyer 8/2/96





The struggle goes on ... protesters from Mahwelereng township, outside Potgietersrus in the Northern Province, march to the local police station to protest against discrimination in the town. The march follows a local primary school's refusal to admit black children.

## End discrimination, say protesters

By JIM SMITH AND TROYE LUND

A march by several thousand blacks in Potgietersrus yesterday demanding an end to discrimination in a local primary school has brought the town to fever pitch in anticipation of tomorrow's court hearing on the issue.

The marchers delivered a memorandum to health and welfare MEC Joe Phaahla at the Potgietersrus police station calling for an end to discrimination in education.

The memorandum also insists on the dismissal of the headmaster of Potgietersrus Primary School, disbanding of the school's governing body, the end of racial discrimination at Potgietersrus Technical College and the setting

up of representative bodies at local education institutions.

An interdict brought by the Northern Province government to force the school to accept black children will be heard in the Pretoria Supreme Court tomorrow.

On Monday, the court gave the parents more time to consider Northern Province's ultimatum to admit black pupils or face court action, but they have not backed down. Parents filed a 300-page affidavit yesterday in answer to Northern Province's ultimatum.

Attorney Anton Roskam, of Cheadle Thompson and Haysom, said the document argued that the incident which sparked the conflict - parents barred the three children of the province's new director of water affairs and forestry

from entering the school - was not one of racism, but a move to protect Afrikaans language and culture.

"The government is going to do everything necessary to make sure that any vestiges of racism remaining in Potgietersrus or in this province or in the country will be removed," Phaahla said.

The MEC for health and welfare said of tomorrow's court hearing: "We have no doubt the ruling will be in line with the law of the land, which says very clearly that there is no room for racial discrimination."

School board chairman Koos Nel said the Supreme Court would be testing the constitution's commitment to "protecting the cultures of minorities"



# Protest march<sup>(50)</sup> against school racism

*Sowetan*  
8/2/96  
SEVERAL thousand blacks yesterday joined a march in Potgietersrus – the scene of racial clashes at a primary school last month – to call for an end to discrimination in education.

Black residents of the town held the protest in anticipation of tomorrow's Supreme Court tussle between parents of the primary school which has refused to admit black pupils and the Northern Province government.

On Monday the court gave the parents more time to consider Northern Province's ultimatum to admit black pupils or face court action, but they have still not backed down or agreed to admit black pupils unconditionally. Pretoria's Supreme Court will rule on the matter tomorrow.

Parents yesterday filed a 300-page affidavit in reply to Northern Province's ultimatum. Attorney Anton Roskam of Cheadle Thompson and Haysom said the document argued that the incident which sparked the conflict – parents barred the three children of the province's new director of Water Affairs and Forestry from entering the school – was not one of racism but a move to protect the Afrikaans language and culture.

The document confirms the school has had numerous other applications from black pupils and then admits there are currently no black pupils in the school.

Roskam will reply to the document by 5pm today before tomorrow's hearing.

## Historic march

Yesterday's historic march, the first by blacks in Potgietersrus, started in Mahwelereng, the black township, and ended up in the town's white business district. At the police station marchers delivered their memorandum to health and welfare MEC Mr Joe Phaahla calling for an end to discrimination in education. It demands free access for all to education facilities and resources in the province.

The memorandum also insists on the dismissal of the principal of Potgietersrus Primary School, the disbanding of the school's governing body, an end to alleged racial discrimination at Potgietersrus Technical College and the setting up of fully representative bodies at education institutions in the town.

School board chairman Mr Koos Nel said the Supreme Court will be testing the constitution's commitment to "protect the cultures of minorities". – *Sowetan Correspondent.*



# Thousands in school row march

(50) 8/2/96

**POTGIETERSRUS** — Campaigners demonstrating against racism in Potgietersrus, Northern Province, stressed yesterday that they would settle for nothing less than radical change in the conservative town.

Displaying posters saying "clobber the apartheid heroes" and "don't be apologetic to racists", about 6 000 people, mainly blacks, marched 5km from Mahwelereng to Potgietersrus police station to hand over a memorandum to the provincial government.

The march came after two weeks of wrangling between the governing body of the Potgietersrus Primary School and the provincial education department over the school's refusal to admit black pupils.

The protesters took over the central business area for more than two hours. Escorted by police armoured vehicles, the marchers danced and sang while a

helicopter hovered overhead. Local and foreign television crews and reporters were on hand.

The marchers' main grievances, outlined in the memorandum handed to health and welfare MEC Joe Phaahla, were that educational resources were not accessible to the masses and that racism was rife at educational institutions in the town.

The protesters accused the primary school's headmaster of ignoring the views of the elected representatives of the community. They said registrations at the local technical college were racially biased.

The memorandum called for the immediate dismissal of the school principal, the disbanding of its governing body, and the appointment of management committees at the school and technical college that would "cater for the aspirations of all". — Sapa.

## School governance White Paper approved

**CAPE TOWN** — The White Paper on school governance had been approved by the Cabinet, Cabinet secretary Prof Jakes Gerwel said yesterday.

The document reportedly recommends the retention of features of the model C system.

Gerwel said the Cabinet had added the proviso that Education Minister Sibusiso Bengu and the political parties — the NP, IFP and DP who chal-

lenged the National Education Policy Bill in the Constitutional Court should abide by the court's decision.

Gerwel said the Cabinet had approved interim recommendations by the National Taxi Task Team brought together by the transport department.

These related to regulation and control of the industry, formalisation and training, and economic assistance. — Sapa

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## Govt pledges no gag on censorship Bill reaction

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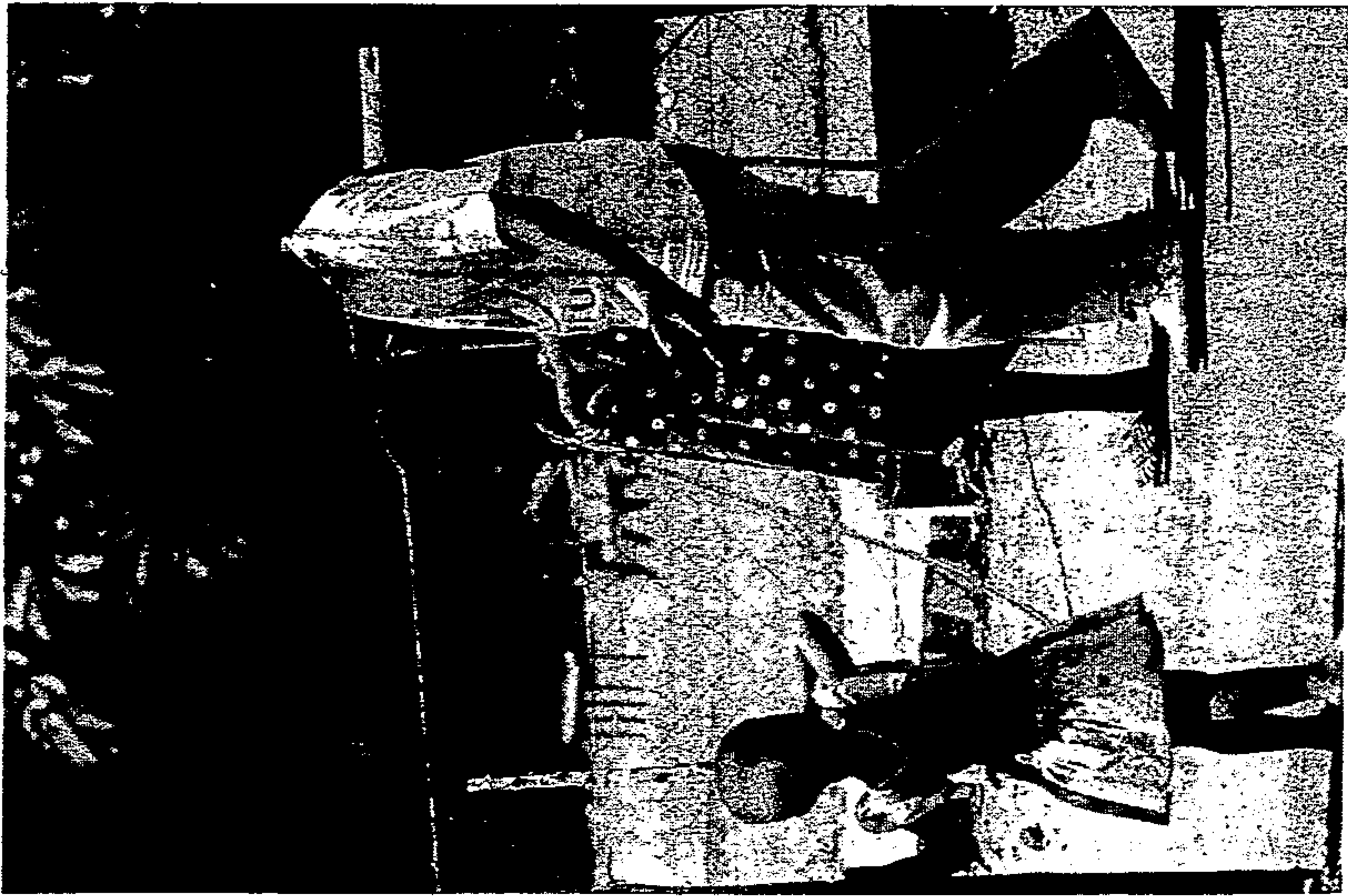
Wyndham Hartley

**CAPE TOWN** — All 29 organisations who want their voices heard on the controversial new censorship Bill will get a chance to make submissions.

The Bill, which will legalise pornography with few restrictions, has drawn furious reaction from religious and other groups opposed to the liberalisation of SA's publication

Since being published for comment in late November, the Films

approved, which when received an overwhelming "yes" when he asked his fellow members if, on 29 requests for oral submissions should be heard.



Thabang Ledwaba, right, walks with his daughter Moshabi, 8, along the street outside her house in Mahwelereng outside Potgietersrus yesterday. Moshabi is at the centre of a storm over her attempts to gain admission to a white school in the town.

Picture: AP



# Govt Reclaims Model

The South African Schools Bill, which will legislate all the new changes to the school system, is scheduled to be passed by Parliament in its current session.

## Parents have majority say

MODEL C schools will see very little change in the way they operate, following the release of the white paper on governance and funding yesterday.

Among the major points in the white paper are:

- Model C land will be returned to the government, but this is a technicality and will not change the way schools are run.
- Schools may not sell the land to raise funds.
- All public schools will be run along the same lines as the old Model C system, with a governing body as the top structure.
- The education department will not play a major role in the management of the school or its finances except where a school asks for help.
- Parents now have to be in the majority on the governing body because, for obvious reasons, they are deemed the most interested in their children's education.
- There is no final decision on whether governing bodies will be allowed to employ their own teachers.

**THE WHITE PAPER** on education released yesterday does away with Model C schools in favour of a system that guarantees education for all South Africans. **CAROL CAMPBELL** reports.

**A**LL land "donated" by the apartheid government to "white" Model C schools just before the government changed will be taken back by the new government — with a suggestion that no compensation will be paid to the schools.

This is the most dramatic feature of the long-awaited White Paper on school governance and funding approved by the cabinet and made public by the national Ministry of Education yesterday.

The Model C name no longer exists and all schools are now called public or independent (private) schools.

The land will still be used for education but the former Model C schools will no longer have powers to sell school property to raise funds.

Farm land with farm schools will be expropriated but compensation will be paid to farmers after negotiations with them. This gives such schools greater access to government facilities and funds.

Just how much parents will be expected to pay in school fees is the subject of a separate investigation due to be made public in a few weeks' time.

The White Paper hints that a new school funding model, suggested by American and British consultants, was seriously being considered.

The new model would allow governing bodies (the parents) to set their own compulsory fee structure and sue those who defaulted.

The amount of school fees would depend on the collective income of the school community and the funds needed to reach financial targets set by themselves.

Although fees would be compulsory, no child could be expelled or excluded from school if their parents did not or could not pay school fees.

The government would set a minimum income threshold guaranteeing the poor free education, irrespective of where they lived or where their child went to school.

Education Minister Dr Sibusiso Bengu stressed that nothing would be imposed on the public. The new funding suggestion would be debated as widely as possible.

The paper also gave parents the lion's share of control over their children's education by insisting they be in the majority on school governing bodies.

Bengu dedicated the White Paper "to all who have struggled and suffered and died for a free and democratic and united school system, and to all who are working now in all the schools and all the school communities of this land".

96/2/96 (59)  
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THREE CHILDREN, RELUCTANT SYMBOLS OF CHANGE

# Potgietersrus school action contested in Supreme Court

CT 9/2/96

(50)

**A**LSON MATUKANE's three small children have suddenly become the reluctant symbols of the second phase of South Africa's transformation.

In the province where the ANC won its most overwhelming election victory, Matukane's children last month were forcibly turned away from the Potgietersrus Primary School. The principal had screened the children and found them suitable. But the parents' governing body then intervened, and barred the Matukane children to keep the school all-white.

Alson Matukane, the children's father, was the wrong target for such a slight. An erudite professional engineer and a director for the national Department of Water Affairs, he has lived and studied in Belgium and the United States. He was transferred by the government to the Northern Province, found a suitable rental house in what was white Potgietersrus and applied to the nearby primary school to admit his three children.

Now, two years after the first democratic government adopted an interim constitution that prohibits racial discrimination, the Matukane family is the focus of a constitutional test case, being argued today in the Pretoria Supreme Court. The class-action case, brought on behalf of 18 families, could set important precedents on enforcing access for all South Africans to critical resources such as education. The similarity of his situation



**POTGIETERSRUS: A black professional is to take a school here to court for turning away his kids. Specialist writer JIM SMITH reports.**

In Potgietersrus with some of the landmark American civil rights cases of the 1950s and 1960s is not lost on Matukane, who studied at Vanderbilt in Nashville, near Memphis where Martin Luther King was assassinated in 1968.

The caricature of Potgietersrus as a battleground where a unified front of recalcitrant white Boers stands up to blacks demanding their rights turns out to be too easy, too glib. Chats with several white townspeople and their black neighbours reveal anguished debate and disagreement.

To be sure, some fit the stereotypes. In the Potgietersrus Primary School driveway this week, a khaki-clad young parent confronted a journalist and photographer, clapping his hands on our shoulders and force-marching us back to the street.

He was simmering with emotion as he declared: "Africans are now the dogs of this country. The blacks have everything."

Another parent, who has three children at the school, tried more civilly to express his fears of looming change and loss. "We just want to protect and preserve our culture and our language, that's all. Our culture and our language are being choked to death in this country. Everything is being taken over by them. They want to force the school open to show us who is

the boss. We can't accept that. We are boere. We will stop them if they try to force us."

Yet elsewhere in the nervous town, the facade of white unity quickly crumbles. A white store manager whose shop was empty and shuttered during this week's black protest march through the central business district said: "I would estimate that 90% of the white community is against the business's action. If you look at the business side, this is not good news. It can't be."

An elderly white woman, watching the protest march from her lawn said: "They should let the children in. It's going to happen anyway, they'll have to allow them in. So why go through all this unpleasantness?"

Mr Molayeng Boyse, Thole of the ANC is the conciliatory, quiet-spoken mayor of the greater Potgietersrus community of 120 000, of whom 13 000 are white.

"I'm shocked and embarrassed," he said. "We are looking for peace and stability. People should be united so investors will come to our area. We must deliver, not get sidetracked in a racial situa-

tion. No one is above the constitution. If we don't respect the constitution, we will never be a normal society. Many of the white people are against what the khaki-clad whites are doing."

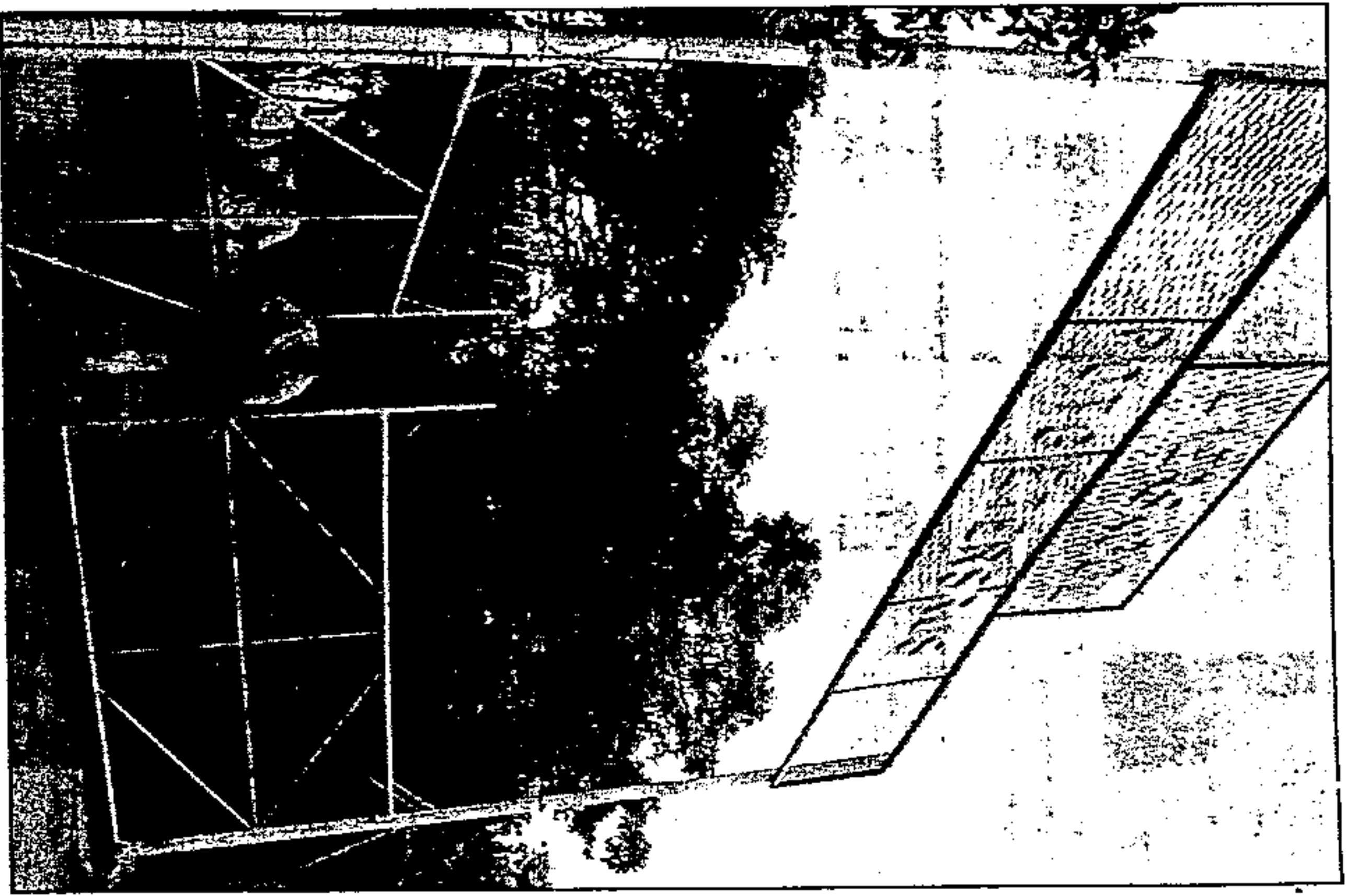
The mayor cautioned patience: "Sometimes you have to understand that change cannot come overnight. This is not the only white school in the country either. It will be a long process to achieve real change."

That kind of restraint doesn't sit well with some of the younger, more militant people who led the march this week of more than 5 000 blacks from dusty Mahwelleng township to the Potgietersrus police station to demand that the school be integrated immediately and the parents' governing body disbanded.

Mr Nocks Seabl, a march organizer, said: "If the courts cannot open the doors of learning, then the marchers will open the doors."

Seabl then highlighted the underlying issue in the case: "It's not that we want to be with whites at all costs," he said, "but that the resources are not fairly shared."

"We are saying that some resources are under-utilised. We must be able to benefit from those resources as well. This applies to the hospital, the library, the technical college and other schools in town as well."



**GATES OF LEARNING:** The Potgietersrus Primary School has become the centre of a court battle for equal rights to basic resources. PICTURE: GARY BERNARD

**SMOKING DAMAGES**

10 mg tar, 1.0 mg nicotine AS P



# Big education shake-up on the way

## □ New powers for school bodies; Model C land reclaimed

ART 9/2/96

(52)

**ESANN de KOCK**  
Education Reporter

GOVERNING bodies of public schools will be given substantial new powers according to new government policy.

These powers include a say in admission policies and the hiring of teachers, says the White Paper on the Organisation, Governance and Funding of Schools.

The document, released by Education Minister Sibusiso Bengu yesterday, makes it clear that the Constitution forbids unfair discrimination in education and guarantees equality.

The categories of state and state-aided (Model C) schools inherited from the past will be joined in a single public school category where substantial powers and responsibilities will rest with representative governing bodies. On this basis, Model C schools will cease to exist.

But certain positive qualities incorporated into the powers of governing bodies and formerly associated with state-aided Model C schools will be carried over to all public schools.

The White Paper explains that representative governing bodies in public schools will be established before January next year after the government has concluded negotiations with existing school bodies and after parliament has passed the South African Schools Bill,

which will bring all state and state-aided schools into a single public school category.

The White Paper says the only other category of schools will be independent schools, formerly referred to as private schools.

Other significant recommendations in the White Paper include:

● Parents should be in the majority on public school governing bodies.

● Teachers in public schools will be employed by the provincial education departments in consultation with governing bodies.

● School governing bodies should include parents, teachers, pupils (in secondary schools only), non-teaching staff, the principal and members of the community.

● Governing bodies should be able to determine the language policies of schools, provided no form of racial discrimination is practised.

● The responsibilities of public school governing bodies will include admission policy decisions, recommending temporary or permanent teacher appointments.

● School land which was transferred from the state to Model C schools will be returned to the state. This step, by law, will amount to expropriation and the ministry has said it will not be required to pay compensation.



**HIGH PLACES:** Cape Town's star delegation to the continent-beating Batana Batana visited Tuynhuy to meet Deputy President Thabo Mbeki, right. From left, Andre Arendse, Shaun Bartlett and Mark Williams.  
Picture: OBED ZILWA, The Argus.

## Soccer heroes feted on victory tour

The Argus Correspondent  
**JOHANNESBURG.** — Thousands of South Africans took to the streets today with flags,

were singing and dancing on their open-topped bus as it made its way through the crowds.  
"It feels so great to have

## Minibus crash victims named

Staff Reporter  
**POLICE** in Swellendam have released some of the names of those who died in the horrific head-on collision between a



# Model C schools to be abolished

(50)

Sowetan 9/2/96

Minister says move is in keeping  
with reorganisation of education

By Rafiq Rohan  
Political Correspondent

**T**HE death knell has sounded for Model C schools. The Minister of Education Professor Sibusiso Bengu said yesterday because the schools were vestiges of apartheid education they have to go.

Releasing the education White Paper on Organisation, Governance and Funding of Schools, Bengu told a Press conference the move was being made in keeping with the overall reformation of education and schooling.

"Model C schools were set up in the context of apartheid. They are part of the past. It was a mistake within the context of apartheid," he said while his NP deputy squirmed uncomfortably next to him.

It is known that there is no love lost

between Bengu and Mr Renier Schoeman, his Deputy Minister.

Schoeman would not admit that the system was a mistake. He said: "Model C schools represent 7 percent of the sector but I really would like the debate to now shift to the total picture. The good features of the schooling system must be utilised," he said.

Asked whether his party approved of the scrapping of the Model C system, Schoeman said: "I prepared the document as the NP-appointed Deputy Minister of Education."

A huge task now lies ahead to expropriate schools in the Model C category but Bengu was unable to say what the

financial implications would be. "The matter has been left open-ended."

Those Model C schools that do decide to turn themselves into private schools will have to pay the government for the land, buildings and facilities.

Bengu was adamant that he would not compromise on the Model C issue.

"I have made it clear that all inherited models of school organisations are indelibly branded with the apartheid mark and all must go. We have one goal and one goal only: to devise a new system of school organisation and governance which fits the dignity and the mission of a democratic school system in a democratic South Africa".

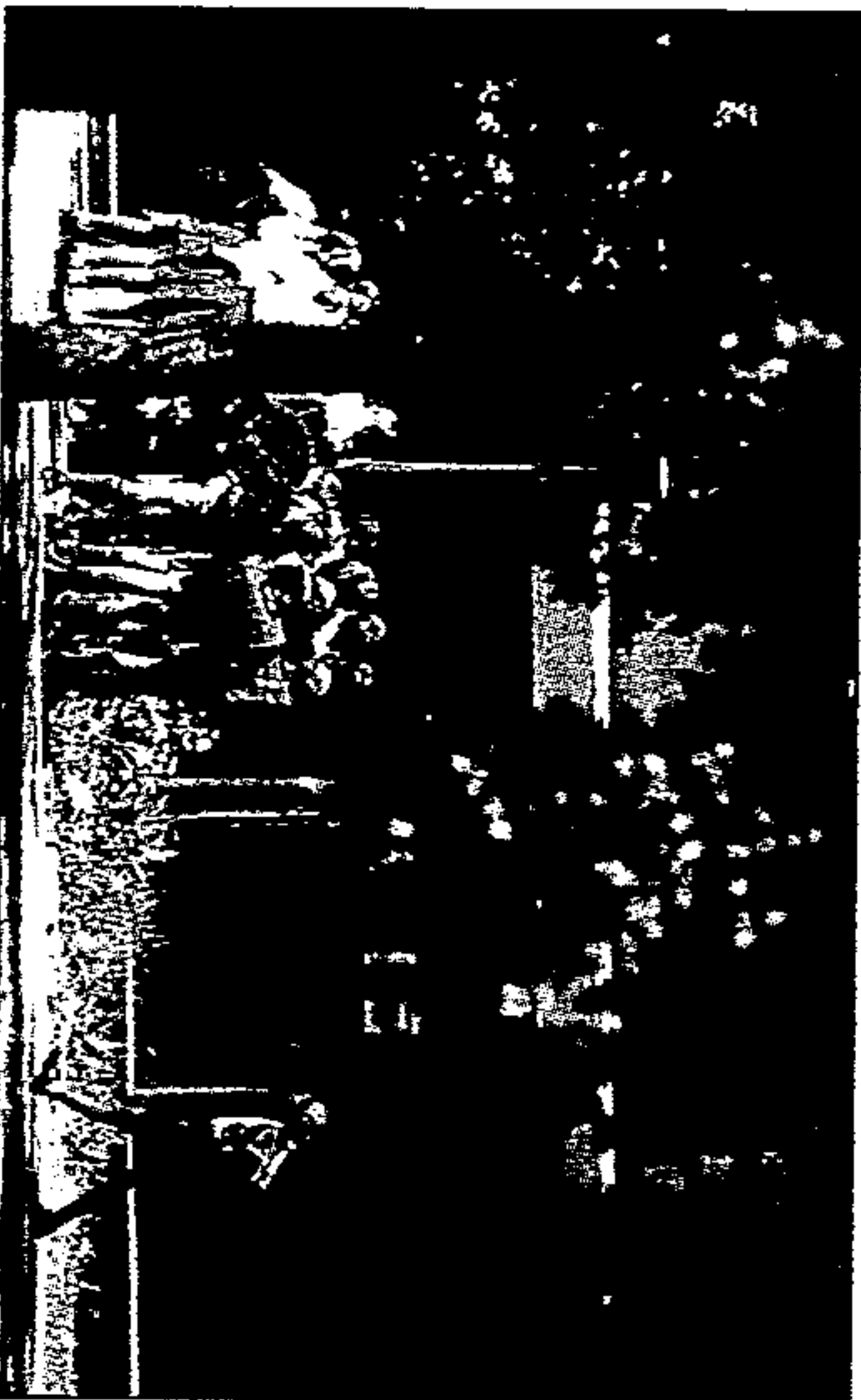
# School uses constitution in race row

The all-white Potgietersrus Primary School is invoking the constitution in its efforts to remain exclusive, writes **Justin Pearce**

**Q** UJR tradition-rich school is our pride" reads the slogan in the prospectus for Potgietersrus Primary, a booklet illustrated with photographs of verdant school grounds and industrious white children.

Just what this pride entails will be examined before the Transvaal Supreme Court on Friday when the court hears an application by the Northern Province government and certain parents for an order to prevent the school from barring children on the grounds of race.

Both parties believe they have the constitution on their side. In the founding affidavits before the court, the province draws on the constitutional ban on racial discrimination, while the school denies the charges of racism and hits back by invoking constitutional protection of language and cultural rights. The case will be the first time that a court of law will examine the implications of the language and culture clauses and weigh them up



Keeping up the tradition: It's all white in Potgietersrus PHOTO: HENNER FRANKENFELD

against other constitutional provisions. The outcome of the case will decide the educational future of the three children of Alson Matukane, a director in the Department of Water Affairs and Forestry, who were barred from entering the school last month, as well as at least 18 other applicants who applied only to be told the school was full.

Matukane states that he was allowed to register his children when he went to the school in the company of a circuit inspector, only to be turned away when he arrived with his children on the first day of the school year.

But an affidavit submitted by Koos Nel, chairman of the school's management committee, denies "in the strongest possible terms" that the pupils had been excluded on racial grounds.

The school's admission requirements state that "the pupil and his/her parent/guardian must declare that they respect the Christian-Afrikaner-Boer culture and traditions," adding that similar requirements apply with respect to the "Engelsman" and "English language and culture". "It will be argued in the hearing of

this application that language, culture and religion are protected by the constitution," Nel states.

Since 1955 Potgietersrus Primary has been a parallel-medium school with English and Afrikaans streams, Afrikaans pupils outnumbering English-speakers by roughly 10 to one. Yet this year, which happens to be the first year in which black pupils sought admission to the school's English-medium classes, the school management committee proposed that the school be divided into English and Afrikaans schools on separate premises. The province rejected this proposal on the grounds that it amounted to racial discrimination, which appears to have prompted white parents to bar the Matukane children from entering the premises.

Beneath the arguments around the protection of language and culture, there are signs that in Potgietersrus, "English-speaking" is the latest euphemism for "black". An affidavit by Education MEC Aaron Molsaedi notes that Potgietersrus buses white children in from Zebedelia, 40km away, apparently because the school at Zebedelia is now predominantly black. Nel responds that "Zebedelia Primary was flooded with English-speaking children to the extent that the school's whole character had disappeared."

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Molsaedi refers to the minutes of a meeting where headmaster Adam Roussouw is quoted as saying that "no other races except whites are admitted because (Potgietersrus) is a traditionally conservative, Christian, Afrikaans medium school". Nel claims that Roussouw was misquoted in the minutes which Molsaedi refers to.

In addition to the arguments around "culture", the school argues that it is over-represented. The province maintains, however, that the pupil:teacher ratio stands at 27:1 — below the 33:1 accepted by the province — and that in the English section of the school it is as low as 22:1.

The government has the power to close the school or replace its governing body, but after negotiations failed it opted for the less drastic measure of a court settlement. If the court rules in favour of the provincial government, it will be up to the police to enforce the ruling, and ensure that pupils are allowed to attend school without interference from parents who do not want them there. If the school authorities still do not comply in the event of the court ruling against them, the government can still intervene.

Pending the court ruling, the Matukane children have been accommodated at the over-full Acacia Primary School, an English-medium school previously reserved for Indian pupils.



# schools

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## Govt's 'parent power' plan

(50)  
From Page 1  
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ers has not been finalised, but this appears to be likely.

Schools will also have a legal persona, which means they can acquire rights and incur obligations.

Public schools will be run by bodies which will be composed of parents, teachers, pupils (in secondary schools only), non-teaching staff, the principal and members of the community.

Members of governing bodies will be elected, with parents being in the majority.

Each governing body will be vested with "basic powers" and may apply for "negotiated powers" to undertake more functions.

The white paper has been met with mixed reaction.

While the NP expressed approval for the policies, the Freedom Front said it contained no assurance which could convince the party that the language medium, ethos and character of Afrikaans would be guaranteed.

FF education spokesman Leon Louw also said disconcerting noises were made about the state taking back Model C school properties without paying compensation.

But it was stated clearly that if Model C schools wanted to become private schools, they would have to pay for taking over assets.

Louw said double standards were therefore being applied.

NP education spokesman Piet Marais said the white paper contained many positive aspects and recognised the need for public participation in the key elements of school finance policy, and for a draft South African Schools Bill, and that negotiations had to be entered into over the constitutional rights, powers and functions of governing bodies.

But he said the outstanding issues had to be settled quickly.

The Congress of SA Students, which has been waging a war against Model C schools, said it was still studying the document, as was the SA Federation of State-Aided Schools.

# Govt's 'parent power' plan for schools

White paper proposes sweeping changes to schooling in SA, with Model C status to go, leaving only 2 types of school - public and private

BY LEE-ANN ALFREDS  
Education Reporter

Governing bodies of state schools will be able to determine their own admission policies and take part in the appointment of all teachers, according to the Government's proposed new school policy.

The Education White Paper on the Organisation, Governance and Funding of Schools was released yesterday and is described by Education Minister Sibusiso Bengu as the most significant devolution of responsibility to parents in the history of SA education.

The exact execution of the powers will be decided between each school and the provincial education departments, depending on the governing body's experience and capabilities.

The question of school fees has not been finalised.

The new funding policy will be debated before the Schools Education Bill is tabled in Parliament, which was opened today by President Nelson Mandela.

While a white paper broadly outlines government policy, the South African Schools Bill - if it is passed in Parliament - will set out the precise policy governing schooling.

The bill will be published shortly. Also to be published soon are the school finance policy as well as the basis on which the Government will negotiate the expropriation of school premises

and the amendment of certain school powers.

New school legislation is expected to be tabled in Parliament by June and set in place by the opening of schools next year.

According to the proposals, only two categories will be recognised in future - public and private schools.

Public schools will comprise all varieties of state and state-aided institutions, including Model Cs, while private schools are those currently known as independent schools.

Collectively, public schools comprise more than 98% of all schools.

In terms of the proposals, each public school will represent a partnership between the provincial education department and the school community, funded largely by the former.

School premises will be owned by the state.

Premises ceded to Model C schools will most likely be transferred back to the state without compensation, but with the condition that they be used as schools.

In turn they will be able to determine their own admission policy, mission and character in accordance with the constitution, while teachers may be appointed only in consultation with the school.

The question of whether schools may hire additional teach-

► ... To Page 2

# Boost for adult

# literacy

*Sowetan* 9/2/96

By Claire Keeton

THE FIRST adult literacy campaign for the entire country, which targets nearly 100 000 learners across South Africa, will be launched on Sunday.

"*Ithuteng: Ready to Learn Campaign*" will boost adult basic education in South Africa where an estimated 12 to 15 million adults require basic education skills. In 1994 President Nelson Mandela declared literacy a Presidential Lead Project, affirming the priority to be given to the problem.

The Department of Education and the National Literacy Co-operation will each be running projects for the duration of the campaign.

The NLC has designed a pilot project to interpret the department's 1995 guidelines for basic education known as the Thousand Learners Unit project.

It aims to reach 1 000 learners in each of the nine provinces in its pilot year, doubling these numbers in each subsequent year.



## Model C schools head for scrapheap

Kevin O'Grady

BD 9/2/96 (50)  
MODEL C schools are to be consigned to the apartheid scrapheap in terms of a White Paper approved by the Cabinet this week and released by Education Minister Sibusiso Bengu in Cape Town yesterday.

However, some of the powers enjoyed by the governing bodies of these schools — including a say in admission policy and hiring teachers — could be retained through negotiation with provincial education authorities.

Land given to Model C schools by the previous government could be expropriated without compensation, according to the document.

The White Paper, which will form the basis of a schools Bill to be tabled in Parliament this year, provides for two categories of schools — public and independent. The public category includes all former state, state-aided, community and farm schools; the second category covers private schools.

The new structure should ensure

Continued on Page 2

## Schools (50)

Continued from Page 1

BD 9/2/96  
minimal state involvement in school governance and enable public schools' governing bodies to decide the mission and character of their schools, according to the document.

No decision had been made on how public schools would be funded. Options would need to be discussed and analysed before a clear proposal could be put to the Cabinet. There was "no possibility" that the full implications of a new financing policy could be incorporated into the coming Budget.

The education ministry had been advised that government would not be required to pay compensation for property expropriated from Model C schools "considering the history of its initial transfer from the state and the interests of those affected by the re-transfer to the state".

Bengu said his ministry did not support "language imperialism" and would not, "under any circumstances" promote the use of only one of the 11 official languages as the medium of in-

struction. "No community should have reason to fear that the education system will be used to suppress its mother tongue," he said.

Tim Cohen reports that education deputy director-general Trevor Coombe, at a news conference yesterday, said Model C schools that wanted to become independent schools would have to pay for the property involved.

The NP and the DP gave the White Paper qualified support. NP education spokesman Piet Maris said proposals to have elected representatives of parents and guardians in the majority on public school governing bodies and the proposal that independent schools be subsidised were among the paper's positive aspects.

DP education spokesman Mike Ellis said it was unfortunate that there was so little clarity from government on the direction it wished to take with regard to funding.

Freedom Front education spokesman Leon Louw said double standards were being applied in that the state would not pay compensation for property expropriated, while schools that wanted independent status would have to pay for their properties.



# Potgietersrus could becom

**A**lson Matukane's three small children have suddenly become the reluctant symbols of the second phase of South Africa's transformation.

In the province where the ANC won its most overwhelming election victory, Matukane's children were forcibly turned away from the Potgietersrus Primary School last month.

The principal had screened the children and found them suitable. But the parents' governing body then intervened, and barred the Matukane children to keep the school all-white.

Alson Matukane, the children's father, was the wrong target for such a slight. An erudite professional engineer and a director for the national Department

of Water Affairs, he has lived and studied in Belgium and the United States. He was transferred by the Government to the Northern Province, found a suitable rented house in what was once white Potgietersrus and applied to the nearby primary school to admit his three children.

Now, two years after the first democratic government adopted an interim constitution that prohibits racial discrimination, the Matukane family is the focus of a constitutional test case, being argued today in the Pretoria Supreme Court.

The class-action case, brought on behalf of 18 families, could set important precedents on enforcing access for all South Africans to critical resources such as education.

In this process, however, South Africans may well discover what proved to be a bitter and oft-repeated lesson for American blacks, who believed discrimination would vanish once their constitutional rights were protected.

After slavery was abolished through the 13th Amendment, adopted at the end of the Civil War of 1861-65, the southern

The school crisis over Alson Matukane's three children has become symbolic in the second phase of South Africa's transformation, writes Group F

states perpetuated discrimination with their "black codes".

To counter this, the 14th Amendment was adopted in 1868 to guarantee equal protection and due process of law, which again

Tennessee, near Memphis, the city where Martin Luther King was assassinated in 1968.

At first glance, Potgietersrus seems an ideal cliché for such a confrontation.

black neighbours reveal anguished debate and disagreement.

To be sure, some fit the stereotypes. In the Potgietersrus Primary School driveway this week, a khaki-clad young parent (everyone uses the phrase "khaki-clad" to denote the hard-liners) confronted a journalist and photographer, clapping his hands on our shoulders and force-marching us back out to the street.

He was simmering with emotion as he declared, "Afrikaners are now the dogs of this country. The blacks have everything."

Another parent, who has three children at the school, tried more civilly to express his fears of looming change and loss.

"We just want to protect and preserve our culture and our language, that's all. Our culture and our language are being choked to death

in this country. Everything is being taken over by them. They want to force the school open to show us who is the boss. We can't accept that. We are boere. We will stop them if they try to force us."

Yet elsewhere in the nervous town, the facade of white unity quickly crumbles.

A white shop manager whose shop was empty and shuttered

during march : ness dic mate th munity action. . side, thi be." An



Days gone by ... US marines escort children to the Central High School in Little Rock, Arkansas, during the height of the American civil rights movement in 1957.

raised hopes of equality - only to be dashed by the passage of the Jim Crow "separate but equal" laws.

In fact it took another 100 years of struggle in the United States, replete with court cases, protest marches, and a body of detailed anti-discrimination acts and enforcement powers before the political victory began to be

Situated 250 kilometres north of Johannesburg and framed by the Strydberg (Strife Mountain) range, the town has known racial conflict since its founding in 1852. It is named after Piet Potgieter, who was killed by the black leader Makapan in 1854 when Potgieter staged a raid to punish the tribe for animal theft.

Potgietersrus is also the site of some of the early divisions within Afrikanerdom. Potgieter split with another Voortrekker, Andries Pretorius, over political strategy.

Seeking a modern analogy, a guide at the town's small museum said "Piet Potgieter was more CP and Andries Pretorius was more NP"; that is, Pretorius was willing to negotiate with the black people while Potgieter preferred to fight.

The caricature of Potgietersrus as a battleground where a unified front of recalcitrant white Boers stands up to blacks demanding their rights, turns out to be too easy, too glib. Chats with several white townspeople and their

## The caricature of Potgietersrus where a unified front of Boers stands up to the demands of blacks turns out to be too easy, too glib

translated into equal civil and legal rights.

Even after the 1954 Supreme Court's *Brown v Board of Education* decision overturning the south's "separate but equal" doctrine, federal troops had to escort black pupils into Central High School in Little Rock, Arkansas, in 1957.

The similarity of his situation in Potgietersrus with some of the landmark American civil rights cases of the 1950s and 1960s is not lost on Alson Matukane, who studied at Vanderbilt in Nashville,



Gates of learning ... the constitutional battle of e



# The Little Rock of SA

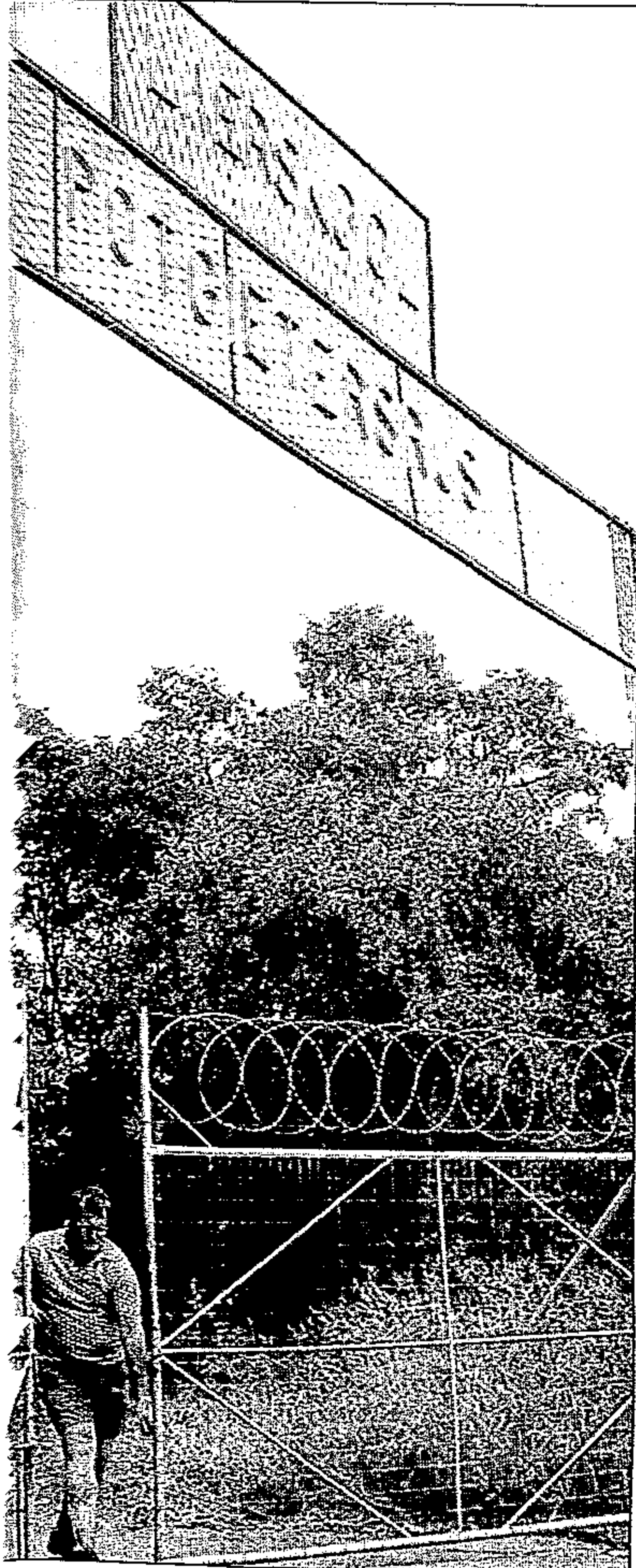
Best buddies ... Hitler, the boerbul pup, is a real softie and no match at all for Archibald, the fox terrier. Both dogs belong to professional

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Symbolic of problems

Features Editor Jim Smith

GARY BERNARD



Potgietersrus Primary School has become the centre of a fight for rights to basic resources.

week's black protest through the central business district. I would estimate that 90% of the white community are against the school's closure. Look at the business district. It can't be a good news. It can't be a white woman

watching the protest march from her lawn said: "We're just sorry this has happened at all. They should let the children in. "It's going to happen anyway, they'll have to allow them in. So why go through all this unpleasantness?" Molayeng Boysea Thole of the

ANC is the conciliatory, quiet-spoken mayor of the greater Potgietersrus community of 120 000, of whom 13 000 are white.

"I'm shocked and embarrassed," Thole said. "We are looking for peace and stability. People should be united so investors will come to our area. We must deliver, not get sidetracked in a racial situation. No one is above the constitution. If we don't respect the constitution, we will never be a normal society. Many of the white people are against what the khaki-clad whites are doing."

The mayor cautioned patience: "Sometimes you have to understand that change cannot come overnight. This is not the only white school in the country either. It will be a long process to achieve real change."

That kind of restraint doesn't sit well with some of the younger, more militant people who led the march this week of more than 5 000 black people from dusty Mahwelereng township to the Potgietersrus police station to demand that the school be integrated immediately and the parents' governing body be disbanded.

Nocks Seabi, a march organiser, said: "If the courts cannot open the doors of learning, then the marchers will open the doors. We expect the Government to do something. The future of our children is now at stake."

Seabi then highlighted the underlying issue in the case, indeed the same issue that forms the thread of the next phase of the transformation now that the democratic elections are past: the realignment of access to scarce resources in a more equitable way.

"It's not that we want to be with whites at all costs," Seabi said, "but that the resources are not fairly shared. We are saying

that some resources are under-utilised. We must be able to benefit from those resources as well.

"This applies to the hospital, the library, the technical college and other schools in town as well."

Matukane himself acknowledges impatience with the strictly legalistic approach that the Northern Province government has followed in pursuing his children's admission to the primary school.

In an interview at the Park Hotel in the town, where he is staying because his rental house was vandalised with obscene graffiti, Matukane calls himself a passive ANC member, but adds: "I'm probably more radical than the ANC. They're always saying, let's see,

let's discuss it ... Imagine if you had just come back from exile in the US or Russia and you said, this is now our country, and you walked into Potgietersrus and this happened."

Matukane's older daughter was admitted to Potgietersrus High School without incident. The three primary schoolchildren - Jabu (13), Yvonne (also 13) and Nhlanhla (8) - are temporarily in the town's "Indian" school, where the average class size is 54 children, compared with 36 at the white primary school. The school is the only exclusively white pri-

mary school in the town and is officially dual-medium; the parents voted down a motion last year to make it Afrikaans-only.

The three Matukane children jumped at the chance to use a reporter's computer. Jabu booted it up, found the games folder and whipped through several programs with dexterity. The children are as articulate in English as they are computer literate.

"In fact," Matukane said, "those children could gain a lot from being in school with mine."

*"When I was 14 years old, the Supreme Court issued its decision on school desegregation (in 1954). I thought the next year I would go to a real high school, and not the kind of training school that blacks were sent to. I thought I wouldn't have to be bused 40 miles each day, past white schools, to maintain a system of segregation... But integration didn't happen when we returned in September. Nothing happened, really. I went all the way through high school and graduated in 1957, without attending a single desegregated school."*

John Lewis, American civil rights leader



Father ... Alson Matukane's children were kept from school by white parents.

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# Seizing property of Model C schools is theft, says CP

Expropriating Model C schools' assets would boil down to theft by the state, the Conservative Party said in Pretoria yesterday.

"Parents who have for years invested large amounts in state-aided schools will not accept this injustice without resistance," CP spokesman Andrew Gerber said.

A white paper on education released on Thursday proposed scrapping Model C schools and expropriating land transferred by the previous government to these schools.

Gerber said that doing away

with Model C schools would contravene the constitution. If the recommendation became policy, it should be tested in the Constitutional Court.

He was also sharply critical of the National Party's endorsement of the white paper. "It illustrates the incredible fraud by this party in convincing the Afrikaner nation to relinquish political power," he said.

Model C schools had been one of the important checks to ensure the continued existence of Afrikaners schools. "We are

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not being misled by Education Minister Sibusiso Bengu's remark that communities will be able to determine the mission, character and ethos of schools."

Gerber added that Bengu's statement that schools would not be allowed to turn away anybody meant his assurances to parents had no substance.

Afrikaner Volkswort general secretary Dr Harry Moeke said expropriation of school property would be a socialist act. School management bodies should put their assets into trusts. "Should

the Government try to confiscate them, the trusts could resist such action by going to court."

The National Professional Teachers' Organisation of SA (Naptosa) said the white paper was a significant step towards democracy in education. It welcomed Bengu's commitment to talks on issues affecting the teaching profession.

While the proposed transfer of teachers to state employment would have to be negotiated, Naptosa was in favour of the principle, organisation president

Leopold Taunyane said. Naptosa had agreed that there should be only two categories of schools, he said. The proposal on powers to be ascribed to school governing bodies also concurred with Naptosa's view. The challenge would be to put the proposals into practice without infringing constitutional rights.

"It is imperative that all principals receive very clear directives as a matter of urgency," Taunyane said. "Sapa"

See Page 5



# School 'full, not racist', Supreme Court told

Judgment was reserved in the Pretoria Supreme Court yesterday in a landmark case between Potgietersrus Primary School and three black parents whose children were denied access to the 100-year-old school.

Mr Justice Spoelstra told a packed courtroom he hoped to give his verdict next week.

According to court papers, the dual-medium school was

taken to court to try to prevent it "from refusing admission to any child on the grounds of ethnic or social origin, culture, colour or language".

Advocate Wim Trengove said of the school's governing body: "We are not saying they are racists, but they act like racists. It seems clear to us they have an overt racist policy."

Trengove, appearing for the

(50) black families, argued there was ample space for black pupils in the English section of the school, which this year admitted 64 pupils compared with 89 last year.

The school, represented by lawyer Danie Bisschoff, denied that the children had been turned away because they were black.

"In the first place, the school

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is full," Bisschoff told the court. "We are saying the school may, on the grounds of ethnicity, culture and language, refuse admission. It has nothing to with race."

The primary school is the first where white attempts to preserve the status quo have been put to the test since all-race elections in 1994 ended 50 years of apartheid. - Reuters

# Race tensions erupt at Pretoria school - police separate pupils

OWN CORRESPONDENT

(50)

STON 10/2/96

Police were called to Pretoria's Elandspoort High School yesterday to keep separate black and white pupils who had confronted each other over an assault of a taxi driver outside the school.

Emotions ran high as two school buses carrying black pupils left the school yesterday afternoon, with the black pupils singing political songs.

Northern district director of education Dr Pine Pienaar said facts showed that a few senior boys and a taxi driver had a disagreement on Thursday and this had led to a fist fight.

Yesterday principal Hennie Breedt called the boys and the taxi driver together. The boys and the driver shook hands. Pienaar said parents were upset, which complicated matters.

He said the pupils had given the assurance they would return to school peacefully on Monday.

Most white parents interviewed said the situation had been blown out of proportion. One parent said this was not a racial issue: children were children and one should always expect clashes in a school situation.

"I think someone is trying to score a political goal. There is no racism in the whole incident. This is an isolated case."

Another parent said: "We shouldn't spoil the good race relations shown by these children."

Breedt said it was the first time such an incident had happened. "We have about 800 white and 300 black pupils, and they were treating each other with great respect and dignity."

SEE PAGE 3



# IT'S OVER TO YOU

By RAMOTENA MABOTE

THE long-awaited White Paper on education, released this week, gives all parents unprecedented responsibility for the education of their children.

It states that parents carry the primary responsibility for education. They have the right to be consulted by the state authorities on the form education should take and the right to take part in the governance of schools.

However, some schools, particularly formerly whites-only and Model C institutions, may lose some teachers to poorly resourced schools as the Department of Education tries to achieve an "equitable and a non-racial" distribution of teachers.

Many organisations and educators have welcomed the general intentions of the White Paper but say some issues need to be clarified and negotiated.

At the heart of the pa-

50 ST. 11/2/96

## Schools policy gives parents new powers

per, which was approved by cabinet last year, are the issues of school governance and ownership.

They finally put an end to doubts about the future of Model C schools. From now on, there will be a new category of schools, known as public schools, comprising all those currently known as community schools, farm schools, state schools and state-aided schools — including church schools, Model C schools and mine schools.

"The Ministry of Education has an irrevocable obligation to ensure that the new pattern of school organisation breaks with the past and lays a foundation on which a democratically governed and equitable system of high quality can be built," the paper says.

The most notable changes in the new system will be:

- The creation of public schools, totally or largely funded with public resources;

- Admission policies determined by school governing bodies in accordance with constitutional provisions;

- School operating costs funded partly by subsidy and partly by income-related school fees. These fees will be obligatory for all parents who can afford them; and

- The same single pupil-teacher ratio for all schools.

In the past, departments of education were responsible for governing schools, while principals and heads of department were in charge of their management. In the new

system, parents, teachers and secondary school pupils will be required to form governing bodies.

Students' representative councils will be mandatory.

"Each public school governing body will be responsible for a set of basic functions which will be agreed between the province and the governing body in accordance with the governing body's experience and capacity," the paper says.

These governing bodies will be responsible for setting their schools' goals and objectives and for recommending and negotiating the appointment of teachers in consultation with the education authorities. They will be responsible for formulating admission policies, timetables, language policies, curriculums, codes of conduct, raising and administering funds, buying textbooks and other resources, and maintaining school buildings.

However, under Section 247 of the constitution, the government is required to negotiate with existing governing bodies before it makes alterations to their powers and functions.

The White Paper states that every public school should have "a governing body, either new or adapted from an existing structure" by January next year.

Explaining the need to move teachers from privileged to poor schools, the Minister of Education, Professor Sibusiso Bengu, said the schools system inherited by the Mandela government had been "modelled on racial differentiation and the perpetuation of privilege".

The Education Ministry has not yet decided on the form of funding the new system will take.

But Professor Bengu and a committee appointed to investigate the issue favour a partnership approach in which the government will be responsible for channelling resources for reconstruction and for funding administration, salaries and operating costs.

The committee favours charging parents who can afford them compulsory fees. It suggests that parents be required to disclose their income, but no final decision has been taken.

The South African Democratic Teachers Union welcomed the "broad thrust" of the White

Paper but criticised the influence parents would get on governing bodies, saying teachers should be the majority shareholders.

The 70 000-member union was also unhappy with the "unclear" finance policy and with the power the White Paper gives parents in the appointment of teachers.

It fears this will lead to teachers being exploited. Instead, it favours keeping appointments the responsibility of education departments.

**'We have a duty to ensure the new pattern breaks with the past'**

# Big bucks boost for schooling

(50)

By CHIARA CARTER,  
Political Correspondent

EP 11/2/96

EDUCATION in disadvantaged areas is to receive a major boost from the government, which intends to introduce a new public school system and to redistribute resources between provinces.

This week the Cabinet approved a White Paper on education which recommended a single public school system that removed all forms of discrimination.

President Nelson Mandela promised R1 billion to build new classrooms and schools in under-privileged areas and said the government would redeploy rather than retrench teachers.

The Ministry of Education's White Paper recommends the public school system replace Model C, farm, community and state schools.

Property donated by the former government to Model C schools' governing bodies would be reclaimed by the State without compensation.

Farm schools would also be expropriated but the State would negotiate compensation with farmers.

The only other form of schooling would be independent (private schools), which cater for one percent of students. These schools would have to register with provincial authorities and follow provincial rules.

While public schools could draw up their own admission policy, this would be subject to constitutional, national and provincial norms as schools would not be able to turn away pupils on discriminatory grounds including race, language or finances.

In a foreword to the Paper, Education Minister Sibusiso Bengu said his department was formulating a language policy which would emphasise multi-lingualism. No language would be suppressed.

However, the Ministry was opposed to the "misuse of cultural and linguistic distinctiveness as a pretext for the perpetuation of racial privilege".

The new public schools would fall under the provincial authority and be governed on the lines of existing Model C schools with the governing body at the helm. Parents would have the most say because they would be in the majority on this body.

The education department would have minimal involvement in the day to day running of the school.

No decision had yet been reached on how schools would be financed but the White Paper hints at two options - a sliding scale for fees where parents pay according to their ability, or fees set by the governing body, which could sue non-paying parents but could not exclude or expel a child on financial grounds.

"On this, the 20th anniversary of the students' uprising and the OAU-declared year of Education in Africa, we face the stark reality that SA lags behind many African countries in so far as literacy and other human development indicators are concerned," Mandela said.



# Education for all

By CHIARA CARTER

POVERTY will no longer be a barrier to children attending state schools if the government's new education proposals become law later this year.

The Cabinet this week approved the Ministry of Education's white paper on school organisation, governance and funding. The paper recommends the abolition of the Model C school system, stating there should be just two categories of schools -

*Govt approves white paper on schools - poorest kids will be taken care of*

public (state) and independent (private). Public schools, which make up 98 percent of the country's schools, would include model C, community, state, farm and state-aided church schools.

They would be funded largely by provincial education department budgets and their property would belong to the state. The funding structure of schools is still to be decided.

One option would allow state schools to continue to raise funds through school fees, but not allow children to be excluded due to inability to pay. Another suggests a sliding scale for school fees determined according to family income.

The paper recommends that schools be run by governing bodies which include representatives of parents, students, the community, teachers, non-teaching staff and other stakeholders. They would have considerable powers, including the right to determine admissions policy and recommend staff appointments, but would have to abide by constitutional, national and provincial norms.

Provincial education departments would have the right to choose where to deploy teachers. Education Minister Sibiso Bengu said the old school models were "indelibly branded with the apartheid mark" and had to go. Deputy Minister of Education Renier Schoeman said agreement still had to be reached on school finance policy, the draft South African Schools Bill and the ministry's negotiating position.

#(50) 29 11/2/96

# 'Why don't they want us?' - barred children



SHUNNED . . . The kids are bewildered.

By PLOI JONAS MANKOA

BY BENISON MAMELE

(50)  
SP 11/2/196

ALL THEY want is to go to school, said the three black Potgietersrus children who have been barred from attending a "whites only" school.

The three, who were brutally thrown out of school by white racists, were this week still bewildered by the furore surrounding them.

"We miss school and want to go back, tomorrow," they told City Press.

They did not understand how anyone could object to them because of their colour.

Interviewed at the Supreme Court in Pretoria on Friday in the presence of their parents, Karabo Potgietersrus (7), Thabang Chula (10) and Moshabi Ledwaba (8) said they could not understand why they were not wanted at the Potgietersrus Laer Skool.

"They say they do not want African children," they said, but did not seem to understand the words. They said they had been looking forward to having swimming, music and art lessons at the school - subjects which are not offered at black schools.

"Where do they want us to go to school?" asked Ledwaba.

"If they do not want us, why are other children there?" asked Thabang.

All three believe they will be going back to school. The children had accompanied their parents to Pretoria, where the Northern Province is seeking a court interdict against the school's barring of black children. See page 2.



# Police to protect black schoolkids

(50) CP 11/2/96

By ELIAS MALULEKE  
and TSEPISO LEFALATSA

TWENTY-FIVE black pupils have been guaranteed police protection if the Pretoria Supreme Court rules that they must be admitted to the Laerskool Potgietersrus where Afrikaans students dominate.

This follows the ousting of three black pupils from the school last week by the school's rightwing governing body, and the urgent application on Friday by their parents and the Northern Province Education Department to have the three children and 22 other black pupils admitted.

Captain H P Wasserman, station commander at the Potgietersrus police station, this week gave the assurance that the police would enforce the court order and would protect the children. It would be the duty of the police, he said.

"Our problem is that the police will not be able to guard the pupils in the classrooms," said Wasserman.

"All that we can do is to ensure that they enter the school premises and the classrooms without hindrance."

In a similar case in America in 1957, the United States Supreme Court ruled that it was unconstitutional that nine black students had been prevented from attending Central High School in Little Rock, Arkansas.

The result was a test of power between the Federal and state governments.

Governor Orval E Faubus ordered state militia to prevent the admission of the black students - but President Dwight Eisenhower sent federal troops

to maintain order and protect the students.

Within the next decade desegregation was accomplished in all public schools in the US.

The father of two of the black children ousted from the Laerskool Potgietersrus - Jabulani and Nhlamhla Matukane - is the Director of Water Affairs in the Northern Province.

He has temporarily placed the children in an Indian school.

Western Area circuit inspector of schools A W Mohapi said the security of the pupils would be arranged between his department, the police and the school principal.

Mohapi said he had personally taken the three pupils to the school for registration on January 22, and was told by the principal, A H Rossouw, that the matter would have to be dealt with by the governing body.

"This was in spite of the Education Department holding talks with all principals on January 19, in which department policy was outlined.

"We made it very clear that it was not government policy to refuse children admission at their schools, despite race, language and other differences," Mohapi said.

Rossouw told City Press that he had admitted the three black children and introduced them to their teachers.

"The decision to deny them access was taken by the governing body and nothing to do with me," he said.

He also said his job was in jeopardy. This week thousands of people marched demanding an end to the discrimination at the Laerskool Potgietersrus.



**STEPPING OUT . . .**  
The opening of Parliament on Friday was a colourful affair. President Nelson Mandela's green suit aside, there was a lot for photographers and fashion watchers to see. TV personality and fashion designer Dali Tambo and his MP mother Adelaide Tambo were also there.

Photo  
FANIE JASON



# House full signs go up at schools in Gauteng

Star 11/2/96

(50)

Some classrooms will require a double shift system while the new teacher/pupil ratios may put some posts at risk

By **LEE-ANN ALFREDS**  
Education Reporter

The new school year has got off to a good start, but Gauteng education officials will today buckle down to iron out problems which came to light yesterday and on Tuesday - particularly overcrowding and lack of sufficient facilities.

The chaos which characterised last year's first term was largely absent when pupils streamed to schools but provincial education deputy director-general Thando Chaane said a shortage of classrooms would be a serious problem.

Thousands were without schools and classrooms, but accurate figures were not immediately available and are only expected to have been compiled by next week.

One reason for the shortages is

that 1996 marks the implementation of a landmark decision making it compulsory for all children between the ages of 7 and 15 to attend school.

Education MEC Mary Metcalfe said her department still lacked the resources to accommodate all children at schools.

She said there were schools in the province that used a double shift system in an attempt to accommodate as many children as possible.

But in the province as a whole, the biggest "back to school" day the region has yet experienced was hailed as a success.

From Soweto through to Eldorado Park, Roodepoort, Randburg, Kensington and the East Rand, principals gave the reopening a thumbs-up as pupils were registered, ensuring that learning

► ... To Page 2

## House full signs go up at schools

► From Page

(50)  
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can start as early as next week.

Hoërskool Vorentoe principal Lucas Viljoen said: "This year was much better organised than last year. We are full of hope."

The exact number of pupils who enrolled will be known only next week. Last year 1,4 million pupils were enrolled at schools around Gauteng.

Due to late guidelines on teacher/pupil ratios issued to principals last year, some teachers were anxious regarding their jobs and their futures.

"There is a little bit of anxiety among some of the teachers, but we still have a job to do and we are going to do it," Roodepoort High School principal Piet Grobbelaar said.

"The children first have to be settled and then we will try to work out a way to solve the problem of possible retrenchments," teacher Hugh Booyens added.

In Eldorado Park, south-west of Johannesburg, registration proceeded smoothly, but tension was obvious among teachers in fear of the redeployment measures about to be undertaken.

Schools in the Vaal Triangle once again struggled to cope with huge numbers and the severe shortage of classrooms in the area.

As hundreds of pupils queued patiently in the sun at Mochaka Secondary School in Sebokeng, scores more who were unlikely to gain places sat despondently outside.

"At the moment we have already enrolled 1 272 pupils, but we still have a lot of standard fives coming from the primary schools, and the matrics are another point of contention," principal Malefetsane Ramohzoki said.

He was, however, confident the school would complete enrolment by the end of the week and be ready to teach on Monday.

District inspector Molefi Oliphant said other schools in the Vaal Triangle were also experiencing problems, but that they would not turn anyone away.

Pretoria central also reported a problem with overcrowding.



'READY TO LEARN' CAMPAIGN LAUNCHED

# Plan to teach basic literacy to 180 000

(50)

THE GOVERNMENT launched a campaign yesterday to tackle the huge illiteracy problem in the country, identified by President Nelson Mandela in 1994 as a national priority.

UP to 180 000 adults countrywide are to be taught basic literacy skills over the next two years in the Ithuteng or Ready to Learn Campaign, which was launched at the Peninsula Technikon last night.

Education Minister Dr Sibusiso Bengu said last week it was estimated that between 12 and 15 million adults needed basic education skills.

The campaign is an attempt by the government, in conjunction with non-governmental organisations, to provide adult basic education and training (Abet) to 90 000

people a year — 10 000 per province — over two years.

The Department of Education donated R50 million to the campaign, and the European Union R1,4m.

The campaign puts in place a nationally co-ordinated strategy, called a presidential lead project, proposed by President Mandela in his opening of Parliament speech in 1994, in which he identified the illiteracy problem as a national priority.

The campaign launch was attended by representatives from business, labour and the non-gov-

ernmental sector.

Asked last night whether the campaign's modest figure of providing Abet to 180 000 people over two years was adequate to tackle illiteracy, the provincial director for the National Literacy Co-operation (NLC), Mr Noel Daniels, said "this is only the first step".

Plans were under way to ensure the project was continued after the initial two-year period, he said.

ANC MP and NLC board member Ms Pregs Govender added last night that the government was committed to combating illiteracy in South Africa.

Govender said in her address that "for the first time in this country, people can access the resources that have always been their right".

Mr Dave Shepherd, director of



GIVE ME AN "A": A group called the ABET Sustainers form an "A" for Adult at the launch of the Ithuteng Campaign at the Peninsula Technikon yesterday.

PICTURE: ASLAM LEVY

non-school and community education in the Western Cape Education Department, said last night that from April 1 the department would have a "completely new" structure in place to develop an adult literacy programme.

Each of the Western Cape regions of Cape Town, Bellville and Worcester would be equipped with a community education component to facilitate adult basic education programmes.

"Our greatest challenge is to

build the capacity of our citizens, so that they are empowered to become full participants in the community and in the economy and share in the fruits of change and growth," Shepherd said. — Staff Writer

## Bengu launches adult literacy campaign

(50) ARG 12/2/96  
EAST LONDON. — A mass literacy campaign, to reach about 90 000 South African adults within the next two years, has been launched by Education Minister Sibusiso Bengu.

Professor Bengu said the programme's aim was to deliver literacy and numeracy skills to historically disadvantaged people, empowering them to take part as citizens in social, political and economic life. — Sapa.



## Bengu aims at reading surge

East London - A literacy campaign, which aims to reach about 90 000 adults in the next two years, was launched by Education Minister Sibusiso Bengu yesterday.

Provinces would have to accommodate the needs of adults and out-of-school youth into their planning and budgets, the minister said, adding that literacy should also become part of the national agenda.

Speaking at a function at the East London City Hall, Bengu said the programme's objective was to deliver literacy and numeracy skills to historically disadvantaged South Africans, em-

powering them to participate as citizens in social, political and economic life.

Although the programme - named the Ithuteng Ready to Learn Campaign - has targeted 10 000 learners from each of the nine provinces, Bengu said it was not aimed simply at increasing the number of learners but at improving the quality of the provision of learning.

"Let us ensure also that the Ithuteng campaign can be seen as a starting point for greatly improving the standard of quality and quantity of adult basic education and training provision," he said - Sapa.

(50)

STAN 12/2/96

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## Textbooks for schools

Kevin O'Grady

50  
BP 12/2/96

A MAJOR paper supplier has launched a project in which thousands of specially designed textbooks are being distributed to 452 Northern Cape schools.

The project, named Khulisa and sponsored by Mondi Paper to the tune of R550 000, will see 125 000 supplementary textbooks handed to the schools, a Mondi spokesman said.

Mondi GM John Barton said the project "fulfils a crying educational need in our country".

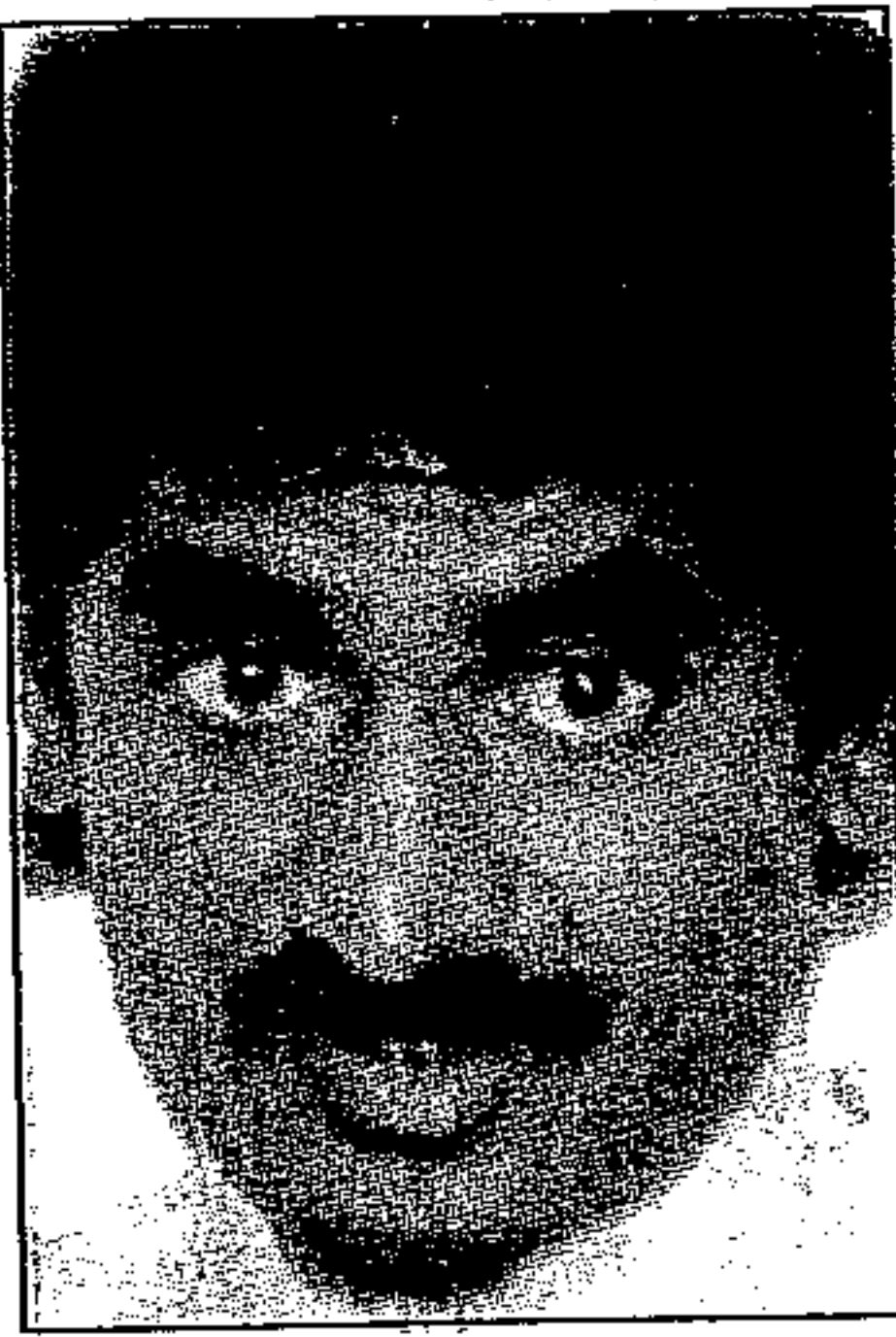
The textbooks are printed on the company's envirotex paper, an environmentally friendly product, developed specifically for educational needs, with a 30% recycled fibre content.

Khulisa had the potential to improve education and learning levels countrywide, he said.

The structure's efficacy would be monitored and evaluated so project partners and co-ordinators could improve and fine-tune the system.

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**MORE MONEY:** Mr Jay Naidoo.

## R1,2bn extra for schools

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**BARRY STREEK**  
POLITICAL WRITER

CT 13/2/96

THE government has allocated an extra R1,2 billion to the upgrading of schools, the Minister responsible for the RDP, Mr Jay Naidoo, said yesterday.

About half of this amount would go to the building of new schools, a spokeswoman for his ministry, Ms Mandy-Jean Woods, said.

The other R600 million would be used for the Culture of Learning Programme which involves the refurbishment of and the promotion of governance in schools, such as the setting up of governing committees.

The aim of the programme was to show that education was for liberation, she said.

Naidoo said that this programme emphasised the return to governance by addressing issues such as low attendance, poor examination results and the breakdown of discipline.

He also said the RDP aimed to electrify 15 600 schools, extend the nutrition programme to 16 000 schools, build 300 new schools and refurbish 5 000 schools.

# Racist schools will be closed, says Bengu

ARG 13/2/96 (50)

Political Staff

SCHOOLS which buck the constitutional provisions of equality to bar black pupils will be closed, says Education Minister Sibusiso Bengu.

Speaking at a Press briefing in Parliament yesterday, Professor Bengu said that nothing stopped the government from acting firmly against schools with racist admissions policies.

Referring to the Potgietersrus school which is the subject of court action, Prof Bengu said the provincial government had, in this instance, opted to seek legal recourse.

"Such a school would be closed by us (the central government) if it continued to act in that fashion."

Prof Bengu denied the government

had no strong, co-ordinated plan to deal with racism. He questioned why political parties had not commented, particularly on the Potgietersrus case.

Meanwhile, Prof Bengu said hundreds of thousands of school pupils would have classrooms next year with the launch this year of the R1.2-billion schools-building project announced by President Nelson Mandela on Friday. He said many schools were being built and many more, "more than a thousand", would be built in the course of the year.

Some of the money will go towards upgrading existing facilities, and some towards building community-based clusters of schools to promote non-racial schooling.



# No school for pupils

*Sowetan 13/2/96 (50)*

## Education committee flooded with pleas for accommodation at schools

By Wilson Ramothata

**T**HE Soweto Education Coordinating Committee has been flooded with pleas for assistance from pupils who have been unable to find places at schools since the beginning of the year.

SECC spokesman Mr Kenny Mosia told *Sowetan* yesterday that scores of pupils have been reporting at their office daily for help to secure accommodation.

A week ago, about 20 pupils who said they were from Hlengiwe Senior Secondary School in Jabavu waited patiently outside the offices of Senaoane and Sekano-Ntoane secondary schools looking for accommodation.

Mosia said trouble started when about 600 pupils from Hlengiwe were sent to neighbouring schools after their pre-fabricated school was demolished because of corrosion.

However, district director Mr

Thami Mali said yesterday that all pupils from the school had been admitted to Lobone, Thulare, Morris Isaacson and Thesele secondary schools.

Meanwhile, at Madibane High School in Diepkloof several pupils who wrote the matric exam last year are still waiting for their outstanding results.

Sources at the school said about 20 pupils were affected and some had their statements of results running short of two subjects. The sources said incomplete statements were sent to the school without being properly monitored by the education department.

District director Mr Paddy Padayachee confirmed yesterday that there were still pupils with outstanding results.

He also revealed that about 108 similar cases of outstanding results had been brought to the attention of his office. They were looking into the matter.

# MEC acts on racial incident

*Sowetan 13/2/96 (50)*

**By Claire Keeton**  
Education Correspondent

GAUTENG MEC for education Mrs Mary Metcalfe said yesterday the department would not tolerate racism in schools and has stepped in to defuse racial tensions at Hoërskool Elandspoor in Pretoria.

Black pupils are threatening to boycott classes after some white matric pupils assaulted a taxi driver.

Education district director Mr Pine Pienaar, accompanied by senior departmental officials, met with the school governing body yesterday to resolve the problem.

Metcalfe called on the Freedom Front to explain the actions of its member Mr Danie Bischoff at Laerskool Potgietersrus in Northern Province.

The school's governing body and parents have refused to admit black children on the grounds that this undermines Afrikaans culture.

The Northern Province education department has challenged the school in the Supreme Court and Bischoff is defending the parents.

"I would be surprised if the Free-

dom Front was directly involved but they should be calling Bischoff to account," Metcalfe said.

Metcalfe said she suspected there was a campaign to mobilise conservative elements prior to their challenge to the Gauteng Schools Bill in the Constitutional Court on February 29.

The case will determine whether the state is responsible for establishing schools for cultural groups or for protecting individual rights in schools.

On another concern, Metcalfe said it was extremely unlikely she would allow public schools to be converted into independent schools.

She has recently received a few inquiries from public schools (previously known as government schools) about the possibility of becoming independent schools (private schools).

"All public schools are a state resource and must be used to provide access to education for all children."

She said the inquiries were the result of insecurity among schools at the rapid changes and added: "We are committed to a quality-led public education system and good schools must continue to be public schools."



# NP, FF silent on school row in N Province

By Mathatha Tsedu  
Political Editor

50  
Soweto  
13/2/96

DEPUTY President FW de Klerk should come out clearly and state where his party stood in the exclusion of three black children from the Potgietersrus primary school, Education Minister Professor Sibusiso Bengu said yesterday.

Addressing a media briefing in Cape Town, Bengu said the NP and the Freedom Front had been conspicuous by their silence on the matter, in which three black children are being denied access to the school.

The matter has been taken to the Supreme Court by the provincial government, and finality is expected this week. "The provincial government has chosen the legal route and we support that. The matter is going to be resolved soon and if it does not end we are going to act," he said.

"But it is strange that leaders of the NP and the Freedom Front have not come out clearly to assist in the speedy resolution of this problem," he added.

Bengu also said white universities that catered for specific groupings, such as the Rand Afrikaanse University, needed to change to cater for the whole country.

He had written to them indicating this, he said. Asked about children between the ages of six and 13 who didn't attend school, Bengu said he did not know how many did not go to school. While the Government was committed to free and compulsory education, there was no law in the country that forced parents to ensure that their children attend school.

Lack of resources did not allow the Government to live up to their commitment to free and compulsory education, he said. Turning to debts by black students at mainly black universities, Bengu said the students would have to service those debts.

# Afrikaans being downgraded, says an angry CP

By Joe Mdhlela

TO prove that Afrikaners value their language the Conservative Party will encourage them to use their language in public life, the leader of the organisation, Dr Ferdi Hartzenberg, said.

Hartzenberg said the decision had been prompted by the Government's decision to downgrade Afrikaans from an official language "to just another

language".

"Over the years Afrikaners, alongside English, were the country's official languages. Now the South African Broadcasting Corporation and the Government have elected to downgrade Afrikaans.

Afrikaans enjoyed a mere two hours allocation on the SABC, "and this was unacceptable", said Hartzenberg.

"In response to this unfair treatment of our language the CP will recommend that Afrikaners exclusively use their language in both public life and on the SABC."

He said even journalists from traditionally English publications would have to conduct their interviews in Afrikaans.

"That also goes for you and your friends at *Sowetan*," he said.

On the general elections of 1999, Hartzenberg said: "As Afrikaners we must continue to strive for the self-determination of our people."

"We will use our people in the local councils to fight for what we want as an Afrikaner people."

Turning to Deputy President FW de Klerk, Hartzenberg said he would go down in history as an Afrikaner leader who compromised the self-determina-

tion of the *volk*.

"De Klerk has abandoned the *volk*. His vision is no different from that espoused by the African National Congress. The Afrikaner will forever regard him as a sell-out," he said.

Meanwhile, leader of the *Herstigste* Nasionale Party Mr Jaap Marais said the new constitution now being drafted was doomed to failure because it did not provide for group rights.

(50)

*Sowetan* 13/2/96



100-STRONG CLASSES FLOURISH

# Maths experiment works

**AN EXPERIMENT AT A CITY SCHOOL** where one teacher is giving lessons to 100-strong classes has proved successful. **CAROL CAMPBELL** reports.

A NY teacher in their right mind would scoff at the idea of teaching 100 high school pupils at once — especially if the subject was mathematics.

Even the recommended government teacher pupil ratio of 35 pupils to a teacher in high school and 40:1 in primary school has been met with cries of horror in schools used to classes of 20.

But at one of Cape Town's top public high schools a team of six maths teachers has shattered this myth, proving that classes of 100 do work if managed properly.

Knowing teacher retrenchments are imminent and class sizes set to rise, the head of mathematics at Westerford High School in Newlands, Mr Arnout Brombacher, and his colleagues developed a system to cope with the challenge. "The workshop concept encourages pupils to take greater

responsibility for their work and results and allows teachers to be used more productively," he said.

So far Brombacher's experiments have only involved the Std 9s and 10s, but from Std 6 pupils are taught skills to cope with the big groups.

Pupil Paula Youens said the system was far more effective than the old-style of teaching in set classes. "I really think this works. I certainly learn more this way."

Fellow pupil Kevin Regensberg said he missed the smaller classes because it was easier to stop the teacher and ask a question if he didn't follow what was going on.

On a day when the 200 Std 9 pupils have maths they split into two groups — one group goes to a large classroom for a workshop with one teacher, while the other splits up into five smaller groups for more intimate "tutorials" with

the other teachers.

The smaller classes revise the work learnt in the workshop.

Within the 100-strong group, pupils are seated in groups of six to eight with pupils being mixed according to their ability. Weak and strong pupils are balanced out.

"This encourages pupils to help each other — I might not see that a pupil doesn't grasp a section of work but his peers do.

"The group must ensure everyone at their table understands the work before I move on."

At the beginning of each term the pupil is handed a programme listing the work to be covered in the next few weeks and the due dates for homework assignments.

"The system does not work for every child and there are those who opt out and refuse to take responsibility for their own success, but for the majority we observe greater commitment."

Brombacher is firm when he says parents who choose to pay for extra lessons are undermining the system by allowing the child to

CF 14/12/96 (50)

shirk the responsibility of answering for his own marks and working in a team.

The teachers also split the workload so that all six don't have to prepare the same section of work but instead can concentrate on doing one section well.

"This way we can focus properly on our section of the syllabus, find well-chosen examples and have the time to make slides for the overhead projector and so forth."

Despite its success at Westerford the system also doesn't work for every teacher — especially those who battle facing big groups of sometimes rowdy teenagers.

The head of the faculty of education at the University of Cape Town, Professor Joe Muller, said what was happening at Westerford proved the teacher and not the class size determined the quality of education in a classroom.

Muller agrees that teacher training will have to be adjusted to help new teachers deal with big groups.



**THE MORE THE MERRIER:** Wrapping up a lesson with the Std 9s at Westerford High has successfully experimented with 100-strong maths classes.



# Far Right will take on Constitutional Court

ABOUT 150 parents of Potgietersrus' all-white primary school will take their case to the Constitutional Court if the Supreme Court tries to force them into enrolling black students.

This was decided at a protest meeting in anticipation of the judgment to be given this week by Pretoria Supreme Court Judge Mr Justice T Spoelstra.

Parents are adamant the court has to "protect their basic human rights as a minority group and afford them government subsidised education without blacks".

<sup>(50)</sup>  
*Sowetan*  
Northern Province government is as vehement, saying in terms of the constitution every child has the right to equal education.

## Prayer to God

Chairman of the Model C school's governing body, Koos Nel, said yesterday's protest meeting was opened in prayer to ask God to safeguard Afrikaans culture, morals and religion.

In a speech Nel reminded parents that the incident which sparked the court battle — three black children

14/2/96  
were barred last month from attending the school — was not one of race but part of the Afrikaners' right "to offer their children an Afrikaans education and religious upbringing".

"We do not ask this, we demand it. We have basic human rights too." Nel said after the meeting.

Nel is adamant parents will not accept a ruling which forces them to admit black children and are planning to take the issue to the constitutional court to see their "minority rights protected". — *Sowetan Correspondent*.



## EDUCATION

## FACING MODEL C REALITY

(50) FM 16/2/96

**Education Minister** Sibusiso Bengu has wriggled hard this past year to deny reality. Last week he did so with such vigour he nearly turned himself inside out.

On radio he declared Model C schools were "gone." Thank goodness, he indicated, since they had led to the "assimilation" of blacks with whites. One never finds whites trying to assimilate by attending black schools, he continued.

The truth is that Model C schools are not yet "gone" and perhaps never will be, at least not in their defining characteristics: run by governing bodies in which parents have a major say and raising school fees to help maintain standards in the face of inadequate State contribution. The latest White Paper on the organisation, governance and funding of schools, released last week, makes that clear.

The Hunter review committee, investigating these issues last year for Bengu, presented three financing options. The first was to continue with Model C and encourage more schools to adopt the responsibilities it entails. The second was to go vigorously for equalised per capita spending, with schools prohibited from levying compulsory fees to offset the effects of that policy.

The committee didn't like either of these options. The first would further polarise the affluent and the poor in the quality of education available to them. The second would simply reduce standards in all public schools if phased in too quickly.

It therefore proposed a third option. All public schools should be financed jointly by the State and parents, the parents doing so according to their means and so paying nothing if really poor.

Neither teachers nor parents liked that one since it would mean the State invad-

ing parents' privacy. The White Paper also admits that the information needed to make the option work — "known national funding norms, estimates of provincial resources, school costs and personal income" — is not available.

It thus presents a fourth option, dreamed up not by nasty middle class (white) parents and teachers but by two overseas educational experts consulting to the Department of Education. One works in England, the other in the US. If you go too quickly for option two, they have warned Bengu, there will be a wholesale desertion by middle class parents of the State system in favour of independent schools. Their voices are valuable, say the consultants, in trying to

result of what the White Paper describes as "a thought-provoking analysis," Bengu promises to reveal his financing policy for public schools by end-March.

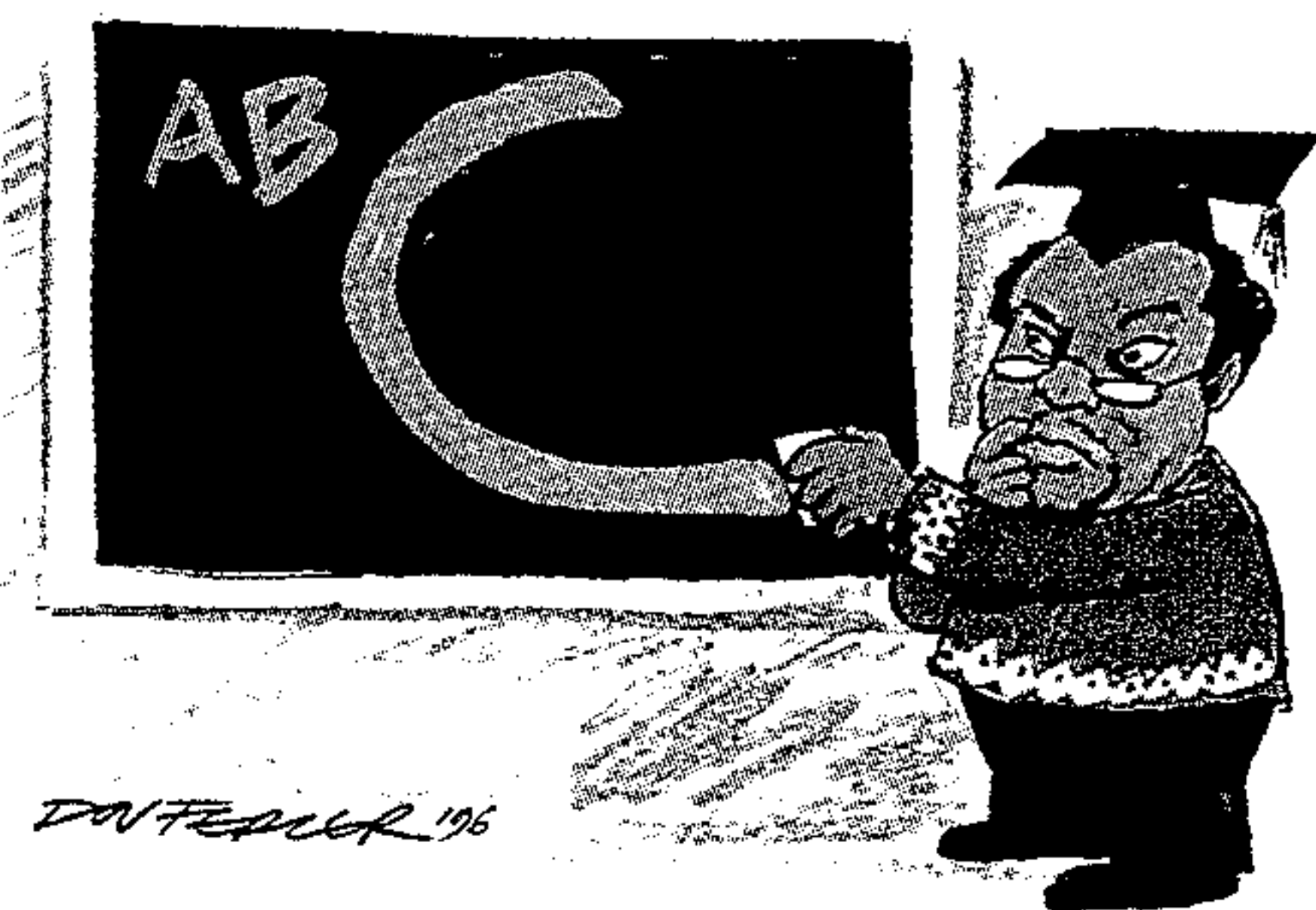
There would still be hope of a sensible outcome even if Bengu decided he couldn't stomach the fourth option. The White Paper recommends — or at least believes "serious consideration should be given" to the idea — that independent schools, all of which receive varying levels of State subsidies, should receive the same level. It should be arrived at by way of a "clear and transparent formula." For example, the White Paper offers, it could be the same per pupil as the State would, on average, pay in public schools once per capita spending had been equalised.

Many middle class parents will hope that suggestion is accepted and on that basis of calculation. For the White Paper also talks of "negotiations with independent schools seeking to become public schools or vice versa." Given the inevitability in a few years of equalised per capita spending, and the possibility of acquiring ownership of public school land and buildings, many parents will probably seek independent status for their children's schools. And that is despite the problems described by Gauteng MEC for education Mary Metcalfe.

Teachers, too, will want to see more independent schools offering employment opportunities. The White Paper proposes that all those working in public schools be employed by the State (Model C teachers are employed by their schools), forming a pool of skills that can be deployed wherever the State sees fit, though after negotiation with schools and teachers' organisations.

Bengu promises to have his SA Schools Bill ready by end-June. It will be debated by parliament in July and August. "So we're looking for its passage before September," says a senior Education Department official.

If, as we believe, the Act will essentially promote Model C on a wider scale than before (less than 10% of the 29 000 schools became Model C) by requiring



get more money out of the State budget for education. Their skills are also valuable in school governing bodies.

They recommend that public schools be allowed to raise funds through compulsory fees to "maintain school quality at levels acceptable to the parents who would otherwise drift away." There is no mention in the proposal of fee levels in any particular school being related to parents' incomes but a national income threshold is proposed below which no fees would be payable.

There seems to be no difference between that proposal and Model C. Faced with economic and social realities as the

# School loses fight to stay all-white

The Argus Correspondent

JOHANNESBURG. — The Pretoria Supreme Court today told parents of the Laerskool Potgietersrus that they were "clutching at straws" in trying to keep their school exclusively white and ordered them to admit black pupils.

The parents of the school lost their fight to keep their school white with costs as their arguments were "spurious".

Mr Justice T Spoelstra's ruling was in terms of an urgent application brought to court by the Northern Province govern-

ment after parents barred three black children from attending school.

Judge Spoelstra dismissed argument by counsel for the parents Danie Bifchoff that minority rights of the Afrikaans community had to be protected.

He said communities had a right to practice their culture as long as there was no discrimination on racial grounds.

He found the school had unfairly denied children admission to the school on grounds of their skin colour. He ruled this impermissible and unconstitutional.

ARG 16/2/96

(50)



# Black business may now tender in English

Theo Rawana

BD 16/2/96

IN A break with the past to address the thorny issue of empowering small black business, the public works department has moved to have Afrikaans replaced by English as the language for drawing up state tender forms.

The issue has been a bone of contention with black business leaders, who complain that having to tender in Afrikaans made black entrepreneurs fail even before they started competing.

The director-general's office said yesterday that in terms of a draft document released for discussion, all tender documents would be in English — "the international business language".

A spokesman said provision would be made for people who wanted documents in other languages, including Afrikaans, to get them. "In addition there will be tender advice centres to help people with technical language and simplifying the tender forms."

National Economic Initiative executive director Monde Tabata welcomed Public Works Minister Jeff Radebe's announcement of new state tender procedures designed to empower small black business.

Tabata said the initiative saw this as one of the most practical contributions by the new government to creating opportunities for black small, medium and micro enterprises. The initiative had always held the view that the public sector could play a major role in providing opportunities for this sector.

Tabata called on financial institutions to provide working capital for small enterprises that tendered successfully, with the tenders serving as guarantees against the money applied for. "In particular we call for the funds from friendly international governments held by SA banks to be used for this," he said.



# Rightwing slates ruling on schools

(50) ARG 17/2/96

■ Rightwing groups are rallying to resist the court order that will force a Potgietersrus school to admit black pupils.

PRETORIA. — Rightwing groups have criticised a Supreme Court judgment ordering the Potgietersrus Primary School to admit black pupils, saying it holds dire consequences for Afrikaans education.

The ruling proved the country's judicial system had become a servant of the government, said Afrikaner Volksfront general-secretary Harry Mocke in a statement.

"We hope the brave parents of Potgietersrus will not accept the judgment, but continue with actions against the racist government," he added.

The SA Democratic Teachers' Union (Sadtu) welcomed the decision, saying it had set a precedent for other schools not to discriminate against children on the grounds of race.

"The argument put forward by the school's governing body that it was merely protecting Afrikaner culture and language has been proved to be spurious and a mere smokescreen for the racism it is."

Sadtu expressed the hope that similar incidents would not occur to mar the country's educational future.

The Afrikaner Weerstandsbeweging said the court ruling marked what it called the "sovietisation of South Africa", as the state had claimed for itself the right to control private property.

"Quite apart from the fact that the school is built on, and is therefore part of, private property, the right to mother-tongue education is enshrined in, not only the interim constitution, but also in the United Nations charter (on human rights)," said the AWB in a statement.

By forcing other language speakers into the school, the government was violating its own constitution.

This inevitably would result in the school being forced to cancel Afrikaans-medium education, said the AWB.

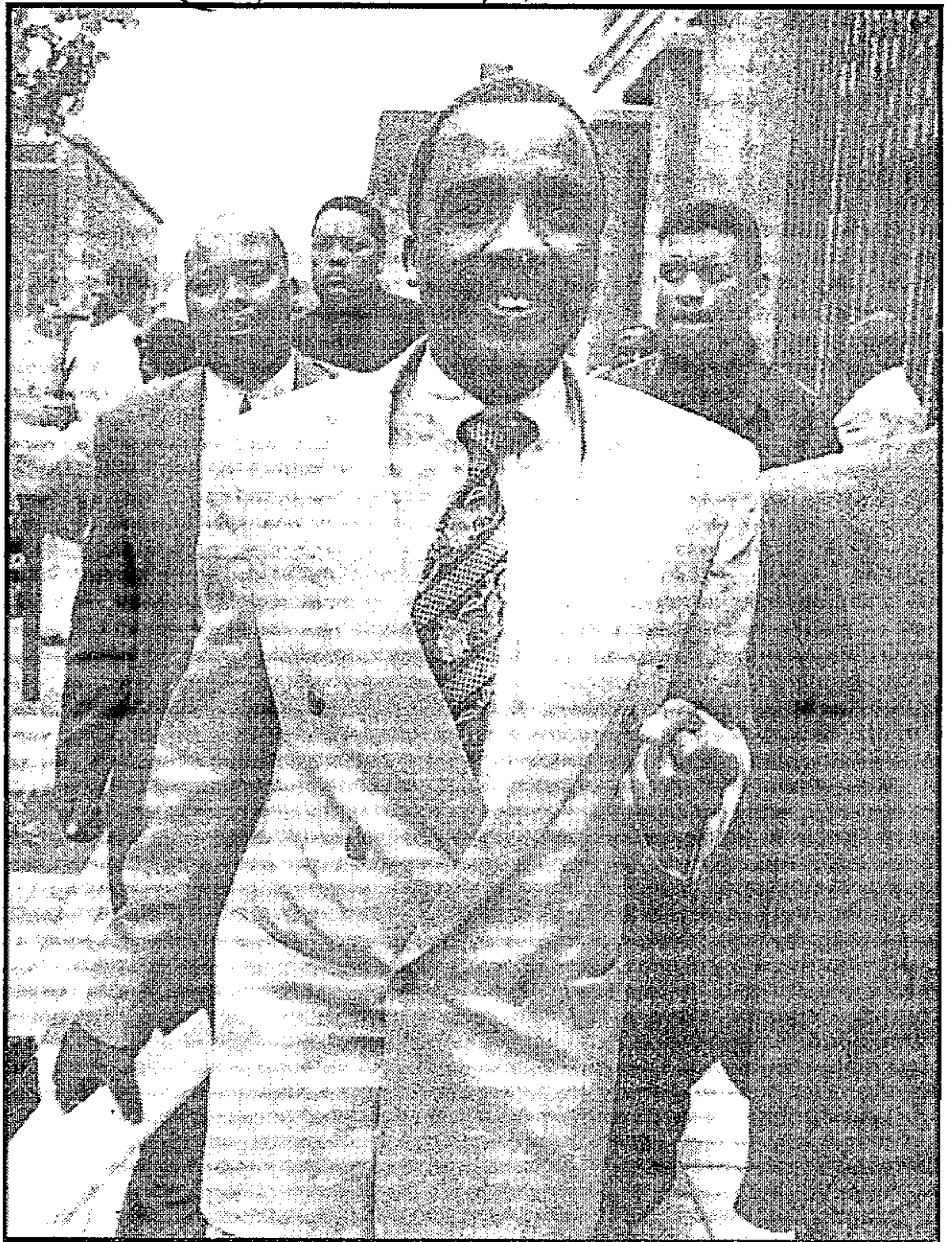
Conservative Party leader Ferdi Hartzenberg called on Afrikaner parents countrywide to offer moral and financial support to the school if it was given leave to appeal against the judgment.

"Governing bodies and parents at Afrikaans schools should take note that this ruling applies to parallel-medium schools, and they should not give up the language, culture, character and ethos of single-medium Afrikaans schools," he said.

Earlier, Supreme Court Judge Tjibbe Spoelstra said he had ordered that the school "may not unfairly, on the grounds of race, ethnic or social origin, culture, colour or language, refuse to admit any child".

The Potgietersrus primary school, 250 kilometres north of Johannesburg, is the first school where white attempts to preserve the status quo have been put to the test.

The judge ordered that the school, which has 600 white pupils, allow three black children named in the court application and 18 others to take part fully in its activities.



□ **VICTORIOUS:** Northern Province Premier Ngoako Ramatlhodi leaves the Pretoria Supreme Court after a judge ruled that the Potgietersrus Primary School must admit three black students.

He also ordered that it to pay the court costs.

Education Minister Sibusiso Bengu told a news conference after the court ruling he was delighted by the decision.

"I would like to express my delight and joy that the court has ruled in favour of the provincial government and national government.

"We saw this as a national case and are pleased that the judgment has come this way," said Dr Bengu.

The row erupted last month when a group of white men barred the black children from entering the school, which is controlled by white parents, and tear-gassed a television crew.

The Northern Province government, dominated by the African National Congress, along with the families, took the school to court to force it to take in the pupils or face closure.

Mr Ramatlhodi said he expected the black children to enrol at the primary school next week.

"It depends on the speed with which we

can put certain mechanisms in place ... the authorities are compelled to guarantee the safety of the children," he said.

Judge Spoelstra ordered that the school "take all reasonable steps in its power to protect all children admitted to the Potgietersrus Primary School against any intimidation, threat or wrongful interference in their activities".

Mr Ramatlhodi said provincial authorities may deploy police to ensure the safety of the children.

He said that, by taking legal action, the provincial government was "not acting against the school out of our alleged onslaught against Afrikaans".

Some Afrikaners feel that the ANC is determined to crush their culture and have cited education as the first battlefield in their struggle to preserve their heritage and Afrikaans language in South Africa.

Dr Bengu has repeatedly said that while the mother tongues of all communities would be protected and guaranteed, schools which did not admit black children would be closed. — Reuter.



# Potgietersrus police could guard black pupils after ruling

(50) Star 17/2/96

Police could be deployed to ensure the safety of black children at the Potgietersrus Primary School after the Supreme Court ordered the school to admit black pupils, Northern Province premier Ngoako Ramathlodi said in Pretoria yesterday.

He told reporters that other security measures might include monitoring the classroom situation to ensure that no discrimination was taking place.

"The court order indicates that the authorities are compelled to guarantee the safety of the kids."

Northern Province education MEC Aaron Motsoaledi obtained an urgent court order ordering the school to admit about 20 black pupils refused entrance by the school governing body.

The children might be attending the school from next week after further talks with the school governing body, Ramathlodi said.

"We will not be discussing the admission, but how that should happen," he said.

Mr Justice T T Spoelstra handed down written judgment in favour of the Northern Province education department, which had gone to court on behalf of the parents of three black pupils who were refused admission to the state-aided parallel-medium school.

The department argued the school's admission policy - admitting only white children - was racist and violated the province's education act as well as the constitution.

The school denied this, saying they had a right to protect the prevailing culture of the school. It also claimed the school was full.

The judge granted an order declaring that the school may not unfairly on the grounds of race, ethnic or social origin, culture, colour or language refuse to admit any child, particularly those of applicants Magiliweni Alson, Leslie Phatudi and Thibang Ledwaba - and may not prevent any child admitted to the school from participating fully in activities of the school.

The school was ordered to admit some 22 children who had made application for admission, and ordered to take all reasonable steps to protect all children admitted to the school against any intimidation, threat or wrongful interference. - Sapa

# Court opens school to all

By JUSTICE MOHALE

THE South African Democratic Teachers' Union has welcomed the Transvaal Supreme Court's order to Laërskool Potgietersrus this week to admit black pupils.

The union's assistant general secretary, Mxolisi Nkosi, said the ruling set a precedent that would prevent schools from discriminating against children on the grounds of race, culture or language. He said the school governing body's argument that it had excluded pupils merely to pro-

(50) ST 18/2/96  
claim that it would be swamped by English-speaking pupils and its Afrikaans character and ethos would be destroyed, was so far-fetched it bordered on the ridiculous.

Were the school to admit all black children who had applied, the ratio between children who spoke Afrikaans and those who spoke English would at worst be in the order of six to one, he said.

The school was ordered to admit at least 21 children who had applied for admission and to take all steps within its power to protect them from intimidation.

The Education Minister, Professor Sib-



# Racism war rages

## Premier Ramathlodi will lead pupils to school

(50) Sowetan 19/2/96

By Khathu Mamalla and Jos Charle

THE Northern Province government is set for a second round of the legal battle to force Potgietersrus Primary School to admit black pupils after the school management noted an appeal against a Supreme Court ruling on Friday directing the school to open its doors to all pupils.

Pretoria Supreme Court judge, Mr Justice TT Spoelstra, ordered that the school should not discriminate on the grounds of race and culture. He specifically ordered the school to admit 21 black pupils who had been denied access by white parents.

Spoelstra also ordered the school management to ensure the safety of the black pupils on the school premises. The staff should also ensure that all pupils participated in all school activities without discrimination.

Shortly after the judgment was delivered on Friday, chairman of the governing body Mr Koos Nel briefed the school's lawyers to note leave to appeal against the judgment.

Granting the order, Justice Spoelstra said the school's statement that it would be swamped by English-speaking pupils, whereby the Afrikaans character and ethos would be destroyed, "is so far fetched as to border on the ridiculous".

Spoelstra said he was satisfied that discrimination had been proved. "The fact that no pupil of colour has been admitted to the school notwithstanding the number of applicants received by the respondent is a strong indication in this direction.

"The school's waiting list contains only the names of what appears to be Afrikaans-speaking children," Spoelstra said.

Problems at the school started last month when Mr Alson Matukane tried to register his three children for this year. Racial clashes

ensued when white parents physically barred the children from entering the school premises.

An urgent court interdict was then launched by 18 black parents and the Northern Province government.

Provincial government spokesman Mr Jack Mokobi yesterday said the administration had not been officially notified about the school management's plan to appeal against the judgment.

"As far as we are concerned, the court order still stands. The premier (Mr Ngoako Ramathlodi) will lead black pupils to be admitted to the school on Tuesday," said Mokobi.

He said while the judge had specifically ordered that the school admit 21 black pupils, the number of black children would be higher as it would be determined by the education department.

He said education department officials would meet the school management committee today.

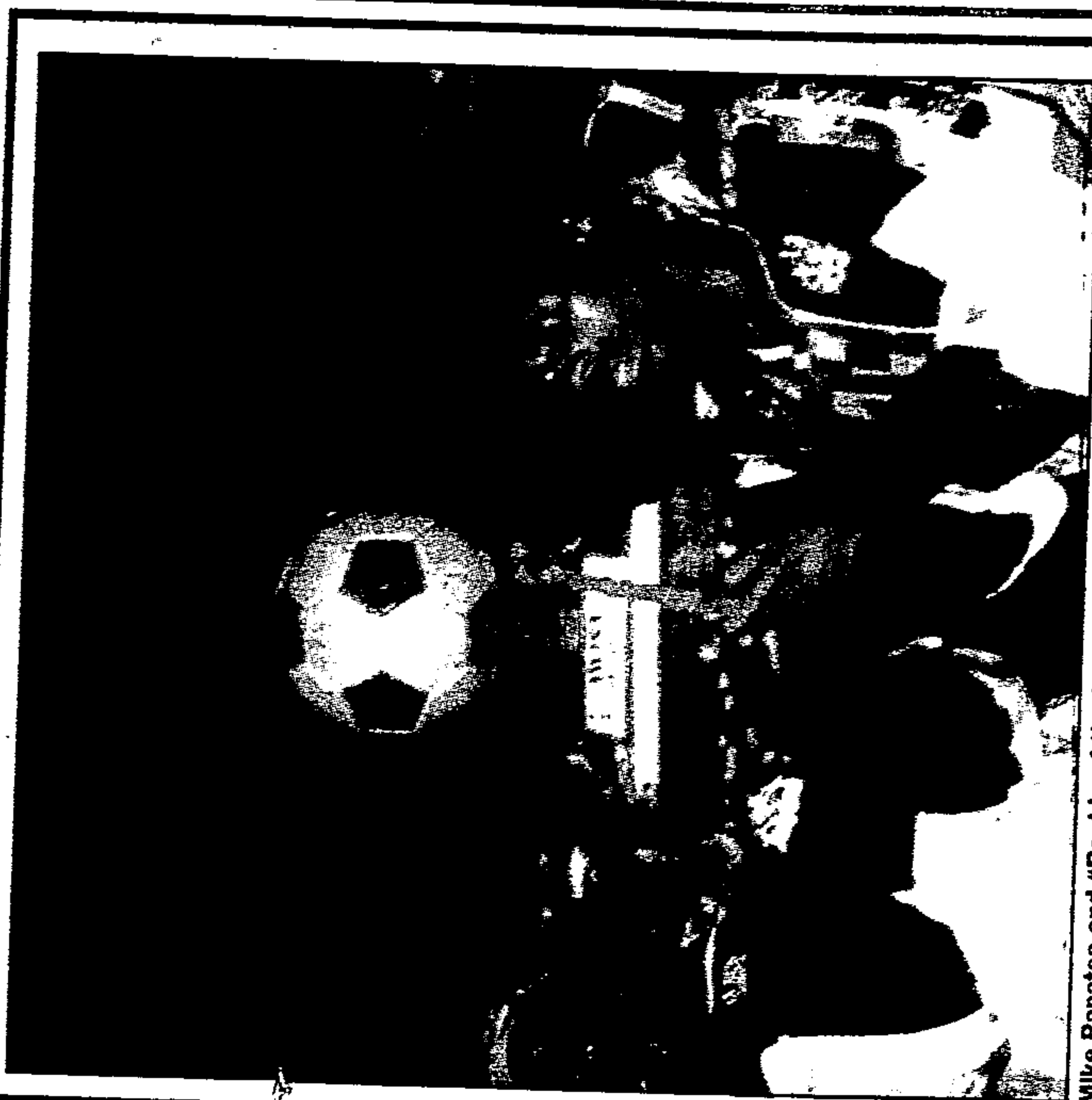
He added that police would be deployed at the school to ensure safety of the pupils.

Commenting yesterday on the latest development in the case, Johannesburg attorney Mr Peter Reynolds said the noting of the appeal against the judgment amounted to a temporary suspension of the order.

This meant that the school would remain for whites only at least for the next two weeks.

Reynolds said during the two weeks, merits for the appeal should be heard before a judge, who would then make a ruling on whether the school management should continue with the appeal.

If the management lost the appeal, it could petition the Chief Justice. This process could take a long time, said Reynolds, adding that the order would still be suspended.



Mike Rapatsa and "Rookie of the Year" Frank Makua of Kalzer Chiefs hoist the Iwisa Charity Spectacular trophy their club won by beating Real Rovers 5-0 and Mamelodi Sundowns 2-1 at FNB Stadium in front of an estimated crowd of 65 000 spectators on Saturday. Chiefs claimed the cup for the seventh time. PIC: MBUZENI ZULU

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## Potgietersrus school: confusion over appealing against 'admit all' ruling

Star 19/2/96

(50)

### STAFF REPORTER

All was quiet at the Potgietersrus Primary School this morning, but the legal battle over the admission of black pupils has taken a confused turn.

School officials said Friday's order by the Pretoria Supreme Court's Mr Justice Spoelstra, directing the school to open its doors to all pupils, had been suspended because the school had instructed its lawyers to declare they would be appealing against the judgment.

But the Northern Province administration, which brought the court action with 18 black parents, said it had not been officially informed of the intention to appeal.

"As far as we are concerned,

we are going to implement the court order until informed otherwise," said provincial spokesman Jack Mokobi.

Department of Education officials, lead by provincial premier Ngoako Ramathlodi, would be sent to the school today to prepare for the admission tomorrow of 21 black pupils, he said.

Mokobi said if the school had lodged an appeal, it was a "regrettable" attempt to buy time: "The academic year will be far advanced by the time the children are finally taken there."

Reuters reports that 60 policemen were deployed at the school this morning backed by dogs and armoured vehicles, while traffic officers blocked intersections leading to the school.

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# Now Ramathlodi

# takes tough stand

(50) Sowetan 20/2/96



Would-be Potgietersrus Primary School pupils Karabo Kekana (8), Thabang Chula (10) and Motshabi Ledwaba (8) with their parents outside the Pretoria Supreme Court. INSET: Premier Ngoako Ramathlodi.

By Khathu Mamalla

NORTHERN Province premier Mr Ngoako Ramathlodi yesterday backed down on his decision to lead black pupils to Potgietersrus Primary School after his administration was informed that the school was appealing against a Supreme Court order that it admit blacks.

At the same time, Ramathlodi has toughened his stance. He told *Sowetan* yesterday that education MEC Mr Aaron Motswaledi will today give the school's governing body up to one-and-halfweeks to admit the children or face dismissal.

Ramathlodi's spokesman Mr Jack Mokobi said the premier would no longer lead the registration of 21 black pupils today. He said government lawyers had been officially informed that the school management was appealing against the judgment which was handed down in the Pretoria Supreme Court last Friday.

"Our lawyers have informed us that should we continue with the registration of the 21 black pupils to the whites-only school while the appeal is still pending, it will be tantamount to contempt of court," said Mokobi.

The suspension of the court order means that the 21 black pupils will continue to be out of school.

Ramathlodi told *Sowetan* that in terms of the legal opinion received, should the judge throw out the appeal on Thursday

or Friday, when it is expected to be heard, his government would be able to implement the order, even if the white parents were to petition the Supreme Court for leave to appeal.

This means that the earliest possible day on which the black children can be in that school would be next week Monday. The children are presently in holding schools to ensure that they do not lose out, Ramathlodi said.

The father of the three kids whose admission caused the row, Mr Alison Matukane, said yesterday: "I think that the white parents are just delaying the inevitable. The whole thing is very unfair on my children. They are playing with the education of our children," said Matukane.

Ramathlodi told a Press conference earlier yesterday that he had been determined to lead the children to school today. This was before his government had been notified of the school management's intentions to appeal.

At the same conference, the Conservative Party, Freedom Front and the National Party warned that there would be a violent conflict at the school today.

Asked whether the admission of the 21 children could trigger off a conflict, NP provincial leader Mr André Fourie said: "I have heard that some parents have vowed to defend their culture with their lives.

"If the premier, escorted by police, leads the black children to the school, white parents might fight him and lives could be lost," said Fourie.

FF spokesman Mr Johan Willemse said: "The way in which this judgment is being implemented will lead to bloodshed."

Responding to threats of violence, Ramathlodi said it would be a sad day for South Africa if police were used to protect children against adults.



PIC: JONAS MANKGA

# Parents vow to keep school for whites only

(50) Star 20/2/96

Chairman of parent body says it's a matter of principle, not money

## STAFF REPORTER

Parents of Laerskool Potgietersrus pupils say that, no matter the cost, they will fight the Northern Province government until they are granted permission to educate their children in state-aided schools, without black pupils.

This follows parents having applied for leave to appeal against last week's Pretoria Supreme Court order which forces them to admit black students.

News of this pending appeal came just 24 hours before Northern Province Premier Ngoako Ramatlhodi was due to march black children into the classrooms today. Mr Justice Tjibbe Spoelstra's order is now suspended until the application for leave to appeal is heard on Thursday.

This means the 21 black children will miss at least five more school days before knowing which school they will be attending this year.

If the leave to appeal is granted, attorneys not involved in the case agree, the initial order could remain suspended for months.

Although parents lost last week's case with costs, including "many thousands of rands" for senior counsels opposing them, they are determined not to give in until their "basic human rights and morals as a minority are respected".

The chairman of the parent body, Koos Nel, said: "It is not a matter of money, it is a matter of principle."

On Friday, Judge Spoelstra ordered that the school "may not unfairly on the grounds of race, ethnic or social origin, culture, colour or language refuse to admit any child".

A spokesman for the Northern Province government said that although the application for leave to appeal had prevented black children from starting school today, it had really succeeded only in buying the parents more time.





West and East Driefontein chairman Alan Munro and Joseph Nkosi of the NUM sign an adult basic education and training accord between the union and Goldfields in Johannesburg yesterday.

Picture: GARTH LUMLEY

## Notice of appeal puts order to school on hold

Stephen Laufer

PLANS to enforce a court order to open the Potgietersrus Primary School in Northern Province to black children today were put on hold when lawyers acting for the school said they would take the Transvaal Supreme Court ruling to appeal.

The notice of appeal had the immediate effect of suspending Judge Tjibbe Spoelstra's ruling of Friday that the school be opened to all comers, Northern Province spokesman Jack Mokobi said. The provincial government would therefore not attempt to enforce the court order today.

Meanwhile, Sapa reports that

(50) BD 20/2/96  
Northern Province's Premier Ngoako Ramatlhodi met representatives of political parties yesterday to discuss the issue. He said after the meeting he had accepted an offer by NP provincial leader Andre Fourie to mediate.

A Freedom Front spokesman Johan Willemse said his party would assist the mediation bid.

PRETORIA'S INTENTION 'DEFIED'

# Olckers gives Model C school land sales the nod

(50) ET 21/2/96

**GOVERNMENT POLICY** on the sale of land by Model C schools is apparently being defied by Western Cape Education and Culture MEC Martha Olckers. **CHRIS BATEMAN** reports.

**W**ESTERN CAPE Education and Culture MEC Martha Olckers has approved over R4,5 million in Model C school land deals — with another 13 sales imminent — in apparent defiance of Pretoria's intention to stop the practice.

The government sees this as consolidating mainly white privilege.

The money has been raised in land sales by four Model C schools in the Western Cape so far. Another 13 have received Olckers' approval for land sales over the past 18 months.

Replying to questions by Mr Yusuf Gabru (ANC) in the provincial legisla-

ture, Olckers said R4,078 million had so far been deposited by the four schools in separate banking accounts for spending on school facilities approved by her department.

Her departmental spokesman, Mr Tim Gordon, told the Cape Times the highest price fetched was by Sea Point High (R3,2 million), followed by Paarl Gymnasium (R800 000), Hoërskool Heidelberg (R43 000) and Parow Valley Preparatory School (R500 000).

The government has signalled its intention to put a stop to the sale of land at former Model C schools — but the 13 Olckers-approved deals

take advantage of existing statutes.

All 13 deeds of sale are virtually certain to go through before the law can be changed.

One provincial education department source said Pretoria was so serious about recognising objections by disadvantaged communities to these "private" land sales that "if I was a local headmaster and hadn't actually signed the deed I'd call my buyers and say the deal is off".

He added: "They (the Model C schools) are just making enemies in their local and wider communities."

Olckers said departmental policy was to probe all land sale proposals in detail and not to approve the spending of this money on any project which included current expenditure.



# Language debate - 'local (50) is lekker'

**ROGER FRIEDMAN**  
Provincial Affairs Reporter

THE relegation of Afrikaans to just another of the country's 11 official languages was the subject of passionate debate when the provincial legislature convened to discuss Premier Hennis Kriel's opening address this week.

Mr Kriel got the ball rolling when he stated, in Afrikaans: "Without wishing to undermine the other two main languages in our province — English and Xhosa — I want to state clearly today that this government will uphold Afrikaans in our province of Good Hope, in spite of the SABC."

Afrikaans was the mother tongue of 64 per cent of Western Cape residents, he said.

Chris Nissen, ANC provincial leader and Minister of Economic affairs, was quick to respond.

"Mister Speaker, Afrikaans must be protected," he said.

"It's just a pity that the Premier used the acronym SABC, instead of SAUK.

"We must protect Afrikaans like *our* people use it. Because local is *lekker*. And we must guard against making our people's language a kitchen language, but recognise the major role of the Cape dialect in the evolution of Afrikaans."

National Party MP Arnold De Jager described the SABC's relaunch 10 days ago as "American circus TV".

ANC MP Lynne Brown suggested the NP stop viewing language as a commodity.

Nobody was being prevented from using Afrikaans in their homes, at school, at church — even in the legislature.

"You used the official language to dominate and discriminate, to battle for supremacy and then to maintain supremacy," she said, gesturing toward the NP benches.

"The ANC has no experience in using language to oppress people."

The SABC had been forced to reduce the amount of Afrikaans programming in order to give other languages a chance.

## Judge bans appeal on Potgietersrus ruling

(50) ARG 21/2/96  
PRETORIA. — A Supreme Court judge ruled today there could be no appeal against his order which forced Laerskool Potgietersrus to admit black pupils.

Judge Tjibbe Spoelstra said the school could not challenge his decision that it "may not on the grounds of race, ethnic or social origin, culture, colour or language refuse to admit any child".

The Northern Province government and the black families whose children were barred from the school took it to court to force it to accept the pupils.

White parents in Potgietersrus decided at a meeting on Monday to continue the fight to keep the school white. — Reuter.



# Classroom revolution picks up pace

(50) ARG 21/2/96  
*Bengu's big changes mark 'Soweto day'*

IT WILL be 20 years on June 16 this year since black South African pupils took to the streets to protest against an education system which was intent on carrying on the myth that blacks would be hewers of wood and carriers of water. As South Africa commemorates the 20th anniversary of that day this year, Political Correspondent Vasantha Angamuthu looks at changes in store for the education system.

IT is no mere fancy that prompted Education Minister Sibusiso Bengu to choose June 16 this year to launch a new curriculum for schools.

He thought it best, he told parliamentarians last week, to observe that day by celebrating a break with apartheid education.

Professor Bengu, a cabinet minister often criticised for not reforming education fast enough since his appointment in 1994, set a blistering pace since the re-opening of parliament this year with the release of white papers, stated intentions to table legislation and outspoken views on a new education system.

His biggest feat this year is the release early this month of the Education White Paper on Schools, sketching a totally new education system whose backbone will ensure a uniform schooling system for pupils of all races.

Since assuming office, Professor Bengu has been plagued by a schooling system which has been battling to recover from years of "liberation before education" during which boycotts and burned-out schools left hundreds of thousands of black pupils without adequate schooling.

Not enough classrooms, not enough schools, uncertainty in the teaching fraternity and a complicated four-tier schools system, which allowed white parents to "set standards" through the Model C system, is what the former rector of the University of Zululand had inherited.

In addition, the administration at tertiary institutions had virtually collapsed with rumblings of student/staff discontent, massive student fee debts, and unrepresentative university administrations.

And, to add to his problematic list of tasks, was the manner in which some former whites-only schools were getting around opening their doors completely to pupils of all races, a matter which came to a head this year with the refusal by a school in Potgietersrus to allow black pupils entry.

Although Professor Bengu failed to rise to the occasion by personally leading black pupils into the school, he made his strongest statement to date on the deracialisation of schools: "Schools which continue to exercise discriminatory practices will be shut down."

He said that by 1997 there would be a complete break from the past education system with new policy, new legislation and new programmes.

These are Professor Bengu's plans:

- A new curriculum framework released on June 16 this year.
- Advancing the passage of the Education Policy Bill, which sets the broad framework for education, including class sizes and remuneration of teachers, and which is currently being tested in the constitutional court because minority parties believe the bill gives the Minister too much power over what they believe should be provincial responsibilities.
- Introducing the new South African School Bill, based on the white paper, which divides all schools into two

Funding has not yet been decided, but the white paper sets out that each public school will be governed by a body representing all stakeholders, particularly parents and the community.

- A commission on higher education, appointed to look at the problems crippling the transformation of South African universities, will present a preliminary report establishing norms and standards in tertiary institutions in April to lead to the release at the end of the year of the government's White Paper on Higher Education.

A conference on the transformation of higher education will be held this week, attended by all stakeholders in universities and technikons, to develop consensus on a framework for transforming these institutions.

- The Commission on Special Education Needs will start its work by March.
- The launch of the Student and Youth into Science, Technology, Engineering and Mathematics programme (SYSTEM) with an initial intake of 1 000 students building up to an annual national intake of 5 000 students.

This will cover senior certificate candidates who have underperformed in science subjects. They will be channelled through this programme into teacher training.

- The implementation of the National Students Financial Assistance Scheme through a government allocation of R300 million for 1996.
- A national school buildings project, which will co-ordinate and monitor the building of classrooms and schools to the value of R1,2 billion, is being launch this year.
- \*\*\* development of a National School Register of Needs to help the government determine not only the actual number of schools it has and their location, but also their condition, facilities, etc. This information will help government target financial support to areas of greatest and most urgent need.
- The establishment of an effective Education Management Information System, which would help government monitor quality improvement, system development and the achievement of equity, is being developed.
- The launch this month of the Adult Basic Education and Training and Early Childhood Development programmes to target pre-schoolers and make inroads into illiteracy.
- The establishment of the National Open Learning Agency (NOLA) to provide the opportunity of life-long learning.
- The release of the government White Paper on Teacher Education, a response to the national teacher audit which was done last year. This will set out policy to clear the uncertainties that have emerged about placement and teachers' futures in South Africa.
- The implementation of other pro-



**NEW BROOM:** Professor Sibusiso Bengu, who is introducing a new curriculum in June.



# Pupils go on the rampage as racial conflict hits Model C school in Free State town of Trompsburg

(50)

BY TARYN LAMBERTI

Conflict has racked the small Free State town of Trompsburg in another racially charged encounter between black and white parents and pupils over Model C schools.

Police said 400 black school children rampaged through the town, smashing windows and cars and set a house alight after being chased from the Tromps-

burg Secondary School by about 20 white men.

The pupils arrived there demanding classrooms they said had been promised by the education authorities.

The conflict started on Monday when the pupils from nearby Madigetla Secondary School enquired about classrooms they had been promised, said police spokesman Supt Johlene van der

Merwe. She said it was believed some of the children were assaulted by the men who chased them, but no charges had been laid.

The police contacted the education department who held an emergency meeting at the school yesterday afternoon.

It was decided another meeting would be held tomorrow. The school's principal Hennie Serfontein refused to comment last

night.

■ Sapa reports that 137 people were yesterday charged in the Bloemfontein Magistrate's Court with either contravening a court order or trespassing after their arrest during continued unrest at the Free State Technikon.

The technikon's council said in a statement yesterday it had been decided to form a council committee to resolve campus unrest.

Star 21/2/96



# Black pupils shut out as legal wrangle continues

Some feel there was no reason for the government to go to court

By Khathu Mamaila

ONE OF THE TRICKY aspects about gaining power through evolution is that you never know when you have gained that power so you can exercise it.

These words were said by a Northern Province education official to another technocrat when they discussed the provincial government's decision to take the management of a Potgietersrus primary school to court in a bid to force it to open its doors to all races.

The main question the two officials were trying to answer was: "Was it wise for the government to approach the court on this matter?"

For the record. On January 22, Mr Alson Matukane registered his three children at Laerskool Potgietersrus. The school principal told him to bring his children in uniform the following day.

On January 23, Matukane and his three children were physically prevented from entering the school by white parents who wanted the school to retain its lily-white character.

## Police conduct

Police who were at the scene when the Matukanes were terrorised did not intervene, which led to the safety and security department issuing a statement saying the conduct of police would be investigated.

To many people, including those in government, the conduct of the white parents was racist. The government, because it has a duty to uphold the Constitution, also joined the fray.

As Dr Aaron Motsoaledi, the MEC for education in Northern Province, put it, the government had a few options. Firstly, it could have withdrawn all government funding to the school. Secondly, it could have dissolved the governing body and closed the school completely. The last option was to take the school to court.

Motsoaledi said closing the school was the last resort as it would have



Premier Ngoako Ramatlhodi ... conceded he was too lenient.

affected innocent pupils. The government, after being advised by its team of lawyers, decided on what was said to be the easiest route: going to court.

At a Press conference on Monday, premier Ngoako Ramatlhodi conceded that his government was lenient in dealing with the matter.

He said while it was convinced that the school management was acting against the Constitution, it decided on taking the matter to court to "convince the doubting Thomases".

Although the Pretoria Supreme Court ruled in favour of the Government and directed the school to admit 21 black pupils, the main objective of going to court was not achieved as the black pupils are still out of school.

The school's lawyers noted an appeal against the judgment, resulting in the temporary suspension of the court order.

While few doubt the government will eventually be vindicated by the highest court in the land, time is against the black pupils as their white counterparts have been in class for more than a month now.

Some observers argue Ramatlhodi should have closed the school. They

say the school management would have challenged his decision in court but, during the legal battles, all pupils - black and white - would be out of school.

Mr Leslie Phatudi, who has been applying for the registration of his daughter since 1994, said there was enough evidence that the matter was pure racism and he believes the government should have acted firmly.

"There was no reason for the government to go to court. The MEC for education should just have disbanded the governing body and seconded a principal who aligned himself with the political changes in the country," said Phatudi.

"The MEC should also have ensured the safety of all the pupils. By referring the matter to court, the government has sent the wrong signals about its firmness."

## Unreasonable people

Now the white parents can afford to delay the finalisation of the matter because their children are in class.

Johannesburg attorney Mr Peter Reynolds said if the school management loses the appeal during the next two weeks, it could petition the Chief Justice. The court order will still be suspended.

It is becoming clear that the matter can now only be finalised after the end of the first school term.

Was Ramatlhodi's mistake being reasonable with unreasonable people?

While his government was concerned about disrupting the education of white children, their parents never showed their disapproval of the racist attitude displayed towards black kids.

School governing body spokesman Koos Nel repeatedly said the school was not racist but that the management was concerned about the Afrikaner culture which they wanted to preserve.

At a Press conference on Monday, the National Party, Conservative Party and Freedom Front warned that a bloody conflict would erupt if the court order was implemented without the cooperation of white parents.

And, as the government and school management brace themselves for another round in their legal battle, black pupils remain out of school.



Caught in the middle ... Motshabi Ledwaba and Thabang Chula wait patiently to hear if they will be able to attend a Potgietersrus school.

(50) Sawetan 21/2/96



ownership or any interest which anyone may have in respect thereof; or

(c) assisting any person who has committed an offence, whether in the Republic or elsewhere---

(aa) to avoid prosecution; or

(bb) remove or diminish any property realised directly or indirectly as a result of the commission of an offence shall be guilty of an offence.

It will also be an offence to assist another person to benefit from the proceeds of crime. Any person who acquires, uses or has possession of property, knowing or having reasonable grounds to believe that it is or forms part of the proceeds of crime of another person, shall also be guilty of an offence.

The Bill also provides that if any person who carries on a business or who is in charge of a business undertaking has reason to suspect that any property which comes into his or possession or the possession of the said business undertaking in the ordinary course of business is the proceeds of crime, he or she shall be obliged to report his or her suspicion and the grounds on which it rests, within a reasonable time to a person designated by the Minister.

The proposed legislation together with two other measures, namely the Extraterritorial Amendment Bill and the International Co-operation in Criminal Matters Bill, all of which are designed to assist in the fight against organised crime, are presently with the law advisers and will be submitted to Cabinet for approval before the end of March 1996.

The legislation will enable South Africa to accede to the United Nations Convention Against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, also known as the Vienna Convention. The Convention addresses, inter alia, the topic of the proceeds of drug trafficking and obliges signatories to enter into treaties in relation to such proceeds.

*Business interrupted in accordance with Rule 199(3) of the Standing Rules for the National Assembly.*

#### Wrongdoing by financial institutions

\*13. Prof B TUROK asked the Minister of Finance:

Whether, in the light of recent disclosures of wrongdoing by financial institutions such as Masterbond and others, any legislation has been or is to be introduced and/or steps have been or are to be taken ensuring (a) adequate control of the conduct of agents, representatives, advisers and intermediaries; (b) complete disclosure of information by any person or body soliciting monies for investment necessary for the protection of potential investors; (c) the full compliance with the requirements of participation mortgage bond legislation and (d) that (i) the common and statutory laws relating to the duties of auditors are adequate to protect the interests of investors and (ii) such duties are carried out by them; if not, why not; if so, what legislation and/or steps?

N15E

#### The MINISTER OF FINANCE:

(a) The Policy Board for Financial Services and Regulation (Policy Board) has appointed a committee, ie the Investment Business Advisory Committee (IBAC), to conduct a study and make recommendations on a possible regulatory structure in terms of which the business and responsibilities of agents, representatives, advisers and intermediaries referred to, may be regulated. The Policy Board is currently in the process of considering the findings and recommendations of IBAC and it is foreseen that the Policy Board will in the course of this year finalise its views to enable it to make the necessary recommendations to the Minister of Finance with regard to the principles for the proposed regulatory structure as well as draft legislation to formalise these proposals.

The terms of reference of the Commission of Inquiry into the Affairs of the Masterbond Group includes an investigation into and a report on the question whether our common law and existing legislation provide sufficient protection to investors and the public in general and to make recommendations to the President in this regard. I am informed that the Commission's investigations have reached an advanced stage.

(b) One of the principles contained in the IBAC proposals is that more meaningful disclosure of the material aspects relevant

to a particular investment or financial services will be required to be disclosed to the consumers concerned.

(c) The Registrar of Unit Trust Companies has met with the Association of Participation Mortgage Scheme Managers in South Africa and obtained the cooperation from industry that full compliance with the requirements of the participation mortgage bond legislation as well as meaningful disclosure to investors will be adhered to by the industry.

(d) (i) The functions that an auditor of a company should fulfil in respect of the protection of the interests of investors are also included in the terms of reference of the aforesaid Commission.

(ii) The Registrar of Unit Trust Companies has, after discussions with the South African Institute of Chartered Accountants (SAICA), succeeded in convincing SAICA to establish an interest group consisting of auditors who are responsible for the audit of participation mortgage bond schemes. Within this interest group it was impressed upon the auditors concerned to, when they do their audits, take into consideration the risk areas that are prevalent within this industry as well as to comply in full with the relevant provisions of the participation mortgage bond legislation.

#### Affirmative action: legislation

\*14. Mr S J DE BEER asked the Minister of the Public Service and Administration:†

(1) Whether, following the White Paper on Transformation of the Public Service, he is contemplating to introduce legislation in regard to affirmative action; if not, why not; if so, when;

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

N16E

#### The MINISTER FOR THE PUBLIC SERVICE AND ADMINISTRATION:

(1) No, I have no intention to introduce separate legislation on affirmative action.

However, in dealing with the total redrafting of the Public Service Act, 1994, which is presently being undertaken, the inclusion of a part on affirmative action will be considered.

(2) No.

#### National language plan for South Africa (SO)

\*15. Dr F J VAN HEERDEN asked the Minister of Arts, Culture, Science and Technology:†

Whether the Government has appointed a task group with a view to the formulation of a national language plan for South Africa; if not, why not; if so, (a) who are the members of the task group, (b) what are the academic and/or other qualifications of each of the members of the task group, (c) in which languages is each member of the task group proficient, (d) which bodies have been consulted in connection with the appointment of the members and (e) by which date does the task group have to complete its work?

N17E

#### The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY:

Yes.

(a) The members of the task group are as follows:

Dr N E Alexander (Chairperson)

Ms Q Buthelezi

Ms K D Mboweni-Marais

Prof C T Msimang

Prof A C Nkabinde

Dr G K Schuring

Prof V N Webb

Dr S M Beukes

(b) Their qualifications are as follows:

Dr N E Alexander: PhD (Tübingen); Director of the Project for the Study of Alternative Education in South Africa, University of Cape Town.

Ms Q Buthelezi: MA (African Area Studies) (University of California);

Ms K D Mboweni-Marais: BA (Wiltwaterstrand). Founder member of



Afrophone Translation Service; full-time translator and interpreter.

Prof C T Msimang: LLB (Unisa); MA (Unisa); DLitt et Phil (African Languages) (Unisa); Head of Department of African Languages, Unisa.

Prof A C Nkabinde: PhD et Phil (African Languages) (Unisa); Project leader of the Zulu Dictionary Project, University of Zululand.

Dr G K Schuring: DLitt et Phil (African Languages) (Pretoria); Head of the Unit for African Languages, HSRC.

Prof V N Webb: DLitt et Phil (Linguistics) (Unisa); Chairperson of the Linguistics Society of Southern Africa.

Dr S M Beukes: DLitt et Phil (Applied Linguistics) (RAU); Deputy Director: Language Planning, State Language Services.

(c) They are proficient in the following languages:

Dr N E Alexander: Afrikaans, English, German, Xhosa, Dutch.

Ms Q Buthelezi: English, Zulu, Xhosa, Sesotho, Afrikaans, Swati, Tswana, Pedi.

Ms K D Mboweni-Marrais: English, Xhosa, Sotho, Pedi, Tswana, Swati, Ndebele.

Prof C T Msimang: Afrikaans, English, Northern Sotho, Southern Sotho, Swati, Xhosa, Zulu.

Prof A C Nkabinde: Afrikaans, English, Nguni languages, Sotho languages.

Dr G K Schuring: Afrikaans, English, Dutch, Northern Sotho.

Prof V N Webb: Afrikaans, English, Zulu, German.

Dr S M Beukes: Afrikaans, English, German.

(d) The State Language Services hosted a workshop in Pretoria in April 1995 to consider the creation of a task group for language. Persons attached to the following bodies were invited to the workshop: the universities of Cape Town, South Africa, the Orange Free State, Natal,

Pretoria, the Witwatersrand, and the Western Cape; the HSRC, ACTAG, the Woordboek van die Afrikaanse Taal, the National Language Project, Afrophone, the Senate, the National Assembly, and the Stigting vir Afrikaans. The members of the workshop undertook to submit names to the State Language Services from which a selection was to be made (after informally consulting as many knowledgeable persons as possible) for recommendation to the Minister.

The name of the persons so recommended to the Minister were submitted for comment to the chairpersons of the language matters committees of the National Assembly and the Senate, and also to the Deputy Minister. Cabinet approved the appointment of Langtag in November 1995.

(e) 31 July 1996.

#### Labour Market Commission

\*16. Mr D W MAKHANYA, ~~Chairperson~~ the Minister of Labour:

What are the (a) names of the members and (b) terms of reference of the Labour Market Commission?

N20E

#### The MINISTER OF LABOUR:

(a) The names of the members of the Comprehensive Labour Market Commission were approved by the Cabinet on 15 February 1995. The members are:

Mr Jeremy Baskin

Director

National Labour and Economic Development Institute (NALEDI)

Mr Sakhela Buhlungu

Research Officer

Sociology of Work Project

Ms Adrienne Bird

Chief Director: Human Resource Development and Career Service

Department of Labour

Ms Merle Brown

SA Communication Service

Prof H Cheadle

Chendle, Thompson & Hayson Attorneys

Dr David Kaplan  
DPRU  
University of Cape Town

Adv Andre Lamprecht  
Director  
Barlows Ltd

Dr Murray Leibrandt  
Economics Department  
University of Cape Town

Mr David Lewis (Co-Chairperson)  
Special Advisor to the Minister of Labour

Mr Gwede Mantashe  
Assistant General Secretary  
National Union of Metal workers (NUM)

Dr Guy Mhone  
Chief Director: Labour Market Policy  
Department of Labour

Dr Nicoli Nattrass  
Senior Economics Lecturer  
UCT

Mr Moss Ngusheng (Co-Chairperson)  
Special Advisor to the Executive Deputy  
President, Mr T M Mbeki

Mr Mashudu Ramano  
Corporate Consultant

Prof Sehoja Santlo  
Institute of Labour Studies  
National University of Lesotho

Dr Nick Segal  
Vice-President  
Chamber of Mines

Mr Ray Zondo  
Labour Lawyer

(b) The Commission was appointed by Presidential Proclamation in the Government Gazette, No 16407, dated 12 May 1995, and the terms of reference are as follows:

1.1 The development of an institutional framework for integrating the dual requirements of rapid and sustainable economic and employment growth and rising average living standards. This will include an investigation of:

1.1.1 the potential role of national tri-partite institutions in income determination;

1.1.2 the appropriate relationship between national income de-

termination and existing wage determination mechanisms;

1.1.3 the component elements of a national incomes accord;

1.1.4 the role of public sector employment policy in achieving the employment-related objectives of the RDP; and

1.1.5 the impact of alternate mechanisms of wage determination on the development of small and medium-scale enterprises.

1.2 The role of national economic policy and national institutions in productivity enhancement, in particular:

1.2.1 building a national productivity accord;

1.2.2 identifying national policy initiatives that encourage the adoption of productivity enhancing work organisation; and

1.2.3 examining the relationship between industrial relations systems and practices on the one hand and productivity on the other. In particular the Commission will identify labour relations and labour market-related impediments to technological progress and to the introduction of new forms of work organisation.

1.3 The role of labour market policies in addressing negative social implications associated with economic restructuring and productivity enhancement, by examining in particular:

1.3.1 the link between technological change and other forms of productivity-enhancement, on the one hand, and job-loss on the other;

1.3.2 labour market policies designed to address the impact of regional and sectoral decline; and

1.3.3 the feasibility of a Social Plan Act.

1.4 Mechanisms aimed at redressing discrimination in the labour market. In particular the Commission will consider a policy framework for affirm-

## Violence erupts after incident at school

VIOLENCE erupted in Trompsburg in the Free State yesterday when white men chased about 400 black pupils from Trompsburg secondary school, police said.

Supt Johlene van der Merwe said a house in the town had been ruined by fire, windows of houses and businesses smashed and three vehicles damaged when pupils went on the rampage after being chased from the school.

A petrol bomb was thrown at the local golf clubhouse, but failed to explode.

Van der Merwe said it was believed some of the children were assaulted by the men who chased them from the school, but no charges had been laid

with police.

(50) BD 21/2/96  
An emergency meeting was being held between police and school and provincial education authorities, she said. Police were patrolling the town.

Trouble erupted on Monday when about 400 pupils from Madigetla secondary school occupied the all-white Trompsburg secondary school.

The white pupils were sent home and the black pupils returned to their own school.

At 8am yesterday the Madigetla pupils again occupied the school and white pupils were sent home.

At about 9.30am an unknown number of white men raided the school, chasing away black pupils. — Sapa.



# Black pupils register at <sup>(56)</sup>

## Potgietersrus

*CP 22/2/96*  
POTGIETERSRUS: About 18 black pupils previously turned away from the Potgietersrus Primary School were registered yesterday afternoon.

The pupils' parents were accompanied to the school by Northern Province Premier Ngoako Ramatlhodi and senior members of his executive council.

Ramatlhodi will accompany the children to the school this morning.

An application to appeal against an earlier Supreme Court ruling that the school must admit black pupils was rejected yesterday morning. The governing body of the school said it would take its fight to bar the pupils to the Constitutional Court.

While the town reacted with mixed feelings to the ruling, the governing body said in a statement it had not given up the legal fight for white exclusivity.

The statement said black children should not be admitted until all legal avenues had been followed. "It is vital for the Constitutional Court to make a ruling in order for Afrikaner parents to obtain clarity on their rights within the framework of the state."

Some parents said they would remove their children from the school if black pupils were admitted, but others said they would abide by the court verdict. — Sapa

# Life industry slates levy on pensions

ET 22/2/96

By LLEWELLYN JONES

Johannesburg — The Life Offices Association was unhappy with the government's proposed 1 percent levy on the life industry's assets to raise R5 billion, Jurie Wessels, the executive director, said yesterday.

Wessels said it was unacceptable that any new tax on retirement funds was considered before proper consideration was given to the Smith committee recommendations on the retirement fund industry.

"The South African retirement funding industry has served the country's people and economy well. It should not be tampered with without a very convincing reason.

"Yet the decision to fill the shortfall in the national Budget from the retirement funds appears to have been based on nothing more than a subjective perception that the retirement funds industry does not produce its fair share of tax.

"It does not make sense to call the proposed levy an interim measure so that discussions on the Katz proposals can continue. The Katz commission argued that their proposals were based on a desire to combat arbitrage. This is not an

interim measure to combat arbitrage, this is an interim measure to raise a very large amount of money," he said.

The row follows a meeting between the finance department and representatives of the life industry last Friday, where a finance department representative said it would take at least a year before the Receiver of Revenue was in a position to collect the taxes mooted by the Katz commission.

Alternatives were therefore needed to meet projected revenue shortfalls.

The one-off levy was proposed and submissions on the proposal were called for by noon yesterday.

Michael Katz, the head of the Katz commission, was present at the meeting, but declined to comment yesterday.

"The meeting and the discussions were confidential, and I must respect that," Katz said.

Informed sources, however, said Katz "vehemently opposed" the proposed levy because it did not take a holistic view of the industry and taxation in to account.

The department of finance also refused to comment.

# Sentrachem and Bayer in R500m chrome venture

CT (PR) 22/2/96

By ANN CROTTY

Johannesburg — Bayer, the German chemical company, and South Africa's Sentrachem will form a R500 million joint venture to produce chrome chemicals, the companies announced yesterday.

Construction of a South African plant in Newcastle, KwaZulu Natal will begin in June or July if the outcome of an environmental impact assessment is favourable. The new facility is expected to come on stream in early 1998.

Both parties will commit R250 million in cash to the venture, which will be one of the world's largest facilities to make chrome chemicals.

It will manufacture 70 000 tons a year of sodium dichromate which is used in the leather and metal treatment industries. A second plant will produce 10 000 tons of chromic acid a year. Close to 90 percent of the production is destined for export.

Bayer decided to relocate its chrome chemical production from Germany to South Africa because it will be closer to the raw materials. Chrome will come from Rustenburg and soda ash from Botswana. The venture will provide 100 jobs.

# Workers plan mass protest march

By SHIRLEY JONES

Durban — The National Union of Leather Workers (NULW) and the South African Clothing and Textile Workers Union will take to the streets next week to protest against job losses, alleged customs fraud and the dumping of cheap shoes from the Far East.

The unions intend handing memorandums to both regional and national authorities decrying 9 000 job losses in the footwear and leather industries in the past five years.

According to the NULW spokesman Roy Narainsamy, the union faces closures and retrenchments daily. Job losses in the Durban

region had risen to 2 000 since November and more were expected. Where workers were not laid off, they were put on short time because of a lack of orders, he said.

Dave Berry, the president of the Footwear Institute of South Africa, said yesterday overall employment shrunk from 56 000 in 1989 to 28 000 last year. He said local production dropped from 87 million pairs of shoes in 1989 to 58 million pairs last year. Much of the blame for this reduction has been laid at the door of cheap imports. Berry said imports escalated to 63 million pairs last year from 12 million pairs in 1989.

He said growth in the South

African shoe market has not kept pace, moving from 100 million pairs in 1989 to 121 million pairs last year. Local producers now have a 47,9 percent share in the market, from 87,36 percent in 1989.

Berry said KwaZulu Natal, where the budget end of the footwear industry was concentrated and where employment by the industry had been highest, had been hit the hardest by closures and retrenchments.

The head of the Footwear Federation, Dennis Linde, said the industry could not afford the disruptions with protest action at present. He said the industry's fate was in the government's hands.

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**A REASSURING HUG:** Pupils feels anxious as they enrol amid police supervision and international media interest.

# Potgietersrus pupils enrol amid security

The Argus Correspondent

POTGIETERSRUS. - Black children were admitted to the previously all-white Potgietersrus Primary School without incident today under the watchful eye of a large police and media contingent.

No attempts were made by right-wing parents to prevent the children from attending the school.

Northern Province premier Ngoako Ramatlhodi arrived at the school at about 8.30 am and apparently had talks with teaching staff and members of the school's governing body.

Police withdrew around 9 am after classes were suspended and pupils sent home for an unscheduled holiday.

Interest ran high among foreign television crews who, at one stage, outnumbered police.

They were keen to interview distraught conservative parents who maintained their rights had been undermined.

The Potgietersrus school's governing body failed in a controversial bid this month to keep the school all white but said yesterday it would take its fight to the constitutional court.

Besides the 18 black children admitted, enrolment of many more seemed likely today as other black parents arrived at the school.

A number of white parents said they would remove their children from the school. Others said they would wait and see what happened.

ARG 22/2/96 (50)



# 'Stokvel to pay out its investors' (58)

*Sowetan 22/2/96*

**By Musa Zondi**  
Consumer Reporter

MR WALTER Wright, director of the Mini Millionaire stokvel, yesterday gave his word that all the investors would be paid out next week - at the latest.

Speaking from Berlin, Germany, Wright said he was aware of the report that appeared in *Sowetan* yesterday and wanted to assure his investors and agents that they would be getting their money.

Scores of Wright's clients had complained to *Sowetan* that they had not received their returns even though they were promised payouts in December last year.

"I have been in this business for the past six years and in that period we have always paid out all our investors. In the past six months I have been tied in to a particularly large deal and sometimes things do not go the way that they are planned.

"We have had a few problems along the way but we can assure you that the money will be transferred by this weekend and our members will be receiving their investments plus profits by next week.

"I will be back in the country next week and by that time, all our investors should have received their money," he said.

The delay was partly caused by the United States government shutdown last year just before Christmas which forced civil servants to stay at home for at least four weeks.

It was at this time, Wright said, that the delays started but all had been sorted out now.

He said he had kept in constant contact with his agents, who, in turn, relayed messages to other investors.

"My integrity means more to me and as a Christian, I will not and cannot do harm to my investors," he said.

One caller to *Sowetan* said yesterday that he was confident that investors were still going to get their money.

## Williams quits cabinet position

MINISTER of Welfare and Population Development Mr Minister Abe Williams resigned his Cabinet position in the interests of the National Party and the Government of National Unity, NP leader Mr FW de Klerk said last night.

Williams, the most senior black NP member, quit after raids by the Office of Serious Economic Offences on his homes and offices in Cape Town and Pretoria earlier yesterday.

De Klerk said in a statement that he had held an "in-depth discussion" with Williams after the raids.

"Flowing from this discussion, he has decided to resign with immediate effect from the Cabinet in the interest of the National Party and the Government of National Unity."

Williams' letter of resignation had made it clear that the resignation should not be interpreted as an admission relating to any crime or irregularity.

"I would like to thank Minister Williams for his service in the National Party in his capacity as Minister and should like to express the hope that further investigations will proceed in a fair and reasonable manner and that justice will prevail." - Sapa.

*Sowetan 22/2/96*



# Premier leads pupils to school

By Khathu Mammala

NORTHERN Province premier Mr Ngako Ramathodi and other senior government officials yesterday monitored the registration of black pupils to Laerskool Potgietersrus, hours after the Pretoria Supreme Court had dismissed an application for leave to appeal against the judgment directing the school to admit blacks.

A tense situation prevailed at the school when a large group of khakhi-clad rightwingers, apparently frustrated by the court's decision, demonstrated at the gates yesterday after the arrival of black parents led by Ramathodi.

Meanwhile, the school's governing body said yesterday in a statement that it would approach the Constitutional Court to seek leave to appeal against the Supreme Court order to

admit black pupils. The governing body said black children should not be admitted to the school until all legal avenues to prevent it had been followed.

"Seeing that all remedies of the governing body are not yet exhausted, the status quo ought to be maintained," it said.

The body hoped the provincial department of education would not try to enforce the registration of black children until the legal process had run its course.

## Clarity on rights

"It is vital for the Constitutional Court to make a ruling in order for Afrikaner parents to obtain clarity on their rights within the framework of the State," it said.

Education department spokesman Mr La-Duma Thembe said a small group of white par-

ents were visibly angry and were walking about in the school. There was a heavy police presence at the school.

## Strong delegation

Thembe said a strong government delegation would physically lead the children to school today, adding that the paper work was completed yesterday.

Asked to comment on the safety of the pupils, Thembe said: "Police will be out in full force today. There is no reason why anyone should panic."

One of the parents, Mr Leslie Phathudi, who had tried for two years to register his daughter, but in vain, said he was happy the application for appeal had been dismissed. "That is beautiful. That is very good," he said.

Phathudi said some parents were concerned

*Sawetan 22/2/96 (56)*

about the safety of their children at the school. "As far as I am concerned, deploying police on the school premises is only a temporary solution. The long-term solution would be to dissolve the school's governing body and transfer the principal to another school. I am sure the MEC has the power to do this."

## Parents' concern

Asked whether it was possible to address the black parents' concerns, Thembe said while no firm decision about the governing body and the principal had been taken, the department was considering the matter.

"There is no doubt that the governing body has been defiant all along and we cannot simply conclude that it has repented. For the smooth running of the school, even the principal might have to be replaced," said Thembe.

# Blacks start school, whites stay away

Star 22/2/96 (50)

White parents launch boycott of Potgietersrus primary  
this morning amid calls for private education

By TROYE LUND

**B**lack pupils arrived for their first day at Laerskool Potgietersrus this morning to find only a handful of the primary school's 600 white children there.

The school's parent body was staging an unofficial boycott. They are continuing their campaign for a legal way to retain the state-aided school - or else start their own private school.

They said this morning that until an "all-white situation is possible" their children would stay home.

There was a strong police presence, including armoured cars, at the school gates.

The parent body's chairman, Koos Nel, said he had "absolutely

nothing to say" about the registration yesterday of about 18 black pupils who had been previously turned away by the parents. The school had been all-white for 100 years.

Having lost the supreme court case as well as an application for leave to appeal against an order which forces the school to admit black students, parents have applied for leave to appeal to the Constitutional Court.

Soon after the bell rang at 7.30am, Northern Province education MEC Dr Aaron Motsoaledi said he was pleased there had been no violence. He was not concerned about news that 90% of the white parents were planning to move their children.

"We will review and discuss it

when everything is definite," he said.

Mark Skelton, one of the white parents who brought his 10-year-old daughter to school today, said parents who were against blacks were "the clear majority".

"There are only about 20 parents who are in favour of black pupils being incorporated into the school."

Skelton said the problem was money was not readily available to the parents who favoured a private school. "They will never finance private schooling," he said.

Khaki-clad Gert Engelbrecht said today was a normal school day for his child. "Parents will get used to it. They have to. I know a lot of the black parents and they are very good people."



esterday to  
said would  
and corpo-  
GARTH LUMLEY

## Land reform welcomed

CAPE TOWN — The Senate land affairs and agriculture committee's approval of the Land Reform (Labour Tenants) Bill was welcome, the national land committee said yesterday.

The Bill was tabled on Tuesday.

The committee said labour tenants would now have protection from arbitrary eviction. The Bill would also provide for labour tenants, assisted by the state, to acquire land and rights in land.

At least 500 000 labour tenants and their families would be affected by the Bill, the committee said.

Land owners might now be evicted only for a breach of contract, or for being guilty of misconduct or if the owner had very specific needs for the land.

"The process of eviction is circumscribed and is governed by the Land Claims Court," it said.

It believed that labour tenancy was semi-feudal and had to be transformed entirely.

The committee describes itself as an independent umbrella organisation of nine regional affiliates, working with rural and landless communities throughout SA. — Sapa. **BD 22/2/96**

## Transnet pensions 'will be paid'

TRANSNET's pension deficit would not jeopardise future pension disbursements to its employees, Public Enterprises Minister Stella Sigcau said yesterday.

The company's deficit on March 31 last year amounted to R4,209bn she said.

Transnet became liable for the funding of a deficit of about R17,1m which the company had immediately prior to the transfer of the business of the SA Transport Ser-

vices to Transnet on April 1 1990. This obligation was in turn guaranteed by the state.

Transnet had taken steps to address the deficit, including issuing bonds to the value of R10,394bn and increasing its contribution rate from 11% to 15,525%.

The rules of the pension fund were amended to provide for the fund to invest in growth assets and the board of trustees reduced the benefits of fund members. — Sapa.

## Intellectual rights Bills

Wynham Hartley  
**BD 22/2/96**

CAPE TOWN — Three Bills which will bring SA into line with its international obligations regarding the protection of intellectual property rights have been approved by Cabinet.

Cabinet secretary Jakes Gerwel told a news briefing yesterday that the Intellectual Property Laws General Amendment Bill would bring domestic law into line with SA's agreement at the Uruguay Round of GATT talks on trade-related aspects of intellectual property rights legislation.

The Counterfeit Goods Bill, which aims to provide adequate protection against trading in counterfeit goods for the benefit of both lawful producers of goods and consumers, was also approved. The third bill, the Intellectual Property Laws Consolidation Bill, will remove anomalies that exist as a result of different laws in the former TBVC homelands.

## Language board stumped

CAPE TOWN — Parliament was unable to supply interpreters for a meeting of the special senate committee to set up a pan-South African language board yesterday.

Hansard deputy editor Paul Wise said in a memorandum to the committee his section was hard pressed even to sustain a rudimentary translation service for sittings of the National Assembly and Senate. "It is virtually impossible to provide interpreters for committees as well."

Parliament had no full-time interpreting staff, and staff with interpreting skills were "borrowed" from Hansard's reporting and translating sections, often disrupting this section.

**(50) BD 22/2/96**  
The committee was to have compiled a list of up to 26 candidates for the 13-member board meeting yesterday but was unable to do so because the ANC, IFP and DP had not submitted nominations.

Committee chairman Attie Jooste said the nominations would all be in by the end of this week and the committee would discuss them on February 28. It was hoped that interviews would take place early next month and the Senate would confirm the appointments by the middle of the month.

The constitution calls for creation of a language board to foster development of all official languages and to advise on language. — Sapa.

from moves to encourage payment or service charges, was presented to the city council

## School loses whites-only bid

Stephané Bothma

BD 22/2/96 (50)

PRETORIA — A bid by the Potgietersrus Primary School in Northern Province to have the Constitutional Court decide on whether it was compelled to admit black pupils, failed in the Transvaal Supreme Court yesterday.

Judge TT Spoelstra last week ordered the school to admit pupils of all races. An application by the school for leave to appeal against this finding was rejected with costs by Spoelstra.

He said there was no reasonable prospect that the Constitutional Court would interfere in any part of his earlier judgment.

Spoelstra rejected an argument by lawyers representing the school that the draft constitution allowed parents to determine the culture, language and religion of pupils at a state school.

Section 32(c) of the constitution referred only to private schools and Potgietersrus Primary was clearly a state-aided school, the judge ruled.

## Flood management policy in the spotlight

Theo Rawana

BD 22/2/96

THE water affairs department was investigating a more comprehensive flood management policy that would cater for "diverse physical and socioeconomic conditions", Water Affairs Minister Kader Asmal said yesterday.

Sapa reports Asmal, in an interpellation in the National Assembly, said emphasis in the policy would be on prevention, not reaction, to disasters. The report was expected by the end of April.

"A good balance must be found between structural solutions and managing human activities, by, for example, reducing poverty, appropriate land use and ensuring community participation. A partnership between communities and officials is essential."

He was replying to Janet Love (ANC), who said flood management needed to be part of a much broader approach. Issuing flood

warnings without prior organisation did not work. A disaster management discussion document released three months ago by the constitutional affairs and local government department had received little attention, she said.

Asmal suggested that a disaster management office be set up in the president's office to deal with and prevent natural disasters.

Meanwhile, water affairs issued a flood warning to small towns along the Limpopo River. Floods might hit when water from the Crocodile River reached the area. The confluence of the Limpopo and Crocodile rivers was reportedly a kilometre wide. Floods had already reached Buffelsdrif.

□ The Small Business Development Corporation has offered loans to help viable small and medium-sized businesses overcome cash-flow problems caused by flood damage. Amounts of up to R3m are available.





LAST BASTIC

# Tra clas

**POTGIETERSRUS:** Only a handful of white children at the primary school here yesterday were admitted, but they will soon adapt to the change.

**P**OLICE and journalists outnumbered school children as black pupils attended classes at Potgietersrus Primary School for the first time yesterday after a successful court battle forcing the school to open its gates to all races.

The school was one of several institutions around the country affected by class boycotts and demonstrations yesterday.

Only 20 of the 600 white pupils arrived at the school. One who burst into tears when surrounded by reporters and television cameras, and her father took her home.

Just after 7 am, the black father that led the legal challenge arrived at the school gate, walking past armoured police vehicles blocking the road to prevent possible protests or harassment by conservative whites.

Northern Province Premier Ngoako Ramatlhodi was expected to witness the registration. President Nelson Mandela was expected to arrive from Tuynhuys that the school should not be allowed to harm children.

"We have got the court order and we can enforce it, but we are dealing with children and we do not want to exercise our rights in a way that the lives of the children are in jeopardy," he said.

While many parents reiterated their intention to fight the court order, others were confident that one would adapt to the change.

**TRAUMATISED:** A policeman comforts an unidentified girl outside the Potgietersrus Primary School yesterday. The girl's father had threatened the press, who outnumbered the handful of pupils who arrived, and had hurled abuse at black pupils arriving for classes for the first time. Some white parents are appealing against last week's Supreme Court order to the school to admit black students.

PICTURE: AP

*Provincial Director  
Department of Labour  
Cape Town*



## END OF APARTHEID FALLS

# Umma, optimism as classrooms open to all

(50)

CT 23/2/96

A handful of children turned up at yesterday as the first black pupils were confident the others would



**APPREHENSIVE:** Std 3 pupil Brenda Ngoepe, one of 23 black pupils, undergoes her first day of classes in an almost empty classroom at the formerly all-white Potgietersrus Primary School yesterday. Many parents kept their children away from school and some classes had to be cancelled because there were not enough pupils.

PICTURE: AP

The school's deputy principal, Mr Jorrie Jordaan, who says he will "teach anyone who is in front of him", predicted more and more children would return each day and "slowly bring things back to normal".

Echoing the same sentiment was 10-year-old Thaba Ghala — one of the 16 black children at the centre of the controversy — who firmly believed his school mates "will go to like me as soon as they get to know me".

"We did not do much to help because so many stayed away with the police and everything. I had butterflies to come here and it was a little scary but I love my new teacher and had a wonderful day."

Equally positive was John Bate-man, 10, who proclaimed afterwards: "We all knew this was going to happen and it will be fine."

"As far as I'm concerned it's a normal school day and she must go to school," said Mr Mark Skelton as he dropped off his 10-year-old daughter, Frances. The girl was later picked up by her mother because there weren't enough children in her class to hold lessons.

The spokesman for the vocal parents' body, Mr Koos Nel, remained vehement, saying the introduction of an "Afrocentric" culture to the school would see the ruin of their Afrikaans culture, religion and language.

Mr Mof Erasmus said some parents were talking about forming their own private school, "where we have our children educated

with Christian values, the things that we believe in, in our mother tongue. We feel the character is going to be changed if we are flooded with children of other cultures."

The Constitutional Court will on Monday hear an application by parents from the school for leave to appeal against the Supreme Court order to open the school to black pupils.

Free State education department officials visited Trompsburg

yesterday to assess whether enough classrooms were available at the town's three schools.

Earlier this week black parents and pupils of the Madikhetla Combined School protested at the white Trompsburg High School, demanding a solution to overcrowding at their school. They were chased off by white parents.

In Durban police used a water cannon to disperse about 200 students protesting against the

failure of tertiary institutions to admit all students.

In Vosloorus on the East Rand police used rubber bullets to disperse pupils who stoned cars and a police vehicle

A group of 121 students arrested in unrest at the Free State Technikon on Tuesday were released on their own recognisance yesterday morning. They are to appear in court on March 7. — Sapa, Special Correspondent



# White pupils trickle back to race-row school

The Argus Correspondent

POTGIETERSRUS. - White children began trickling back to classes a day after the school was forced to admit black pupils, school officials said.

When school started today, more than 100 white children were back in class at the primary school in Potgietersrus, 250 km north of Johannesburg, where 16 black pupils were enrolled yesterday after a test-case court ruling.

"There are quite a lot more children here this morning. It is not normal yet but there are more children than yesterday," said the school's deputy principal, Jorrie Jordaan.

Only 30 out of the school's 600 white children turned up for school on Thursday.

The rest were kept at home by parents who either could not come to terms with racial mixing or were too afraid to stand out from the crowd.

This morning, at least six more black parents arrived at the school to enroll their children as newly-made black and white friends played together on the school grounds.

The boys were playing cricket while the girls played hop-scotch. One white girl took her new black friend by the hand and showed her to her classroom.

Police presence was also less visible, with about eight policemen were at the school.



GETTING TO KNOW EACH OTHER: Pupils that arrived at the primary school in Potgietersrus today were later seen playing cricket and hopscotch.

## Parents take their case to Supreme Court

(50) ARG 23/2/96

JOHANNESBURG. - The management committee of Potgietersrus primary school are to go to South Africa's most powerful court in its attempt to keep black pupils out.

Constitutional Court official Martie Nienaber said today that the court, the highest in the land, would hear an application on the matter at 10 am on Monday morning.

The committee lodged the papers with the court after Supreme Court Judge Tjibbe Spoelstra refused to grant per-

mission for an appeal against his ruling which forced the school to admit black children.

Spoelstra told the Pretoria Supreme Court on Wednesday there was no reasonable likelihood of the Constitutional Court interfering with his judgment.

It is thought the application would be based on the belief that Afrikaners, as a minority group, had a right to self-determination, in international law.

"That right includes the right to protection and the improve-

ment of quality of life, economic growth, development, social justice, cultural life, language and religion of the group," said a quote in the Beeld.

"The state has an obligation to see to it that these rights are protected and developed.

"The school's argument is that the culture of Potgietersrus primary school is Eurocentric. The culture of the black parents, and so also their children, is Afrocentric.

"The difference between the

Afrocentric culture and a Eurocentric culture is so big that parents of the school were justified in taking a decision that the dominant culture and character or ethos of the school was maintained and protected."

The case is the first where white attempts to preserve the status quo have been tested since 1994's elections

● Threats have been made against the life of the Pretoria Supreme Court judge who ruled against the white parents

and school board of the Laerskool Potgietersrus.

Judge Tjibbe Spoelstra recently moved from his Menlo Park home but the telephone number at his former home remained connected and the elderly couple now living there have received several tape recorded messages threatening Judge Spoelstra with death.

Police said there was not much they could do until attacks occurred but they had stepped up patrols. - Reuter.







# More white pupils go back to boycott school

Star 23/2/96 (50)

Freedom Front, CP leaders join talks with provincial government to seek peaceful solution - which some parents feel must be a new Afrikaans private school

By **TROYE LUND AND SHARLEY WOODGATE**

**M**ore than 100 of the 600 white pupils had returned to Laerskool Potgietersrus this morning, the second day of a parents' boycott of the school's integration that they have failed to stop through the courts.

All was quiet and there was no opposition to the 16 black children attending the previously all-white school, said SAFP spokesman Captain Hercules Wasserman. Only seven policemen were present in contrast with yesterday when a huge contingent of armoured vehicles, as well as a large number of journalists representing local and international papers and news agencies, had gathered.

Black and white children were seen playing together, the boys at cricket, the girls at hop-scotch.

At the same time, in Pieterburg, a top-level meeting was taking place between the provincial government and resisting parents, as well as representatives of the Freedom Front and Conservative Party.

The meeting is being attended by Northern Province Premier Ngoko Ramathodi, FF leader Constand Viljoen, CP leader Ferdi Harzenberg, education MEC Aaron Molsaolodi and the school's governing body headed by chairman Koos Nel.

One of the issues on the agenda will be the use of a nearby hotel to establish a new Afrikaans private school.

Nel has insisted that the introduction of an "Afrocentric" culture would see the ruin of their Afrikaans culture.

Parents also fear that the introduction of black children into the Afrikaans medium school constitutes a threat to their language as it will mean the phasing out of Afrikaans in favour of English.

Yesterday only 20 white children arrived to welcome their 16 black classmates and police were on full standby as racial tensions



ANDREAS VACHAKIS

Eye of the storm... a new pupil of Potgietersrus Primary School finds herself the centre of international media attention.

reached fever pitch.

But instead of feared violent clashes, the option of negotiations won the day, with parents, teachers and government officials meeting in the principal's office.

After the meeting, Ramathodi - who had led the court battle against the parents - said he was determined to prove as unfounded the fears of parents, who have reiterated their intention to fight the court order compelling them to admit black pupils.

"Their distress is illogical, but we will talk them through it. We will negotiate until black and white feel happy and secure. In the meantime, classes will continue as normal," Ramathodi said, appealing

to parents to allow children to return to school.

He warned parents they could not educate their children in a "dinosaur era" because they were "linked to a future where black and white are equal and integrated".

Many people agreed with this, including deputy principal Jorrie Jordaan, who said he would "teach anyone who is in front of him".

Standing under the school's coat of arms reading "Voorwaarts, Forward", Jordaan predicted that more and more children would return each day and "slowly bring things back to normal".

Echoing the same sentiment was Thaba Chula (10), one of 16 black children at the centre of the controversy, who believed his schoolmates "will get to like me as soon as they get to know me. I had butterflies to come here and it was a little scary, but I love my new teacher and had a wonderful day."

Equally positive was John Bateman (10): "We all knew this would happen... it will be fine."

Threats have been made against the school by the Pretoria Supreme Court judge, who ruled against the parents.

Police said there was not much they could do until attacks occurred, but they had stepped up patrols past Mr Justice Tibbe Spoelstra's house.



Casualty of an adult's battle... a policeman comforts a crying girl at the Potgietersrus Primary School yesterday after the girl's father threatened the press and hurled abuse at black pupils arriving for classes.

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**POLITICS**


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# All quiet in <sup>(50)</sup> Potgietersrus

*newspaper 23/2/96*

White parents remove their children  
as the first black pupils enter school

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By Khathu Mamaila

**T**HERE WAS NO SMELL of gunfire in the air or teargas but Laerskool Potgietersrus resembled a war zone yesterday.

Heavily-armed policemen, some with dogs, virtually cordoned off the entire school to protect children – some as young as six years – from sober white adults.

The long wait for black pupils to enter the lily-whites only school came to an end at about 7am when black parents led their children into the school.

As the obviously excited parents were allowed on to the school premises by uniformed policemen, dozens of reporters and photographers descended like vultures, each wanting to see the miracle: black kids venturing on to previously forbidden terrain.

As soon as a couple of black kids went in the school, most white pupils were led from the school by their angry parents.

“Why should a black man’s delight be a white man’s tribulation if there is

to be any harmony in the Rainbow Nation?” asked one black parent as she walked out of the school.

The situation was tense as khaki-clad whites wandered around. Most of them were obviously too frustrated to say anything, except: “The battle is not over yet.”

The situation had all the ingredients of a violent confrontation but somehow the explosion did not occur.

In the school, all black pupils were placed alone in a library. As registration was completed on Wednesday, they should ideally have been in class.

“They said we must come here and watch television,” said a seven-year-old girl, adding that white pupils came and watched them through the windows.

At about 10am the police removed their armoured vehicles which had blocked all roads leading to the school and left.

As it became apparent that the white parents would not carry out their threats of violence, dozens of reporters moved to their cars and drove off.

Is it over? Watch this space.

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# White pupils stay away as blacks begin classes at Potgietersrus

Susan Russell

**POTGIETERSRUS** — A handful of black pupils braved a barrage of police and journalists to attend classes at the Potgietersrus Primary School for the first time yesterday while most white pupils were kept home in protest against enforced integration.

The school was forced to admit black pupils this week after a Supreme Court ruling on Friday rejected attempts by its board to refuse admission on the grounds of race, culture or language.

A school board application for an appeal to the Constitutional Court was also dismissed by the Pretoria Supreme Court on Wednesday.

After a lengthy meeting with the board yesterday, Northern Province premier Ngoako Ramatlhodi said its request for a hostel to start a private school had been refused.

It had never been his government's intention to humiliate the school or parents, he said, but white children had to grow up part of the new, non-racial SA.

"It would be a very sorry state of affairs if parents used children as political cannon fodder," Ramatlhodi said.

He expected to meet Freedom Front leader Constand Viljoen and CP head Ferdi Hartzenberg today as part of negotiations to defuse tensions over desegregation of schools. Police and school inspectors would remain at the school as long as was necessary.

Sixteen of the 18 pupils who registered at the school after the failed appeal bid on Wednesday arrived at the school yesterday morning accompa-

panied by their parents. More than two dozen policemen on foot and in vehicles were at the main gate to escort them on to the premises.

Only about 24 of the 700 white pupils turned up. A number of visibly disgruntled white parents gathered outside the gates.

Potgietersrus businessman Dawid Lewies said he and other parents had kept their children home to protest against the undemocratic way in which the government had ignored the wishes of parents who had voted 242 to 17 to



A boy is escorted into Potgietersrus Primary School, Northern Province, by family members yesterday after a Supreme Court ruling this week prevented the school's governing body from excluding pupils on the grounds of race. Picture: GARTH LUMLEY

## School

bar black children.

He denied that moves to keep black children out of the predominantly Afrikaans school were racially based. "It is not a racial issue. It is a cultural and religious issue and we are concerned about the safety of our children."

Asked whether his child would be at school today, Lewies replied that he and other parents had still to "decide what to do."

One of the black parents, Maureen

Continued on Page 2

## Potgietersrus

Continued from Page 1

Molamu, was reluctant to call her daughter's presence at the school a victory. She said opening up formerly whites-only schools was only one of the problems of apartheid which remained. Some white parents would probably take their children out of the school, but "we will follow them there. They have nowhere else to go. They are stuck with us. I'm stuck with them."

One white couple, Pat Engelbrecht and his wife Stella, who arrived at the gates to support an employee and a

customer whose children were registered as pupils this week, were harangued and screamed at by the mother of a white pupil.

One parent, Mark Skelton, who insisted his daughter attend despite the boycott, said most of the parents relied on state schooling and could not afford to fund a private school.

Sapa reports that the province's committee on provincial administration and safety and security said allegations of racism levelled at Northern Province police were being probed.

There were allegations police had helped prevent black children from entering Potgietersrus Primary School two weeks ago.



# Kicking up a stink in 'a skunk of a town'

M+G 23-29/2/96 (50)

**Justin Pearce** visited Potgietersrus Primary on its last day as an all-white school ...

**P**OTGIETERSRUS gets up early. By 7am on Wednesday — the last day of racial exclusivity for Potgietersrus Primary School — four little girls were already on duty in their fluorescent orange vests. At the blast of the whistle they would raise their stop-signs to enable another barefoot blond child to trot across the road, their routine unshakeable despite the near-total absence of cars on the tree-lined street.

Round the corner, a group of parents were conducting a different kind of vigil. The men in khaki shirts and boxer shorts, the women in *corp* uniform, crimpolene and perms, had set up a mini-*laager* of plastic patio chairs inside the boundary fence and were drinking coffee. They would not say why they were there.

It was left to one of the patrol girls to explain the politics of the situation. "It's fine for blacks to come to our school," she said. "They just mustn't sit next to me." But little did this girl know that a few hours later parents of several black children would be registering their offspring at the school.

After the Transvaal Supreme Court refused the school leave to appeal against a court order that the pupils be admitted.

All of this, and local and international headlines, have gained the swelling little Northern Province town a reputation as the town of *laager* — a word that means to surround or besiege.

Mayor Hosen Thole is worried masters will be turned away from the town by the sudden noise of bigotry from the town's white community.

Yet the good burghers of Potgietersrus express almost as much confusion as the patrol girls' self-contradictory assessment of the situation —

a babble of conflicting voices in a town which has yet to learn how to deal with conflict.

Many of the parents at the school, and white citizens of Potgietersrus in general, react with a defensive "no comment" when asked about the school. Others shelter behind the need to preserve "Afrikaner culture", an argument which has found no favour with the courts.

"It's not about excluding black children," insists a Ray-banned, walrus-mustached man dropping his children at school. "The media has misrepresented it."

**T**he black children can't speak Afrikaans or English," says Nola Venter who works in a hardware store, oblivious to the fact that parents such as Alson Matukane have sought to enroll their children at a school which offers English since they cannot write their mother tongue, Pedi.

"I know they are Christians, but their way of practising religion is different from ours. Look how they bury their dead. It's completely different from how we bury our dead," Venter said.

Christians excluded from a Christian school, the Matukane children had an unexpected holiday on Wednesday. The Indian school they attended until this week, was closed for Eid.

Some white citizens are more forthcoming in their racism. "Why don't they stay at their own school?" asked an

elderly woman who would not give her name, but who works in Potties Blanket Centre — a shop whose clientele appeared to be entirely black. "At their school an E is a high grade — our children must get A grades."

Yet many whites have come to accept the inevitable. "They are mad!" says florist Wendy Marshall of the school authorities. "It was going to happen some or other time. They must accept it!"

And while many white residents share the view that the end of segregation was the inevitability rather than a moral imperative, the parents encamped at the school have long since lost the support of apartheid's one-time moral apologist, the Nederduitse Gereformeerde Kerk just across town.

"I respect other people's values and they don't threaten me," says Dominee Bernant Rademeyer. "There is no need for fear. Besides," he adds, "2.3% of the population in this province are white. They won't change anything with the protest action."

**T**he black parents whose children have been kept out of the school for more than a month agree that history is on their side. Yet caution persists.

Matukane, provincial director of water affairs, spent most of this week battling against floods, and looks weary as he tells of his protracted effort to enroll his children at Potgietersrus Primary.

Matukane spent from 1992 to 1994 doing a master's degree in the United States and returned after the elections to find a much happier South Africa than the one he had left. Only his wife's first black child trip to the school. So I was surprised to meet the forces at the gate."

He believes most white parents are on his side, but won't speak out. "There is a general fear of expressing oneself among the white community."

Leslie Phatudi, who also wants to register his daughter at the school,

says he has encountered no racism while living in white Potgietersrus, other than from the hostile school parents. But he distrusts the ability of the present school authorities to implement the court order which demands admission and fair

treatment for the pupils, and hopes the provincial government will exercise its powers to appoint a new management committee and principal.

Matukane, who seems to be motivated equally by crusading zeal and the simple need to get his children into the nearest neighbourhood school, is ambivalent about whether he still wants his children to be educated by the people who tried to drive them away.

Over in Mahweleren the number of parents who are considering the newly-open Potgietersrus Primary as a future option for their children is enough to cause sleepless nights in the *laager*. Yet local schoolteacher Rose Manyatela has no illusions. "I wouldn't send my children there. They'd still oppress them," she says.

The parents on their plastic chairs, who'd held out against the government, the courts, and according to the NGK, God, realised the end was in sight on Wednesday when the court refused them leave to appeal. But they went down fighting, some talking of petitioning the Constitutional Court, some of using "whatever means necessary."

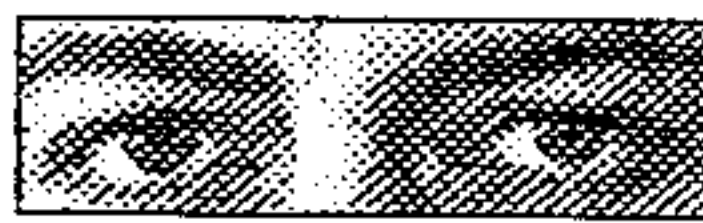
Returning from registering his children at the school, Matukane said: "The battle is only beginning."



Attending class: Journalists outnumbered students at school on Thursday morning PHOTOGRAPH: JUSTIN PEARCE

## Victory in the face of fear

### EYEWITNESS



... and on its first day as a rainbow school

**T**HERE was no scholar patrol at Potgietersrus Primary on Thursday morning. The little girls in orange vests, who the previous day had been escorting pupils across the road, had been replaced by police casspirs and over 50 policemen, blocking the street to traffic but allowing parents and children to get to the school gates.

But very few of them came. Those white parents who had brought their children along hesitated in their cars behind the police lines.

"Mammie, is dit skool vandag? (Mommy, is there school today?)" a child in the back of a bakkie enquired.

"They are turning us away for the safety of our children," his mother explained. Yet she could not say where the danger was coming from.

The group of parents who had kept vigil inside the school gates all week, were also gone. Their representative, school board chair Koos Nel, towered over the crowd, overseeing the exodus of white pupils and parents. Nel

said the parents are hoping to start a private school, and are negotiating with the government in the hope that they will be able to use a portion of the present school property for the new school. He has accepted that this school will receive no government subsidy. At present, Potgietersrus parents pay only R55 per month for their children's expenses, and two-thirds of the school's expenses are met by the state.

Then two or three at a time, accompanied by their parents, the 21 black children admitted to Potgietersrus Primary by a court order, arrived for their first day at a new school. Blinking into camera lenses, they made their way through the security gate, through the lobby with its *riempie* furniture while white staff glared in silence.

While teachers hurried a handful of white children into the classrooms, the newcomers assembled at a table in the courtyard to be assigned to classes. At the centre of attention were Jabu Matukane (13) and his brother Nhlanhla (8), whose father Alson Matukane had spearheaded the supreme court action to have the children admitted. But there was no thrill of victory for this man, whose face betrayed the fear which he still felt for his children's safety.

Other parents were more upbeat. Daniel Kekana said he was happy to be able to enroll his children in the

school at last. "The premier has given us his assurance that the children will be protected."

His son, Piet, smiled shyly, and said the new school was "nice".

**B**ut Northern Province Premier Ngoako Ramathlode was nowhere to be seen. "Waar is daai bliksem premier? (Where is that damn premier?)" roared a burly man. He confronted a policeman, demanding to know why journalists had been allowed on to the school premises. His blonde, bespectacled daughter sobbed uncontrollably as he led her away, shouting: "Look at this! Do you like what you see? I'm not responsible for this!"

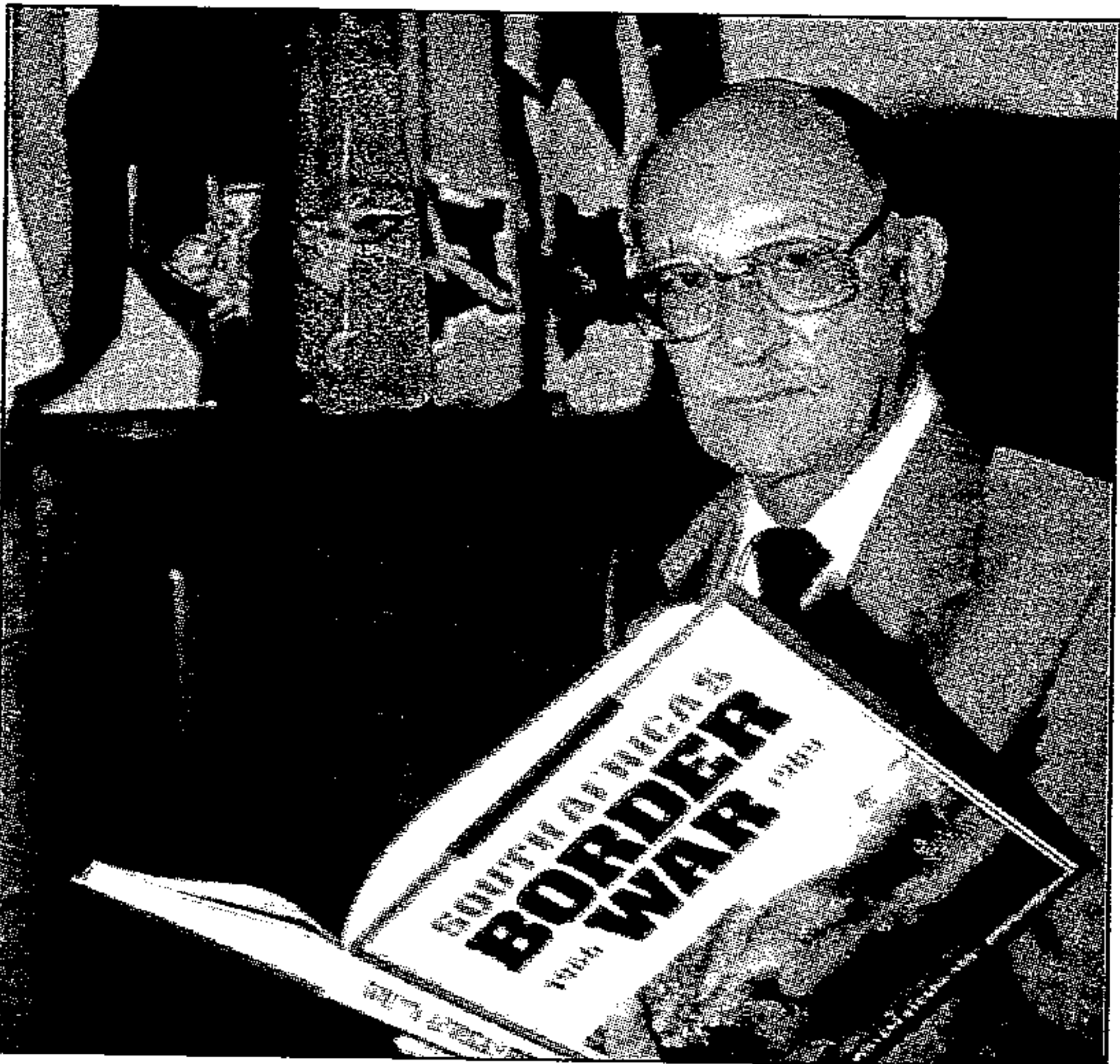
Exasperated at police failure to expel journalists, a teacher started talking of making a citizen's arrest and the police began asking the press to clear the premises.

Many of the white parents who had escorted their children to school now took them by the hand and led them away. One exception was softly-spoken Mark Skelton, who had just dropped his daughter Frances at school.

"I have no problem with black children. I want my children to live and go to school in the new South Africa."

The rest of the white parents hung back at the police barriers. Nel was insistent to the end: "Race has nothing at all to do with this."





Kat Liebenberg: Prepared to pay for silence PHOTO: SOUTH-LITE/SUNDAY TIMES

# Top secret no more Some ghosts just refuse to die

**I**f the old guard in the former South African Defence Force had had its way, the documents revealed on these pages would have stayed locked up in a supreme court vault. When Commandant Jan Anton Nieuwoudt sued the SADF for a payout on the eve of the elections in 1994, both sides called for the matter to be heard in camera as Nieuwoudt's job had included the recruitment of sources, the interrogation of hundreds of guerillas, and the identification of targets for overt and covert operations.

The lawyers involved stated that the matter needed to be in camera to prevent exposure of current covert military operations, meaning clandestine operations under way the month the elections were being held.

The case was initially held in camera, but after two days' evidence the judge replaced this ruling and opened the court. The proceedings halted the same day and an out-of-

court settlement was reached in a hurry, apparently to stop any further exposures.

The matter was considered so sensitive that the then SADF chief General Kat Liebenberg asked the minister of defence for authorisation to pay out Nieuwoudt more than the court awarded him, apparently in order to keep the details of the clandestine operations quiet.

Until this week it was believed that the matter had always been closed to the public. Then the records were discovered by Colonel Gerrie Hugo, who was looking for evidence about the clandestine unit Nieuwoudt ran in Ciskei to use in his own civil claim.

The Nieuwoudt documents essentially back up everything that Hugo previously accused the International Researchers-Ciskei Intelligence Services unit of doing, and show that the SADF still regarded the ANC and PAC as military enemies after 1990.

The SADF's covert political activities continued well into the 1990s, reports Louise Flanagan

**A**FTER the military's discredited Civil Co-operation Bureau (CCB) was officially closed down in July 1990, many of its principal members and shadowy activities were taken over by a key Military Intelligence's (MI) front organisation.

The CCB was shut down after a year of scandals over its joint intelligence-gathering and operational activities, and allegations of its involvement in the assassination of prominent political activists.

But instead of shutting down completely, documents which emerged this week indicate the CCB's functions were taken over by the existing MI front, Pan Afrik Industrial Investment Consultants cc (PAIIC).

PAIIC was based in MI's offices in Momentum Mews in Pretoria until those offices were raided by the Goldstone Commission in November 1992. Its existence was exposed in the Mail & Guardian a year later.

Evidence from the civil case brought by former MI member Commandant Jan Anton Nieuwoudt against the military for a payout in early 1994, indicates that PAIIC was a crucial part of the military's plans for covert operations both locally and internationally in the run-up to the elections.

Nieuwoudt's evidence came to light this week. His case was initially heard in camera, but that ruling was quietly lifted, unknown to the public.

**N**ieuwoudt told the court that PAIIC emerged out of a more informal system called "Hot-point", which had been used previously to hide members' links to the South African Defence Force. He said the members of the PAIIC closed corporation included the SADF's chief of staff intelligence at the time, General Witkop Badenhorst, and the director of Covert Collection, Brigadier Tolletjie Botha.

Nieuwoudt said there were three types of people who worked under PAIIC. These were Permanent Force members who needed good cover in order to operate internationally, members of the National Intelligence Service and members of the police.

In this way PAIIC was similar to the CCB — it grouped together operatives from the key intelligence services and its members operated outside South Africa's borders.

PAIIC members apparently continued to operate outside the country even after the ANC was unbanned, as Nieuwoudt referred to plans for using PAIIC for this himself after he had left Ciskei in late 1992.

PAIIC appears to have been regarded as a crucial part of the military and was possibly expected to continue operating without official sanction even after the elections.

Nieuwoudt explained the organisation's importance to the court: "I just want to say to you, you cannot close down PAIIC. PAIIC is the defence force. The director of Covert Collection said that, because we said to him, brigadier, there are indications that people are working against us; then he said boys, the

## How Military Intelligence tried to recruit Modise

§ M+G 23-29/2/96

Louise Flanagan exposes an attempt by Military Intelligence to recruit top MK operatives — including Joe Modise — in the early 1990s

**M**ILITARY Intelligence (MI) tried to recruit present Minister of Defence Joe Modise nearly two years before the 1994 elections, alliance in order to secure his own position under a future government.

The plan is outlined in a top-secret memo, one of only four official copies, which was drafted in September 1992 and sent to the head of MI's Directorate of Covert Collection (DCC). There is no indication of what happened in the recruitment attempt.

The three-page memo discusses the conflict within the African National Congress (ANC) between the militants, headed by Chris Hani, and the moderates, headed by Modise.

The memo, which was drafted by senior DCC officer Commandant Anton Nieuwoudt, suggests strengthening the government of the day's position by discrediting South African Communist Party (SACP) and militant ANC members, by "recruiting ANC agents of influence", and by "exploiting the conflict within MK [Umkhonto weSizwe]".

The memo then immediately goes on to discuss how "Agent 241/222 is prepared to have a secret meeting with the defence force, along with: J Modise (MK commander), L Moloi (chief of operations, MK), MK Zakes (regional commander PWV), MK Maincheck (commander of MK outside South Africa) and J Mnisi (commander Pretoria)".

Elsewhere in the document, "Agent 241/222" is referred to as an MK regional commander. Modise this week denied that he had ever attended such a meeting, but declined to answer any further questions.

Nieuwoudt notes that Modise and his four colleagues were targeted because they could be used against Hani. They were regarded as open to recruitment due to their



Chris Hani: The real target

who want to promote their own agenda (assuring own positions), but who are also prepared to break the back of the ANC/SACP backbone," he states in the memo in his motivation for the meeting.

"This meeting could be instrumental in beginning to neutralise the SACP/Hani/[Ronnie] Kasrils faction. It could also be used to win votes in an upcoming election if the SACP participants could be neutralised," says the memo.

"The MK (old trained leaders) with their decision-makers such as those named in paragraph 5 [Modise and company] do not wish to fight with the SADF. Hani and his young militant guard want to fight.

"The options which could come out of such a meeting are legion, for example, the incorporation of moderate MKs, the empowerment of compromised witnesses against the militants, the utilisation of own ANC members as instruments at street level.

"This meeting can take place completely anonymously, it is however our feeling that a powerful delegation has to talk to such members to ensure exploitation, shock action, mobility and good communication in the final phase of this objective."

Although there is no indication whether any of the group approached were indeed recruited, at least two now hold senior positions. Modise is the minister of defence and in June 1994 Lambert Moloi was promoted to major-general and made chief of the Service Brigade.

The memo is from a bundle of military documents used in Nieuwoudt's civil claim against the South African Defence Force for a payout after he lost his job following the Goldstone raid on DCC offices in November

court just after the elections. The case was initially heard in camera, but it has now emerged that that ruling was lifted.

At the time the memo was written, Nieuwoudt was MI's Staff Officer First Class, Internal Sub-Theatre Western Front. He wrote the memo under a colleague's name (for "security reasons") and signed it with his pseudonym "Fox", but gave his real position in MI, Colonel At Nel, and DCC director Brigadier Tolletjie Botha.

All three officers were among those fired by then president FW de Klerk following the Goldstone raid just two months after the memo was drafted.

In evidence during his civil case, Nieuwoudt stated that just before the Goldstone raid, the DCC was busy recruiting "a very senior member of the intelligence service of the ANC".

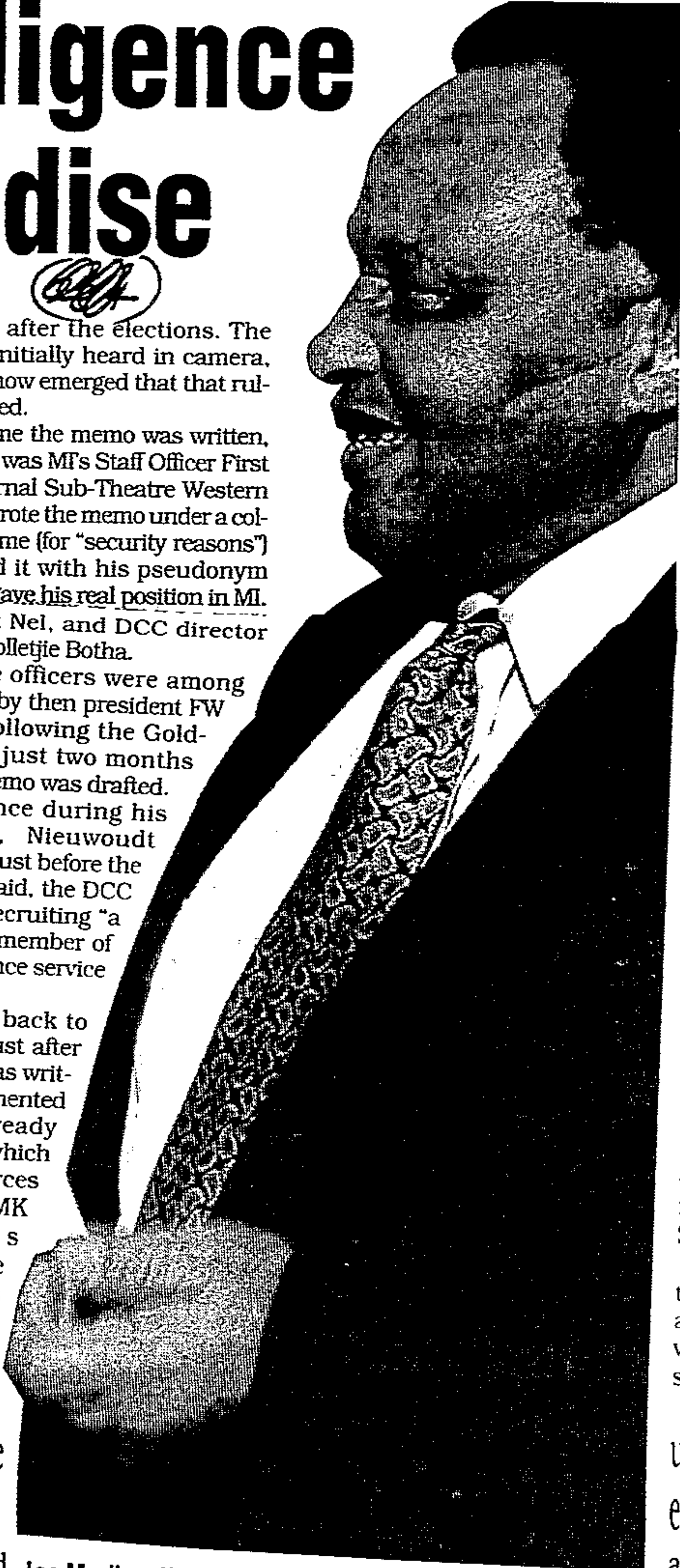
Referring back to the period just after the memo was written, he commented that MI already knew then which of their sources among the MK members would be appointed as generals, brigadiers and lieutenant-colonels in the new military.

In a second top-secret memo from

September 1992, of which only one official copy existed, Nieuwoudt outlines to Nel plans to close down some sources and to go ahead with others. One of those sources, described as "in place (ANC) and going ahead", was Agent 241/222.

Other well-placed sources within the Pan Africanist Congress were also maintained.

A third top-secret document, again the sole official copy in existence, was sent on December 9 1992. This document noted how "Fox" had



Joe Modise: Would have been used to counter the militants

PHOTOGRAPH: HENNER FRANKENFELD

strand area" and had produced 431 intelligence reports. The memo urged retaining "Fox's" services into 1993.

In an attempt to silence Nieuwoudt and prevent public access to these documents, the then SADF chief General Kat Liebenberg wrote to the minister of defence in March and again in April 1993, asking for authority to pay out Nieuwoudt.

Liebenberg suggested paying out Nieuwoudt the difference between



# 'Future of Afrikanerdom hinges on Potgietersrus'

ARG 24/2/96 (50)

**PETA KROST**

Own Correspondent

JOHANNESBURG. — Freedom Front leader Constand Viljoen has warned that the future of Afrikanerdom hinges on the undecided future of Potgietersrus Primary School.

After a meeting with the Northern Province government, General Viljoen said that if Afrikaners lost this battle it could be the beginning of the end for their culture and language.

General Viljoen, his Conservative Party counterpart Ferdi Hartzenberg, provincial National Party leader Andre Fourie and the chairman of the school's governing body, Koos Nel, tried to convince the provincial Premier, Ngoako Ramatlhodi, to allow Potgietersrus Afrikaners to divide the parallel-language school into two separate schools.

They reached deadlock and Mr Ramatlhodi said he would consult President Nelson Mandela and propose an "urgent national government summit" to make a final decision.

Although the school's governing body agreed to allow the 16 black children into the school, it wanted

■ Children 'the pawns of ideology' — page 23.

them to stay out until a final decision was made in the Constitutional Court. The matter will be heard in the court on Monday.

However, the provincial government sought an urgent interdict to ensure the status quo was upheld. The court granted its wish and the children will continue to go to the school until a decision is made at a higher level.



# Children

Aug. 24/2/96

# 'pawns of ideology'<sup>(50)</sup>

POTGIETERUS (Northern Province). — A national government summit will be held within the next two weeks to decide if public schools can be used as private cultural institutions, Northern Province Premier Ngoako Ramatlhodi has said.

"We have committed ourselves as a government to discuss with the president and all concerned to ensure there is a national summit to deal with the question of the establishment of cultural schools, where the resources which belonged previously to public schools are involved," he told a news conference.

The province would be bound by the decisions of the national government, but in the meantime the provincial government would ensure Potgietersrus Primary School was treated in the same way as any other school in the province, he said.

"That is that the school governing body does have the authority to run that school... providing there is no discrimination. Secondly, that government would not unduly interfere with the... school governing body where it is complying with the constitution.

"In the meantime, the children who are in that school, black and white, stay in the school."

Mr Ramatlhodi said he would speak to President Mandela to report back on a four-hour meeting in Pietersburg he had with school management officials and conservative leaders including Constand Viljoen and Ferdi Hartzenberg.

He said he was unable to reach Mr Mandela during a break in the talks yesterday, because the president had been on his way to an appointment.

Mr Mandela also would be consulted on a date for the national summit, said Mr Ramatlhodi.

School governing body chairman Koos Nel said Mr Ramatlhodi had left the room to consult Mr Mandela over a proposed plan by the school's management officials to split the school grounds.

"Our proposal is that two separate schools should be established on the same school grounds, one English, one Afrikaans. Both would be open to all races," said Mr Nel.

Asked whether these proposals could be accepted, Mr Ramatlhodi later told reporters: "In terms of the constitution... we are not able to do it."

But, he said the idea of using public school facilities to establish separate cultural schools was a new concept and should be debated, adding: "It has become a source of conflict not only here. There are eruptions all over the country so it must be resolved urgently."

Mr Ramatlhodi said the summit would be important to reach a political solution on the issue of cultural schools, because the constitutional court "is dealing only with the law".

"Regardless of what the Constitutional Court says, there's a need to discuss the question... and to arrive at a particular verdict politically."

The management committee of the school lodged papers with the Constitutional Court after Supreme Court judge Mr Justice Spolstra refused to

■ After another day of drama as black pupils enrolled at the formerly whites-only Potgietersrus Primary School, the raging controversy shows no signs of abating.

grant an appeal against his ruling which forced the school to admit black pupils. Speaking from Pretoria, Judge Spolstra said he would not allow children to become pawns in an ideological dispute between white and black parents in Potgietersrus.

He said the Northern Province education department had applied for an interdict to enforce an earlier court order that black children be allowed at Potgietersrus Primary School, but the school said it was not ready to present its case and wanted a postponement.

"They are entitled to a postponement, but on the other hand, I don't want the children to jump around from one school to another and be moved around like pieces on a chessboard."

It is the first case where white attempts to preserve the status quo have been tested since the 1994 elections ended nearly half a century of institutionalised racial segregation.

"There's a deadlock," said Mr Nel.

Officials at the constitutional court said it would hear an application on the matter on Monday morning.

Mr Mandela said from Cape Town that, while any discrimination on grounds of race at schools was outlawed, the issues should be handled sensitively to protect the children who attended the school.

At least 19 black children started their first day at the primary school on Wednesday. Black and white children gathered under the new South African flag yesterday at the school, a day after it was desegregated under a landmark court order.

Officials at the formerly whites-only school said 197 white children — less than half the usual total, but about 10 times more than the previous day — showed up, joined by 19 new black students.

Steps to enforce the enrolment of black pupils at Potgietersrus Primary School were an onslaught against Afrikaans, said Boerestaat Party leader Robert van Tonder, adding 'to the fray.

"Events at Potgietersrus were nothing other than the beginning of the end of Afrikaans in education," he said in Pretoria.

Mr Van Tonder said black children would, within two or three years, be in the majority in Afrikaans schools and their parents would consequently take over school governing bodies.

"As soon as they are in that position of power, they will be able to determine the medium of instruction at schools. That means all schools will be English-medium schools within a few years.

"The whole Potgietersrus episode is about the future of our language, not the enrolment of a few black children," said Mr Van Tonder. — Sapa-Reuter-AP.



# Children will not be pawns in school row, says ju

Pretoria. Supreme Court judge Mr Justice T.T. Spoelstra said yesterday he would not allow children to become pawns in an ideological dispute between white and black parents in Potgietersrus.

He said he was in a difficult position. The Northern Province education department had applied for an interdict to enforce an earlier court order that black children be allowed at Potgietersrus Primary School, but the school had said it was not ready to present its case and wanted a postponement.

"They are entitled to a postponement but, on the other hand, I don't want the children to jump around from one school to another and be moved around like pieces on a chessboard."

Judge Spoelstra said he would be failing in his task if that happened. He postponed the application indefinitely, with the provision that children at present enrolled should be allowed to attend the school and receive education without interference until the issue was settled. An application for leave to appeal against the judge's ruling of last Friday in which he found the school had discriminated on racial grounds and should allow 21 black children to enrol, will be heard by the Constitutional Court on Monday.

Earlier this week, Judge Spoelstra refused to grant the school a certificate, in terms of the Constitutional Court's rules. Instead, he referred their application to the Constitutional

Court. Thereafter, the school decided to approach the Constitutional Court directly, with the result that the Supreme Court's ruling was once again suspended.

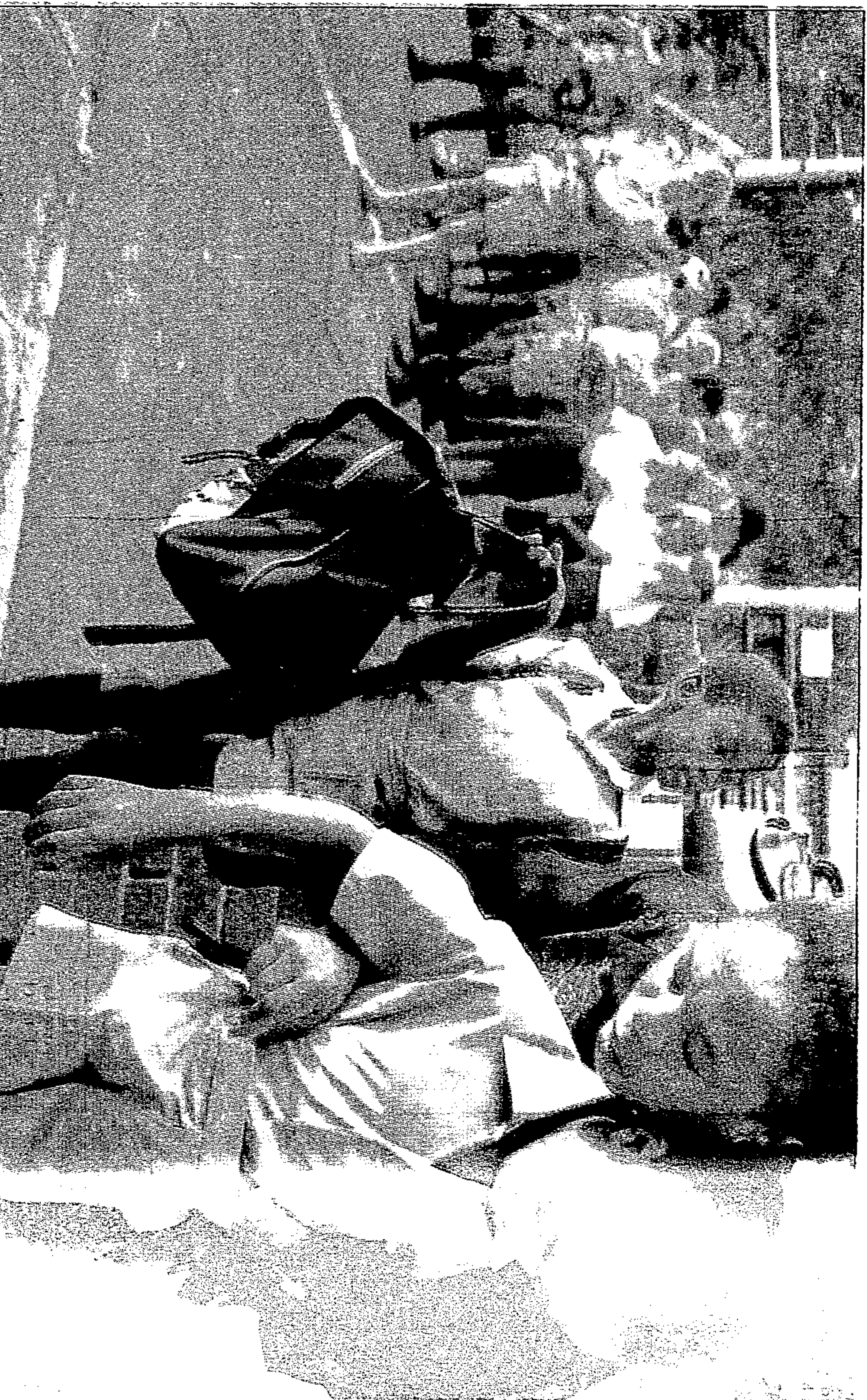
Northern Province education department lawyer Wim Trens-gove said this week the school's chances of success on appeal were non-existent.

The department had approached the court for an interdict because, although the black children who enrolled at the school this week had not been forcibly removed, they were not being offered education. The constitutional provision entitling minorities to protect their culture could never override the constitution's guarantee of equality and protection against discrimination on the grounds of race, gender or religion.

N.J. Coetzee, for the school, said he needed to consult experts on the impact black children would have on the school. He was therefore not properly prepared for the case. — Sapa.

■ Images of schoolchildren weeping and being comforted by police officers and parents sum up the tragedy of the Potgietersrus Primary School rum-pus — the children are suffering.

A clinical psychologist in private practice said that the sooner the situation got back to normal, the better it would be for children. "From what you see on television and read in the newspapers, some of the white children don't know what it is all about, and are being pushed this way and that by parents," he said.



**FIRST DAY:** A mother straightens out her son's clothes while dropping off her children at the Potgietersrus Primary School yesterday. Black background, studied together a day after it was desegregated under a landmark court order

*Star 24/2/96 (5.0)*



# This far and no further, says Viljoen

Star 24/2/96

(50)

By PETA KROST

Freedom Front leader General Constand Viljoen warned yesterday the future of Afrikanerdom hangs on the future of the Potgietersrus Primary School. After a meeting with the Northern Province government, Viljoen said that if Afrikaners lost this battle, it could be the beginning of the end for their culture and language.

Viljoen, his Conservative Party counterpart Ferdi Hartzenberg, provincial National Party leader Andre Fourie and chairman of the school's governing body Koos Nel tried to convince provincial premier Ngoako Ramatlhodi and his delegation to allow Potgietersrus Afrikaners to divide the present parallel-language school into two separate-medium and culture schools.

They reached deadlock, and agreed that the issue was too big to be dealt with on a provincial level and would need the national government to make the decision. Viljoen said he would consult President Nelson Mandela and propose an "urgent national government summit" to make a final decision.

Although the school's governing body agreed to allow 16 black children into the school, it wanted them out until a final decision was made in the Constitutional Court. The matter will be heard in the Constitutional Court on Monday.

However, the provincial government yesterday sought an urgent interdict to uphold the status quo. The court granted its wish and the children will continue to go to the school until a decision is made at a higher level.

Ramatlhodi believed regardless of the Constitutional Court decision, it must be discussed and a final binding decision

made on a national political level". While the provincial government and the white Right agreed the problem had to be solved amicably, they had totally contradictory interpretations of the constitutional laws on the school issue.

The premier said it was not possible to split the school and have one school exclusively Afrikaans and the other not. Viljoen, however, said he believed the constitution allowed for facilities to be created on linguistic and cultural levels.

He said this problem could have been created as part of the ANC's "social engineering" to break down cultural differences to make all South Africans part of a rainbow nation.

"I am happy to be a part of the new South Africa. But if we Afrikaners want to survive, we have to make special arrangements to secure our future or else our culture will be watered down to nothing," he said. "We number just 2,5 million people against 43 million."

He explained the most powerful instrument in the Afrikaans culture was the school and the church and "they are trying to take the one from us". He said Afrikaans schools "have to be funded by the Government" because they could not afford private funding.

He denied an impression that this was a racist, white right-wing issue. "We need our schools to keep our culture going. We have been disempowered on a national and local level and now attempts are being made to disempower us in our own schools." He believed, while a small number of black children would not change the whole nature of the school, it was just a beginning.

TO PAGE 2

## ◆ School drama

Soon the school would be more black than Afrikaner and the medium and culture of the school would change forever.

"Should this problem not be dealt with now, what has happened in Potgietersrus will happen all over the country ... it has already started. So it is important for a national decision to be made soon."

Less than half of the 670 white pupils arrived for class yesterday. There was a much smaller police presence than had been the case on Thursday.

(50)

Star 24/2/96

# Farmer's blows doubly painful for pupil's mum

CHRIS BARRON

50

ST 25/2/96

WHAT really hurts Lucy Tafani is not so much the fact that her daughter Maria was beaten up by a farmer with a pick handle, but that the man who allegedly procured the pick handles and doled them out to waiting white parents was someone she regarded almost as family.

Mrs Tafani had nursed his dying grandmother and his aunt at the local old-age home, and attended both his wedding and his brother's.

"I have known the family for years," she said this week while her daughter lay on a bed with her knee in bandages and her hand stitched up.

Maria was attacked while participating in a sit-in at the Trompsburg primary school.

With the spectre of Potgietersrus close at hand, school authorities mounted a desperate damage-control exercise to persuade journalists that parents had not attacked black children from the neighbouring township school with pick handles and sjamboks on Tuesday.

But all the evidence suggests they did.

Johan de Vries, the owner of the local co-op in this small platteland village 120km south of Bloemfontein, confirmed that the farmer whose grandmother Mrs Tafani nursed bought 11 pick handles from him soon after 8am, just minutes before the black pupils arrived at the white school from their own school in Madikgetla.

Ritha Beukes, who lives opposite the school and saw what happened, said at least 20 white parents, had attacked the children with pick handles and sjamboks and set a dog on them.

"The children were not aggressive," she said. "Suddenly I heard them screaming. My maid said a dog was there. The children threw stones at the dog and the whites charged them with pick handles and sjamboks."

Pupils were beaten on their shoulders and legs, and cut their hands while scaling a barbed wire fence to get away.

While the children were beaten, four black policemen stood by helplessly. In charge was Inspector Joseph Jacquire, the recently appointed black station commander. He confirmed the parents had pick handles and sjamboks. "There were too few of us to do anything," he said.

Prominent among the parents, said an eye-

witness, was Trompsburg's former white police commander. Inspector Jacquire confirmed this.

Mrs Beukes said the black pupils had come to the school on Monday, sat in the courtyard for a couple of hours and then dispersed peacefully.

"But on Tuesday the parents were waiting. They were drooling for blood."

She said most of them were pillars of Trompsburg. "They govern the church, the school, everything. They used to run the local council."

Two days after the attack, the school authorities convened a press conference attended by the chairman of the school board, a board member and the headmaster.

They denied that any attack had taken place, and said white pupils at the school were made "hysterical with fear" by the black pupils.

Tuesday's explosion has been building for some time. Black pupils at the overcrowded township school, where some classes have 70 pupils, have been demanding they be allowed the use of empty classrooms at the white school which has only 95 pupils from Sub A to Std 5.

Board chairman Japie Kachelhoffer said the school had offered to make three available. The department was supposed to work out the details, but had done nothing.

He said a parents' meeting would be held on Tuesday to decide whether another two classrooms should be made available.

"This is not another Potgietersrus," he said, alluding to the refusal of Laerskool Potgietersrus to accept black pupils. Any black child could attend the Model C school he said, provided the R72 monthly fee was paid.

But, as Trompsburg mayor Tlhabi Tseua pointed out, few parents can afford this.

After Tuesday's clash, the education department rushed an inspector in to examine the schools. "The black school is much too overcrowded," said Francois Koekemoer, in charge of the department's physical planning department. "And there is plenty of space in the white school."

His report will be on the director's desk tomorrow.

Meanwhile residents such as Mrs Tafani are still wondering how they could have been betrayed by "people we looked at as almost our own people".



# What's the fuss, ask the children

(50) ST 25/2/96

By JUSTICE MOHALE

FOR the children who attended Laërskool Potgietersrus, the school's new intake of black pupils was a relief.

Although many white pupils were kept at home by parents, those who made their way through the huge media and police contingent gathered at the gates seemed more excited than apprehensive.

"I have learnt names like Nhlanhla, Jabu and Moshabi," said 12-year-old Lorraine Grobler. "There are no problems. We played together and taught each other games."

Brent Grobler, 10, echoed his school-mate's view. "I like to be with other children. I don't know why black children were not allowed here."

Eight-year-old Moshabi Ledwaba, a new pupil, had been refused admission since her parents first applied in 1993. On Thursday, their efforts paid off.

"I am happy I have a school to go to. I hope I will make more friends and progress at this school," said Moshabi.

The admission of at least 16 black children to the formerly whites-only Potgietersrus school was welcomed by the parents of black children.

Maureen Molamu, who recently bought a house in Potgietersrus, finally led her daughter, Johanna, 9, into the grounds of Laërskool Potgietersrus. When she applied for Johanna two years ago, the school told her it was exclusively for whites.

She then enrolled her daughter at the overcrowded Akasia primary school in the town.

Mrs Molamu said she had been devastated when told the school was only for whites. "I thought how hard it would be for a child to travel a long distance to school every morning when there was a school nearby," she said.

She said the behaviour of the white parents who threatened to withdraw their children from the school was racist and irresponsible. She hoped white parents who felt uncomfortable with their children attending classes with black kids would come to their senses.

Victor Tjale made application for his 10-year-old son, Neo, in 1994. The reply was delayed and at the beginning of last year he was told his child could not be admitted because the school was full.

Mr Tjale said he understood that change was painful, but that it was time South Africans embraced each other.

"We were raised in an isolated environment, and we need to push forward the spirit of reconciliation so that the ugly past is not allowed to happen again," he said.

Northern Province Premier Ngoako Ramathodi and MEC for Education Aaron Motsoaledi monitored the admission of the children on Thursday.

Mr Ramathodi said his province intended producing a new society with equal opportunities for all its citizens.

He said the government was not opposed to the intention of the school's governing body to establish a private school for Afrikaner children. But Laërskool Potgietersrus was a government school on public property and should admit children of all races, he said.



NEW INTAKE . . . black pupils take their place alongside white classmates at Laerskool Potgietersrus

Picture: JOE SEFALE

By CHRIS BARRON

AS FAR as the rest of the world is concerned Daan van der Merwe is a red-hot racist and, on the face of it, this perception is not entirely unjustified.

After all, he is white, he is an Afrikaner, he has a child at Potgietersrus Laërskool whom he removed from the premises this week when black pupils were admitted, and he is a member of what right now must be one of the most reviled school boards on earth.

But to talk to this man as he puffs his pipe in the tranquil setting of his farm 30km outside the Northern Province town of Potgietersrus is to realise that slapping the racist label on him is a cop-out. It too easily ignores a whole range of complexities thrown up by the eruption at the school this week.

He, however, has decided to face them head on, probably for the first time in his life.

He has never thought of himself as a racist, but he admits that his response to the crisis at his son's school has made him uneasy.

"Am I totally non-racial? I cannot say that honestly. Within me there are certain preferences."

As a Christian, Mr Van der Merwe has been taught to believe that nobody has a right to anything. "I've always believed that a person does not have rights. You have privileges from God which you must use for the good of other people."

"Now here I find myself being pushed into a situation where I am making demands, demands, demands. My rights, my culture, my religion, my interests. This makes me uncomfortable," he says.

He makes these demands because he fears that the admission of black children to his son's school

## Dad in search of safe haven

will eventually dilute the Afrikaner essence that makes him what he is and will make his son the person he hopes he will become.

"Do I have a problem about living with, and letting my children go to school with blacks? Yes, and no. As long as I have a safe own area. Not a geographical place, but spiritual. A retreat where I can be myself, a haven."

"In a sense a school is part of this safe own area. For us it's almost an extension of home. This is why so many emotions are unleashed if it is insensitively handled."

Mr Van der Merwe says he accepts that there can be no discrimination under the constitution.

"In principle I have no objection to a few black children at the school. Most parents believe if it can be kept within limits it is fine. But we are afraid there will be so many black children that the character of the school will be changed."

"Is it so difficult to understand that the average parent at this school is not a half devil, he is an ordinary person trying to protect what is precious to him?"

Clearly a conscientious man, Mr Van der Merwe is kept tossing and turning at night by one central issue to which he returns constantly in the conversation.

"I am grappling with the concept of racism. What is justified and what is not? If racism is cursing everything that is black, then I am

the week.

Parents at Friday's meeting agreed to suspend any appeal to the Constitutional Court until a national summit meeting called for by the province's premier, Ngoako Ramathodi, has been held.

Meanwhile, they agreed to keep pushing Mr Ramathodi's administration for one of three options:

- A division of the school into Afrikaans- and English-medium sections, both to be non-racial;

- Converting the school's hostel into the nucleus of a private school for Afrikaners; or

- Getting the government to pay them for school assets financed by parents to start a private school.



## Potgietersrus drops lawsuit

POTGIETERSRUS: The governing body of the Laerskool Potgietersrus in Northern Province on Saturday night announced it was dropping planned legal action in favour of making an input to the national forum being established by President Nelson Mandela.

The school became the centre of international media attention after the governing body had refused admission of black pupils to the school, a position which the Supreme Court ruled untenable after an application by the provincial legislature. (50)

The governing body said it had decided to drop the legal action, including a hearing at the Constitutional Court, on legal advice after hearing reports that the matter had been referred to Mandela and would be urgently dealt with at national level through the proposed national forum. — Sapa

CT 26/2/96



# R3,7bn spent on free education

**By Rafiq Rohan**  
Political Correspondent

THE taxpayer had to foot a bill of R3,7 billion last year for the free education of Sub A pupils around the country.

"The amount represents 12,6 percent of the total budget allocated to provincial education departments for college and school education for 1995/96," Education Minister Sibusiso Bengu told Parliament.

The amount also represents 11,1 percent of the total education budget, including universities and technikons, for the period, he said.

● Also responding to a question in Parliament, the Minister of Safety and Security Sydney Mufamadi said a Gang Investigation Unit was established in Cape Town last year.

The Cape has witnessed an unprecedented rise in gangster activity over the years with gangs far outstrip-

ping the police in their weapons and organised structures.

"All information relating to gangsterism which is obtained from all police stations in the Peninsula is computerised, analysed and made available to the Gang Investigation Unit to enable it to predetermine areas of possible conflict," Mufamadi said.

Last year 489 people were arrested on gang-related charges while only 19 were convicted during the year.

(50) Sowetan 26/2/96

# Potgietersrus parents drop legal action plan

(50) Star 26/2/96

STAFF REPORTER AND  
OWN CORRESPONDENT

The governing body of Laerskool Potgietersrus has dropped its Constitutional Court action to prevent the admission of black pupils and has pinned its hopes on a national forum being established by President Mandela.

The governing body said in a statement on Saturday the decision to drop pending legal action had been based on legal advice.

The reasons for the decision included that it was not only the interests of the school that were involved, but the interests of all Afrikaans-medium schools.

The decision came as opposition to the presence of black children at the Potgietersrus school

started to crumble and more than 100 white parents returned their children to the school on Friday.

Northern Province Premier Ngoako Ramatlhodi said his provincial government did not agree with a proposal by the school board that the Government subsidise the establishment of a whites-only private school which would share some of the present school's facilities.

He said the matter would be referred to the national forum.

Sapa reports that the idea of the forum was tabled at a meeting between the school board, Ramatlhodi, Freedom Front leader Gen Constand Viljoen and Conservative Party leader Ferdi Hartzenberg on Friday.

The governing body opposed

the entry of black pupils and was seeking leave to appeal against the Pretoria Supreme Court's finding that it had discriminated on racial grounds and should allow 21 black children to enrol. The Northern Province education department had applied for an interdict to enforce the court order.

Ramatlhodi said the matter would be dealt with by the forum in the next two weeks at a national summit meeting because similar situations were arising in other parts of the country.

Mandela's intervention has been criticised by provincial leaders, who feel he has complicated their situation by insisting on negotiations with people who are opposed to the admission of black children to white schools.



# Victory for black kids

**G**UARDED BY ABOUT 100 police officers, 18 black children began attending the whites-only primary school in Potgietersrus last Thursday, ending a month-long stand-off in which conservative white parents sought to preserve a key legacy of South Africa's apartheid past.

But the school day was widely disrupted as hundreds of white parents pulled out their children, some to protest the court-ordered admission of blacks and others fearing a violent response.

"We've gained a great victory," said Kenneth Kobe (33), whose son Roland (8) helped to integrate Laerskool Potgietersrus for the first time.

Many white parents lining the sidewalk in front of the school seemed frustrated by the demonstration of the new black power.

The police, for generations an instrument of white minority power, became enforcers of the new democratic Constitution instead.

Several white parents paced the outer perimeter of the school, looking in on the unbelievable scene of black children romping around on the school grounds.

"This is a school that is rightfully ours," said a frustrated white parent, Dawid Lewies. "If they take that away, I will have to decide the next step ..."

The day went off without incident though no teaching was done, as many of the 710 white pupils stayed away and the ones who reported to school were swiftly withdrawn by their parents.

"Is it not an indication that parents feel very strongly about this?" asked Mof Erasmus, who had kept his 11-year-old white daughter at home for the day and, he hinted, perhaps forever.

## Afrikaans school

"This school has been an Afrikaans school for 104 years. Within a year or two, it will be yellow... I mean, predominantly English-speaking and Afro-centric."

The preservation of Afrikaner culture, not race, is the principal reason cited by white parents opposed to desegregation. The Afrikaners say that in the new South Africa dominated by a long-oppressed black majority, their culture faces the threat of extinction.

But blacks, who won racial equality less than two years ago and now control the government, insist that racism is at the heart of white resistance.

Throughout the apartheid era, whites received high-quality education at the expense of the state, while black schools turned out barely literate people *en masse*, largely for

Conservative white parents fail in their bid to keep the school segregated while parents of the disadvantaged pupils celebrate the triumph, reports **Dele Olojede**

(50) Sawetan 26/2/96

employment in the lower rungs of the economy.

Today, South Africa's new Constitution outlaws school segregation, a point made by a Supreme Court judge on February 16 as he ordered Laerskool Potgietersrus to admit black pupils.

Provincial officials declared a victory. "It is a clash between the past and the future," said the provincial premier, Ngoako Ramathlodi, who urged white parents to return their children to school.

"These children must be allowed to grow and understand their fellow citizens," he said after personally supervising the admission of the black pupils.

Since the 1994 election of Nelson Mandela as the first black president, many whites-only schools have admitted black children, mostly without incident.

But in many small towns, *de facto* segregation continues, although many white schools have two or three blacks as a demonstration of their good faith.

Laerskool Potgietersrus, in the heartland of white conservatism, captured public attention last month when militant parents physically prevented Alson Matukane from enrolling his three children at the school.

Matukane's profile as a black engineer and senior government official was a guarantee against anonymity. The children, Yvonne (13), Jabu (12) and Nhlanhla (8), were among those accepted last Thursday.

## Public unanimity

For the first time, the show of public unanimity among white parents fell away. "Unfortunately we are a minority of English-speaking people who found ourselves in this racist town," said Sue Skelton, who fetched her daughter from school after it became clear that normal schooling was impossible.

White pupils did not appear to mind having black classmates, despite the fury of some of the parents. "I'm glad they came," said Robin



Still waiting ... parents and their children outside the Pretoria Supreme Court last week.

Garner (11). Some of the black children appeared a bit nervous and subdued at first, but soon started exploring their new school, marvelling at the colourfully decorated classrooms, the light fixtures, the neat playgrounds, the swimming pool - all facilities that are foreign to the schools available in the adjoining black township of Mahwelereng.

Despite the police and a crush of reporters and the evident lack of warmth from school officials, Chula Thibang (10), betrayed no anxieties at all.

"I think they will treat us as they treat other children, because I will tell them that they must explain things I don't understand," Chula said in a clear and confident voice.

"If they don't teach us like other children, I will tell the Government and they will not give them money and they will close the school." Government officials said that they are eager to avoid further confrontation and have no immediate plans to dissolve the all-white school board. - *Los Angeles Times-Washington Post*

# White parent body gives in

Sowetan  
26/2/96

(50)

By Khathu Mamalla and Sapa

**T**HE GOVERNING BODY of Laerskool Potgietersrus has dropped its planned legal action in the Constitutional Court today, and has instead decided to make input into the national forum being established by President Nelson Mandela.

It said in a statement the decision had been taken on the basis of legal advice. The decision also came as the opposition to the presence of black children at the school started to crumble, with more than 100 white parents returning their children to the school on Friday. The white children were withdrawn on Thursday when black children arrived for their first day of schooling.

The governing body met after a meeting between Northern Province premier Mr Ngoako Ramatlhodi and Freedom Front leader General Constand Viljoen and Conservative Party leader Mr Ferdie Hartzenberg on Friday, where the two had argued for a "private" Afrikaans school to be established in the grounds of the same school.

Other proposals had included physical separation of English and Afrikaans mediums at the school, or compensation to be paid to white parents to enable them to establish a private Afrikaans school.

## Flaunt the Constitution

Ramatlhodi rejected this, saying the State could not finance a private school established to flaunt the Constitution, and that the Constitution did not make provision for the establishment of a private school on a public school's property.

The purpose of the meeting, which lasted about four hours, had been to map out a plan to implement last week's courts' ruling ordering the admission of black children without resistance from white parents, Northern Province government spokesman Mr Jack Mokobi said.

It was at this meeting that the Mandela proposal for a multi-party forum was tabled. The governing body said the matter had been referred to Mandela and that it would be dealt with urgently through the proposed national forum.

It was also believed that National Party leader Mr FW de Klerk could be heading for Potgietersrus today but his spokesman, Mr F Schoombie, said late yesterday he was not aware of this.

## Mandela criticised

Communications director in Mandela's office, Mr Joel Netshitenzhe, said he was not aware of details of the forum, but said the President was concerned about the possibility of violence at the school.

Mandela's intervention has been privately criticised by provincial leaders, who felt he was complicating their situation by insisting on negotiations with people who had clearly stated their opposition to the admission of black children at the school.

The governing body said note had been taken of indications from Mandela that he in principle recognised the right of minorities to create or maintain separate schools with their own language, culture and religion.

The Inkatha Freedom Party's Gauteng youth brigade yesterday welcomed the decision by the school to withdraw its planned court action.

In a related development, Free State safety and security MEC Mr Papi Kganare said at the weekend that rightwingers from Trompsburg who allegedly sjambokked black children demanding use of empty classes at the local white school would be arrested. He criticised the police for not arresting the known assailants.

In Groblersdaal, Mpumalanga, 35 black children were admitted to Ben Viljoen High School on Friday amid protests and threats by rightwing racists.



# Mother tongue education 'no disguise for racism'

BD 26/2/96 (50)

Wyndham Hartley

CAPE TOWN — NP leader and Deputy President FW De Klerk has condemned the Potgietersrus primary school for the misuse of "mother tongue" education as a disguise for racism.

Speaking at a news briefing in Hermanus, De Klerk defended the role being played by NP Northern Province leader Andre Fourie.

He said Fourie had made it clear to premier Ngoako Ramathlodi when first consulted that racial discrimination at the school was not supported.

The NP has faced considerable criticism, particularly from the ANC in Parliament, that it has not made its position clear on the behaviour of the school governing body in Potgietersrus. De Klerk's unequivocal condemnation of the school at the weekend appears to be a shift in the NP position.

NP sources at the briefing pointed out that while it had been widely assumed that the Potgietersrus school was Afrikaans medium, in reality it was a dual-medium school, with English and Afrikaans sections.

NP education spokesman Piet Marais said the NP was fully behind President Nelson Mandela's position and insisted that if black children were prepared to accept instruction in Afrikaans then Afrikaans-medium schools had to accept them.

De Klerk said the present initiative, involving political leaders from the Freedom Front, the Conservative Party, the NP and the ANC provincial government, aimed at trying to defuse the situation at the school was launched by the NP.

Sapa reports that the governing body of Potgietersrus primary school announced at the weekend it was dropping planned legal action in favour of making an input to the national forum being established by Mandela.

The governing body said the decision to drop pending legal action, including a hearing at the Constitutional Court, had been taken on the basis of legal advice.

This followed news that the matter had been referred to Mandela and that it would be dealt with at national level through the proposed national forum.

The impression had been created that this forum would deal with the matter not only nationally, but would also address provisions in the constitution dealing with the rights of minorities.

Reasons which had given rise to the decision to drop legal action included that it was not only the interests of the school which were involved but the interests of all Afrikaans-medium schools.

A wider input and presentation could be made to the forum than to the Constitutional Court, which would be confined to consideration of the facts before court.

Note had been taken of indications from Mandela that he in principle recognised the right of minorities to create or maintain separate schools with an own language, culture and religion.

Meanwhile those parents who had removed their children from the school would keep them away, as a symbol of protest and for security reasons because of potential conflict. On Friday 157 white and black pupils reported for classes at the school.

Comment: Page 16

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# Talks on race-row school turn sour

Nov 27/2/96

(50)

Potgietersrus parents angry that forum will not provide them with answers soon

## STAFF REPORTERS

White pupils staying away from Laerskool Potgietersrus since its integration last week are being taught in church halls by relatives and others with teaching qualifications.

Yesterday, attendance at the school was reported to have improved to about 200 white and 25 black youngsters. But today, sources indicated that 100 of these white pupils would stay away in line with a hardening stance by their parents.

The latter are demanding an all-white state-aided education for the children, and say they will continue the boycott until after the promised national forum has

resolved the status and rights of minority groups.

They are also re-considering a Constitutional Court option, saying negotiations with the Northern Province government about the forum have turned sour.

Parents claim the provincial government agreed at Friday's meeting with parents and leaders of the Freedom Front and Conservative Party to set up a forum to decide how their Afrikaans culture would be protected.

They consequently shelved their plans to approach the Constitutional Court with a view to challenging the Pretoria Supreme Court order forcing them to admit 16 black pupils last week.

But now, having been told the forum would not deliver instant

results, they are considering turning to the Constitutional Court for an answer after all.

Provincial and central government spokesmen said yesterday that although the matter of minority rights in education was urgent, the formulation of a national policy would be a lengthy process with far-reaching effects.

Northern Province education MEC Aaron Motsoaledi said yesterday the forum's work would affect not only "the people of Potgietersrus who are demanding that the State act contrary to the constitution by financing an all-white Afrikaner school.

The forum will consider minority rights as an issue to be included in a national policy document.

"This will be a huge undertaking and involve role-players (ranging) from politicians and non-governmental organisations to all forms of educationalists.

"Although I hope it will provide answers as soon as possible, practically the forum will never have decided anything within two weeks," warned Motsoaledi.

Koos Nel, chairman of the parent body, said yesterday he expected to sit on the forum and for it to "give Afrikaners answers" within two weeks.

"We are far from satisfied with the position we have been forced into accepting at the school and want answers now.

"Most children will not go back to school until parents are satisfied with the answers."



## *Languages again in IBA spotlight*

Public submissions to the Independent Broadcasting Authority (IBA) on the Public Broadcasting Services Bill have focused on requirements of SABC television's treatment of languages, especially Afrikaans.

In hearings in Johannesburg yesterday, individual submissions made in their private capacity centred on whether the provision in the bill that languages be treated in an "equitable and reasonable basis" on a national level was sufficient.

Prof F I J van Rensburg, a retired Rand Afrikaans University professor of Afrikaans, contended it was not.

Van Rensburg said, while the bill referred to equitable and reasonable treatment, the interim constitution referred to "equal treatment", which had a very different meaning.

He said that in the past there had been equity between English and Afrikaans on television.

According to Van Rensburg that equity should be maintained and the use of both languages should be brought down to make provision for the other nine official languages. - Staff Reporter

(50) Star 27/2/96

# Minority parties dispute Gauteng education Act

Susan Russell

WHILE the Potgietersrus Primary School governing body has dropped its Constitutional Court bid to prevent the admission of black pupils, a separate challenge to new education legislation by minority parties in the Gauteng legislature will be heard by the court on Thursday.

The DP, NP and Freedom Front are challenging the constitutionality of provisions of Gauteng's new School Education Act which deal with religious freedom in schools, a ban on language testing for pupils before admission and the proposed school forum's ability to make binding decisions on school governing authorities.

Although the Gauteng School Education Act has already been passed, the disputed provisions

will not be put into effect until the Constitutional Court has given a ruling on the matter.

The minority parties claim that the disputed provisions are an infringement of section 32(c) of the constitution which guarantees that every person "shall have the right to establish, where practicable, educational institutions based on a common culture, language or religion, provided that there shall be no discrimination on the ground of race".

One of the clauses of the new Act objected to by the three minority parties is section 19(1) which prevents state schools from subjecting prospective pupils to language competency testing as a criterion for admission. They object also to clauses which make provision for religious policy at state schools, which they say conflict

(50) BD 27/12/96

with section 32(c).

Provincial education authorities are opposing the court action, saying the School Education Act recognised the right of pupils to education in the language of their choice, but it also tried to prevent the exercise of language rights in a way which would reinforce discrimination or lead to the inefficient use of educational resources. Sapa-AP reports that President Nelson Mandela has agreed to hold a national conference to discuss whether the state should pay for segregated schools.

The conference was agreed to by the Potgietersrus Primary governing body and the Northern Province government, after the provincial government went to court to desegregate the school. Black children began attending the school last week.

## SA liberation force veterans honoured

CAPE TOWN — The SA Legion's acceptance of former liberation

the league was founded, only whites in SA were fully honoured

BD 27/12/96

against Hitler, only to be spurned once more and confined to un-

## White pupils still absent

(50) BD 27/12/96

POTGIETERSRUS White Afrikaans-speaking pupils remained absent when classes resumed yesterday at the Potgietersrus primary school in Northern Province.

Some white children were pulled out of the school last week when 18 black pupils enrolled after the Pretoria Supreme Court forced the school to open its doors to all races. Education department spokesman Laduma Thembe said yesterday only 48 pupils attended classes.

Talks on Friday between premier Ngoko Ramathodi and conservative political leaders aimed at defusing tensions ended in deadlock.

A request from the school's governing body to open a private Afrikaans-medium school was referred to President Nelson Mandela because the provincial government believed a decision on "cultural schools" had to be made at national level. — Sapa.



# Private classes in Potgietersrus

CT 28/2/96 (50)

**POTGIETERSRUS:** Hundreds of Afrikaans-speaking white pupils at Potgietersrus this week attended privately-run classes while the local primary school stood virtually empty, a parent said.

About 30 mostly English-speaking white pupils remained at the school, joining the 18 black children who were enrolled last week.

The private classes were held on the premises of the Apostolic Faith Mission.

The parent said several unemployed teachers had offered their services to the "church school" on a voluntary basis, and the arrangement was working well.

The temporary school was apparently regarded by many parents as an experimental first step towards the establishment of a private Afrikaans-medium school in the town.

Conservative parents last Thursday removed their children

from the previously all-white primary school to protest against the admission of the black pupils.

The black pupils enrolled after the Pretoria Supreme Court overruled objections to racial integration.

The situation at the school was reported to be calm yesterday after last week's turmoil during which police, politicians, government officials, parents and the press besieged the premises. — Sapa



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## Fire brigade flushes out robber from water pipe

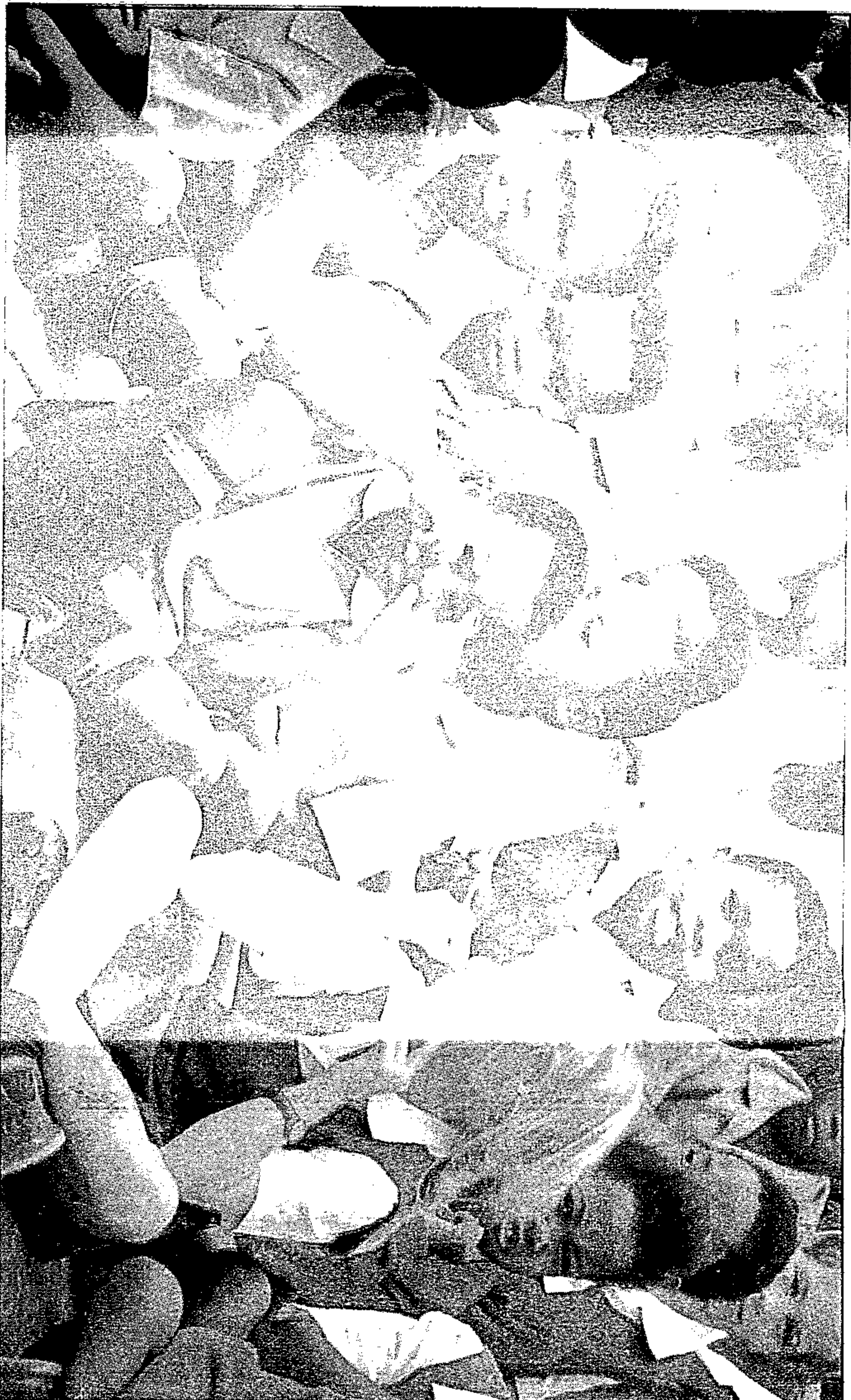
**JOHANNESBURG:** A robber who botched a café heist was literally flushed out by police, who called in the fire brigade to pump water into an underground storm water pipe, a police spokesman said.

The bedraggled man was admitted to hospital after inadvertently gulping water during the "flushing out" operation.

Three men had tried to rob the inappropriately named Jackpot Café west of Johannesburg, after threatening shopkeeper Ms Lucia Jarduin, 24, with a gun.

The men grabbed a bank bag and fled from the café, with traffic officers who had seen the incident in hot





**CLICK CLICK:** Grade Two pupils at Valhalla Primary School, Katlego Moranye and Iize Marais, both aged seven, pretend to take photos during an assembly at the school.

# Where colour is invisible

*Pioneer school proves a model of racial harmony as it quietly gets on with the business of teaching*  
 The Argus Correspondent reports from Pretoria.

**WHILE** the controversy surrounding Potgietersrus Primary School has been making headlines, a traditionally white school in Pretoria has been quietly accommodating a growing number of black pupils.

Valhalla Primary School first became a multi-racial institution in 1992 when its classes were half empty and it opted for the so-called Model B option put forward by the former government.

Today more than half of the school's 1 200 pupils are black - although nobody can give an exact ratio.

"To be quite honest we haven't counted," school principal Jan van der Merwe said.

Unlike its Potgietersrus counterpart, the school has experienced no problems. "We don't have problems with uniform, school fees, discipline or anything," Mr van der Merwe said.

He and his staff attribute the success of their integration programme to the willingness of the school's parents to accept the challenges of the new South Africa.

"Children don't see colour - it's the parents who do, Shirley Henderson, legal adviser to the school's governing body explains.

*If you get used to the system you don't see colour anymore and the children don't see colour anyway,"* said Mr van der Merwe. has come to be regarded as one of the pioneers of multi-racial schooling in Pretoria.

Over the last two years the school has been approached by a number of other schools to help them achieve the same feat. The school has an excellent name in the black community Mr van der Merwe says.

Ironically, the school has a good relationship with Laerskool Potgietersrus and plays a cricket match against them every year.

Valhalla Primary School has never experienced any racial problems when mixing with the Potgietersrus school and have been invited to play against them this year as well. Mr van der Merwe said.

The Valhalla school currently has a waiting list of 350 children and applicants are accepted on a first come, first served basis.

In spite of being an English school with a Christian ethos, religious freedom is allowed and English aid classes are given up to Std 2 to help people used to communicating in other languages.

The ideal is to let the children be real South Africans when they walk out that gate at the end of Std 5, Mr van der Merwe said.

"It's a matter of accepting that we're living in the new South Africa."



## Whites hold private classes in Potgietersrus

Potgietersrus - Hundreds of white, Afrikaans-speaking pupils are this week attending private classes in church halls and the only pupils at Laerskool Potgietersrus are about 30 English-speaking white pupils and the 18 black children enrolled last Thursday by court order.

The private classes were held on the premises of the Apostolic Faith Mission.

Parents said several unemployed teachers had offered their services to the "church school" on

a voluntary basis, and the arrangement was working well. The temporary school was apparently regarded by many parents as an experimental first step towards the establishment of a private Afrikaans-medium school.

Commenting on the "church school", Johan Willemse, a Freedom Front spokesman, yesterday appealed to white parents to send their children back to Potgietersrus Primary while negotiations continue in an attempt to resolve the crisis.

The conservative parents last Thursday removed their children from the previously all-white primary school in protest against the admission of the black pupils. The blacks enrolled after the Pretoria Supreme Court overruled objections to racial intergration.

The situation at the school was reported to be calm after last week's turmoil during which police, politicians, government officials, parents and media representatives besieged the premises. - Sapa Own Correspondent.

(50) Star 28/2/96

# Kids told to return to school

(50) Sowetan 28/2/96

## Freedom Front's appeal

By Khathu Mamaila

**T**HE FREEDOM FRONT in Northern Province has called on white parents who withdrew their children from Potgietersrus Primary School to rescind their decision and take them back.

FF spokesman Mr Johan Willemse said yesterday: "We would like the white parents to keep their children at the school while the negotiations to resolve the matter are in progress.

"We do understand why some of the parents withdrew their children from the school, but we would like the pupils to get education from the school."

### Private school

Willemse was commenting on the decision by some white parents who established a "private school" in two church halls in town.

He said he was hopeful that President Nelson Mandela and FF leader General Constand Viljoen would be able to resolve the issue and allow "different peoples to educate their children in their communities".

Willemse said the white parents were unhappy that there were more black pupils at the school than had been ordered by the Pretoria Supreme Court.

"I have been informed that there are about 45 black children at the school. We had agreed with the premier (Mr Ngoako Ramatlhodi), that only those children covered by the judgment should be admitted.

"The premier has not kept his word on the matter. How can we then trust him? This will only

complicate the situation even further," said Willemse.

However, he reaffirmed his confidence in Mandela to address the matter.

Northern Province education spokesperson Mr La-Duma Thembe said he was not aware of the admission of more black pupils in addition to the 22 whose admission was authorised by the court.

"I do not know of any official admission of more black pupils, but obviously there are many more black parents who want to register their children at the school," said Thembe.

### Withdrawn pupils

He said the department was still looking at the matter of the white pupils who had been withdrawn from the school.

More than half of the white parents protesting against the enrolment of blacks withdrew their children from the school last Thursday.

Meanwhile, a school inspector, Mr Seshuanyana Mohlala, who has been assigned to monitor the school by education MEC Dr Aaron Motsoaledi, said yesterday that the situation at the school was becoming normal.

He said 52 percent of pupils attended class yesterday, the highest figure since the row started last week.

"The black and white children play together during breaks. One white pupil even hugged a black colleague and said the latter was his friend," said Mohlala.

Motsoaledi ordered that two inspectors should be based at the school to monitor the desegregation process at the school.



# Schools still teaching 'apartheid history' <sup>(50)</sup>

UCT 29/2/96

**TEACHING HISTORY** in the new South Africa isn't easy. Education Writer **CAROL CAMPBELL** reports.

**P**UPILS at many Western Cape primary schools are still being taught "apartheid history" and teachers generally feel uncomfortable about teaching the subject.

This was revealed in a study of history teaching in the province conducted by students at the Cape Town College of Education just after the interim history syllabus was released to schools last year.

The trainee teachers spent a term in Model C schools assessing the effectiveness of history teaching.

In a report on the findings of the survey, University of Cape Town education lecturer Ms June Bam said teachers in primary schools desperately needed practical guidance on up-to-date approaches to teaching history.

"Many teachers indicated that the interim syllabus is not promising and does not differ much from the old syllabus," she said.

"Interpretation of the syllabus is a major problem for many who were not sure what to teach and how to teach it."

The survey highlighted the three main problem areas as: The way teachers approached the subject, the lack of skills-based teaching experience and a general lack of insight into the issues in history teaching in post-apartheid South Africa.

## Salary bargaining set to begin

**OPPOSING** parties in the Education Labour Relations Council bargaining unit meet in Pretoria next week to put their first set of figures on the table.

National Professional Teachers' Organisation spokesman Andrew Pyper said yesterday teachers could not accept another increase of five or six percent.

National education depart-

ment chief negotiator Roelof du Preez declined to comment.

A spokesman for the South African Democratic Teachers' Union is expected to comment on the wage talks today.

● The bargaining unit of the Western Cape Education Labour Relations Council will continue negotiations on the retrenchment of teachers in local schools tomorrow.

A particular problem area in Std 2 was the inclusion of physical descriptions of the San and Khoikhoi.

"Children copy these descriptions from old text books, memorise them as facts and are then tested by the teacher. Stereotypes are shamelessly reinforced in young minds."

Teachers complained about the frustration of teaching the similarities and differences between the various ethnic groups.

A common approach was to "lecture" the children and follow up with worksheets duplicated from old text books. No space was allowed for the children to express their own opinions.

"There are still instances where the teacher spends the entire history lesson reading out of one text book and not allowing children to ask questions."

Bam said, however, that many teachers were doing encouraging work, especially in the area of independent curriculum development and finding alternative resources.

"Schools in at least two regions are working closely together, sharing material and ideas on how to cope with problems," she said.

At some schools teachers brought their own resources to school.

"History-teaching is the most viable vehicle through which to dispel the racist myths that still seem to pervade our classrooms," she said.

● Teachers who want assistance in teaching history at primary school can contact the Guinea Fowl primary history project at the University of Cape Town or the Teaching and Learning Resources Centre at UCT. The contact telephone number is (021) 650-3276.





Transformation buddies ... Sean van Tonder (front) has decided to give up rugby to concentrate on soccer because Bongane Tshwale (next to him) shows him during school breaks "how Mark Fish plays".

## Whites will teach their children 'under the trees'

By TROYE LUND

Potgietersrus - Freedom Front calls to white parents to send their children back to the Laerskool Potgietersrus have been rejected by the school's governing body who say the FF must "leave us alone" because they "are not part of, or bound by, any political group".

About 240 of their children are being taught in the Hervormde Kerk until, parents say, their demands are met and the Government provides a State-aided Afrikaans school, following a Supreme Court order that the school admit 16 black children.

Magda Fourie, mother of an 8-year-old pupil, is vehement and believes the ANC has a "secret operation" to destroy Afrikaans to achieve "a single, secular culture".

Fourie complained yesterday that their suggestion that English-speaking and black pupils take over the "best part of the primary school" while Afrikaners kept a building across the road, has been flatly rejected by the Northern Province government.

The parents say that if a forum determining to what extent the constitution provides for minority rights - which is expected to convene in the next two weeks - denies them their "basic human rights" they will set up a private school.

"It will cost millions. We will

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 teach them under the trees if we have to. We will start with nothing extravagant and build it up. Where there is a will there is a way," said Koos Nel, chairman of the school's governing body, as he guarded the doors to the church classroom.

Parents giving lessons would not say if they were qualified to teach. "What professions we are is irrelevant. It is disruptive and confusing for children, but it is for the sake of Afrikaners for generations to come. If we do not take a stand, Afrikaans will be wiped out in two years. It is a crisis and we are living day to day," said Karen du Plessis, parent in charge of the church school.

"I am prepared to give (all the school assets) away if the Government will give me a fixed undertaking never to destroy my language and religion," said Fourie.

Hugo Germis (11) enjoys going to the church school. His parents have promised him he will never go to school with "outs".

"I don't know why I would hate to go to school with blacks, but I know I would," he said.

Although she is proud of her Afrikaans language and religion, Alta Marais said she would never jeopardise her three girls' education for it. She has kept them at the primary school.

"At first I was nervous about the blacks, the conflict, the stan-

► ... To Page 2

## Boycotting pupils move to church

(50) Star 29/2/96  
 From Page 1

dards and all that, but my child has to work and fit into the world one day. I have realised black children in the classroom will never destroy religious and cultural values, which are rooted and nurtured in the home," said Marais.

After his fifth day with black schoolmates, Shaun van Tonder (10) is convinced: "Blacks are really not different, if a person thinks about it."

None of the black pupils is in his class, but he finds them "really good at soccer" - so good that he has decided to give up rugby and concentrate on soccer.

Northern Province education department inspector Bernard Harris, who is monitoring the school, said 263 children were attending classes.

He said teachers were continuing with the curriculum and would be prepared to repeat the work when the others returned.



# School saga instructive

(50) Sowetan 1/3/96

By Khathu Mamaila

NORTHERN Province premier Mr Ngoako Ramatlhodi said yesterday Laerskool Potgietersrus would be subjected to the same rules as any other school in the province once the legal process has been completed.

Speaking at an education summit in Pietersburg yesterday, Ramatlhodi said his administration would not allow a situation where there were empty classrooms in a former lily-white school while other children throughout the province were schooling under trees.

The school is almost half empty after some white parents, protesting against desegregation, withdrew their children and established private classes in two church halls in the town.

The premier said the government would not register more children than those whose admissions were authorised by the court until the pending appeal had been heard.

He said the events in Potgietersrus tended to suggest that some children were not entitled to education.

"We have to protect the right of our children to learn, play and to be dirty regardless of their skin colour," said Ramatlhodi.

He said that negotiations with political parties regarding the situation at Potgietersrus should continue until "everyone is convinced that the past is gone and buried".

Speaking at the same conference, education MEC Dr Aaron Motsoaledi said: "After the saga of Potgietersrus, there is no doubt about the need to control the powers of governing bodies.

"The need for this is further illustrated by other powers given to these bodies such as participation in the selection of teachers and recommendations for their employment, discipline and dismissal."

Potgietersrus primary school management was last week forced by the court to open its doors to all races.

# Groblersdal school lays down (separate) law for black pupils

(50) Star 1/3/96

New enrolments forced to learn and play apart from white schoolmates, and are not allowed to wear the school uniform

By ADAM COOKE

This school does not belong to you, black children at Hoërskool Ben Viljoen in Groblersdal were allegedly told by their principal this week.

The Mpumalanga school has launched itself on a path of segregation, where the 33 newly admitted black Std 6 pupils are lumped together in a separate classroom, made to operate on a timetable different from that of their fellow white pupils, and not permitted to wear the school uniform.

Provincial Premier Mathews Phosa has attacked the school for its policy of segregation, making it clear such practices must come to an end.

Spokesman Oupa Pilane said the premier found the school's policy "totally unacceptable" and had called on all stakeholders to come to a solution at a newly formed education forum.

After spending their first month of schooling at Groblersdal Primary School, two Std 6 boys from the Motetema township, about 10km from Groblersdal, began attending the high school on Monday.

They told The Star their new school was beautiful; they spoke with dreamy eyes of the grassy playing fields and large school buildings; of chemistry laboratories and overhead projectors.

But the features traditionally associated with white privilege

are, they say, being denied them. Teachers and members of the school board refused to disclose anything to The Star yesterday, saying they had to wait for chairman of the board Tienus Greyling to return.

White children at the school steered clear of reporters, apparently obeying a ruling by the board that they should not talk to the media.

"Our classroom is small and smelly, and we have to play in one little place at break times," said 13-year-old Thembu, who was afraid to provide his full name.

When black children arrive at school at 7.30am, their white schoolmates have already been in class for 50 minutes.

"They (white pupils) look angry when they see us coming. Sometimes they spit at us," said James, visibly traumatised by the experience.

He said his black classmates had been intimidated, and that the children had been forced to move in groups to the toilet in order to avoid being bullied.

The boy's father, Tommy Rachiidi - who is also principal of the local Ikageng Primary School - expressed anger and disbelief at the situation.

"The principal has told me the children are separated for security reasons.

"But it is this separation that is breeding antagonism between the pupils," he said.



# Heated court debate over language competence tests

BY LEE-ANN ALFREDS  
Education Reporter

A month ago, the spotlight on the future of Afrikaans schools fell on Northern Province when Laerskool Potgietersrus defied orders to admit black pupils.

Yesterday it was Gauteng's turn to debate this highly emotional issue. But while passions ran as high as they had done in Potgietersrus, the physical conflict was absent.

For this time, the venue was the Constitutional Court and not the playground, and the protagonists were lawyers, not parents.

At issue were three suspended clauses of the Gauteng Schools Education Act of 1995 - clauses 19(1), 21(2) and (3), and 22(3) - which are being disputed by the National Party, the Democratic Party and the Freedom Front.

■ Clause 19(1) outlaws language competence testing as a criterion for admission to a public school.

■ Clause 21(2) requires that schools aim to develop a national, democratic culture of respect for SA's diverse cultural and religious traditions; and 21(3) allows the MEC to reformulate the religious policy of a school - after consultation with the governing body - if the minis-

ter believes the religious policy does not comply with requirements.

■ Clause 22(3) gives public-school pupils the right not to attend religious education classes and also enables private schools to limit the right to freedom of conscience where necessary to preserve the religious character of the school.

Opening the highly charged debate, N Maritz, SC, said schools based on a common language could be preserved only if language competence tests were in place.

He denied that the use of language competence testing would

be used to discriminate against pupils of other races, as this was outlawed by the constitution.

Maritz said a ban on language competence testing would pose a "real risk" to the future of a school based on common language.

Counsel for the Government, Wim Trengove, SC, opposed this, saying language competence testing as an admission requirement would allow people to perpetuate old inequalities.

"The inevitable consequence would be a freeze of the status quo of inequality, which violates the constitution," he said.

Argument will continue today.

(50) Star 1/3/96

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## BULLETIN BOARD

# Trompsburg school scrap ends amicably

Trompsburg - The problems at Laerskool Trompsburg were resolved at a meeting of the Free State town's community on Thursday afternoon, school governing body chairman Japie Kachelhoffer said yesterday.

He said the existing premises - formerly Hoërskool Trompsburg, which was shut down because it had insufficient pupils - would serve as a

dual-medium high school for the entire community.

The Afrikaans primary school would relocate to its former site, where some of the buildings are currently being used as dormitories for children from out of town. It would retain its Afrikaans character.

Kachelhoffer said representatives of the central and provincial governments had

attended Thursday's meeting and had indicated that the solution arrived at was satisfactory.

Last week about 400 pupils from the Madikgetla Secondary School were chased away by white parents who allegedly used slamboks and pickhandles when the pupils attempted a sit-in protest at the school to demand more classroom space.

After their eviction the pupils damaged cars, homes and businesses and set fire to a house as they rampaged through the town.

In the Eastern Cape, there was a strong police presence at Laerskool Holmeyer as parents accompanied their children to school yesterday.

The school was occupied by pupils from the Emzomhle school on Thursday.

A meeting was scheduled for later yesterday between local councillors, teachers and school representatives from the town.

The Eastern Cape education department has given an undertaking to erect more classrooms for the Emzomhle school, which is being used as both a primary and a secondary school.

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# Not so easy to hit the books in Groblersdal

By BHEKIE MATSEBULA

THE PRINCIPAL of the Ben Viljoen high school in Groblersdal, Fred Potgieter, has been given until Monday to enable the 35 black students admitted last Friday to share the same facilities as white students - or face disciplinary action.

Mpumalanga Senior Deputy Chief Education Specialist, Willy Kutumela, said on Friday that the education department would not tolerate any further racism at the school.

"What is happening in that school is totally against our policy in the province. If the principal fails to adhere to our instructions to rectify the situation by Monday, we will be forced to take disciplinary action against him," Kutumela said.

This follows the refusal to allow the black

students access to the same facilities as their white school mates, such as toilets. Neither are they permitted to wear the school uniform, nor enter or leave the school premises at the same time as their white school mates.

Mpumalanga MEC for education, David Mabuza, described the behaviour of the principal as disgraceful, adding that an agreement had been reached with the school's governing body that the black students should be allowed to attend classes with white students.

"What is happening is not what we agreed upon when we met the school's governing body last Friday. I have sent a delegation to investigate the allegations," Mabuza said.

The black students occupy a separate classroom far from the classrooms occupied by their white school mates.

Moreover, the black students have apparently been ordered to be at the school gates at 7.30 am, while their white colleagues arrive later, at 7.45 am.

However, Potgieter - the school's principal - has denied that the black students were being discriminated against. He said they were being accommodated separately from the white students for their "safety".

Potgieter could not be reached yesterday for comment on the ultimatum given to him by the Mpumalanga education department.

Meanwhile, Mpumalanga Premier, Mathews Phosa, visited the racism-torn towns of Groblersdal and Marble Hall on Thursday, where he called on the communities to find a solution to the racial dispute which has led to confrontations between white and black

parents at the Ben Viljoen high school in the past weeks.

Phosa said the time had come for both black and white South Africans to stop negotiating through threats, court orders and subtle intimidation.

"We... must find the solution to the situation that confronts us. To be able to do this we must negotiate from a set of principles which is constitutionally and legally sound," Phosa told the leadership of the Groblersdal and Marble Hall towns on Thursday.

Phosa said the issue of multi-racial education in South Africa was a sensitive one, and he called on all South Africans to respect the constitution of the country.

Phosa said that access to schools should not be blocked for any potential pupil.

(50) CP 3/3/96

# You have nothing to fear, Bengu assures Afrikaners

ARG 4/3/96

(50)

## Political Staff

AFRIKAANS-MEDIUM schools have nothing to fear in the new South Africa, says Education Minister Sibusiso Bengu.

Proof, he says, is the recent establishment, in collaboration with the Freedom Front, of a joint task group to look at the issue of language and culture in education.

In a statement today Mr Bengu acknowledged there had been "a rising tide of grassroots disenchantment and anxiety among Afrikaans-speaking communities, based on the misconception that the government is not protecting linguistic and cultural diversity in the education system, and that a campaign is being waged to eliminate the Afrikaans language and culture in schools".

But, he said, it was because of a bitter experience of cultural domination under the previous dispensation that the new government wanted to reassure the Afrikaans-speaking community that it had nothing to fear from the new, non-racial education system.

He said the language policy in any particular public school ought to be determined in consultation between the governing body of the school and the provincial authorities concerned.

This approach should be followed until a national language policy in education was finalised.

Mr Bengu said he had recently had discussions on this issue with President Mandela.

He had told the president about two important initiatives, the first being a national dialogue about language and culture in education and the second being mediation in the Potgietersrus crisis where an Afrikaans-speaking community recently barred black children from enrolment.

These initiatives, he said, clearly indicated the government's sensitive and pragmatic approach in dealing with transformation in education.

Mr Bengu said he and Freedom Front leader Constand Viljoen had recently agreed to set up a joint group which was already being co-ordinated by the director-general of education.

He invited people to submit to the task group any proposals on how these matters should be taken up.

He also invited public comment on the education department's discussion document, published last November, on the development of a language policy in education.



# Sexwale hits out at NP for criticising Cuban doctors

Ingrid Salgado

BD 4/3/96

GAUTENG premier Tokyo Sexwale on Friday chastised parties who had criticised SA's importation of Cuban doctors, saying the World Health Organisation had rated Cuba's health care among the best in the world.

In a dig at Gauteng legislature NP members, who earlier in the day had slammed the Cuban doctors' arrival in SA, Sexwale said such "ignorance" failed to recognise that 50% of medical graduates left the country every year.

"What we need (from SA doctors) is professional patriotism that will see them follow the committed route of the 50% who stay to serve the people who gave them their advanced education."

He said that the Cuban doctors had been evaluated by SA's leading medical professors before being chosen to come to SA.

Sexwale recently returned from a trip to Cuba to promote investment in the province. He said leading SA mining companies were investigating mining opportunities on the nickel- and ore-rich island, while business had identified "significant trading opportu-

nities" with Cuba in pharmaceuticals and food products.

"Obviously the business community thinks differently to some of the parties here (in the legislature)," he said. The impression was created that certain politicians missed the Cold War and its implications for SA.

Responding to Gauteng DP leader Peter Leon's criticism that the province had made no representations to the Constitutional Assembly, Sexwale said he would not countenance Gauteng losing the powers it held under the interim constitution.

Housing and local government MEC Dan Mofokeng was investigating the devolution of powers from the provincial government to local authorities, he said. The DP earlier expressed concern that this had not taken place nearly four months after local government elections.

Sexwale disputed DP accusations that he was a "spendthrift premier". Instead of quibbling about how much overseas trips cost government, the DP should be asking how much investment these trips brought back to the province.

# Freedom Front in schools row (50)

Ingrid Salgado

BD 4/3/96

A ROW broke out between the ANC and the Freedom Front in the Gauteng legislature on Friday when the right-wing party warned that Afrikaners would start a "liberation struggle" should government disregard Afrikaners' self-determination in education.

Education MEC Mary Metcalfe said that the "call to arms" was misguided and erroneous. People had been misinformed that their language rights were being threatened.

Earlier, Freedom Front MP Christo Landman warned that recent events at Potgietersrus Primary School, when whites refused black children admission, could spill over into Gauteng.

"If the plea for understanding of the

Afrikaner in education is not met ... the third liberation struggle of the Afrikaner will commence in the educational field," he said.

An angry Metcalfe told Landman he was speaking "very loosely about the lives of people".

Landman denied he had made a call to arms. He had simply warned the house of the consequences of government ignoring Afrikaners' rights.

Metcalfe said she was committed to defending the principle that pupils be instructed in their own languages. "If a school was 10% Afrikaans, I'd be here defending the rights of those children to speak Afrikaans."

Government had to defend the language and religious rights of all children in public schools.

# Clamour for school places

(50) sawetan 5/3/96

By Khathu Mamaila

A LARGE number of black parents want their children to fill the vacuum that was created by the withdrawal of white pupils from Laerskool Potgietersrus. These white pupils are now being taught in two local church halls.

School inspector Mr Seshuanyane Mohlala, who has been at the school for the last two weeks to monitor the integration process, said dozens of black parents "come to the school every morning" demanding that their children be registered.

## Demand admission

"Some keep on phoning, while others come to the school to demand the admission of their children. I tell them that the department has not yet taken a decision on more admissions. They insist that the school is half full and their children should be admitted.

"I just hope that the department

decides on the matter quickly because some parents are beginning to think that we are blocking the admission of more black pupils," said Mohlala.

Education department spokesman Mr La-Duma Thembe said yesterday that while he understood the pressure from black parents, it was important for the department to act sensitively on the issue.

He said most white parents acted emotionally when they withdrew their children from the school.

"They might soon return to the school and if we had already registered more black children, we might have a problem of space," said Thembe.

Only 279 of the 495 pupils reported for classes yesterday.

Thembe said it was his wish that the empty classrooms should be occupied by pupils regardless of race.

"The problem is that if we act hastily and register more black children, we might be accused by the governing body of acting in bad faith," said Thembe.



# Afrikaners given assurance

(50)  
MD 5/3/96  
Mduduzi ka Harvey

THERE was a rising tide of grassroots disenchantment among Afrikaans-speaking communities that government was not protecting linguistic and cultural diversity in education, Education Minister Sibusiso Bengu said.

He said the misconception that there was a campaign to eliminate the Afrikaans language and culture from schools was founded on the basis of cultural domination in the previous dispensation. He assured Afrikaners that there was nothing to fear from the new, non-racial education system.

He said he had briefed President Nelson Mandela on how the situation was being dealt with.

In addition, two initiatives, a national dialogue about language and culture in education, and mediation in the Potgietersrus crisis were in place.

Bengu said he was deeply concerned by the Potgietersrus Primary School crisis. Education department officials had been appointed to co-ordinate a mediation bid aimed at avoiding further confrontation. The officials would also engage in discussions with the province and the aggrieved parties to attempt to find meaningful solutions.

# Groblersdal board blames politicians

BY ADAM COOKE

Star 5/3/96 (50)

The 33 black pupils at Hoerskool Ben Viljoen in Groblersdal have been thrust upon the school as a move by politicians to try and squash Afrikaner culture, according to the head of the school's board.

This comes amid renewed reports that the children are being emotionally abused by staff at the Afrikaans-medium school.

The school came under the spotlight last week when it was found that segregation was rife as black Standard 6 pupils were housed in separate classrooms from their white schoolmates, learnt according to a different timetable, were not allowed to wear the school's uniform, and allegedly faced daily abuse from school staff.

The chairman of the board of Hoerskool Ben Viljoen, Tienus Greyling, said yesterday the Mpumalanga Education Department was using the school as a political tool and had succeeded in turning it into a national pariah.

"We have been victimised. Politicians are trying to destroy the Afrikaans nature of our school - this is not a matter of race but of culture," he said. Greyling added the school was the only Afrikaans-medium high school in a 100km radius, while 98% of the people in the Loskop area were Afrikaans speaking.

But after a meeting of parents of the black pupils yesterday, fresh claims of intimidation emerged.

The father of one of the pupils and principal of nearby Ikageng Primary School, Tommy Rachidi, said yesterday parents' discontent was growing as children returned each day with new stories.

He said the latest instance saw a sick child being refused entry into the sanitarium by teachers and forced to return to class: "All he needed was a place to lie down until one of his parents could collect him. But he was denied even this right," said Rachidi.

He rejected claims by Greyling that the children had been forced upon the school, saying they had all applied in good time.

Greyling said black children at the school were treated in exactly the same manner as their white schoolmates, adding there was no discrimination at the school.

He said the school had provided a number of alternatives to the department of education representatives, such as building a new, prefabricated English school on Groblersdal Primary School property, and catering for the pupils at a nearby English private school with one state-subsidised teacher.

But all of the proposals were rejected, he said.



# Exclusivity we can do

(50) Star

The Government's handling of the Potgietersrus issue was nothing but pathetic,

# without

5/3/96

writes Mondli Makhanya



**W**hen the score sheets are written at the end of the Potgietersrus debacle, the white parents and the school board of Laerskool Potgietersrus will undoubtedly emerge the winners.

For even though the Northern Province government eventually won the battle to secure the unrestricted entry of black pupils into the school, the Afrikaner parents will have put up a sterling fight and focussed world attention on their cause. And even the fact that the majority of the world's population does not sympathise with the Potgietersrus parents' demands for racial exclusivity is immaterial. They have achieved maximum exposure and attained the status of being the toast of the international Right wing.

The Government's handling of the issue has been nothing but pathetic. Both the Northern Province and national Governments have dilly-dallied and let a straight-cut issue drag on for too long. In the process a lot of emotions have been in-

flamed on both sides of the conflict.

The only thing that the authorities have achieved through the messy handling of the issue is to inject some rare excitement into the lives of bored foreign correspondents who for the past few weeks have been able to send home those juicy "racist South Africa" stories they used to send in the heydays of apartheid.

By failing to act decisively against the school board the Government has passed up a perfect opportunity to send a message to Afrikaners that the country has changed forever and that they will have no choice but to move along with the process of transformation.

President Mandela had an opportunity to reassure all South Africans that while he was committed to reconciliation, he was not prepared to tolerate any breach of the Interim Constitution's prohibition of discrimination on any grounds.

**I**nstead, the Government has behaved as though it was not sure it was in power, and simply allowed the school

board to violate both the constitution and the law, as well as show open defiance of the nation's governing institutions.

So effective was the defiance of the school board that Northern Province Premier Ngoako Ramathlodi also seemed to forget who was boss and offered to lead a protest march on a school which his own government controls.

And Mandela took the incredulity even further, phoning members of the school board to apologise for the inconvenience caused by the furore and assure them that his Government was not out to make trouble with them.

The Government has now given the Afrikaner Right a new rallying point. Whereas the Battle of Blood River was a monument to Afrikanerdom's triumph over indigenous peoples in the 19th century, the battle of Laerskool Potgietersrus will now surely become the symbol of Afrikaners' supposed oppression following their loss of political power in the 1990s.

Already the controversy has seen the Conservative Party, the Freedom Front (a pragmatic but utterly racist outfit), and ele-

ments on the NP's rightwing speak with one voice.

Both Ramathlodi and Education Minister Sibusiso Bengu should have nipped the mutiny of Laerskool Potgietersrus in the bud.

**K**nowing it was operating on the correct side of the law, the Government should have used all the authority it could muster and force the school to admit the black pupils.

The courts should have been an option only if the school chose this direction. But the Government chose to get the courts to do its dirty work of bringing the school board into line.

In the process the excluded school children lost valuable study time.

By continuing to appease those Afrikaners who are refusing to embrace transformation, Mandela and his Government risk making this ethnic group feel it is special and therefore entitled to the same privileged exclusivity it enjoyed in the past. This is exactly the opposite of

what Mandela wants to achieve through his nation-building efforts.

This Afrikaner claim to exclusivity and cultural superiority has already been evident in the Potgietersrus affair, in Afrikaner resistance to the public broadcaster's attempts to accommodate all the country's languages by scaling down on the two former official languages, and in the uproar over the removal of dual-language labelling on beverage cans.

And despite numerous assurances from the Government - including a highly symbolic visit to Orania by President Mandela - Afrikaner leaders have been persistent in telling Afrikaners that they are now an oppressed minority.

In order to avoid a repetition of the Potgietersrus affair, the Government will soon have to stop mollifying Afrikaners.

The time is now ripe to inform the Afrikaner leadership and ordinary Afrikaners in very clear terms that they have no choice but to accept that their ethnic group is just one of many in this country and as such they will not be entitled to any exclusivity.

# Potgietersrus parents seek new options

The Argus Correspondent

(50)  
ARG 6/3/96  
PARENTS of 221 white pupils of Laerskool Potgietersrus have admitted they cannot continue educating their children in the Hervormde Kerk and will hold a meeting tonight to decide on an alternative arrangement.

But going back to their primary school, which the Pretoria Supreme Court recently forced to enroll 22 black pupils, will not even be considered, chairman of the governing body, Koos Nel said yesterday.

Although the school has refused to admit any new pupils until the matter has been resolved, 90 black families have indicated over the past two weeks they want to send their children to the school. Of the applications, 35 are new and 55 are from people who applied in the past but were turned down due to the school being "full".

Parents, who have threatened to take the matter to the Constitutional Court but held off when the provincial government agreed to set up a forum to discuss the saga, say they have been given the "cold shoulder" as the forum has not yet been established.

"We cannot carry on like this indefinitely. The government promised to resolve this issue in two weeks. After 12 days we have heard nothing but what we have read in the press. Replies to our faxes tell us officials are not available," said Nel.

Minister of Education Sibusiso Bengu said he was "deeply concerned about the conduct of the parent body" and that he had designated senior officials to co-ordinate mediation between the Northern Province government and parents. Officials have been instructed to avoid further confrontation and to promote nation-building and reconciliation.

The minister said the sensitivity of the Potgietersrus crisis did not allow him to divulge when officials would begin their work and how they would go about their instructions.



# Doors of learning open for adults

Education Reporter

ARG 6/3/96 (50)

THIS week is National Adult Learners' Week, celebrating the return to the classroom of thousands of adults to study anything from basic education to life skills.

Initiated by the Adult Educators' and Trainers' Association of South Africa (Aetasa), the week's activities have been designed to alert all South African adults to the many opportunities that exist to enrich their lives.

The association says people are often nervous about starting formal learning again when they have not

studied for several years.

But once they start, they often find that their adult maturity, teamed with innate interest in a subject of their own choice, lends a degree of self-motivation and discipline which carries them through with relative ease.

The association says that apart from enriching the cultural, social and even financial lives of adults, and that of the nation, continuing adult education creates a culture of learning in the home, which inevitably rubs off on children.

For more information contact Fatima Pandy at 696 2810.

# Rush for private schooling

(50)  
CT 6/3/96

**THE NUMBER** of private, or 'independent', schools in South Africa is on the increase amid the uncertainty of changes in education in the country. **CAROL CAMPBELL** reports.

**P**ARENTS in South Africa — and throughout sub-Saharan Africa — are turning to private schools to give their children a quality education, resulting in an increase in the number of private schools.

The vice-chairman of the Independent Schools Council, Mr David Wynne, said 11 new "independent" schools had applied for membership of the council in recent months, pushing the number of private schools in South Africa to 169.

The figure excludes Catholic and Jewish schools.

The surge in demand for places at independent schools has been attributed to a growing fear among parents that the quality of education at the old white Model C schools would decline as state resources are redistributed to more needy schools.

But it is not only South Africans who are willing to pay to ensure a good education for their children at a private school.

Among the children at private schools in Cape Town are pupils from Zambia, Namibia, Botswana,

Zaire, Kenya and Zimbabwe. Foreign diplomats and the city's growing international community also favoured these schools.

South Africa's ambassador to Angola, Mr Roger Ballard-Tremer, said his embassy was issuing an increasing number of study visas to Angolans. "The children are accepted at private schools only when they will not displace South African children."

In Somerset West, parents have employed Wynne to head a new independent secondary school, Somerset College, which will open in January next year.

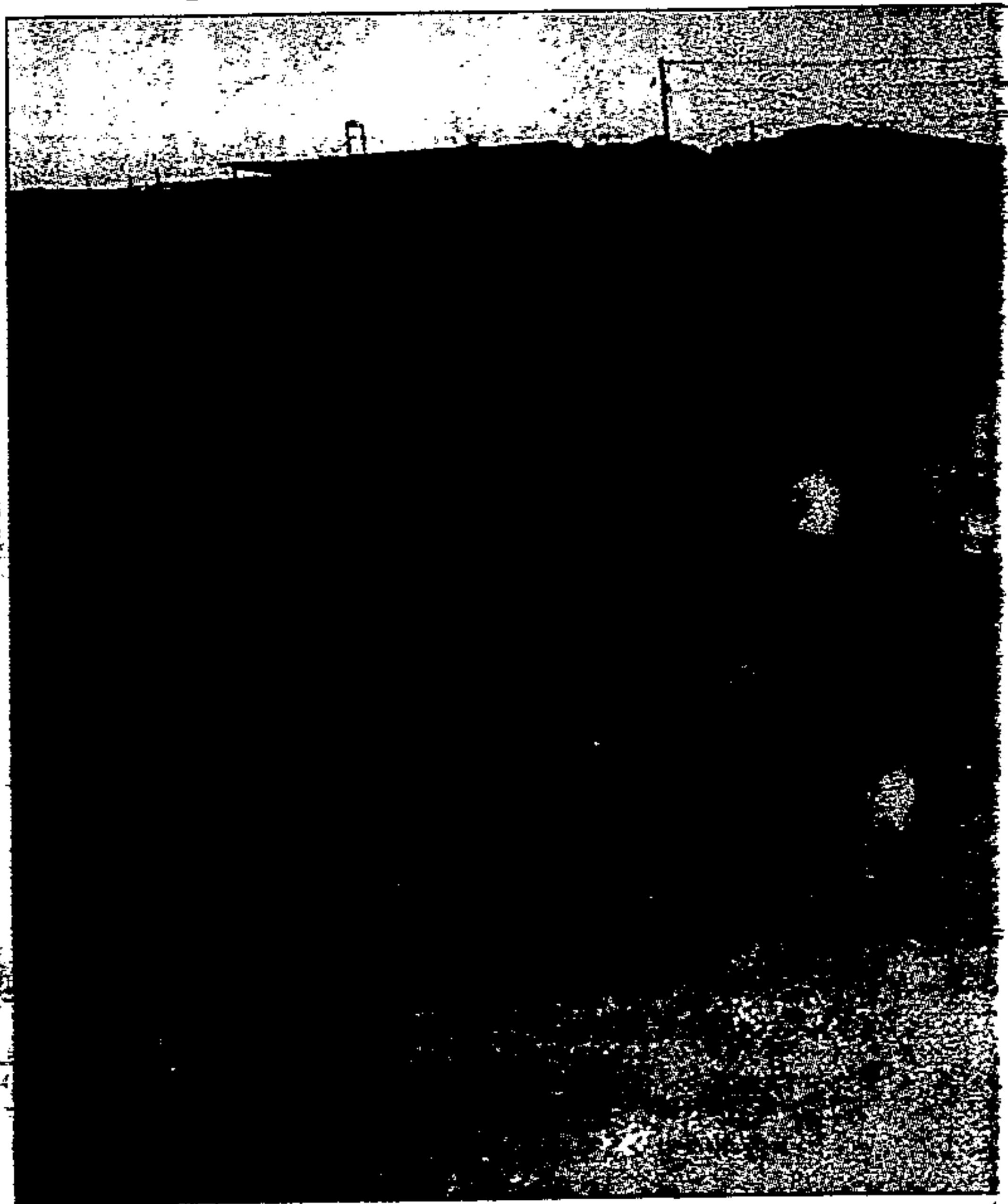
Bridge House School, outside Franschoek, opened in January last year for pupils from pre-primary to matric.

"At Somerset College, we have parents who are putting down a R10 000 deposit now to guarantee a place for a child who is not born yet," Wynne said.

The R10 000 (now increased to R12 000) excluded school fees, which will be R14 000 a year or R3 500 a term for day pupils.

The headmistress of Herschel, Mrs Pamela Duff, said she already

## The long, long trek to work



**DAWN JOURNEY:** With the light just starting to come up behind her, Ms Acrit foot again. ● See Page 2

has 25 applications for her "reception" class in 2000 — the school has 20 places for this group.

At Herschel, parents pay R3 625 for tuition per term in senior high school. Boarding school costs an extra R3 150 a term.

Mr Clive Watson, the principal of Diocesan College (Bishops) in Rondebosch, said parents were nervous of the effects of changes taking place in the public education system.

"At high-school level, it seems parents are hoping the changes taking place will not have a substantial effect on their children by the time they reach matric."

Despite this, he said, there was considerable demand for places at the college, particularly in the junior standards.

School fees at Bishops are R18 768 a year for a day scholar in

the senior standards and an extra R14 020 for boarding school.

Mr Alan Clarke, the head of Westerford High School in Newlands, which is not a private school, said he was confident the quality of education at his school would not drop because parents had the means to employ some of the teachers who were expecting to be retrenched by the state.

"The cut-backs are going to affect schools where parents can't afford to pay for extra staff."

He was supported by Mr Gordon Law at South African College Schools (SACS), also a government school, who said Model C schools would have to "tighten their belts" while the government tried to ensure equal education for all.

Westerford High School charges parents R3 600 a year and SACS R2 300 a year.



## Returning to school out of the question, say white parents

Parents of 221 white pupils of Laerskool Potgietersrus have admitted they cannot continue educating their children at a church and will hold a meeting tonight to decide on an alternative arrangement.

But going back to their primary school, which the Pretoria Supreme Court recently forced to

enrol 22 black pupils, will not even be considered, chairman of the governing body Koos Nel said yesterday.

Although the school has refused to admit any new pupils until the matter has been resolved, 90 black families have indicated they want to send their children to

the school.

"We cannot carry on like this indefinitely. The Government promised to resolve this issue in two weeks. After 12 days we've heard nothing but what we've read in the press. Replies to our faxes tell us that officials are not available," said Nel. Staff Reporter.

(50) span 6/3/96

# Bengu circulates Bill for free, compulsory schooling for all

BY PATRICK BULGER  
Political Correspondent

Cape Town - Draft legislation to introduce free and compulsory schooling, and to scrap Model C schools and replace them with public schools run by elected governing bodies, was circulated in Parliament yesterday.

Education Minister Sibusiso

(50) Star 6/3/96  
Bengu said the draft South African Schools Bill would come before a Cabinet committee next week.

Appearing to steer a middle course between four funding options presented in a white paper last month, it chooses an option that provides for State funding, but allows governing bodies, on which parents will be in the ma-

majority, to raise funds which can be used to upgrade schools and to employ more teachers. It also provides for independent schools.

The draft also specifically forbids a school to disallow a pupil on the grounds of race or language and requires headmasters to provide reasons in writing to a

► ... To Page 2

## Education bill

Star 6/3/96  
► From Page 1

(50)  
disallowed pupil.

All children between seven and 15 years of age will have to attend school.

Pupils of parents who are not able to pay the school fees will not be stopped from attending school, but a "fee threshold" will be introduced and pupils whose parents earn more than the threshold will have to pay the fees.

On the subject of language, the draft says "a learner shall have the right to instruction in the language of his or her choice where this is reasonably practicable at a public school".

Governing bodies have been given wide discretion in school affairs and will comprise pupils, parents, teachers, non-educational staff, the principal, secondary school pupils and co-opted community members.

Among other powers, the schools' governing bodies can also "recommend the appointment of educators to the Head of Department".

The draft legislation provides regulations for the election of governing bodies, the keeping of financial records and the holding of meetings.



# Education Bill moots considerable powers for governing bodies

Tim Cohen

CAPE TOWN — The education ministry published far-reaching draft legislation yesterday, proposing a high degree of independence for parent-dominated school governing bodies and parents, including the right to set school fees.

The draft legislation, submitted to the parliamentary education committee yesterday for comment, is only a working draft, and has not yet been presented to the Cabinet.

It does not cover financing policy for schools but outlines wide-ranging rights for governing bodies, including the right to determine, within parameters, codes of conduct and policy on language, admission and curriculum.

These rights are circumscribed by a single caveat that no pupil may be refused admission to a public school on the grounds that his parents have not paid school fees or cannot afford them.

Other general clauses in the draft SA Schools Bill prohibit corporal punishment and make school compulsory

for children aged seven to 15. (50) Sapa reports teachers who came pupils will face a fine or up to three months in jail.

In line with the White Paper on school governance, released earlier this year, the proposed legislation recognises only two categories of school: independent and public.

All immovable property of former Model C schools will be expropriated and compensation will be paid in terms of constitutional provisions. Independent schools must be regis-

tered but may be subsidised by the education department according to agreements between the school and the provincial education minister. (B0 8/2/96)

Independent schools may not discriminate on the basis of race. Few other regulations are laid down by the draft Act for their administration. Existing private schools will be deemed to be independent schools.

On funding public schools, the draft Bill says governing bodies may convene meetings of parents, who may determine whether school fees are

payable and whether they should be payable according to a sliding scale.

The education minister will determine a fee threshold and parents whose annual salaries are below this will not be liable for fees.

Few regulations are set for the composition of governing bodies, except that parents, teachers, staff, pupils at secondary schools and community members be represented, with the majority being parents. The legislation is to be presented in final form to Cabinet by April and to Parliament in June.

# Big change for schools system

Sametari 6/3/96

Blueprint gives details of Education Minister's transformation plan

By Rafiq Rohan  
Political Correspondent

**G**OVERNING BODIES AT schools will continue to determine exactly how much parents pay for their children but may also exempt parents wholly or partly from paying school fees if special circumstances exist.

Parents who cannot afford to pay school fees will not be obliged to do so if their annual income is below the prescribed fee threshold.

These regulations are contained in a blueprint for the transformation of South Africa's schools system presented to the parliamentary portfolio committee on education.

The 39-page document, with the heading *Confidential Working Draft*, details Minister of Education Dr Sibiso Bengu's plans for the transformed schools system.

The blueprint comes after a White Paper on education was released two weeks ago in which the scrapping of the controversial model C schools and the introduction of a public school system were announced.

The draft legislation did not detail how the new system will function or be funded. However, the confidential blueprint contains such information.

## Funding formula

Funds for public schools will be decided by the Minister of Education, Council of Education Ministers and the Minister of Finance.

The funding formula will be determined by the Minister of Finance and will come from "money appropriated by the provincial legislatures".

School fees at public schools will be determined by the Minister of Education, Council of Education Ministers and Minister of Finance and a threshold will be decided on each year.

"The minister may determine a different fee threshold for different categories of public schools if there is a reasonable and equitable basis for such differentiation."

The document makes provision also for the setting up of independent schools, only if discriminatory practices don't feature.

"Every person shall have the right, at their own cost, to establish and maintain an independent school provided that there shall be no discrimination on the grounds of race," the document states.

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FREE, COMPULSORY SCHOOLING

# Draft bill aims to scrap Model C schools

(50) CT 6/3/96

**PUBLIC SCHOOLS** run by governing bodies will replace Model C schools, and corporal punishment and racial exclusions will be outlawed, according to the draft Schools Bill.

**D**RAFT legislation to introduce free and compulsory schooling and to scrap Model C schools and replace them with public schools run by elected governing bodies was circulated in Parliament yesterday.

Education Minister Dr Sibusiso Bengu said the draft South African Schools Bill would come before a cabinet committee next week. It must be approved by the cabinet before being tabled in parliament.

The draft provides for state funding but allows governing bodies to raise extra funds to upgrade schools. It also provides for independent schools.

The draft forbids a school to exclude a pupil on the grounds of race, language, ethnicity or conscience and requires headmasters to give reasons in writing to a pupil

refused admission to the school.

All children who reach seven on or before the first day of July in any year will have to attend school until 15 or the ninth level.

Children of parents who are unable to pay the school fees will not be stopped from attending school, but a "fee threshold" will be introduced and children whose parents earn more than the threshold will have to pay the fees.

Regarding language, the draft says "a learner shall have the right to instruction in the language of his or her choice where this is reasonably practicable at a public school". The draft is open on whether a governing body, rather than a higher authority, should decide on whether religious instruction may take place.

Corporal punishment is out-

lawed, but a pupil may be expelled for "serious misconduct".

Governing bodies have been given wide discretion in school affairs. These bodies will comprise the parents of pupils, the teachers, non-teaching staff, the principal, secondary school pupils and co-opted community members.

They can decide on matters such as managing the school, determining language and admission policy and determining the curriculum and school fees.

Independent schools — formerly private — will not be able to discriminate on the grounds of race and the standards maintained by an independent school shall not be inferior to those in a comparable public school.

The draft provides for the expropriation of the immovable property of formerly Model C or state-aided schools.

Bengu said he wanted to table the schools bill in parliament on June 26. — Political Staff





**SILVER LINING:** The Adult Education Centre, which will offer a variety of opportunities for upliftment at the Imizamo Yethu informal settlement in Hout Bay, is nearing completion.

## Hout Bay's adult education centre off to optimistic start

Southern Reporter

THE R350 000 Adult Education Centre at Imizamo Yethu in Hout Bay - which will offer a variety of opportunities for the upliftment of the community - is nearing completion and should be in operation by May.

The project, started last year by The Hout Bay Christian Community Association, is housed in 14 containers with a roof spanning the space in between to form a hall.

With the roof in place, the top priorities at present are to convert the containers and stabilise the embankment at the back of the site before the rain sets in.

The chairwoman of the Hout

ARG 7/3/96

Bay Christian Community Association (HBCCA), Mariette Pretorius, said: "We started out small but have progressed beyond expectation into a truly community-driven endeavour. In addition our sponsors have taken the scheme to heart and are prepared to offer permanent input."

An HBCCA committee member, Tina Ndiki, said: "The people of Imizamo Yethu welcome the centre, as they see it as a means of improving life in the community."

"Already the project has benefited the community in that we have contracted local people to work on the site," said project manager Mike Hendriks.

(50)  
The project, initiated in November last year, is seen as a means of centralising operations for skills training in one place in Hout Bay.

A first aid centre manned by volunteers will be included at the centre. Danie Nel of the Wynberg Dutch Reformed Church said the church was planning to run a primary health care course for community workers, with a view to them supplementing the staff in the first aid room.

The main sponsors are: Safmarine, SA Breweries, PPC, the Lombardy Trust, the German Embassy, BP, Warner Lambert, Woolworths, Volkskas and Plessey.



# Teachers could be jailed for giving pupils six of the best

ARG 7/3/96  
ESANN de KOCK,  
Education Reporter

TEACHERS face three months in jail for giving any pupil six of the best.

That is one of the provisions of the draft South African Schools Bill, which outlaws corporal punishment at schools.

The National Professional Teachers' Organisation of South Africa (Naptosa) has expressed concern over the "severity of the proposed penalty", warning that corporal punishment is a sensitive issue and "one should per-

(50) (ZTS)  
haps not get too emotional" about it.

Naptosa said it accepted there was no place in the South African constitution for corporal punishment and added that amendments could be made to the bill.

The South African Democratic Teachers' Union also acknowledged the controversial nature of the clauses, but said it had "long campaigned against the use of corporal punishment in schools. We see the practice as cruel and inhuman and no compelling interest has been proved which can justify the practice. It has not been shown to be an effective deterrent".

# ANC calls for suspension of staff at NW race row school

(50) Star 7/3/96

The ANC in North West Province called yesterday for the suspension of Hoërskool Vryburg headmaster Theo Scholtz and teachers who allegedly discriminated against black pupils at the school.

The school is the latest previously whites-only state educational institution to become embroiled in a dispute about the exclusion of black pupils and the use of Afrikaans as the language of instruction.

The school had been closed on Tuesday at the suggestion of the local "security committee", but reopened yesterday without incident, Scholtz said.

He denied the discrimination charge and said the school's admission policy was set by the management committee.

The ANC has lodged a com-

plaint with North West Education MEC Mamoekoena Gaoretelelwe of racial intimidation and segregation of black pupils at the school. Of more than 100 black pupils registered at the school last year, all but eight had left.

The ANC recommended that Scholtz and teachers who were part of the "racial ordeal" of black pupils be suspended until the situation had been investigated.

Scholtz declined to comment on an SABC radio report that the school's governing body had applied for a court interdict banning anybody from interfering in the school's affairs. A decision on the application was expected tomorrow, the radio said.

Scholtz would not comment on the ANC's call for his suspension. - Sapa.



# ANC call to suspend principal in race row

BD 7/3/96

(50)

THE ANC in the Northwest called yesterday for the suspension of Hoerskool Vryburg headmaster Theo Scholtz and teachers who allegedly discriminated against black pupils at the school.

The school is the latest previously whites-only state educational institution to be embroiled in a row about the exclusion of black pupils and the use of Afrikaans as language of instruction.

The school was closed on Tuesday at the suggestion of the local "security committee", but reopened yesterday without incident, Scholtz said.

He denied the discrimination charge and said the school's admission policy was set by the management committee.

The ANC has lodged a complaint with Northwest education MEC Mamoekoena Gaoretelelwe of racial intimidation and segregation of black pupils at the school, ANC spokesman Lebu Ralekgetho said.

Of more than 100 black pupils registered at the school last year, all but eight had left.

He said that at the beginning of the year black pupils had been "dumped in the school hall and left there for three weeks without any lessons.

"The parents of these black pupils, in fear that their children might miss a year without education, had to run around for space at the nearby township (predominantly black) schools."

Ralekgetho said Scholtz should

explain why black pupils were treated in a racial manner and should apologise for the humiliation and inconvenience caused to their parents.

The ANC recommended Scholtz and teachers who were part of the "racial ordeal" be suspended until the situation had been investigated.

Scholtz declined to comment on an SABC radio report that the school's governing body had applied for a court interdict banning anybody from interfering in the school's affairs. A decision on the application was expected to be announced tomorrow.

Scholtz said the school had admitted black pupils from last year in standards six to nine and "even had one in matric".

This year the management committee agreed to a request to make 100 places available for Std 6 and Std 7 pupils to be taught in English. Sixteen applications had been received, all from black pupils, and the education department had ruled there were too few to justify English instruction.

Scholtz said those who registered had since left.

A request was then made to admit 100 black matric pupils in their place, but this was rejected by the school management committee.

However, Scholtz refused to say why. He would also not comment on the call by the ANC for his suspension.—Sapa.

## English 'a (50) binding force'

CAPE TOWN — South Africans needed to accept that English was their country's binding language, Sydney Zotwana, the first candidate interviewed for the Pan SA Language Board, said yesterday.

Zotwana, who is deputy head of translation in Parliament, said SA did not need another lingua franca. "We just need to accept that English is the language that is accessible."

Afrikaners' fears that their language was threatened were exaggerated and based on a political rather than a language struggle.

The interviews with 41 candidates are being conducted by a Senate committee. Committee chairman Senator Attie Jooste said he hoped the committee would be able to present its choice of 13 board members to the Senate for approval before the end of this month. — Sapa.

BD 7/3/96



# Arbitrator to solve dispute

(50) *Sawetan 8/3/96*

By Wilson Ramothata

AN ARBITRATOR is to be appointed to resolve a dispute between the Gauteng Education Department and the parents of pupils at Mid-Ennerdale Primary School, south of Johannesburg, over the appointment of a new principal.

The school was closed on Monday after parents had opposed the appointment of Mr Edmond van

Wyk over the acting principal Mr Reindo Bhika. Bhika had been headmaster for more than two years and the parents felt he was the right person for the job.

It was decided at a meeting yesterday that the role of the arbitrator would be to assess whether Van Wyk's appointment was valid and to examine the views of all the parties regarding the appointment. It was agreed that the arbitrator's findings

would be binding.

A teacher at the school, Ms Amy Jenkins, said yesterday that trouble started in July last year after Van Wyk's appointment.

"On being told about the appointment, the parents revolted. They felt the department was not doing them justice by appointing a person who did not have the interest of their children at heart," she said.

... NEWS ... BAGY ENQAI ION ...



## School takes legal steps on black pupils

The Argus (50)  
Correspondent

PRETORIA. — In another court battle over the admission of black children to Afrikaans-medium schools, the Pretoria Supreme Court has been asked to find sections of the Mpumalanga School Education Act unconstitutional.

The Groblersdal school, Horskool Ben Viljoen, has denied it is hampering black pupils' admission in a racist and conservative manner.

ARG 8/3/96  
In court papers filed yesterday in the court, the school's governing body said sections of the new Mpumalanga Schools Education Act were unconstitutional and invalid.

They cited those sections dealing with the repeal of the previous Act governing schools classified as Model C and where the governing body was in charge of the operation of most of the running of the school.

Yesterday afternoon the parties agreed that the matter be postponed to March 29 to allow the respondents to file answering affidavits.



will be done "on a continuing basis, using course work, projects, orals and discussions." That means teachers will constantly evaluate each pupil's progress rather than mark occasional test papers.

"The level of understanding of many teachers will not be enough to implement this approach unless there are major shifts in teacher thinking and attitudes," says Wits education faculty dean professor David Freer.

"The amount of teacher retraining needed will be horrendous," says Sue Rees, head of the Johannesburg College of Education department instructing students in teaching methods.

"I find it frustrating to hear of such documents being produced. The teaching profession has not been consulted in all this, despite some teachers having 25 years' experience," says Parktown Boys' High headmaster Tom Clarke. His complaint is echoed by other headmasters.

The aim is worthy: intellectual development through education that interests individuals because the specific content is related to their differing environments. It also gives credit for competencies achieved at any stage.

Theoretically, there need be no drop-outs from the system. If a pupil leaves school at the end of standard 7 (after 10 years' compulsory education) with insufficient credits to obtain the proposed General Education and Training Certificate, he can continue studying elsewhere until he has.

But the proposals face serious practical problems, mostly in black schools where teacher competence and motivation are low. Expecting such teachers to produce learning material and harness pupils as partners in life's great intellectual adventure doesn't appear realistic.

Clarke challenges the principle of doing away with streaming ("multigrade classes" would be acceptable). "Teaching two levels in the same classroom confuses the children," he says, "bores the more able, frustrates the teachers and breaks down class discipline."

Rees fears the plan could be implemented "in a hurry because change needs to be seen to be happening."

Clearly, the approach should be tested in pilot projects. These should be set up not in suburbia — where much of the philosophy has been practised within the constraints of overloaded curricula — but in black townships. This is where the need for — and the challenge of coping with — such ideas is greatest. ■

## SCHOOL CURRICULA

### QUESTIONABLE OUTCOMES

(50) PM 8/3/96  
A radical approach to teaching has been proposed by the Department of Education. But educationists fear black teachers will not be able to implement it.

The approach rejects the traditional method of teaching, which prescribes that the student acquire certain knowledge and skills and is criticised for producing rote learning rather than understanding.

Instead, says the department, new curricula should be based on "essential outcomes" that broadly describe the desired intellectual development and competencies. "Specific outcomes" are then designed to serve as the building blocks of each academic subject.

Most teachers are not likely to see any difference between old and new since all curricula have similar educational aims. Past curricula have been criticised for being overloaded, leaving teachers and pupils with little time to enjoy their own intellectual pursuits.

But the department admits experience elsewhere of the new approach has led to criticism that it can "become narrow, prescriptive and behaviourist."

The proposals will require teachers and others "to develop learning programmes." Teachers will have to accept pupils as "equal and active participants in learning and development processes" because knowledge, after all, is "provisional, contested and changing."

At least half of a pupil's assessment



# The three R's: reading, writing and rands

(50) Star 8/3/96

WINNIE GRAHAM

With the threatened demise of model C schools, more parents are biting the financial bullet and opting for private schools where, they believe, they are assured of high standards. As a result, these schools are booming. Eleven new ones have come into existence in recent months, pushing the total to 168 countrywide, with at least one more in the pipeline – an upmarket college in the Western Cape

By WINNIE GRAHAM

Somewhere along the road between Somerset West and Stellenbosch, at the foot of a picturesque mountain range, a gracious old wine farm is being converted into a top private school by parents intent on providing their children with a fine education.

Here – amid the vineyards of the Cape – where their sons and daughters have largely been raised, the school's pupils will be groomed as the country's future leaders and entrepreneurs, ready to make their mark on society and contribute to the well-being of the less privileged.

It does not seem even slightly incongruous that while the boys and girls are in the class, grapes from the farm's vineyards will continue to be harvested just as they have always been. The environment, in fact, is perfect for a

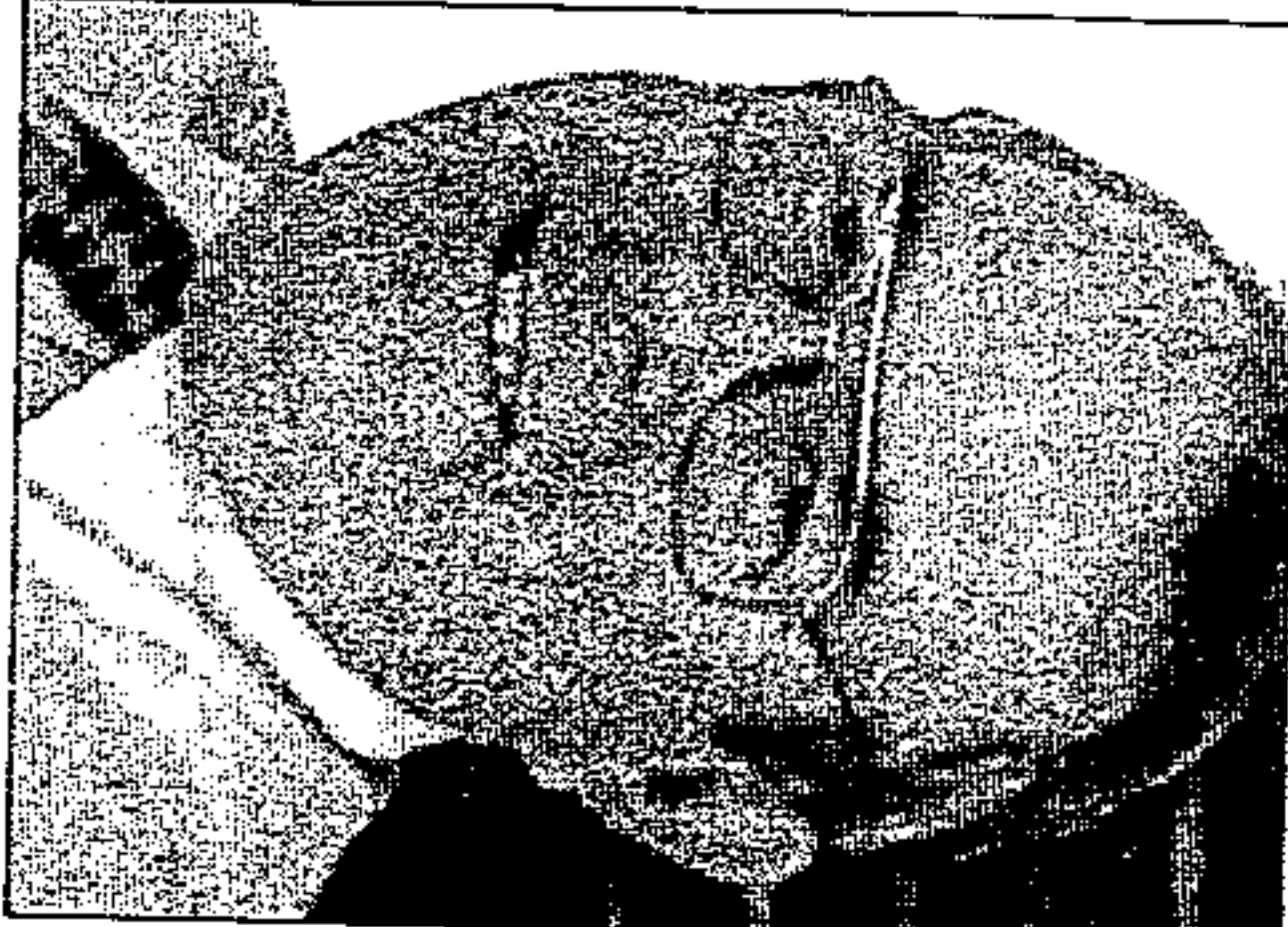
high school.

The story of how a wine farm came to be a high school is destined to become part of school lore – and rightly so, for it is a remarkable tale of parental determination to do things right by their children.

In the Somerset West area parents have talked about the need for a good high school for years. Quite a few moms and dads travel more than 150km a day to get their children to and from school. Some dreamed of a safe boarding facility.

Most, however, simply wanted a school from which their sons and daughters would emerge with sound Christian values, where they would acquire thinking skills and decision-making abilities along with good academic marks.

They wanted their children to learn responsibility and accept the need to help those less fortunate



David Wynne ... huge effort and something of a miracle.

than themselves. In short, they dreamed of giving their children the best education possible. And a dream it would have remained had not a group of deter-

mined parents got together two years ago to see what was needed to start their own school.

As a first, they commissioned an exhaustive feasibility study to determine the financial (and other) implications.

Money, of course, was the main problem the pioneering committee had to deal with, but the parents responded confidently. To show their commitment, each family pledged R10 000 per child upfront – long before a site had been found or the finances organised. In no time the committee had R1-million in the bank.

Some parents, whose children will reach high school only in the next century, willingly paid the R10 000 deposit to ensure a place for their sons or daughters at the still non-existent school.

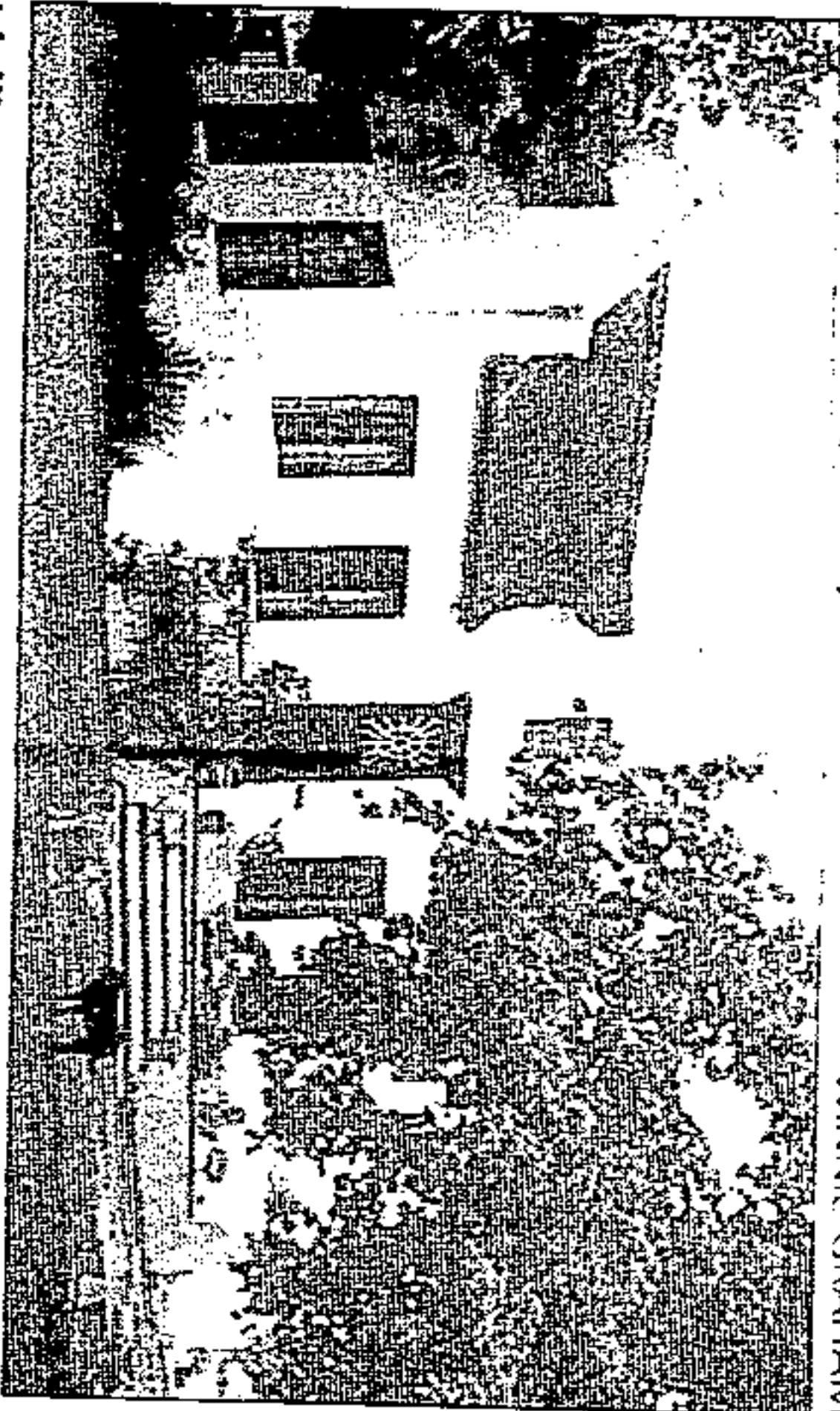
Lawyers among the parents gave their services free, so did the accountants who were looking at the finances, and an architect who

drew up preliminary plans for the proposed school.

Research took parents to all the top model C and private schools in the Cape, noting features they wanted to incorporate in their new school.

Eight months ago they realised a school was within reach. They had identified the perfect site. An unnamed benefactor agreed to make finance available on favourable terms amounting to several million rands to acquire the property. It was possible to convert some of the existing buildings for school use. Plans were drawn for classrooms and the construction of boarding facilities.

This week members of the board of governors of the newly formed Somerset College met the media in Somerset West to announce details and to introduce



Idyllic ... new school in Cape will be among the country's best.

the first headmaster, David Wynne.

It had taken them exactly two years, and thousands of hours of effort, to achieve the seemingly impossible.

A member of the school's board of governors, Meriton Williams, admits the project was enormous.

"It made us realise just how expensive education is," he said. "We are more aware than ever of the costs Government faces in providing education for all children, and of the frustrations imposed by budgetary constraints."

The new head is one of South Africa's top headmasters. He is chairman of the Headmasters' Conference and vice-chairman of

the Independent Schools Council and will take office at the beginning of next year. He is particularly impressed at the way the parents rallied.

"I've never known parents tackle the construction of a school on this scale," he said. "It's a marathon undertaking and something of a miracle – but they've done it."

An innovative thinker, Wynne is likely to have considerable input on how the school is run. Last year he led a delegation to the World Conference of Principals in Australia and saw the impact new technology was having on the classroom.

He believes the time has come to implement this "new wave" technology at schools and the

construction of new classrooms simplifies the process.

The age of inkwells and desks are numbered. Boys and girls of the future will be taught at computerised workstations.

As the focus on teaching changes, so young people will have to know how to access information quickly.

"In a good number of independent schools in Australia, children carry their own electronic notebooks to school," he said.

"This trend is bound to reach South Africa soon and we must be ready for it. One of the drawbacks of all this technology is the fact that children are reading less and less. We shall have to work hard to maintain high standards in English."

But while the library at the new school may not be as big as elsewhere, the children will have access to much more information.

The first 80 pupils will be enrolled at the beginning of next year. The school will be run as a section 21 company and fees have been set at R3 500 a term or R14 000 a year.

Will there be room for Gauteng pupils? Yes, limited accommodation is available but only if parents fulfil the same requirements as local parents.



## Metcalfe denies selection was unfair

By TROYE LUND

MEC Mary Metcalfe has denied claims that some of the Gauteng education department's new appointments were unfair and tainted by personal and political factors.

Allegations have been made of underhand intervention by department officials, candidates being appointed despite having been suspended from previous posts for alleged misconduct, and unfair selection procedures.

These assertions follow 208

contested appointments and controversy surrounding promotions at two East Rand schools.

Metcalfe said there had been 16 000 applications for 1 700 posts. The selection process involved a team - made up of teacher body representatives and department officials - who drew up a shortlist, and then an interview by parents.

"There is no provision in education labour law to exclude a candidate on the basis of alleged misconduct. The matter is out of our hands," she said.

(50) Star 8/3/96

# Afrikaans medium debate put on hold

(50) Star 8/3/96

By JUVIAL RANTAB

Political Reporter

Mpumalanga Premier Mathews Phosa has suspended the Education Forum (EF) which was set up to resolve the language issue, particularly the use of Afrikaans as a medium of instruction, at schools in the province.

The decision follows the application for a Supreme Court interdict by the management board of the Ben Viljoen High School in Groblersdal, where the use of Afrikaans has been used as an excuse to keep black pupils separate from their white colleagues.

Phosa plans to oppose the interdict.

The school management board has applied to the Supreme Court to have the Mpumalanga Education Act declared unconstitutional and invalid. They have also made allegations that the provincial government was planning to disband the school governing body, fire the headmaster and close the school.

Phosa said the action by the school's management board smacked of party politics and not the actions of well-meaning school parents. He said the EF would remain suspended until the bona fides of all parties had been established.

He pointed out that he had carefully negotiated a set of principles with representatives of Afrikaans-speaking school organisations before negotiations were started on sensitive issues affecting Afrikaans schools.

After the principles were accepted, the EF was democratically structured, he said.



# Court hears argument that education bill interferes with provincial powers

By MICHAEL SPARKS

In the first case of its kind, the Constitutional Court has heard argument on whether legislation, in this case the National Education Policy Bill, is constitutional — even before it is enacted into law.

The court will also have to decide whether it transgresses the powers granted to the provinces to make their own decisions on educational matters.

In terms of the interim consti-

tution, if one third of the Members of Parliament object to a bill before the legislature, they can petition the Speaker to refer the matter to the Constitutional Court to decide on whether it conforms to the constitution or not. The process is called an abstract review.

The Democratic Party, National Party and Inkatha Freedom Party joined forces to petition the Speaker that the bill, introduced to Parliament in September, granted excessive powers to the

national education minister.

These powers, they argued, contravened the rights of the provinces to determine their own education policy.

According to Wim Trengove, acting for the Democratic Party, his clients sought to defend the principle that an education policy devised by central government could never prevail over laws on education passed by the provincial legislature.

Constitutional Court president

Mr Justice Arthur Chaskalson, spearheaded a series of probing questions by a number of judges to the applicants, arguing that the court was not the correct forum for the issue to be discussed. It should rather have been debated further in Parliament, he argued.

"Why should matters which could easily have been resolved by Parliament, be brought to this court? Why should we be turned into a third house of Parliament?"

Mr Justice J M Didcott said

having a bill referred to the court was a serious step.

"A referral from Parliament could be the most momentous way for an issue to come before this court. There is a high measure of irresponsibility involved on the basis of a misreading of the bill by the members of the legislature, resulting in this," he said.

Advocate J J Gauntlett, acting for Education Minister Sibusiso Bengu, agreed saying the court should be concerned about what

he described as a kind of "aborting, before the process had taken its course".

He added that the bill provided a policy framework which included a number of consultative opportunities, and unless a particular provincial function was restricted, there should be no problem for central government to require provincial officers to do certain things.

Judgment in the case was reserved.

Star 8/3/96

(50)

# Mpumalanga govt, school clash on Act

Ingrid Salgado

A MPUMALANGA Afrikaans medium high school which refused to allow black pupils to wear the school's uniform and placed white and black pupils in separate classrooms applied for an interdict in the Pretoria Supreme Court yesterday challenging the constitutionality of the province's Education Act.

Mpumalanga premier Mathews Phosa responded angrily to the application by the Ben Viljoen High School in Groblersdal, saying he was not prepared to "play footsy-footsy" with racism of "any hue or form". He opposed the application.

The court postponed the case to March 28 to give the provincial government time to prepare its case. The court accepted statements by Phosa and education MEC David Mabuza that they had not threatened to disband the school's governing body, dismiss the principal or close the school, as its management board alleged.

The board was challenging the Act by claiming that the constitution guaranteed its right to retain Afrikaans as the sole language of instruction, Phosa's spokesman Oupa Pilane said. It claimed the provincial education department was unconstitutionally interfering with its management setup.

Ben Viljoen was forced to admit 35 English-speaking black pupils three

BD 8/3/96 (50)

weeks ago when Mabuza and safety and security MEC Steve Mabona accompanied them to register for classes, Pilane said.

However, the school's principal refused to allow the pupils to wear the school's uniform, had placed them in classrooms separate to white pupils and given them different timetables to white students. The principal claimed his actions were designed to "protect" the children.

Pilane said a meeting last week between Phosa and the school's white parents had resolved that the school's actions were racist and should be revised. However, the provincial government was suddenly faced with an application for an interdict, he said.

Phosa said the school's actions "smelled of party politics and not of the actions of well-meaning school parents". The interdict was a "kick in the teeth" since he had established a provincial education forum two weeks ago to negotiate a set of principles with Afrikaans-speaking school organisations on sensitive issues affecting the schools. The forum had the blessing of CP leader Ferdi Hartzenberg.

After agreement was reached on the forum's principles and structure, Phosa had visited the school to defuse the situation and stabilise the town.

The forum would be disbanded until such time as the "bona fides of all parties have been established", he said.



# Jislaaik! Blacks have even made things better

MTG 8-14/3/96  
(50)

## EYEWITNESS



Phillipa Garson

**W**E are going to start with writing now, onsai met potloodie slerfj!

Mathews to her "dual-medium" standard one class of about 50 pupils, two-thirds of whom are black.

At Laerskool Venterspos, where Matthews has been teaching for 13 years, an unobtrusive revolution has taken place in the depressed mining town with the same name on the West Rand. Its inhabitants are mostly poor, white and unemployed, since the mine closed down a few years ago.

This year the school opened its doors to pupils from the nearby communities of Bekkersdal, Mohlakeng and Toekomstrus, and bought buses to ferry students the extra kilometres to their homes. Now 60% of its 430 children are black.

The children are poor, many barefoot, and their parents are mostly unemployed mineworkers or unemployed. Yet where there could have been a hotbed of racial tension, there is instead an advertisement for racial harmony.

"I feel great, there's no racism, there are no problems. I'm really happy at this school," says 12-year-old Richard Ramphore, who lives in Mohlakeng. Lizelle van der Berg, a 14-year-old prefect, says the school is "much better" now there are more children. "It's fun having them [black children] to play with, because they run very fast."

"We didn't want a Potgietersrus here. It's just unnecessary," comments one teacher in a heavy Afrikaans accent.

Some believe the harmony is a consequence of the mineworkers, black and white, long accustomed to working side-by-side, being less fearful of their children integrating than conservative white farmers appear to be.

Certainly, the transition has happened without a murmur of resistance, save from the "four or five parents who took their children elsewhere", says principal Jan Van Zyl.

Perhaps the acceptance has much to do with cash-strapped parents having no other choices. They pay R50 a month for a school which, thanks to its apartheid heritage, is better resourced than most township schools.

The school is experimenting with parallel-medium and dual-medium teaching. Some classes are Afrikaans only, others are English only, and some, like Matthews' class, are dual-medium. Some of the black children's parents have opted to put their children into the Afrikaans-only classes.

Judging by the way Matthews flips from English to Afrikaans and back again with unconscious ease, it seems she's been doing it for years. But, in fact, this is the first time she has taught her classes this way.

Dual-language classes are "good" as long as the black children are fairly familiar with English, say the teachers. If not, it is far better for them to hear English. The school is hoping to raise funds to employ a Tswana teacher.

Mathews believes her school has managed the transition "because we just got stuck in and did something about it". She anticipated fighting among the children, but has experienced none of it.

Other teachers are equally positive. Grade one teacher Hanlie van Rooyen says: "At first it was very strange for me. But now it's very nice. I can see them improve every day. We knew



Back to the board: Laerskool Glenharvie is tackling the new challenges with gusto

this was going to happen, and if you accept it, it's much easier."

Another formerly Afrikaans school in the Randfontein / Westonaria district, the trimmings of Afrikanerdom are more apparent — dollies, everlasting flowers and crocheted covers — but change is happening too in a fairly fast, trouble-free way.

At Laerskool Glenharvie in Glenharvie, teachers display an enthusiasm for the commitment to the challenges of multicultural teaching. Afrikaans teacher Broedie Waldeck says she feared integration more than the children, but has "learned a lot. I've learnt what tolerance really means. And I've

also learnt that having all kinds of equipment is not necessary. All that's necessary is knowledge."

The namesake of the Laerskool District Verwoerd may be horrified at the school's attempts to attract black pupils with a sign advertising itself as "English and Afrikaans medium" units — "English and Afrikaans medium" units, hence, but it is increasing its numbers after most Afrikaans parents removed their children this year when the school decided to go "dual medium".

The school shrank from having 345 pupils to 50, but slowly the Afrikaans children are trickling back and more and more black children are enrolling. Principal "Mossie" Mostert describes

the changing times as "the most challenging period in my life".

He's vaguely embarrassed about the school's name, and says defensively: "I don't think a name really shows what's going on in a school. But we will ask parents to decide [on a name change]."

Billy Motara, education officer for the district spanning Randfontein, Westonaria and Oberholzer, attributes the successful integration of pupils in his white conservative heartland to the proactive approach taken by the Education Department. Parents, governing bodies and teachers were primed of the anticipated changes way in advance.

Already township and farm schools in the district are bursting at the seams and, with citizenship to be granted to migrant mineworkers, he is expecting 30 000 families to move into the region. Four to five families are already moving in daily, and the schools are battling to cope with increasing numbers.

There was never any question of the schools being allowed to be left standing half-empty, but Motara says he was unprepared for the willing response from the Afrikaans schools' principals.

Some of the principals still speak with some romanticism about the success of racial mixing, using crude examples of multicultural "sensitivity". Clearly, racial integration in schools is in its "honeymoon phase" and much of the real work in eroding stereotypical racial attitudes must still take place, says Gauteng MEC for education Mary McCallie.

But racial integration in formerly white Afrikaans schools, many in working class areas, has nevertheless occurred "with bewildering success", says McCallie. She attributes this to a "moral hegemony that is much stronger than we realise. People have begun to recognise that we have to use our resources in a more equitable way".

McCallie says the transition has happened far more smoothly in many Afrikaans-medium than English-medium schools, and some have accommodated up to 400 African pupils.

She believes teachers must choose whether to go the "dual-medium" or "parallel-medium" route, and does not see the latter choice as a smokescreen for racial segregation. Certainly, all classrooms visited — whether English or Afrikaans was the medium of instruction — were racially mixed.



# Fines, jail 50 urged for canes-wielders

ARC 9/3/96

**WILLIAM-MERVIN GUMEDE, Staff Reporter**

TEACHERS who cane pupils should be fined or jailed for three months, says the SA Democratic Teachers Union (Sadtu).

The organisation was responding to the draft South African Schools Bill, which proposes outlawing corporal punishment.

"Sadtu welcomes the spirit of the draft South African Schools Bill as it sets national norms for admissions, fees, language and school governance. Sadtu has long campaigned against the use of corporal punishment in schools and we see the practice as cruel and inhumane.

"No compelling interest has been proved which can justify the practice. It has not been shown to be an effective deterrent. Its effect is likely to be coarsening and degrading rather than rehabilitative," said Sadtu president Duncan Hindle.

"In South Africa violence in the surrounding community is reflected in schools. This fact makes it imperative for all education stakeholders — community members, parents, teachers and pupils — to work together to find alternatives to the use of violence for conflict resolution."

Mr Hindle said it was crucial that stakeholders reached consensus on suitable disciplinary methods for teachers still caning pupils.

The union also said it was opposed to moves by the Education Department to make payment of school fees compulsory.

"The union is committed to the principle of free and compulsory education and is opposed to compulsory school fees," he said.

The bill includes an option that provides for state funding and allows governing bodies to raise funds which can be used to upgrade schools and to employ more teachers.

It also proposes a fee threshold be introduced, which means that people whose parents earn more than the threshold will have to pay the class fees.

Hindle said his organisation will meet education authorities to discuss further the funding proposals in the bill.



# Ramathodi fumes

By Khathu Mammalla

(50) *Sowetan* 11/3/96

## Patience with whites waning

THE GOVERNING body of Laerskool Potgietersrus has resolved to accommodate all

pupils, whose medium of instruction is English in a hostel - which will effectively restore the school to its former whites-only status.

However, Northern Province premier Mr Ngoako Ramathodi has warned the white parents to suspend their plans or "be met with the full might of the law".

"If we have to teach them a lesson, we will do that," Ramathodi said.

Speaking at a media conference at the weekend, Ramathodi said: "We won't tolerate this sort of arrogance."

African National Congress spokesman Mr Ian Madikoto said yesterday that the school's decision was unacceptable. He said a few whites were using children to achieve their political agenda.

Azaniah People's Organisation education head Mr Jacob Dikobo said: "If the court order is violated,

the law enforcement agencies should act against the racists," Dikobo said.

There are about 70 pupils whose medium of instruction is English at the school of 490 pupils.

The relocation of the "English pupils" will reduce the school to an exclusive Afrikaners institution as all black children receive education in English.

A meeting scheduled for Friday between Northern Province govern-

ment officials and the school's management did not take place after the school's representatives left in protest against Ramathodi's late arrival.

### They are very spoilt

"I take the attitude as a slap in the face. I can't continue to suspend my duties because of them," said Ramathodi. "They are very spoilt."

In a notice to the principal and staff, the governing body said that all Eng-

lish-medium pupils would be relocated to the hostel. The management said the decision was a temporary measure which would depend on the outcome of the national forum to be convened by the national Government.

The notice also said the decision was taken in the light of the forthcoming quarterly examination.

Some white parents have withdrawn their children from the school in protest against the Supreme Court order instructing the school to open its doors to all races.

Some of the white pupils have been attending classes in two church halls in Potgietersrus for the past two weeks.

# Ramathhodi furnes

By Khathu Mamalla

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## Patience with whites waning

(50) *Lawetan* 11/3/96

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Friends ... Std 6 pupils Matlou Hans and Mans Lessmann are contemplative during a reading lesson at Meetsetshehla Secondary School in Northern Province.

# Harmony rules at integrated school

(50) Star 11/3/96

Sophisticated secondary school flourishes amid the game and bushveld of Northern Province – and the handful of white pupils feel quite at home

By **LEE-ANNE ALFREDS**  
Education Reporter

**D**eep in the former right-wing stronghold of Vaalwater, only 150km from Potgietersrus, lies Meetsetshehla Secondary: unique, innovative ... and the first school in Northern Province where race and culture met and clashed.

Then the problem died away with not even a whimper – nor any of the bitterness and resentment experienced following the Potgietersrus Primary School's refusal to admit black children to their school in January in an alleged bid to protect their language and culture.

Instead, almost a year after coming face to face with its own potential demise, Meetsetshehla is thriving amid the game and bushveld of Northern Province.

Established as an English-medium school for the children of black farmworkers in 1989, the modern, L-shaped, single-storey, face-brick school is turning out to be as unique in its rural surroundings as it is among other farm schools.

Where most farm schools are understaffed with underqualified teachers, Meetsetshehla has a staff of 23 who are well qualified and dedicated.

Instead of a run-down, under-resourced school building, Meetsetshehla's 17 classes – which include an up-to-date computer centre and a library – are well-equipped and maintained.

While most farm schools teach mainly academic subjects, Meetsetshehla offers career-based curricula – including farm mechanics, typing, hotel-keeping and catering, and agriculture – to meet

the needs of a modern economy and workplace.

Finally, where most farm schools are not integrated, an increasing number of white children in the area have started attending the school because of its quality of education.

But it almost never happened this way.

Less than a year ago, the spectre of race raised its ugly head when black pupils objected to the late admission of one white pupil while several other black pupils were turned away.

"We also admitted black pupils with the necessary subjects at the same time, but had to tell other pupils who did not have the necessary subjects to go to a nearby farm school which is far below the standards of Meetsetshehla.

"They did not understand that we could not accept them because

they did not have the necessary subjects while the white pupil had, and so because of this and other problems, they went on strike," Meetsetshehla principal Deon Buys said. The school's governing body had to hold several meetings with parents, the pupils and other stakeholders before the situation was resolved.

But after the rumpus, the school returned to normal. It now has 612 pupils, 14 of them white. And instead of interfering with each other's culture, the presence of white and blacks in the same school appears to have benefited Meetsetshehla.

"We have proved that people can coexist harmoniously without losing their identity. We cannot deny the differences between us, but we can learn from each other's cultures and show respect for them," Buys said.



# Potgietersrus education row might go to law

(50) Star 11/3/96

Both sides, the governing body and the Northern Province authorities, plan legal action to forward their case

SAPA AND STAFF REPORTER

Official warnings that "the full might of the law" would be used to crush attempts to maintain apartheid at the Laerskool Potgietersrus were countered last night by the governing body, which threatened legal action unless the school was segregated today into an Afrikaans section and a separate English section for all races.

Northern Province Premier Ngoako Ramatlhodi warned on Friday that he would use his full powers if the school went ahead with its illegal segregation plans. He said he hoped it would not be necessary for police to be called in to uphold the law if the plan were implemented today.

The premier rejected governing body chairman Koos Nel's instruction to acting headmaster Jorrie Jordaan to segregate the school, a move which he said was illegal.

Nel released a statement and correspondence between the governing body and provincial authorities. He said the way the province was handling the matter through the media showed a lack of good faith and "creates the impression the Government is simply intent on annihilating the Afrikaner".

The province as well as education MEC Dr Aaron Motsoaledi were infringing the rights of the school's governing body, he added. "If the acting head does not carry out the governing body's

decision (to segregate the school today) legal steps will be considered," Nel added.

ANC spokesman Ian Madikoto said a few whites were using children to achieve their political agenda. The school was the focus of attention last month when police oversaw the admission of 22 black pupils following a Supreme Court interdict ordering the school to do so. Some white parents withdrew their children and about 200 white pupils were last week being taught in church halls in the town.

Azanian People's Organisation education head Jacob Dikobo said: "If the court order is violated, the law enforcement agencies should act against the racists."

“  
**Handling of  
matter shows  
no good faith**  
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In a letter to the acting headmaster, Nel said English classes would move across the road to the school hostel as an interim measure, pending the outcome of the proposed national forum on schools.

The letter said this was in the best interests of all children and their education. It was a practical step and the governing body had the power to manage the school in such a way as to prevent conflict.

Nel also released a letter written to Motsoaledi on Friday after he and other members of the governing body left a proposed meeting with the MEC and Ramatlhodi after being kept waiting for over an hour. Ramatlhodi said negotiations would go on "until all accept the fact that apartheid is something of the past".



# 'Break-ins at schools cost taxpayers over R70 000'

(50)

□ *Public urged to help find long-term solutions*

ARG 12/3/96

ESANN de KOCK  
Education Reporter

**THEFTS** from Cape Flats schools are costing taxpayers tens of thousands of rands, the Western Cape Education Department announced.

The department said cases of reported theft from September last year to February this year amounted to more than R70 000.

A figure for losses due to vandalism could not be determined, but a huge amount of money was lost, the department said.

In the past six months one Khayelitsha school has been robbed of equipment worth R15 000.

Cape Flats children took to the streets last week to announce they were "fed up" with the increasing vandalism and theft at their schools.

But education department spokesman Tim Gordon said the police and communities serviced by the schools would have to become involved in plans for long-term solutions.

The community, he said, should take pride of ownership in their schools.

The education department had hired private security

companies to patrol 72 schools during the past six months to "neutralise the negative effect of gangsterism and intimidation on the pupils' ability to learn and the teachers' ability to teach", said Mr Gordon.

This had led to an increase in school attendance and a reduction in theft and burglary to "practically nil", he added.

"In fact, other areas which had had moderate disturbances due to vandalism and theft experienced an increase during the past six months, indicating the perpetrators probably went for soft targets."

Mr Gordon said a task team was investigating cost-effective long-term measures that would replace the private security firms.

Contracts with the security companies will be terminated in May.

Statistics regarding the number of Cape Flats schools vandalised during the past six months were not readily available, said Mr Gordon.

But he said the schools that had been hardest hit were those without security

in residential areas and schools in the townships that bordered informal settlements.

Township schools often lost windows, doors and fences and classrooms were sometimes smeared with graffiti or human excrement.

The education department said the perpetrators of vandalism could not be identified and even the police were "at a loss in this respect".

"But where informal settlements are located, it can be accepted that this is where the windows, frames, doors and fences disappear to," said Mr Gordon.

Mr Gordon said items commonly stolen from schools included computer and audio-visual equipment, typewriters, woodwork equipment, doors, windows and frames, electrical equipment, wiring, water pipes, toilet cisterns, bowls and seats, and other items that could be readily used or sold.

"At schools where private security has been installed, there is a decrease. "At other schools incidents of vandalism and theft have remained a weekly occurrence."

# 69% of pupils return to <sup>(50)</sup> Potgietersrus

POTGIETERSRUS: Three-hundred-and-forty pupils attended classes yesterday at the Potgietersrus Primary School — 69% of the school's capacity, regional education inspector Mr Ben Harris said.

Sixty-seven pupils, including 22 black children, attended the classes taught in English. Harris said school attendance had risen steadily throughout last week and had reached 316 on Friday.

Conservative parents opposing multi-racial education at the Northern Province school were a minority grouping and their opposition appeared to be crumbling, a senior education official said.

He said last-ditch attempts yesterday by the governing body to segregate pupils had failed. Acting headmaster Mr Jorrie Jordaan complied with a written instruction from the provincial education department to proceed with integrated education in the main school building, despite instructions from the school's governing body that English classes be presented at the hostel across the road.

Harris said governing body chairman Mr Koos Nel demanded that teachers be provided to give classes at the hostel. Nel was asked to put the request in writing.

Nel was yesterday locked in talks with Afrikaner parents and refused to speak to the media. Earlier, he threatened to start legal proceedings against the provincial legislation for "interfering with the governance of the school".

A statement issued by Northern Province Premier Ngoako Ramatlhodi threatened strong action against anyone providing tuition in the hostel.

● Police are investigating arson following a fire at Potgietersrus Primary School last night. The principal's office was damaged, police spokesman Werner Voegt said. — Sapa

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# Segregation at school ended by govt resolve

Kevin O'Grady

ATTEMPTS by the Laerskool Potgietersrus in Northern Province to segregate 67 English pupils, including 22 black pupils, from their Afrikaans counterparts were halted yesterday by threats of police action by provincial government.

Government spokesman Jack Mokobi said the school had started moving the English children to a hostel across the road from the school on instructions from the school's governing body chairman Koos Nel. After threats of disciplinary action against teachers who taught children in the hostel, and threats of the arrest of any private teacher who attempted to enter the premises, acting headmaster Jorrie Jordaan complied with instructions to proceed with integrated schooling in the main school building.

(50) BD/2/3/96  
Mokobi said the school then tried to move about 200 Afrikaans children, who have been receiving private instruction in a church since their parents withdrew them from the school in protest against a court order enforcing integration, to the hostel.

This was also prevented because there was sufficient space in the school for all registered children, Mokobi said. The school had attempted "to nullify the (court) order by creating two separate schools when there is sufficient space and no reason to divide the pupils along racial lines". The province saw no reason to take further legal action against the school and would "simply use the police to enforce the law", he said.

A senior official said parents opposing multiracial education were a minority and their opposition appeared to be crumbling.

# Arson attack at race-torn

Star 12/3/96

# school

(50)

Anti-integrationists  
suspected: parents  
set up class nearby  
but teachers are  
told to stay away

By **LEE-ANN ALFREDS**  
Education Reporter

A fire at Laerskool Potgietersrus yesterday has increased tensions in the Northern Province town where the school's governing body is defying a government directive not to split it along language lines.

The Government has ordered that no children must be taught in the school's hostel across the road. The governors opposed to the primary school's racial integration decided at the weekend that this should be the division between an all-white Afrikaans-medium section and a racially mixed English stream.

This morning police kept a low profile as the parents opposed to the admission, by court order, of 22 black pupils to the school last month, dropped off about 150 children who were called to an assembly at 7.15am at their makeshift classroom.

Across the street in the proper school, confusion reigned in the administration block as acting principal Jorrie Jordaan and his staff attempted to clear up the mess caused by the arson for which anti-integration forces are suspected.

Jordaan said he had been called to the school at about 10pm last night after a chemical substance had been thrown through the window and set a curtain alight. He said that the damage was minimal.

Government officials were due to arrive later today while earlier this morning the governing body chairman Koos Nel was locked in an urgent meeting with school officials.

Yesterday, some parents were seen moving school equipment such as desks across from the school to the hostel. This morning, blackboards and books were moved across.

Troye Lund reports that the parents have set up a committee to establish their own private school after the Northern Province's refusal to concede to their demands to have segregated Afrikaans tuition in the school's hostel until "Government grants us our constitutional rights for an Afrikaans state-aided school".

Nel, who has been the leading voice for parents wanting separate education, said this morning "we have no option".

"It is clear the Government, despite their promise to set up a negotiating forum with us to resolve the matter, is not interested

► ... To Page 2

## Arson attack at race-torn school

Star 12/3/96

► From Page (50)

in the minority rights of the Afrikaner.

"They are doing everything to grind us down. Protecting our heritage is now up to us," he said.

Nel said the 150 children, who have been schooled in the Hervormde Kerk over the past three weeks, were still waiting in the hostel today. Parents will decide by the end of tomorrow what action to take.

He added that parents were feeling "very despondent".

The Northern Province government yesterday threw down the gauntlet, vowing to arrest anyone trying to ensure 150 Afrikaans-speaking children were taught privately in the hostel.

In a strong statement, the Northern Province government spokesman Jack Mokobi said that moving the children to the hostel was illegal and "would certainly be resisted".

He reiterated that no state teachers would be assigned to teach the 150 children and warned that any teacher hired in a private capacity would also be refused entry to the school's premises.

"Any would-be private teacher who enters our premises, which includes the hostel, will be guilty of a criminal offence and police are under instructions to arrest them," he said.

Education spokesman Laduma Thembe said while the ban on teaching the children at the hostel was effective immediately, the government would wait till today to see whether the governing body would comply.

Despite the renewed controversy, classes at Potgietersrus went on as normal yesterday with 340 pupils attending the school, regional education inspector Ben Harris said.

This represented 69% of the school's total enrolment and was up from 316 on Friday.



# Province takes control of school

The Argus Correspondent

PRETORIA.— The governing body of the Laerskool Potgietersrus has been ordered to dissolve and the Northern Province government has declared it is in direct control of the school.

(50) ARG 13/3/48  
They have also been warned that any further attempts to conduct a private school in the school's hostel will be resisted by the police.

The notice to dissolve was issued by Premier Ngoako Ramathodi yesterday following an arson attack on the school and the renewal of the controversy around the governing body.

The controversy first erupted in January after the governing body refused to admit 22 black children to the school, saying they wanted to protect their culture. The children were only admitted to the school following a Supreme Court ruling last month.

In defiance of the court order, the governing body made several attempts to split the school and establish a separate school.

# Govt to step in at 'racist' school

*Sowetan 13/3/96 (50)*

**By Khathu Mamaila**

THE Northern Province government will dissolve the governing body of Laerskool Potgietersrus and take direct charge of the school until the situation has normalised, premier Mr Ngoako Ramatlhodi said yesterday.

Ramatlhodi told a Press conference in Pietersburg that the governing body had been given notice of the dissolution yesterday.

"The provincial government will be taking direct control of the school until further notice. We believe this step will

bring peace and tranquility to the school, so that effective teaching and learning can take place," he said.

He also condemned the pre-dawn arson attack on the school, which caused minor damage to the administration block and vowed that those responsible would be brought to book.

"We are convinced that had racists not created an atmosphere of hostilities, terrorists would have found it difficult to take up arms against children," Ramatlhodi said.

Commenting on the action of conservative white parents who took

school furniture to the hostel where their children were being taught by private teachers, Ramatlhodi said a charge of trespassing had been laid.

He said police had the capacity and would deal with the situation, adding that his government would not allow teaching in the hostel to continue. Asked what would happen to the white children who were being taught in the hostel, Ramatlhodi said: "We will do everything in our power to stop this. The children have space in the school and that is where they are supposed to get their education."

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# Devastating drop in educational standards predicted

(50) 13/3/96

"PARENTS will take to the streets to protest against the sudden and devastating drop in the standard of public education — when teachers are retrenched the reality of what it will mean to our children will hit home."

These strong words were said by a Cape Town headmaster in an interview this week as he waited pensively for the Western Cape Education Department and teacher organisations to reach agreement on the timing of teacher retrenchments.

Some clarity on the issue is expected soon — maybe by Friday — but after months of waiting, principals are cynical about the outcome of the meeting. The issue has boiled down to "pure economics", some say, and the quality of education at good Cape Town schools has ceased to be a priority of the authorities.

If the Western Cape Education Department gets its way 6 000 teachers will lose their jobs on July 1, more than 1 000 on January 1 next year and another big group on January 1 1998. Retrenchments will continue until the teacher pupil ratio in local public primary schools is 40:1 and 35:1 in high schools.

With dwindling resources the education department has to show it is improving education in black schools but also maintaining quality in existing white and coloured schools.

The headmaster of Milnerton High School, Mr Roger Cope, said he accepted the move to equity but could not accept that certain teacher organisations did not fight the education department's proposal for the teacher:pupil ratio to be suddenly increased to 26:1 for high schools and 36:1 for primary schools. Most schools currently have a ratio of about 19:1.

"This was the first offer the education department put on the table — they were probably flabbergasted that it was accepted at once by the unions. Why did nobody stop this?"

Another head, who asked not to be named, said the quick agreement was political.

"These are ANC-aligned unions who want education to be devastated in the province so that people will turn away from the Nationalist government."

"It's all timed to coincide with the



**WITH THE FOCUS** on "economics" the quality of education is no longer a priority of the authorities, say critics. **CAROL CAMPBELL** reports.

local government elections."

The new ratios mean some schools will lose seven or eight teachers out of staffs of 35 to 40.

The Western Cape Council of Teachers' Organisations — of which many Model C school principals are members — did try to have the teacher cuts phased in more slowly but the Cape Professional Teachers' Association pulled out of the federation at a critical stage in negotiations and the WCCTO's power in the bargaining unit was halved.

At the time the CPTA justified the move, saying the interests of its members were not being adequately looked after in the WCCTO.

As the CPTA was the biggest teacher union in the province, its head Mr Archie Vergothine said, it was

felt it should have bigger representation on the bargaining unit — but this was being undermined by its membership of the WCCTO.

To deal with the cuts, Cope said, he thought some schools would set up "platoon" classes — maybe starting one group of pupils at 7.30am to finish at 12.30pm and another at 9.30am to finish at 2.30pm.

"This way we could give pupils more attention in certain subjects, but it is going to be very hard for the teacher."

Big classes of 60 or more pupils could become the norm where a school could afford only one teacher in a subject and, in primary schools, many schools would merge their Sub A and B groups to save staff.

The principal of Excelsior Sec-

ondary School in Belhar, Mr Graham Jenneker, said he accepted teachers had to go if there was to be equity in spending between all the old education departments.

"This school experienced a dramatic drop in numbers last year and I had to split classes into only five or six pupils just to give teachers something to do. I solved the problem by taking in 400 black children from overcrowded Department of Education and Training schools."

His major problem now was not so much pending teacher retrenchments — he didn't expect to lose many staff — but helping the DET children on to a sound educational footing.

"There is no point denying their base education was very shaky and we have to work out new systems of assessment which will help them but won't have a negative impact on our existing pupils."

Jenneker suggested English-speaking schools afraid of losing teachers should lift some of the burden off township schools by taking in four or five extra pupils into each class. "These pupils don't cope well learn-

ing in Afrikaans so it would be up to English schools to help."

Mr Gordon Law, principal of South African College Schools (SACS) said he was confident the current uncertainty would settle down eventually but schools would have to adjust by offering pupils fewer subject choices for matric and possibly doing away with some subjects altogether.

"The problem now is that the government is classifying everyone as a full-time teacher, including the principal. There is no way the head of a school could teach eight periods a day and still run the school."

It was also impossible to make small classes bigger at the drop of a hat. "If there are only 14 pupils in a French class there is very little a principal can do to make the class bigger."

Law and Cope expressed concern that senior staff and department heads faced the biggest risk of retrenchment.

Cope said that once again the move to retrench more experienced teachers earning the bigger salaries, was "about money" and would just add to the devastation caused by teacher retrenchments.

# Potgietersrus school body dissolved, arrests to come

Kevin O'Grady

THE Northern Province government announced its intention yesterday to dissolve the Laerskool Potgietersrus governing body and said about 10 people who had taught Afrikaans children privately on school premises would be arrested soon.

The developments followed an arson attack on the school principal's office on Monday night, government spokesman Jack Mokobi said. An arrest was also expected soon in connection with the attack.

Provincial premier Ngoako Ramatlhodi said there would be "no mercy towards criminals who set our children's school on fire".

"We are convinced that had racists not created an atmosphere of hostility, terrorists would have found it difficult to take up arms against children," Ramatlhodi said.

Government had exercised "extreme caution and tolerance" in dealing with the situation, which has been tense since the Transvaal Supreme Court recently ordered the school to allow black children to register.

"However, we cannot abdicate responsibilities and we are duty bound to uphold the law and to ensure the safety and security of law-abiding citizens.

Accordingly, the Laerskool Potgietersrus has been given a notice of dissolution. The provincial government shall be taking direct control of the school until further notice."

Mokobi said the body had been given two weeks to give reason why it should not be dissolved, after which management of the school would be taken over by the provincial education department until a new governing body was appointed from parents.

Mokobi also said that, despite warnings of police action against any "so-called private teachers" who taught Afrikaans children separately in a hostel across the road from the main school building on Monday, they had persisted yesterday.

Charges of trespassing had been drawn up and a number of people were expected to be arrested this morning. Police would prevent further classes being held in the hostel, Mokobi said.

Sapa reports that police spokesman Supt Werner Voigt said the cause of the fire in the headmaster's office was unknown but arson was suspected.

He said only a few curtains were damaged and the fire was soon brought under control. Police were at the scene within minutes.

School governing body chairman Koos Nel was not available.

BD 13/3/96

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# Commission likely to recommend drastic revamp of higher

Kevin O'Grady

A DRASTIC revamp of the funding of higher education institutions and a move from the predominance of universities and technikon are likely to be recommended by the National Commission on Higher Education when it tables its final report in July.

The commission, appointed by President Nelson Mandela in January last year, held a briefing in Pretoria yesterday ahead of the publication of a discussion document next month. While

commission members said nothing was yet set in stone, they gave a clear indication of some of the likely recommendations stemming from their 18-month investigation into the restructuring of the higher education system.

The final report, on which legislation will be based, is expected to radically change tertiary education in SA. Commissioner Rolf Stumpf said a major problem identified was that there were too many universities and technikon and not enough technical colleges. This "inverted pyramid" — in

which there were 511 172 university and technikon students in 1994 and only 265 562 students in the college sector — needed to be reversed.

Commissioner Chris Garbers said SA was "on the verge of a massive inflow into the higher education sector — an additional 1.8-million people by 2005 — and everything is geared towards universities and technikon. This will not be affordable in the future." Commission chairman Jairam Reddy said "mergers between institutions may well be the direction the

commission will consider."

There were 105 teacher-training colleges in SA, about twice as many as needed, and many of these could be used as community colleges.

Stumpf said the funding of institutions needed to be revamped to "support the notion of a single national higher education system".

A subsidy formula which had "certain problems" had been used for universities and technikon since the 1980s and other methods had been used to determine funding levels for

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Budget spent on education, an increase in the higher education budget was unlikely without substantial growth in the economy. Reddy said the pool of government

funding available to students as bursaries and loans needed to rise from R300m to more than R600m and the commission was investigating the implementation of a graduate tax and other methods to achieve this. Commission executive director Teboho Moja said the issue of transformation and the governance of institutions was being addressed.

other institutions.

"The same approach should apply to all institutions. Funding should also play a much larger role in seeing that the public policies for higher education are achieved," Stumpf said.

The funding system should be sustainable and affordable.

"We do not necessarily need to cut down on funding but must get better value for money," he said.

Garbers said that with 22% of the

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Education

# Potgietersrus school now under control of province

Star 13/3/96 (50)

By Lee-Ann ALFREDS  
Education Reporter

The Northern Province government has ordered the governing body of Laerskool Potgietersrus to dissolve and has declared that it is now in control of the primary school.

White parents were also warned yesterday that any further attempts to conduct a private school in the school's hostel would be prevented by police.

This morning, Potgietersrus station commander Captain Frikkie Wagner said everything was calm and quiet, but his officers would make certain all pupils went to the "proper school" across the street from the hostel.

After the court orders last month, all-white classes were first held in a church hall and, since last week, in the school's hostel across the street from the main

buildings.

The notice to dissolve the white governing body was issued by Premier Ngoako Ramatlhodi yesterday following an arson attack at the school the night before.

The controversy erupted in January when the governing body refused to admit 22 black children, who were eventually permitted to register after a Supreme Court ruling last month.

Ramatlhodi said at a press conference in Pietersburg yesterday he was convinced that if racists had not created an atmosphere of hostility, "terrorists would have found it difficult to take up arms against children" in Monday night's arson attack.

"In dealing with the situation around Laerskool Potgietersrus, the government has exercised extreme caution and tolerance. However, we cannot abdicate responsibilities, and we are duty-

bound to uphold the law and to ensure the safety and security of law-abiding citizens," he said. "We believe this step will bring peace and tranquillity to the school so that effective teaching and learning can take place."

He said the government had no choice but to give the governing body notice of its suspension as stipulated in section 28 of the Northern Province School Education Act, but the governing body would be dissolved only after consultation.

"The law stipulates some exchange of opinion, so we will give them a reasonable time to respond. But we will also take the time we have already been debating into consideration."

Governing body chairman Koos Nel said last night a meeting of the body had been convened to discuss the directive. It would also discuss the order relating to

use of the hostel and try to come up with an alternative arrangement.

Ramatlhodi said no arrests have been made for the arson attack in which a curtain and some books in the principal's office were destroyed. Meanwhile, a stream of black parents flocked to the school yesterday to enrol their children and regional inspector Ben Harris said about 54 had been admitted.

■ The governing body of Hoërskool Ben Viljoen in Groblersdal last night withdrew a Supreme Court action against Mpumalanga Premier Mathews Phosa, Sapa reports. The body began proceedings against Phosa and Education MEC David Mabuza after the government threatened to close the Afrikaans-medium school.

See picture on Page 2



# Police prevent private tutors from reaching Afrikaans schoolchildren

Kevin O'Grady

A STRONG police presence outside the Northern Province's Laerskool Potgietersrus prevented private tutors teaching Afrikaans children separately on school premises yesterday, after trespassing charges were drawn up earlier in the week against those who did so.

Provincial government spokesman Jack Mokobi said a hostel in which segregated teaching had taken place was closed and guarded.

Parents who did not want their children to receive racially mixed schooling had withdrawn them to an unknown location.

A Northern Province safety and security department spokesman said none of the "so-called private teachers" against whom charges had been drawn up on Tuesday had been arrested yet.

Police were still investigating the case.

Lessons at the school, which was taken over by the provincial education department after resistance to integration by the school's governing body, had continued peacefully yesterday without the presence of the children of protesting parents, Mokobi said.

Meanwhile, Sapa reports the Conservative Party said yesterday that government's takeover of the school proved the ANC was intent on wiping out Afrikaans schools.

"The move was evidence of blind hatred," CP leader Ferdi Hartzenberg said. He accused the province of trying to destroy the Afrikaans character of the school.

"Its actions underline the ANC's determination to wipe out Afrikaans schools and to strip Afrikaners of their right to educate their children in Afrikaans in Afrikaner institutions."

## Bill referred to committee

BLOEMFONTEIN — The Free State Gambling and Racing Bill, tabled in the Free State legislature yesterday, has been referred to the finance committee.

The Bill provides for the establishment of a Free State gambling and racing board and its powers and functions.

It also provides for the repeal of existing laws that deal with casinos in the province, horse racing and betting.

An innovation is that any gambling debt lawfully incurred in the course of legal gambling

will be enforceable in a court, notwithstanding the provisions of any law or the common law.

The definition of a race meeting effectively confines race meetings to horse racing and excludes other animal races such as dog races.

It is proposed that gaming machine site licences should not be granted for more than five machines at one site.

The maximum charge to play on any such machine and the prize for any one game may not exceed a prescribed amount. — Sapa.

## Policeman 'a racketeer'

JOHANNESBURG — A policeman from Benoni on the East Rand had been charged with corruption and two other men charged in connection with the theft of vehicle parts from the Van Rhyn Deep storage depot in Benoni on Tuesday night this week, police said yesterday.

Members of the police tracing unit, who had been assigned to keep the depot under observation, arrested a man who emerged from the property at about 9.30pm, said North Rand police spokesman, Insp Tommy Thompson.

# Race row school serves interdict on MEC

BY LEE-ANN ALFREDS  
Education Reporter

The Laerskool Potgietersrus governing body threw another curved ball at the Northern Province government yesterday.

It obtained an interdict from a magistrate to restrain education authorities preventing it running a school in the hostel.

The interdict was served on Education MEC Aaron Motswaledi late yesterday afternoon.

Anso Thom reports police did not prevent children entering the

hostel this morning following the court interdict.

Potgietersrus station commander Captain Frikkie Wagner said it was quiet at the school: "There are no problems."

Wagner said police would continue to patrol the area surrounding the school. "After the fire which broke out in the principal's office, we have decided to continue the 24 hour police patrols," he said.

The interdict comes a day after Northern Province Premier Ngoako Ramatlhodi ordered the

defiant governing body - at the centre of a storm over the admission of 22 black children to the mainly Afrikaans school - to dissolve. The order followed two months of haggling between the governing body and the school over the right of Afrikaners to "culturally based" education, the withdrawal of about 200 children from classes and an attempted arson attack on the school on Monday night.

Motswaledi said he was consulting lawyers to find out whether the interdict was valid.

## Wits academics and Makgoba call truce as he steps down

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One signatory, Professor Merton Dagut, said the agreement was clearly not what everyone wanted, "but perhaps that is why it's a good agreement. We all had to give and yield a little".

The four academics who were not signatories are Prof Charles van Onselen, Prof Ian Steadman, Prof Keith Beavon and Dr Ron

Carter.

With regard to them, Dagut said each had his own objections to the memorandum and their viewpoints had to be understood and respected. The consensus of the council was that Makgoba's resignation "was a good thing", a source told The Star.

Rumours that the 13 academics had threatened to resign en masse if Makgoba did not step

down were dispelled by several sources which The Star contacted last night.

The agreement was negotiated over a series of meetings between the academics and Makgoba.

Yesterday, Makgoba said he was happy with the arrangement, as he was "going back to my first love" - medical research.

He said he did not see the move as a demotion.



# Spending on education is again the largest item

Kevin O'Grady  
and Wyndham Hartley

EDUCATION spending was the largest single item for the second year running when the Budget was announced yesterday, with the sector receiving a R3,035bn or 9,42% increase over last year's initial R32,2bn grant.

Almost R30bn of the R35,235bn allocation goes to the provinces and most of the remaining R5,5bn, allocated to the national education department, will provide a much-needed boost to the subsidies and infrastructure of universities and technikons.

Education Minister Sibusiso Bengu welcomed the increase but believed consistent increases of about 5% a year were needed to address certain areas of need, his spokesman Lincoln Mali said.

The total budgeted figure includes salaries for teachers and others in the sector but does not include any salary increases which may be awarded in the public sector this year.

Finance Minister Chris Liebenberg said in his Budget speech that the allocation for the national education department was R5,5bn compared to last year's revised estimate of R4,3bn — an increase of 28%.

"This provides for significant increases in the subsidies to universities and technikons which will contribute

to the stabilisation of their financial circumstances," he said.

An additional R100m had been provided for new buildings at universities, and R50m for technikons.

The Budget Review said the increase in funding for universities to R3,64bn and technikons to R1,267bn had raised the funding levels of those institutions to 68% and 68,6% from 65,6% and 62,1%, respectively.

"In addition, an amount of R300m has been set aside for a national student financial assistance scheme. This allocation is intended to relieve the plight of financially disadvantaged students," Liebenberg said.

The allocation also included an amount of R160m for the development of youth or community colleges. A further R1bn would be transferred from the RDP fund to address the backlog in school classrooms.

Projected expenditure for pre-school, general education and senior primary and secondary education would increase from R5,7m to R27,7m, while adult basic and community education and training would increase from R1,6m to R2,5m.

Committee of University Principals chief director Jos Grobbelaar said he was "very pleased" about the increased

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## Education

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allocations to universities. "The signal I get from government is that they are ... taking seriously the role higher education has to play in the country."

SA Democratic Teachers' Union president Duncan Hindle said he was delighted with the overall increases which "had exceeded even our expectations". There had been a shift in government thinking towards "recogni-

tion of education as a key sector deserving investment".

SA Students' Congress spokesman Mike Ramagoma said the congress was still dissatisfied with the "racist" formula used to determine funding levels for higher education institutions. The student aid scheme was appreciated but did nothing to alleviate the burden of students with existing debt, he said.

Gauteng education MEC Mary Metcalfe said she was disappointed that the province would receive only 4% of the R1bn which had been set aside for classroom rehabilitation.

## SCHOOL FUNDING

## EDUCATIONAL ROBIN HOODS

**This** at least has to be said for the Department of Education's ideologues. They don't give up without a fight.

They were warned last August by the Hunter review committee that equalising the State's per capita spending on public schools, while outlawing compulsory fees, would seriously degrade the effective parts of the system (Model C), without significantly improving the rest. That's because fee-paying Model C schools account for only one in 12 public schools, and aren't *that* well financed by the State compared with the others.

Policy on school fees is outlined in a draft Schools Bill and an associated document. It will, they say, be up to the parents of any school to decide whether they want to charge any fees, the level of those fees, and whether parents should pay fees according to income.

The Bill makes only two stipulations. The Minister will regularly determine thresholds of family income, below which no parent would have to pay a school's fees. And no child may be kept out of a school because its parents cannot afford its fees.

The finance policy document talks of a departmental preference for school fees at public schools to be income-related. Fat chance.

For one thing, footnotes in the Draft Bill (the drafter communing with himself?) recognise legal problems concerning compulsory declarations of income, who should verify them, penalties for false declaration. But the most telling reason is that teachers and school administrators will refuse to administer it.

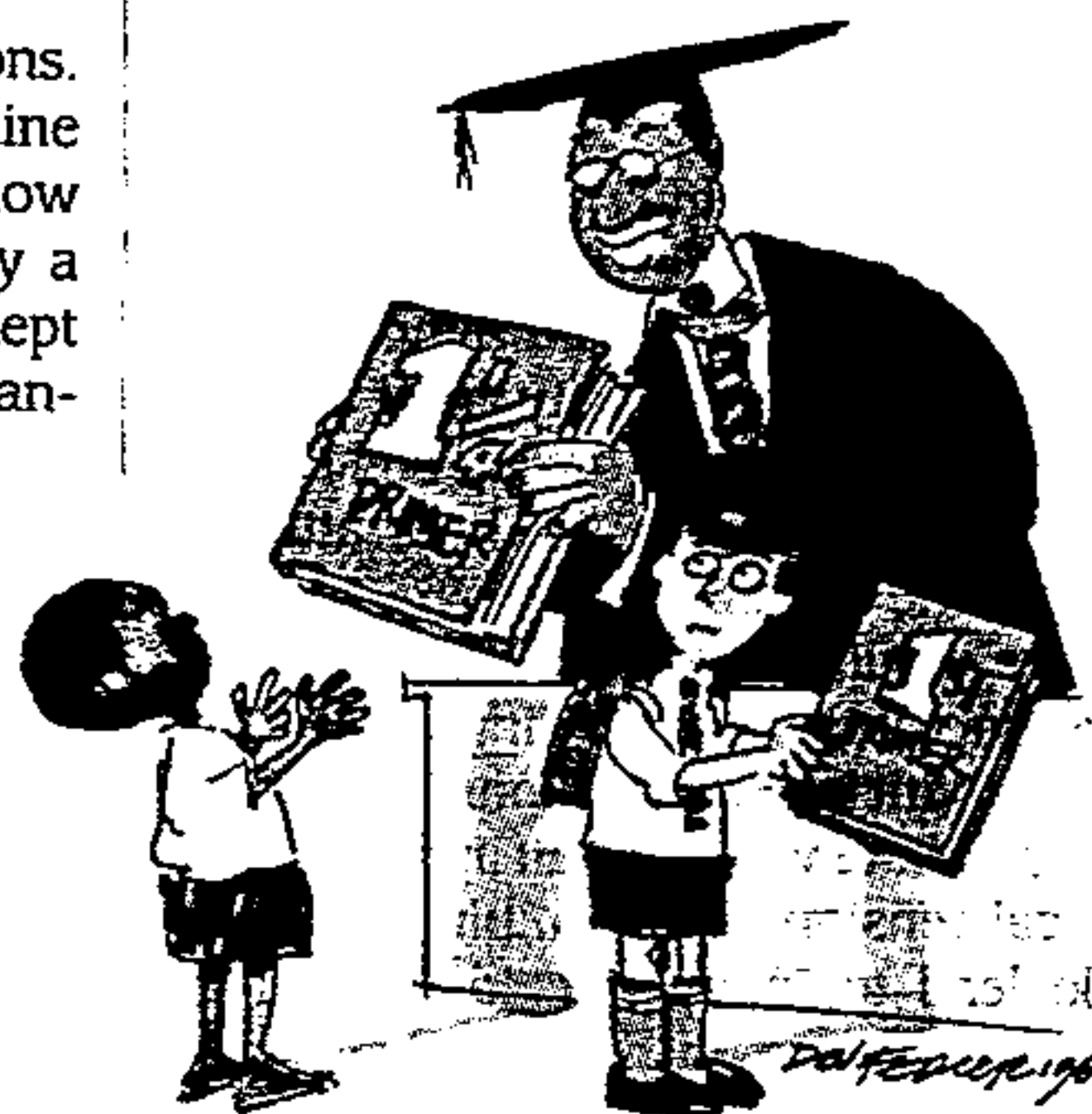
The SA Democratic Teachers Union is against any level of compulsory fees. It fears continuing polarisation of the schooling system along class/income lines.

It wants to see monies raised by schools for additional teachers going into school-specific funds administered by the department or relevant province. The latter would then use those funds to employ additional staff for specific

schools at normal State salaries and other conditions of service.

No such mechanism, however, currently exists; contributions simply disappear into Treasury's maw. Even if new arrangements could be made, provincial education departments are still so disorganised that few, if any, parents would entrust them with fee contributions.

Meanwhile, the financing policy document reveals that the aim of equalised per capita spending has been overtaken by redress. The Fiscal & Financial Commission, which apportions finance for various purposes to the various provinces, has decided to give 25% more educational allowance to rural children than to those living elsewhere "since the distribution of rurality, poverty and disadvantage are closely related."



Urban schools that have been well financed can thus expect eventually to receive less than equalised per capita finance from the State. Conversely, rural provinces can expect to receive even more than 25% above the average because, as the document says, the sums are worked out on the basis of school-age population, not enrolment. The distinction is likely to be most fiscally telling in rural areas, which together contain a high proportion of school-age children.

It remains to be seen whether it will become official policy. The policy docu-

ment offers the recommendations of a task team that included representatives of the departments of finance and State expenditure as well as others.

The two foreign consultants offer a sombre assessment. They reckon that if the relatively affluent abandon the public school system, taking their fee contributions with them, fiscal support will become increasingly difficult. The end-result is "an unstoppable cycle of mediocrity and unaccountability."

Minister Bengu and his fellow ideologues can't claim they haven't been warned. Nor can middle-class parents. ■

## OVERSEAS FUNDING

## ANGRY DONOR

FM 15/3/96

Another overseas donor is heading for a showdown with its SA recipient. This time the dispute is over funds channelled from Germany to a Pretoria-based non-government organisation — Get Ahead Foundation — via the financial rand.

In terms of two agreements signed in June 1993, the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) promised DM1,45m (R3,8m) to Get Ahead to promote private sector initiatives in the townships.

The funds were donated, according to the agreement, "on the basis of a request by" the foundation. The German Federal Ministry for Economic Co-operation & Development commissioned GTZ to finance the project.

DM1m was designated for business loans with the balance — DM450 000 — for house building or renovations.

The agreements further stated that Get Ahead would deposit payments received from GTZ in a special US dollar-denominated bank account and "to remain in the account until called for disbursement for use as credit for the target groups."

Get Ahead was obliged to provide US dollar-based profit and loss statements and balance sheets on the free rate of exchange for the currency as quoted by banks in each instance.



## New move in Potgietersrus saga

JOHANNESBURG: A Potgietersrus magistrate has ruled that white pupils can temporarily be taught in a hostel of the former whites-only primary school there.

Police prevented the whites-only classes from taking place at the hostel on Wednesday.

The Northern Province legislature, which last month won a Supreme Court order allowing black children into the school's classes for the first time, had laid criminal trespass charges, saying it owned the school and adjoining grounds.

Mr Koos Nel, chairman of the school's

governing body, said yesterday they had contested the ownership claim in the local magistrates' court. (50)

"We were prevented from entering our own premises. We secured an interdict," he said by telephone.

The provincial legislature has until March 29 to file reasons why the temporary order should not be made permanent.

The Northern Province administration said yesterday its lawyers were studying the order and would take appropriate action.

— Reuter

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CT 15/3/96

COURAGEOUS STAFF, PUPILS OVERCOME RACE HURDLE

# Pretoria school shows the way

**I**OOK beyond Paigletersrus Primary School, an emotional landmark in the new South Africa, look instead to Pretoria West High School for a more typical example of the courageous progress being achieved in the nation's classrooms each day — and for a glimpse of the daunting challenges that arise once school doors are opened to all races.

In particular, Pretoria West's educators, students and parents have grappled effectively during the past year with the complex implications of language use, an emerging flashpoint in non-racial public education.

It is noteworthy that in the year of the 20th anniversary of the 1976 Soweto riots, ignited by resistance in township schools to being taught in Afrikaans, black students at Pretoria West High are now increasingly choosing Afrikaans in their classrooms — and boasting that it will give them an edge in the job market.

Established in the industrial west of Pretoria near the Iscor steel plant, Pretoria West High was founded in 1947, the year before the National Party took office. The school draws its Afrikaans-language pupils largely from working-class white families who have tended to feel most threatened by the spectre of post-1994 South Africa.

Soon after the national election, Pretoria West principal Mr. Frans Bezuidenhout and the school's teachers and governing body chose to embrace the inevitable and actively make it



**PRETORIA: A DREAM EXPERIMENT** — A Pretoria school, content with its lessons in two languages, that the crisis over the 1995-96 school year has pushed into the foreground. **FRANS BEZUIDENHOUT, SCHOOL PRINCIPAL**, is seen here.

work, rather than wait for change to be thrust on them. The consensus is that the learning process is working better each day, and staff and students, black and white, are richer for it.

The experience of Pretoria West appears to be far more relevant to the country than that of Paigletersrus Primary. Gauteng MEC for Education Mrs. Mary Meralde said that of roughly 400 traditionally Afrikaans-language schools in Gauteng, about 60 had become dual-language schools and the majority had admitted at least some children of other races. She said only a small minority were still resisting admission of black children.

Bezuidenhout, a soft-spoken man who shows untiring politeness to everyone he encounters, said one strict rule had helped smooth the school's transition. No politics allowed in the management committee.

In 1994, the Model C school found itself with about 600 students, and "everybody could see the school was not fully occupied. It could take about 800." Like many Afrikaans schools, the pupil-teacher ratio was about 19-1,

whereas Meralde was urging an increase to 22-1 for 1995. The target was raised to 27-1 for this year and 35-1 for 1997.

The management council agreed that the school should become dual-medium, and this was put to parents in what Bezuidenhout called "a very lively meeting" in late 1994. More than 80% of the parents voted in favour of the double-medium language policy.

Double-medium means that each teacher must use both English and Afrikaans during a single class — and in effect compress the same learning into half the time in each language. The alternative is parallel-medium where, for example, one Std 6 class would be taught in English while next door another Std 6 class would take another Std 6 class.

Word spread through the nearby black township of Athlridgeville that Pretoria West was opening, and the school was flooded with 700 applications in just two weeks. Bezuidenhout met applicants' parents and explained that the school could take only 200 English speakers. (Bezuidenhout does not refer to children as black or white, but as

English-speaking or Afrikaans-speaking.) He told them that "only the learning language will be changed. This is still a Christian school, and our norms and values will go by the Christian rule."

The school held simple aptitude tests in English, Afrikaans and maths for 469 applicants and admitted 160 for 1995. The school fee was R700 a year for 1995, and R800 this year, the lowest in Pretoria. Most new students managed to pay their fees. But the school found the new non-racial policy hugely expensive. English-language textbooks alone cost about R60 000. Salaries are paid by the state, but other costs, such as additional computers needed to help blacks improve their language skills, are paid for from fees. The non-salary budget rose from about R500 000 to R800 000.

Throughout 1995, the staff met often to assess the problems the teachers were confronting, "and it was something very difficult", the principal said. "We found that as soon as the teacher changed to English, the Afrikaans children switched off, and the reverse was true for English-speakers when the teacher spoke Afrikaans."

For the teachers, too, it was an enormous change to convey technical material in two languages in the same class period. "The teachers coped magnificently; they were very excited doing a new thing. Yet as the year carried on, problems arose and the students became less accommodating. There were interruptions. Parents would phone and say the teacher was speaking too

(50) DT/15/3/96

much English — and others called to say there was too much Afrikaans instruction.

"The teachers also grew tired, and needed pep talks. There were many stresses," Bezuidenhout said. He noted that a University of South Africa study at another school had found similar effects.

Visits to several classrooms this week, however, suggested that teachers have largely overcome the obstacles — in part by shifting between languages with almost every sentence rather than teaching long chunks in each language.

In his Std 9 biology class, Mr. Paul Vermeulen fluidly switched back and forth phrase by phrase as he explained pollination and plant reproduction, using pine cones as examples. Of the 36 children, the 16 black children tended to share the same rows, toward the front. Instinctively, Vermeulen repeated in English a question posed in Afrikaans as he strode toward the blackboard and sketched the answer. The next question, from a black child, was posed in Afrikaans. Vermeulen restarted it in English before soliciting answers from the pupils.

"When I repeat something in English, it's with a different tone, so the other children also learn from it," Vermeulen said later. "In teaching, you need to explain things more than once anyway. So it actually helps you to use both languages."

"I remember once saying to my in-laws 'Blacks will never come into my school'. So what was once impossible has suddenly become



**BILINGUAL BIOLOGY:** Students in Paul Vermeulen's biology class learn about plant reproduction at Pretoria West High School. Since the former Afrikaans-only school admitted black children last year, those classes have become bilingual.

very easily possible. And it's much less difficult than we thought," Vermeulen added. "If people can just get rid of that fear and take the first step."

At the end of the first year, only two of the 65 black children in Std 6 failed. Thirteen of 55 failed Std 7 and none failed Std 8 or 9. This year, of 846 students, the number of blacks has risen to 225. The target for future years is 300 blacks of 900 students.

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second or third language to handle difficult conceptual work.

During break, matric student Loreta Baloyi agreed that language had overtaken race as the primary concern as teachers struggled to achieve a fair balance in the classroom. But she added: "It's quite an advantage for us in the workplace to have Afrikaans as well as English."

Bezuidenhout, who has been principal at Pretoria West for 13 years, said both black and white had learned cultural lessons as well. The black children speak very softly in class and teachers struggle to hear them; in the hallways, though, they make a racket, annoying others. And he said with a smile that he had learned a new

body language. "The body language of an Afrikaans child is clear if he's lying. With the black children their faces are blank, they are totally in control of themselves."

Both students and staff attribute the success of the transition largely to Bezuidenhout's quiet but unwavering leadership and vision, combined with a willingness to listen and accept change when necessary.

"A new world was opened for me personally," he said, "meeting these parents and seeing what they wanted for their children. They see education as a high priority. Things are going to change dramatically as we go forward from here. And we are ready for that challenge."



## Potgietersrus legal wrangle

Kevin O'Grady

BD 15/3/96 (50)  
THE Northern Province education department is seeking legal advice on the interdict issued against it by a Potgietersrus magistrate this week which overturned a decision not to allow Afrikaans children to receive separate schooling at Laërskool Potgietersrus.

Spokesman La-Duma Thembe said the provincial government's legal team had been asked to study the interdict "in relation to the fact that we were not informed (the school's governing body) had sought an interdict, that we were not given the opportunity to respond and that it was issued by a magistrate".

The body applied for the interdict after government ordered police to close a hostel at the school this week, preventing private tutors from maintaining segregated schooling, and arrest people who held lessons there.

The parents of more than 100 Afrikaans children have kept them away from the main school building in protest against a recent Transvaal Supreme Court order that the registration of black pupils and integrated schooling should go ahead.

If it was found there were grounds to contest the interdict, this would be done, Thembe said.

In the meantime, some Afrikaans parents had continued to hold separate lessons for their children in the hostel, he said. Lessons in the main school building were proceeding normally.

# IFP, ANC in bid to reach agreement

Farouk Chothia

MARITZBURG — The IFP and ANC were locked in talks late last night after the IFP failed to secure a two-thirds majority for a KwaZulu-Natal constitution.

Sources said the PAC and Minority Front were reluctant to vote in favour of the constitution in the absence of a deal between the two major parties. Both indicated they would abstain — denying the IFP a two-thirds majority.

IFP secretary-general Ziba Jiyane warned that failure to adopt the constitution would "poison" the atmosphere at today's summit between Zulu King Goodwill Zwelithini, President Nelson Mandela and IFP leader Mangosuthu Buthelezi to discuss arrangements for a gathering.

Sources said an agreement between the ANC and IFP was within reach with Jiyane showing a willingness to compromise.

However, he was overruled by IFP hardliners.

NP KwaZulu-Natal caucus chairman Tino Volker said Mandela and Deputy President FW de Klerk had been "in touch" to discuss the process.

Constitutional Assembly chairman Cyril Ramaphosa and NP secretary-general Roelf Meyer were also believed to have had discussions.

Sources said NP KwaZulu-Natal leader Danie Schutte was under pressure from the NP national leadership to hold back NP support for the constitution if ANC support was not obtained, while the NP provincial caucus wanted to support the IFP.

BD 15/3/96 (50)  
Sources said Zwelithini also telephoned PAC leader Bamba Ndwandwe, a relative, to make fresh proposals on the king's constitutional role. Sources said Jiyane and premier Frank Mdlalose were instrumental in reopening negotiations with ANC KwaZulu-Natal leader Jacob Zuma, after sensing the ANC could woo the smaller parties.

However, Jiyane earned the ire of IFP chief negotiator Walter Felgate and constitutional adviser Mario Ambrosini after he moved to the centre stage of bilateral talks with the ANC.

The ANC had earlier successfully lobbied the DP, PAC and Minority Front to extract new concessions from the IFP. Front leader Amichand Rajbansi warned that he would refuse to support the constitution if it did not have the ANC's backing. He took up the cudgels on the ANC's behalf to demand that seats in a new 15-member cabinet be issued in proportion to voter support. Felgate refused. He said Rajbansi's proposal would force the IFP to allocate seats only to the ANC and NP and the IFP would not be able to "create space" for smaller parties in the cabinet.

Rajbansi pressed ahead with a demand that six deputy ministers' posts also be allocated in proportion to voters' support.

Felgate then capitulated.

Schutte bedevilled negotiations with his demand for power-sharing and overruled Volker when he showed flexibility.

The parties eventually agreed that a commission would be formed to investigate an alternative to the unity government.

# NP did not fight for separate schooling in poll, says Meyer

(50) 50 15/3/96

Wyndham Hartley

CAPE TOWN — A vote for the NP in the 1994 election was never a vote for racially segregated education, the party's secretary-general Roelf Meyer said yesterday.

Meyer was reacting to reports the NP had failed its voters by not supporting demands for racially segregated education coming from some communities in Northern Province and Mpumalanga.

He said the NP, since the days of the negotiations, had never said education should be segregated, "and if that was what they voted for then it was a wasted vote".

The NP said it would continue to insist that own language and culture education be enshrined in the constitution, Meyer said.

He announced that the NP was calling a conference of all of its education representatives plus other interested parties in education. He said the meeting should take place within a month.

"This initiative should go a long

way to preventing the disturbing events such as those at Potgietersrus and calming the disquiet in the minds of Afrikaans speaking parents, pupils, teachers and governing bodies," Meyer said.

"It is deplored that irresponsible, politically inspired actions by certain people and bodies have harmed provision of good education. Potgietersrus is an example. These are education issues, not political ones, and the NP deplores the sacrificing of any school (by) the elevating of political ambition over the interests of children."

He gave the assurance that the NP was working hard to have provision for state schools based on a particular language, culture and religion included in the new constitution.

Sapa reports that he said such schools were "in line with modern international thinking ... in multi-ethnic communities".

The most important interests in education were those of the pupils, Meyer said. — Sapa.

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## Ex-Nedcor man jailed for

Adjustment



# Learning the lessons of living together

Pretoria West High School is an example of the courageous changes being made daily in classrooms around the country, writes Group Features Editor Jim Smith

Look beyond Potgietersrus Primary School, an emotional anomaly in the new South Africa. Look instead to Pretoria West High School for a more typical example of the courageous progress being achieved in the nation's classrooms each day - and for a glimpse of the daunting challenges that arise once the school doors are opened to all races.

In particular, Pretoria West's educators, pupils and parents have grappled effectively during the past year with the complex implications of language use, an emerging flashpoint in non-racial public education.

It is noteworthy that in the year of the 20th anniversary of the 1976 Soweto riots, ignited by resistance in township schools to being taught in Afrikaans, black students at Pretoria West High are now increasingly opting to use Afrikaans in the classroom - and boasting that it will give them an edge in the job market.

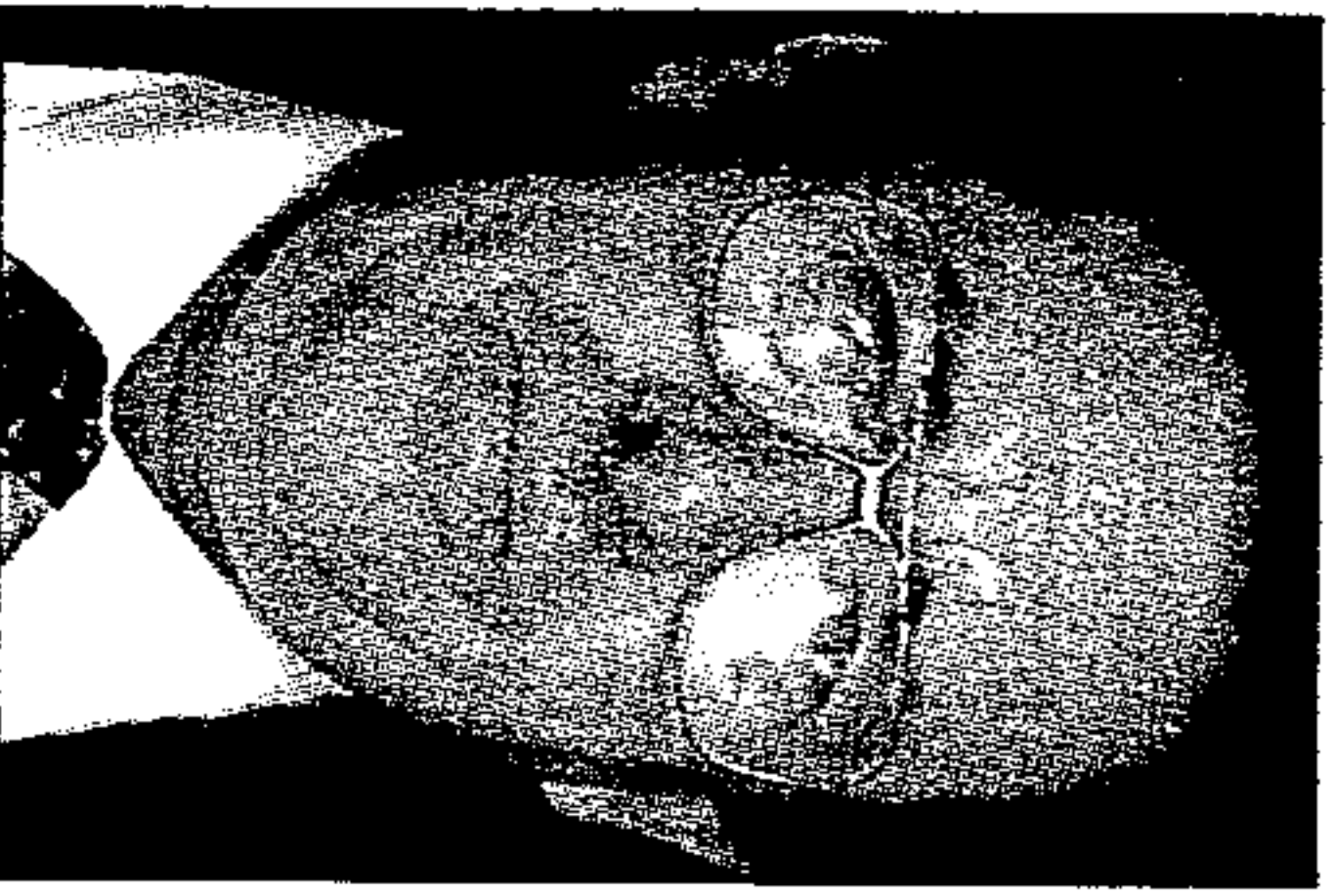
Situated in the industrial west of Pretoria near the Iscor steel plant, Pretoria West High was founded in 1947, the year before the National Party took office. The school draws its Afrikaans-language students largely from working-class white families who have tended to feel most threatened by the spectre of post-1994 South Africa.

Soon after the national election, Pretoria West principal Frans Bezuidenhout and the school's teachers and governing body chose to embrace the inevitable and actively make it work, rather than wait for change to be thrust upon them. The consensus is that the learning process is working better each day, and staff and pupils, black and white, are the richer for it.

The experience of Pretoria West appears to be far more relevant to the country than that of Potgietersrus Primary. Gauteng MEC for Education Mary Metcalfe said that of roughly 400 traditionally Afrikaans-language

schools in Gauteng, about 60 had become dual-language schools and the majority had admitted at least some children of other races. She said only a "very small minority" was still resisting admission of black children.

Bezuidenhout, a soft-spoken man who shows unfailing politeness to everyone he encounters,



Meeting challenges ... the principal, Frans Bezuidenhout.

said one strict rule had helped smooth the school's transition: no politics was allowed in the management committee.

In 1994, the Model C school had about 600 pupils and "everybody could see the school was not fully occupied; it could take about 800." Like many Afrikaans schools, the student-teacher ratio was about 19-1, whereas Metcalfe was urging an increase to 22-1 for 1995. The target was raised to 27-1 for this year and 35-1 for 1997.

The management council agreed that the school become dual-medium, and this was put to parents in what Bezuidenhout called "a very lively meeting" in late 1994. In the end, more than 80% of the parents voted in favour of the double-medium policy.

Double-medium means that each teacher must use both English and Afrikaans during a single class - and in effect compress the

same learning into half the time in each language. The alternative is parallel-medium where, for example, one Std 6 class would be taught in English while next door another Std 6 class would work in Afrikaans.

Word spread through the nearby township of Ateridgeville that Pretoria West was opening, and the school was flooded with 700 applications in two weeks. Bezuidenhout met applicants' parents and explained that the school could take only 200 English speakers. (Bezuidenhout does not refer to children as black or white, but as English-speaking or Afrikaans-speaking.)

The school held simple aptitude tests in English, Afrikaans and maths for 469 applicants and admitted 160 for 1995. The school fee was R700 a year for 1995, and R800 this year, the lowest in Pretoria. Most new pupils managed to pay their fees.

But the school found the policy expensive. English-language textbooks cost R60 000. Salaries are paid by the State, but other costs, such as additional computers needed to help black children improve their language skills, are paid for from fees. The non-salary budget rose from R500 000 to R800 000.

Throughout 1995, the staff met frequently to assess the problems the teachers were confronting, "and it was something very difficult," the principal said.

"We found that as soon as the teacher changed to English, the Afrikaans children switched off, and the reverse was true for English-speakers when the teacher spoke Afrikaans."

For the teachers, too, it was an enormous change to convey technical material in two languages in the same class period.

"The teachers coped magnificently. Yet as the year carried on, problems arose and the pupils became less accommodating. Parents would phone and say the teacher was speaking too much English, and others called to say



Learning ... children in class at Pretoria West High School, where language is more of an issue than race.

there was too much Afrikaans in instruction.

"The teachers also grew tired, and needed pep talks. There were many stresses," Bezuidenhout said. He noted that a University of South Africa study at another school had found similar effects.

Visits to classrooms this week, however, suggested that teachers have largely overcome the initial obstacles - partly by shifting between languages with almost every sentence rather than in long chunks in each language.

In his Std 9 biology class, Paul Vermeulen fluidly switched back and forth phrase by phrase as he explained pollination and plant reproduction, using pine cones as examples.

Instinctively, Vermeulen re-

peated in English a question posed in Afrikaans as he strode toward the blackboard and sketched the answer. The next question from a black child, was posed in Afrikaans. Vermeulen replied it in English before soliciting answers from the pupils.

"When I repeat something, it's with a different tone, so the other children also learn from it," Vermeulen said later. "In teaching, you need to explain things more than once anyway. So it actually helps you to use both languages."

"I remember once saying to my in-laws that blacks will never come into my school. So what was one impossible has suddenly become very easily possible. And

it's much less difficult than we thought," Vermeulen added. "If people can just get rid of that fear and take the first step."

At the end of the first year, only two of the 65 black children in Std 6 failed. Thirteen of 55 failed Std 7 and none failed Stds 8 or 9. This year the number of blacks has risen to 225 out of 846 pupils. The target is 300 blacks in 900 children.

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guage to handle difficult conceptual work.

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# N Province studies new court order

EDUCATION REPORTER

The Northern Province government has still not responded to the provisional court order granted to the Laerskool Potgietersrus governing body, allowing it to use the school's hostel to teach about 150 white children.

The governing body - at the centre of a storm around the admission of 22 black children to the mainly Afrikaans school - obtained the interdict on Wednesday after the government had warned they would not be allowed to use the hostel as a school.

About 150 white children - who were withdrawn from the school following the admission of the black children last month - are being taught at the hostel while the governing body tries to start a private Afrikaans school.

Government lawyers were still studying the order and preparing a response, education spokesman La-Duma Thembe said yesterday.

He said the government was not sure whether the order was valid as they had not been informed that the interdict was being sought and it was unclear whether a magistrate could make such an order.

Thembe also did not know whether the government would respond to the order on the return date of March 29.

"Once the lawyers are done, we will decide whether to apply before that date if we decide it is too far away," he said.

Meanwhile, a Johannesburg magistrate, who did not want to be named, told The Star that the order was valid. He said a magistrate could grant such an order in

(50) Star 15/3/96  
terms of rule 56 of the Magistrate's Court Act which allows someone to bring an application without giving anyone notice because of the urgency of the matter.

But he said this was only temporary, and a return date was normally set so that it could be opposed.

Governing body chairman Koos Nel would not discuss the latest court action, but did confirm he intended fighting an order by Northern Province Premier Ngoako Ramatlhodi that the governing body be dissolved.

Ramatlhodi ordered the governing body to dissolve on Tuesday, almost two months after the storm erupted over culturally based education and the admission of black children to Laerskool Potgietersrus.





Northern Cape primary school pupils admire their new books.

# Working against odds for education

By Claire Keeton

*Sowetan 15/3/96 (50)*  
Like building a ship and keeping it afloat at the same time...

**T**HE BIG HOLE in Kimberley symbolises the vacuum in which Northern Cape education officials have had to set up a new education service after the 1994 elections.

They have created an education ministry and department to service about 30 percent of the country with practically no experienced staff, no infrastructure and a limited budget.

Northern Cape MEC for education Ms Tina Joemat compares the process to trying to build a ship and keep it afloat, while most provinces must simply work at redirecting their ships.

"We are under tremendous pressure not only to build education but also to transform it," she says.

"We are all starting from scratch and have the opportunity to put in place a new and unique system. The threat is that we have no means to support it."

Northern Cape operates on restricted funds as provincial budget allocations are based primarily on enrolment. The province has only 191 339 pupils and a budget of R687 106 for 1996-97. In contrast, Eastern Cape has over 10 times more pupils and a budget of more than R6 million.

## Densely populated

Northern Cape has about 7 000 teachers and 1 000 schools, fewer schools than in Soweto. Schools are spread out and there are only two pupils for each square kilometre on average, although there is overcrowding in densely populated centres like Warrenton.

The average teacher-pupil ratio is lower than the national average with one teacher to 20 pupils. Joemat has negotiated with Education Minister Dr Sibiso Bengu to allow a lower ratio — applying the national prescribed norm would force the closure of a number of remote schools.

Despite this agreement, the province still has an oversupply of 1 400 teachers as 64 percent of schools were previously classified coloured and well-staffed.

These teachers will be offered redeployment or early retirement, and the Phatsimang and Perseverance Teacher Training Colleges have been amalgamated.

Meanwhile, reduced funds have accelerated the integration of schools in rural towns like Port Nolloth, Colesberg and Van Zyl's Rust. In Van Zyl's Rust, for example, the former white school

has become a dual medium school to accommodate about 100 Tswana children who were studying under a tree.

Joemat says: "A child in a rural centre has the same right to quality education and resources as a child in Kimberley or Johannesburg."

This is expensive because each centre needs facilities like libraries and they are too far apart to share them. Transport is a major expense, yet if Northern Cape reduced busing a large number of pupils would be stranded without education.

The education department has set up a head office in Kimberley with a staff of about 70. It has established four regional offices in Kimberley, Springbok, Upington and De Aar to service rural schools.

The province is entitled to only three education directors, which will overburden these individuals.

Deputy director-general of education is Dr Zodwa Dlamini and two directors have been appointed to work with her. Dlamini has already travelled over 40 000 kilometres since she took up her post last May.

Communications over distance is difficult and Northern Cape does not have a single newspaper that covers the entire area. The department has started a newsletter called *Eduvision* to keep schools up to date with the latest developments.

Despite the problems, the education system is developing rapidly, said Northern Cape director-general Mr Martin van Zyl: "The commitment of staff to be efficient is the most encouraging element."

He said the new department intended taking over functions by June from the former departments in the region: the ex-Department of Education and Training, the House of Representatives and the House of Assembly.

Northern Cape, in partnership with the Independent Examinations Board, will administer its own matric examination this year and regional curriculum committees have been established to develop a more skills-based curriculum linking education and training. The province launched an exciting pilot workbook this year for primary school pupils.

Northern Cape recently established a School Building Trust in partnership

with the Independent Development Trust. Three new schools were finished last year, two more are on the way and additional classrooms were built.

The school rehabilitation programme, funded by over R6 million from the Reconstruction and Development Programme, has progressed well with over 30 of the original projects completed.

Visits to the Galeshewe schools of Mankurwane Lower Primary, Tlhomelang Secondary and Tshiamo Primary showed significant improvements to the classrooms and grounds.

The RDP projects this year will focus on school governance. Joemat said: "Parents in rural areas are playing a more active role now. There have been radical changes with the new local government."

## Basic education

The IDT's 1 000 Schools Project, supported by the education department, is working to achieve school development through training.

Additional NGOs are finally moving into Northern Cape, which can assist with adult basic education and training and early childhood development, both top priorities for Northern Cape.

Joemat said the province would progress better with its own university or technikon, and has put a proposal to the National Ministry to establish one. "We suffer from a brain drain. People leave the province to study and don't return."

She also said Northern Cape could benefit from neighbouring Botswana's concept of "Education with Production", which integrates career-orientated training with production, and could learn from Namibia which has a similar sparse population, topography and apartheid history.

Joemat said the province has prepared a draft School Education Bill which is presently under public discussion.

It provides for nine years of free and compulsory basic education (with special attention on rural schools) and for democratic school-governing bodies.

For further information contact the regional offices at: Kimberley (0531) 811541, Upington (054) 31-1665, De Aar (05363) 3622 and Springbok (0251) 22893.



# Bengu warns of racial 'festering sore'

(50) CT 15/3/96

CAROL CAMPBELL

INCIDENTS of racism and ethnicism between the coloured and black community at Western Cape tertiary education institutions had to be stamped out before they developed into a "festering sore" which could destroy the entire nation, Minister of Education Dr Sibusiso Bengu said last night.

Addressing a graduation ceremony at the Peninsula Technikon, Bengu said all education institutions should be champions of non-racialism and linguistic and cultural diversity.

Bengu referred to President Nelson Mandela's New Patriotism speech, at the opening of Parliament this year, to drive home the message that the challenge for all South Africans was to strive to be a united nation.

Responding to allegations that the government was trying to "downgrade" or "marginalise" Afrikaans, Bengu said the language would receive the same protection, support and promotion as South Africa's other official languages.

Although he did not mention the crisis at Potgietersrus Primary school, where the Afrikaans-speaking parent governing body has tried to keep black children out, Bengu did say he would not tolerate "language imperialism" in schools.

"No single community can claim the moral right to schools erected with public funds as belonging exclusively to them."

He said the government could not provide the funds to write off massive student debts. And he did not think institutions should be forced to register all students in arrears with their fees.



Star 16/3/96  
Changes in  
store for school  
history syllabus

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STAFF REPORTER

Cape Town - In spite of the introduction of an interim history syllabus in schools, about 80% of what is taught in high schools comes from the old apartheid curriculum which sought to protect and justify white supremacy.

This opinion was expressed by the majority of high school history teachers interviewed by the *Saturday Star* to find out whether high school pupils were still being taught the old history or whether there had been any changes since the abolition of apartheid.

Apparently, Education Minister Sibusiso Bengu set up a process in 1994 aimed at cleaning up racist-oriented curricula in all schools.

The following year, an interim syllabus was worked on pending the introduction of a new and permanent syllabus which might take between two and three years, according to Education Department spokesman Lincoln Mali.

The effect of the new changes means that certain parts of the old history are now regarded as misrepresentative, racist, distorted and irrelevant, and have been omitted.

The major periods being studied now are from 1910 to 1948, 1948 to 1976, and 1976 to 1994, but the problem is that the old textbooks are still being used because there are no new ones. Some teachers see this as a challenge in researching and enhancing their research skills and writing their own notes.

"The real change is the one that will address the way we really teach history. Lots of teachers who were taught the old apartheid way will have to be retrained and their methodology, research and teaching outlook and the materials they used will have to be impacted by this change," said Harvey Hendricks, head of the history department at Livingstone High School.

He said he was disappointed by the "shabby" manner in which history was being treated when it was supposed to play a leadership role in an effort to build a new South Africa with new missions and goals.

Hendricks said the old approach would not serve the ideals of democracy.

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## White parents continue to defy government over school ruling

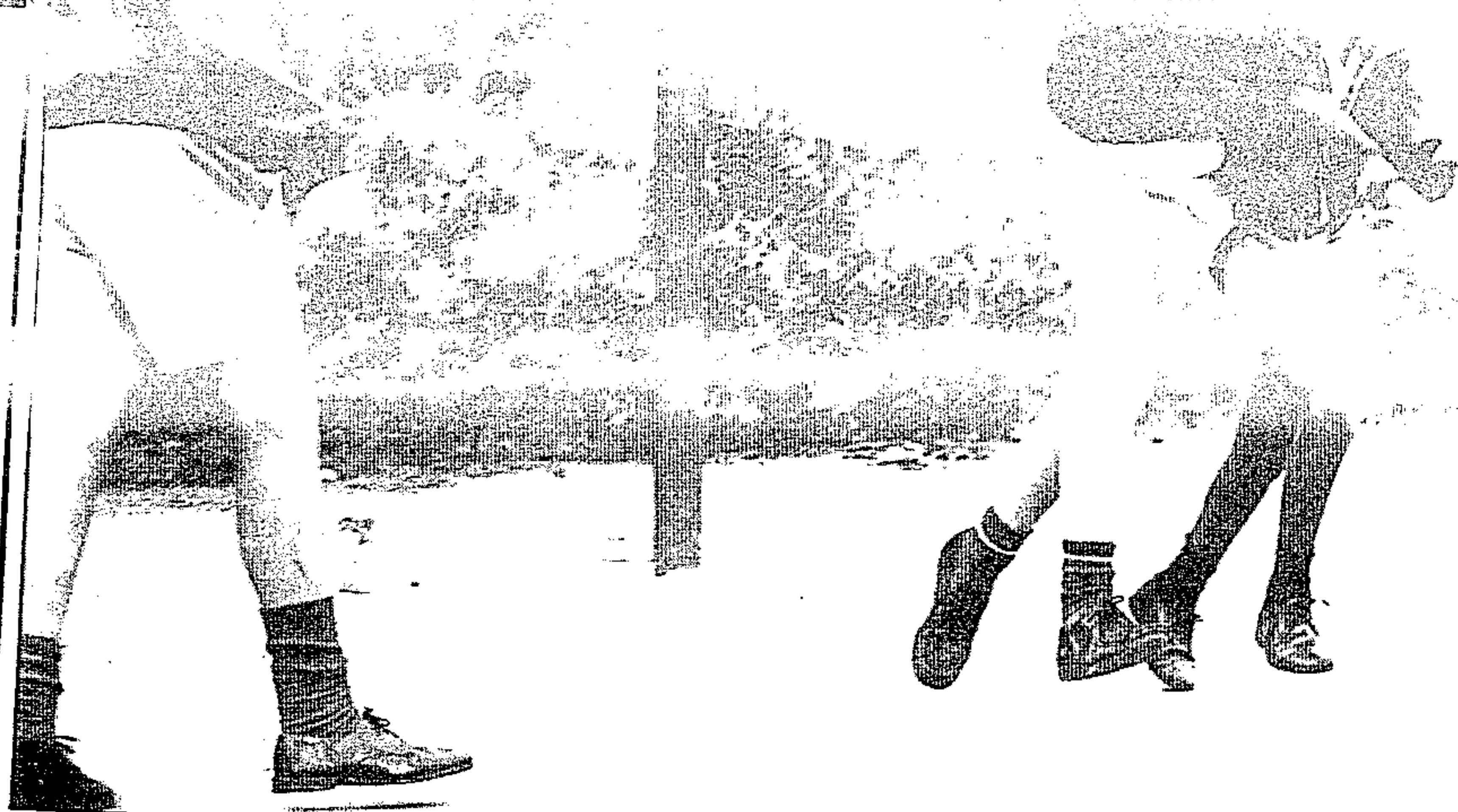
*Star 16/3/96*  
Pietersburg - About 100 Afrikaans pupils were yesterday still receiving tuition in the Potgietersrus Primary School's hostel against the wishes of the Northern Province government. The provincial government on Tuesday took control of the school and dissolved its governing body after an arson attack on Monday night in which the principal's office was damaged.

The school has been the focus of international media attention since it refused to admit black pupils and was subsequently forced to open its doors to all races by a Supreme Court interdict. White conservative parents resisted the ruling by sending their children to private classes, first in a church hall and more recently in the school hostel.

On instruction from the government, police on Wednesday prevented parents from teaching at the hostel. The governing body then took legal action, and the Potgietersrus Magistrate's Court provisionally ruled that the provincial government should refrain from interfering in the school's affairs. It also ruled that the exclusive lessons for Afrikaans pupils in the hostel should be allowed to continue.

A provincial government spokesman said lawyers were preparing court papers to oppose the provisional order. He said although the government had until March 29 to respond to the ruling, lawyers would ask for the date to be moved forward. - Sapa





**NEW ATTITUDE . . . Working and playing together has made these Laerskool Potgietersrus boys better South Africans after throwing their colour differences into the dustbin of history.**

■ Pic: TLADI KHUELE

# Torn school knows no peace

(50) CP 17/3/96

By **BENISON MAKELE**

**THE SAGA** at Laerskool Potgietersrus continued this week after Northern province Premier, Ngoako Ramatlhodi, dissolved the school's governing body.

After weeks of dithering that had the government taking the school to the Pretoria Supreme Court over its barring of black pupils, Ramatlhodi finally dissolved the governing body on 12 March, after its chairman Koos Nel seceded with a group of pupils and housed them in a

church not far from the school.

However, the governing body obtained a court interdict on Wednesday evening, barring the provincial government from interfering with the rights and duties of the governing body with regards to the running of the school, thereby effectively annulling its dissolution.

## Returned

On Monday, the children returned to the school, only to take their desks and occupy the

adjacent hostels as classrooms - a move which earned the body the ire of the provincial government.

But, the province's education department will not take this lying down and is prepared to oppose every move to segregate the school into two sections - one for Afrikaans-medium instruction and the other for English.

"The matter is in the hands of our legal advisers," said MEC for Education Dr Aaron Motaale's spokesperson La-Duma Thembe.

Chairman of the governing body, Koos Nel, said it had decided to apply for a court interdict as it was "forced to do so by the government's actions".

Nel said he was no racist and had no rightwing connections; neither did he adhere to any political persuasion, but was simply concerned about the preservation of Afrikaner culture and traditions.

"But, of course, I have my beliefs, which are a private matter," he added.

Nel said his major co-

ncern is that the Afrikaner is a minority in the province, forming only three percent of the population.

■ Nel is no stranger to controversy, as he was taken to court by Carletonville Indian people for putting up whites-only signs in parks while he was a council member of the formerly-conservative North-West town in 1989.

## Racist

But informed sources say that Nel, a successful businessman who

has been in Potgietersrus for the past seven years, is neither racist, nor has he any rightwing connections.

However, they could not explain his sudden rise to prominence in the Laerskool Potgietersrus saga, but postulated that his genial nature made him vulnerable to manipulation by rightwing elements.

Some members of the school's governing body are known to be active members of the rightwing formation, the Boere-Krisis-Aksie.



# ANC to fight bid to 'subvert education'

Theo Rawana

THE ANC said yesterday it would fight "with all the vigour we can muster" any attempt by the right wing to use education as its new site of "struggle" against change.

The stand, at the end of a two-day conference in Johannesburg, was backed by Education Minister Sibusiso Bengu, who applauded the sacking of the governing council of the Potgietersrus Primary School which had barred black children from the school.

The conference's main objectives were to look at the entire education system and ensure that a real transformation process took place, and find ways to fill in policy gaps that had arisen "since we have assumed our role as the leading component in the government of national unity".

ANC deputy secretary-general Cheryl Carolus said: "We realise that the new right has identified education as a key site of struggle in their efforts to reverse the gains of the liberation movement. We have resolved to fight, with all the vigour we can muster, the attempt by the new right to appropriate education in its sinister effort to fraudulently retain their ill-begotten privileged position."

The organisation reaffirmed its conviction that language should not be used as a means of exclusion "as such exclusion is unconstitutional and racist. We therefore insist the the government, at both national and provincial level, treat it as such."

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Bengu said the constitutional rights to equal access to educational institutions and the right to instruction in the language of the children's choice were upheld in the recent case in which the Potgietersrus school governing body was ordered to admit children whom they had unlawfully refused to enrol. "The upshot is that the excluded children are in, and the arrogant and racist governors of the school are on their way out — sacked by the provincial government for seeking to evade the clear terms of the court order.

"I congratulate the parents of Potgietersrus who have stood firm in the cause of decency, common sense and the new patriotism. I have no doubt that, having suffered the indignity of the world spotlight for the past few weeks, they will be determined to turn their school into a shining example for the whole country..."

The organisation also said it was opposed to any "militarisation of schoolchildren" by such systems as the cadet system conducted at some right-wing schools.

It resolved it was appropriate and timely for government and the portfolio committee to play a more definitive role in ensuring accountability and the implementation of processes that advanced transformation and democratisation in higher education.

Government was well-placed to "intervene decisively" in assisting this sector to initiate, implement and monitor processes of transformation and democratisation.



# ANC to fight bid to 'subvert education'

Theo Rawana

THE ANC said yesterday it would fight "with all the vigour we can muster" any attempt by the right wing to use education as its new site of "struggle" against change.

The stand, at the end of a two-day conference in Johannesburg, was backed by Education Minister Sibusiso Bengu, who applauded the sacking of the governing council of the Potgietersrus Primary School which had barred black children from the school.

The conference's main objectives were to look at the entire education system and ensure that a real transformation process took place, and find ways to fill in policy gaps that had arisen "since we have assumed our role as the leading component in the government of national unity".

ANC deputy secretary-general Cheryl Carolus said: "We realise that the new right has identified education as a key site of struggle in their efforts to reverse the gains of the liberation movement. We have resolved to fight, with all the vigour we can muster, the attempt by the new right to appropriate education in its sinister effort to fraudulently retain their ill-begotten privileged position."

The organisation reaffirmed its conviction that language should not be used as a means of exclusion "as such exclusion is unconstitutional and racist. We therefore insist the the government, at both national and provincial level, treat it as such."

BD 18/3/96 (50)  
Bengu said the constitutional rights to equal access to educational institutions and the right to instruction in the language of the children's choice were upheld in the recent case in which the Potgietersrus school governing body was ordered to admit children whom they had unlawfully refused to enrol. "The upshot is that the excluded children are in, and the arrogant and racist governors of the school are on their way out — sacked by the provincial government for seeking to evade the clear terms of the court order.

"I congratulate the parents of Potgietersrus who have stood firm in the cause of decency, common sense and the new patriotism. I have no doubt that, having suffered the indignity of the world spotlight for the past few weeks, they will be determined to turn their school into a shining example for the whole country..."

The organisation also said it was opposed to any "militarisation of schoolchildren" by such systems as the cadet system conducted at some right-wing schools.

It resolved it was appropriate and timely for government and the portfolio committee to play a more definitive role in ensuring accountability and the implementation of processes that advanced transformation and democratisation in higher education.

Government was well-placed to "intervene decisively" in assisting this sector to initiate, implement and monitor processes of transformation and democratisation.

# Students and change

**T**HERE CAN BE NO DOUBT that South Africa has entered a new historical epoch with the struggle shifting to a great extent from the street to the boardroom.

And as the terrain of the struggle continually shifts, this necessitates a continuous appraisal of tactics. But changing tactics alone will not be enough. Above all, we need to understand the ideological forces we are contesting.

The political situation in our country today is in a state of flux and will remain so for some time to come. While some bask in the glorious sun of the "New South Africa", others know very well that this is not the time for such indulgence.

The black student movement of the 1970's showed unparalleled vision and idealism. Born during one of the most reactionary epochs in this country's history, the movement had to be resourceful to emerge in the first place, let alone thrive.

Disenchanted with the paternalism of liberal students, its leadership – led by Bantu Steven Biko – went on to synthesise ideas that would articulate the aspirations of black students.

Equally, this generation showed a remarkable capacity to translate political theory into the everyday experience of ordinary black people. The student movement of the 1980's, in turn, was engaged, to varying degrees, on the frontline. Born in the wake of yet another wave of reaction by the apartheid state, this movement had the necessary political consciousness to engage in the battle.

## Major contributions

One of the major contributions of the 1980's movement was the revival of the struggle on the physical plane. It challenged the monopoly of the forces of reaction to define the political landscape in our country.

Feeling the pressure of the combined forces of external isolation and internal resistance, apartheid South Africa embarked on an experiment. It partially opened the political arena to selected groups of the black community.

This was aimed at weakening the mass base of the resistance movement. The student movement, in tandem with other liberation forces, was in the forefront of the many battles to discredit this move.

Each generation of students left its own legacy. The challenge facing the student movement today is to find a cause that will, in years to come, equally translate into a legacy.

This challenge is posed in the form of transformation – for what students make of this historical opportunity will determine to a great extent the fate of the coming generations of stu-

The student movement has become a power in its own right and its leaders must educate fellow students in the imperatives and complexities of transformation in a changing society, says **Mashupye Kgaphola...**

(50) *semetan 18/3/96*



**Flashback ... the main challenge facing students today is that of transformation.**

dents.

Thus, while seeking to challenge the *status quo*, I wish to urge students to engage in serious internal debate to map out not just the immediate needs of our students in various institutions but also the path to an empowering national educational system.

Like any other social force students should seek allies both within their institutions and in broader society. As an illustration, policy formulation forums should be explored in tandem with other groups.

Past generations of student leadership faced tremendously hazardous conditions: expulsions, police harassment, jail terms, forced exile and even death. This meant that being a student leader was akin to a calling.

But those were the challenges of another era. We must, of course, recognise and pay tribute to our predecessors, but we also have a more urgent agenda on our hands.

While the physical dangers for student leaders may have ceased, the needs of black students in general still remain unanswered. This situation may create some contradictions in the student movement.

On the one hand, the student leadership today enjoys enormous clout in the education system, much to the envy and even dismay of some academics and administrators.

Like anyone ascending to power, our new student leaders have to contend with the con-

flicts and trappings of the process.

They may now and then lose sight of students' long-term needs and concentrate instead on short-term struggles and occasionally even on petty issues.

This is a limiting factor on the student movement: its leadership so often is short-lived, and tends to adopt corresponding postures. But this is by no means an insurmountable challenge.

In this era of transformation, the student movement has become a power bloc in its own right: for one thing, very

often students have a sizeable representation in transformation forums.

So the challenge is no longer representation *per se* but how to use existing representation to good effect.

## Coherent position

What is often lacking is a coherent position on the part of students. This arises from the fact that in some instances student formations may not have realised the value of formulating a coherent minimum programme for its constituency, political affiliations notwithstanding.

It would be unfortunate if student formations use forums merely as platforms to advance party political positions or worse, if their delegates merely bask in the "glory" of rubbing shoulders with professors and top management.

The whole process has enormous historical significance. A need certainly exists to educate the broader student body on the imperatives, challenges, practicalities and complexities of transformation.

Student representative councils and student formations should engage their constituencies on an ongoing basis. We cannot afford to freeze the debate at the level of clichés and slogans.

(Dr Kgaphola is a lecturer at the QwaQwa campus of the University of the North.)



# School cadet *ET 184/3/96 (50)* system slated

JOHANNESBURG: The ANC had received reports that some former "white schools" were training pupils to be military cadets, ANC deputy secretary-general Ms Cheryl Carolus said at the weekend.

"We are opposed to children being introduced to militarisation," she said here after a two-day ANC education policy meeting.

Responding to the recent conflict at Potgietersrus Primary School, the meeting recommended that provinces have direct control over school admissions.

It also recommended that there should be greater state involvement in reforming tertiary education.

Dr Blade Nzimande, chairman of the Parliamentary Portfolio Committee on Education, said: "We still have texts and things in the curriculum that are offensive in many ways. This is just another example."

Minister of Education Professor Sibusiso Bengu said part of the policy meeting's aim was to weed out dated curriculum components.

The next step was to create a curriculum framework and start the task of updating textbooks.

Trying to allay fears that curriculum changes would gradually chip away at the rights of Afrikaners, Bengu said children should have a right to be taught in the language of their choice.

"Every South African child has a right to basic education, a right to equal access to educational institutions and a right to instruction in the language of his or her choice when reasonably practicable," Bengu said.

Beyond integrating 11 official languages into a school curriculum, his department was looking at international education systems on how to redistribute resources and target disadvantaged people.

He said South Africa's main educational priority would be to finance and build a strong public education system.

No increases of funding would be given to private schools and the government could in future stop partial funding to independent schools, Bengu said.

Also, former Model C schools once bolstered by parents' funding could be transformed into public schools that would host formerly disadvantaged black pupils.

Speaking about white parents in Potgietersrus who tried to block black pupils from registering at the school, he said those parents were a minority. "By and large, parents in this country have committed themselves to multiracism. For us to deal with the Potgietersrus situation as a major occurrence would not be appropriate."

Bengu added that racist school officials would continue to be sacked and that Potgietersrus should be a lesson. — Sapa

(50)  
**Groblersdal school  
agrees to integrate**

*Star 19/3/96*

The governing body of Hoërskool Ben Viljoen in Groblersdal has agreed to withdraw a court interdict against the provincial government and to integrate the school.

At a weekend meeting between Premier Mathews Phosa, the national Education Department and the school's governing board, it was agreed to integrate the school by today.

The school made news about three weeks ago when it was revealed that 33 black children admitted to Std 6 were being taught in a separate classroom from their white schoolmates, were not allowed to wear the school's uniform and followed a different timetable. — Staff Reporter.



# Masondo opens new hospital

*Sowetan 20/3/96*

By Dan Fuphe

GAUTENG MEC for health Mr Amos Masondo has revealed that the infant mortality rate in the province was 35 for every 1 000 children born, slightly better in comparison with the national average of 42 to 1 000.

Officially opening the new multi-million rand Actonville Hospital in Benoni, the MEC noted that 32 percent of the people in the province did not have access to piped water while 22 percent did not have toilet facilities.

"Clearly, the greatest challenge faced by our province is to enhance services to the under-served or mar-

ginalised areas in the face of a declining budget and related problems," he said.

Masondo said his ministry had started with the building of 24 clinics, 15 of which were due for completion before the end of April.

## Service extended

He said Ambulance services have been extended to cover areas such as Orange Farm, Cullinan and Soshanguve in Pretoria.

District surgeon coverage has also been improved to include Soshanguve, Mamelodi, Eersterus, Tokoza, Katlehong, Vosloorus, Zonki'Zizwe, Lenasia South and Ennerdale.

# Farm school gets funding

*Sowetan 20/3/96*

THE Lourie Farm Primary School on the outskirts of Daveyton will for the first time in 24 years have more classes added to the old structure.

Area manager of the Department of Education Mr Gibson Mamba's news was received with great enthusiasm by the scholars, parents and teachers alike.

Mamba said despite the lack of funds experienced by the department, enough money was raised from other quarters to fund the building of four classrooms, toilets and an administrative block.

He also assured parents that there is a grant for the employment of seven temporary teachers.

The school is at present manned by 5 teachers and has a roll of 528 pupils. The lavatory facilities consist of two septic tank toilets and two 25 litre buckets of water a day.

# Rebels lose court battle over school

*(56)*  
*Sowetan 20/3/96*

Rightwing parents are now looking for a site to start a private school

By Khathu Mamaila

**A** TEMPORARY INTERDICT that prevented the Northern Province government from interfering with white parents using the hostel of Laerskool Potgietersrus to teach their children was nullified by a local magistrate yesterday.

Earlier last week the governing body secured a temporary order that prohibited the government from acting against parents who used the hostel as classrooms for their children who had been withdrawn from the school when it opened its doors to all races.

## Permanent order

The governing body yesterday sought a permanent order restricting the government from interfering with the private teaching at the hostel.

Their application was dismissed with costs by magistrate Mr HC van Rooi Taljaardt.

Handing down judgment, Van Rooi Taljaardt said the school's governing body had not made a proper case after it failed to inform the respondent of its legal action at which a temporary interdict was granted in their favour.

Speaking to reporters after the judgement, the chairman of the governing body, Mr Koos Nel, said the court's ruling was due to a technical error.

"The real issue of who owns the hostel was not addressed. As far as we are concerned, the hostel is owned by the parents. The parents will meet tonight and inform us about the next step to take," said Nel.

He said the parents were busy looking for a place where they could establish a private school in Potgietersrus. The hostel was only being used as a school in the interim.

He was adamant that the school's governing body had not been dissolved. "We still have a few days," said Nel.

Asked if the government would lock the hostel today government spokesman Mr Jack Mokobi said: "We will tell them to vacate the hostel but we will not force them.

"Apparently we will need a court order to evict them and we do not want to engage in another legal battle. The governing body will be dissolved within the next ten days. We will get a new governing body that will cooperate with the government in transforming the school into a truly nonracial centre of learning."



## Sergeant held in massacre case

PORT SHEPSTONE — A Durban police sergeant and another man had been arrested in connection with the 1993 massacre of 10 people at Murchison near Port Shepstone on the KwaZulu-Natal south coast, police said yesterday.

Sgt Petros Skhulu Zeka, 30, also known as Skhimbuzza, was arrested yesterday, spokesman Reg Crewe said. Simon Fana Qola, 30, was arrested on Monday.

The two were due to appear in the Port Shepstone Magistrate's Court, bringing to four the number of people detained in connection with the massacre.

Sandile Majola, 32, and Majova Mavundla, 27, were arrested last week. The ANC has confirmed Majola and Mavundla were ANC members. They are the first ANC members to be arrested by a special police team investigating a number of south coast killings.

Crewe said 26 people had been arrested so far for alleged involvement in south coast killings. Fourteen cases involving more than 40 counts of murder and attempted murder were being investigated, he said. — Sapa.

## Makgoba, Wits front agree to disagree on end of row

Kevin O'Grady

FORMER Wits University deputy vice-chancellor William Makgoba and the Wits Transformation Front had agreed to disagree on the way in which a dispute between Makgoba and 13 senior academics at the university was resolved recently, front chairman Shadrack Gutto said yesterday.

Members of the front, which includes student and staff organisations and trade unions, met Makgoba on Monday to hear his explanation for signing an agreement with nine of the 13 academics in terms of which he stepped down from his post.

Makgoba told the front he believed the dispute, in which allegations and counter-allegations of misconduct were made, was a separate issue from the university's transformation.

The front had "a different opinion," Gutto said. It regarded the methods used by the 13 as an "abuse of power" and believed they had "attacked him" because of his

BD 20/3/96

views on transformation.

Makgoba's counter-allegations had not been directed at the 13 alone but also at certain procedures at Wits, Gutto said.

The front had also expressed its unhappiness at the university council's endorsement of the secret agreement as the council had not "tried to resolve the issue to the satisfaction of all the stakeholders and the broader public".

"We agreed that the front had different interpretations of the events but Makgoba had the right to take whatever action he wanted," Gutto said.

There were certain lessons to be learnt from the dispute resolution, such as the abuse of power and the lack of transparency, and these needed to become part of the continuing transformation debate, Gutto said.

The council's decision to accept recommendations contained in the agreement has effectively ended the months-long wrangle, despite opposition from the front and student organisations.

## Potgietersrus school order overturned

Kevin O'Grady

A PROVISIONAL order by a Potgietersrus magistrate allowing the town's primary school to hold separate lessons for Afrikaans pupils at the school hostel was overturned in the Potgietersrus Magistrate's Court yesterday.

Northern Province government spokesman Jack Mokobi said a magistrate ruled in favour of government's application because the school's governing body had not given government 72 hours notice of its initial application as re-

quired by law.

He said government had decided against a repeat of last week's deployment of police to prevent the use of the hostel as the governing body had legal ownership of the property and government would be required to "go to court to seek an expropriation order".

The body had instead been given a second chance to give reason why it should not be dissolved and had until March 28 to do so, Mokobi said. An earlier attempt to dissolve the body ended with its initial court action.

(50) BD 20/3/96  
"We think the lasting solution to the problem is to dissolve (the body) and we will be doing this at the close of term. When school restarts we will be dealing with a different group of people," he said.

Sapa reports governing body chairman Koos Nel said the ruling would be ignored and classes would continue until the provincial government formally dismissed body members.

Education has been disrupted at the school since the body refused to register black pupils earlier this year.

# Education favoured in Gauteng budget

(50) BD 20/3/96  
John Dlodlu

GAUTENG finance MEC Jabu Moleketi presented a total budget yesterday of R11,9bn for the 1996/97 fiscal year, with 84,8% of total expenditure earmarked for education, health and welfare services, marginally down from the 87,5% allocation last year.

Education will receive R4,5bn, health R3,8bn and welfare R1,8bn.

A significant feature of the budget, prepared mainly through the unpopular function committee system, was an increase in capital expenditure to R1,076bn (R427m) after each department contributed 3% of its budget to capital expenditure, Moleketi said. "About two-thirds of the capital spending will go on buildings and structures (schools, clinics, police stations and roads), and the rest on equipment."

Other priorities included job creation, improved safety and security services, rapid delivery of services and

administrative transformation.

Moleketi said the "benchmark" to move more towards capital expenditure had to be continued. "We have also reduced our personnel budget from 56% of the total to 52%."

He said he had proposed that any department overspending its budget—education and welfare were expected to do so in the 1995/96 year—should roll over its deficit into the next financial year to discourage overspending. He also planned incentives for departments to raise more revenue, allowing successful ones to retain surplus cash.

He said all government departments had begun to prepare their next budget requests using the zero-based budget exercise. Function committees would be replaced by a budget council consisting of the finance minister, regional finance MECs and Gill Marcus's finance standing committee.

Picture: Page 4



# Concern raised over the budget share for education

By LEE-ANN ALFREDS

Education Reporter

Start 20/3/96

The retrenchment of teachers is feared to be inevitable following the announcement that Gauteng's education budget has been cut to R4,53-billion for 1996/97.

The fears were expressed following the presentation of the provincial budget by Finance and Economic Affairs MEC Jabu Moleketi yesterday.

In terms of the budget, education was allocated 38%, or R4,53-billion, of the total R11,98-billion.

But despite getting the biggest slice of the cake, the allocation represents a cut of R10-million from 1995/96, excluding the effect of inflation, with personnel expenditure being reduced by R156-million.

Reductions are also in line for public schooling and teacher training, but capital expenditure is to be increased from R169-million to R307-million.

While welcoming the increase in capital expenditure, National Party education spokesman Juli Killian said she was disappointed education had not received more.

She said the province was under "tremendous urban pressure" from migration and illegal immigrants and should have got more money rather than less.

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Killian said the pressures of migration were also complicated by the increased numbers of pupils who had enrolled at schools this year.

She said the reduction would also have an impact on the standard of education.

DP spokesman Jack Bloom said the education allocation was "distressing because the education system was "under pressure".

"We have a real crunch as far as personnel is concerned. It could even go as far as teacher retrenchments," he said.

He said the personnel component accounted for around 80% of the education budget which had serious consequences for education.

SA Democratic Teachers Union Gauteng spokesman Steve Maboja said if the cuts had arisen from a need to reach equity, the union would accept it.

Gauteng Education MEC Mary Metcalfe said it was of concern that there was no increase in real terms for education.

She emphasised that redeployment, and not retrenchment, was on the table with the unions.

Metcalfe said they would be bound to agreements with unions and that national and provincial finance ministries would have to be part of the mandating process.

## Province regains right to stop segregated teaching in Potgietersrus school hostel

Star 20/3/96

(50)

An order barring the Northern Province government from preventing 150 white children being taught in the Laerskool Potgietersrus hostel has now been lifted.

The provisional order was granted to the primary school's governing body last week after the provincial government used locks and police to keep the children out.

But Potgietersrus magistrate H Taljaard lifted the order yester-

day after lawyers argued that the governing body had failed to notify the government that it intended bringing the application.

Government spokesman Jack Mokobi said that although the status quo had been restored, the authorities did not intend barring access to the hostel. Instead, the government would try urging parents to return their children to the proper school.

Mokobi said the authorities

were also going ahead with plans to dissolve the governing body.

"We issued them with new letters yesterday asking them to give reasons why they should not be dissolved. But even if they respond before the term ends, we do not believe they have credible reasons to stop their dissolution. They were acting contrary to the Supreme Court order and in defiance of our directives," he said.

Governing body chairman

Koos Nel said they would not be taking any other action as they were establishing a private school which should be operational by the beginning of the second term.

He said the governing body was looking for premises for the new school, but, until then, would continue teaching the 150 children withdrawn from Laerskool Potgietersrus in protest at the admission of 22 black pupils at the hostel. - Education Reporter.



# SABC's bid for education millions

**CAMPBELL**  
EDUCATION WRITER

THE nine provincial education MECs have been asked by Education Minister Dr Sibusiso Bengu to jointly come up with R120 million from their education budgets to fund an SABC and government drive to make education television and radio programmes.

Western Cape education MEC Mrs Martha Olckers and her Gauteng counterpart Mrs Mary Metcalfe told Bengu, at a recent meeting of education ministers, that they did not have the spare cash in their budgets to fund the initiative.

Although the issue has not been resolved Olckers said yesterday it would be debated again at a meeting of the nine MEC's and Bengu on Monday.

"The Western Cape does not have the money for this and I feel it is morally wrong for the SABC to, indirectly, be asking parents for money when they already pay their television licence fees."

The Western Cape education ministry is already in dire financial straits after a cut in its education budget this year and a commitment made this week, by Olckers, to keep many redundant teachers on its payroll until the end of the year.

The national spokesman for the SABC, Mr Pat Pillay, said it was agreed sometime ago, in the parliamentary portfolio committee on broadcasting, that the government would contribute "something"

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towards educational television because the SABC could not afford to fund all education programmes — especially in the 11 official languages.

The education programmes would be "project-based" and compiled by SABC staff to ensure minimal government input or censorship, Pillay said.

He did not know how much funding the corporation had asked for, but he confirmed that a special department had been set up at Auckland Park to handle television and radio education broadcasting.

The head of the school of education at the University of Cape Town Prof Joe Muller said it was impractical to use television as a teaching tool in South Africa because millions of people did not have electricity, let alone television.

"Education television has been used very effectively internationally, but there has to be the technological infrastructure for it to work. In South Africa radio would be a better medium to use because of our vast rural population."

Muller said Olckers should not budge from her present position until she saw an in-depth plan on how the money was to be spent.

Mr Lincoln Mali, the spokesman for Bengu, confirmed the issue of government payment for education programmes was discussed at a meeting of education ministers recently, but he could not give details.

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# Bridging the academic gap

(50) MHC (BM) 22-28/3/96

Rand Afrikaans University has answered the call to assist gifted yet disadvantaged pupils from Soweto primary schools. **Madeline Wackernagel reports**

**T**HERE is no other school like it in the country. The pupils are handpicked from Soweto's primary schools for their academic ability and leadership potential and Raucall does the rest. From an initial intake of 100 in 1991, 78 children are looking forward to matriculating this year.

Rand Afrikaans University established the Rau College for the Advancement of Leadership and Learning (Raucall) when it realised its traditional pool of potential students was rapidly drying up. However, in Soweto at that time, only about 70 high schools existed to cater for 364 primary schools. Many gifted pupils were getting lost in the bottleneck and missing out on the opportunity of tertiary education as a result.

Bridging the education gap is not a short-term measure, says Daan Opperman, the co-ordinating officer of the school. And Raucall's mission

is to go further than pure education, involving the wider community and extending the school's facilities after hours for adult education and healthcare.

This philosophy encompasses skills-training for Johannesburg's street children.

But training alone is not enough, says Opperman. Poor self-esteem is endemic among the children and one of the biggest obstacles to achievement. The school's psychologists and social workers are on hand to fill that gap.

## 'poor self-esteem is endemic among the children and one of the biggest obstacles to achievement'

Students pay a nominal monthly fee of R70 to cover tuition, transport and meals, but for the most disadvantaged, there is additional help.

Metropolitan Life established a R5,5-million trust in 1994 — its biggest social investment. The interest is used to subsidise the school's running costs, while various other corporate sponsorships, such as Spoornet, cover transport costs.



Roll call: 78 children are looking forward to matriculating at the end of this year

PHOTO: HENNER FRANKENFELD

Mellie bursaries are also available for the best students, valued at R2 500 a year. And for the new matriculants, Mellie will provide bursaries for tertiary education.

The school's curriculum is designed to prepare the scholars for tertiary education: only English, Afrikaans, Maths, Science, Accounting and Business Economics are taught, all at higher

grade.

There have been no failures: instead, students who are not able to pass comfortably at higher grade are moved to other schools where standard grade is available.

While the pupils learn computer skills, there are, as yet, no facilities on site. That, says Opperman, is the school's next project.

Such has been Raucall's success that Crown Mines is seeking to

emulate its formula at a school in Rustenberg. A proportion of places will be reserved for the mine-workers' children, but the intention is to create an integrated community centre, with the health-centre and library given over to the community after school hours.

Such a holistic, community-oriented approach is the direction more schools should be moving in, says Opperman.



# The road from wine to wisdom

(50) ARG 23/13/96

**WINNIE GRAHAM**  
Staff Reporter

SOMEWHERE along the road between Somerset West and Stellenbosch, at the foot of a picturesque mountain range a gracious old wine farm is being converted into a top private school by parents intent on providing their children with a fine education.

Here, amid the vineyards of the Cape where their sons and daughters have largely been raised, the school's pupils will be groomed as the country's future leaders and entrepreneurs, ready to make their mark on society and contribute to the well-being of the less privileged.

It does not seem even slightly incongruous that while the boys and girls are in the class, grapes from the farm's vineyards will continue to be harvested just as they have always been. The environment, in fact, is perfect for a high school.

The story of how a wine farm came to be a high school is destined to become part of a high school lore, and rightly so, for it is a remarkable tale of parental determination to do things right by their children.

In the Somerset West area parents have talked about the need for a good high school for years. Quite a few nuns and dads travel more than 150km a day to get their children to and from school. Some dreamed of a safe boarding facility.

Most, however, simply wanted a school from which their sons and daughters would emerge with sound Christian values, where they would acquire thinking skills and decision-making abilities along with good academic marks.

They wanted their children to learn responsibility and accept the need to help those less fortunate than themselves.

In short, they dreamed of giving their children the best education possible.

And a dream it would have remained had not a group of determined parents got together two years ago to see what was

needed to start their own school.

As a first, they commissioned an exhaustive feasibility study to determine the financial (and other) implications.

Money, of course, was the main problem the pioneering committee had to deal with, but the parents responded confidently. To show their commitment, each family pledged R10 000 a child upfront, long before a site had been found or the finances organised. In no time the committee had R1-million in the bank.

Some parents, whose children will reach high school only in the next century, willingly paid the R10 000 deposit to ensure a place for their sons or daughters at the still non-existent school.

Lawyers among the parents gave their services free, so did the accountants who were looking at the finances, and an architect who drew up preliminary plans for the proposed school.

Research took parents to all the top Model C and private schools in the Cape, noting features they wanted to incorporate in their new school.

Eight months ago they realised a school was within reach. They had identified the perfect site. An unnamed benefactor agreed to make finance available on favourable terms amounting to several million rands to acquire the property. It was possible to convert some of the existing buildings for school use. Plans were drawn for classrooms and the construction of boarding facilities.

This week members of the board of governors of the newly formed Somerset College met the media in Somerset West to announce details and to introduce the first headmaster, David Wynne.

It had taken them exactly two years, and thousands of hours of effort, to achieve the seemingly impossible.

A member of the school's board of governors, Meirion Williams, admits the project was enormous.

"It made us realise just how expensive

education is," he said. "We are more aware than ever of the costs government faces in providing education for all children, and of the frustrations imposed by budgetary constraints."

The new head is one of South Africa's top headmasters. He is chairman of the Headmasters Conference and vice-chairman of the Independent Schools Council and will take office at the beginning of next year. He is particularly impressed at the way the parents rallied.

"I've never known parents tackle the construction of a school on this scale," he said. "It's a marathon undertaking, and something of a miracle, but they've done it."

An innovative thinker, Mr Wynne is likely to have considerable impact on how the school is run. Last year he led a delegation to the World Conference of Principals in Australia and saw the impact new technology was having on the classroom.

He believes the time has come to implement this "new wave" technology at schools and the construction of new classrooms simplifies the process.

The age of inkwells and desks are numbered. Boys and girls of the future will be taught at computerised workstations.

As the focus on teaching changes, so young people will have to know how to access information quickly.

"In a good number of independent schools in Australia, children carry their own electronic notebooks to school," he said. "This trend is bound to reach South Africa soon and we must be ready for it. One of the drawbacks of all this technology is the fact that children are reading less and less. We shall have to work hard to maintain high standards in English."

But, while the library at the new school may not be as big as elsewhere, the children will have access to much more information.

The first 80 pupils will be enrolled at the beginning of next year. The school will be run as a section 21 company and fees have been set at R3 500 a term or R14 000 a year.



□ IDYLIC: The new Boland school will be among the country's best. **Top:** David Wynne, the school's first headmaster.



## Former black-only schools may get fund boost

Political Staff

THE Education Ministry is considering setting up a "national redress fund" for former black-only educational institutions, parliament has

been told.

But, there was no money for writing off outstanding student debts, Minister of Education Sibusiso Bengu said.

Replying to a question from National Party senator Abra-

(50) AUG 23/3/96  
ham Williams, he confirmed the University of the Western Cape had approached government for additional financial support. The university is facing major problems, including non-payment of fees.



## Afrikaners' bid to convince lawmakers

*Sowetan 26/3/96 (50)*

AFRIKANER educational, cultural and political organisations are arriving in Cape Town for today's meeting with the African National Congress' education study group in an attempt to secure their support for mother-tongue Afrikaans schools in the final Constitution.

The group will also discuss Afrikaner educational fears with President Nelson Mandela on Friday, the President's office said.

The talks follow last week's meeting with Constitutional Assembly chairman Mr Cyril Ramaphosa ahead of this week's constitutional committee debate on education rights, Freedom Front education spokesman Mr Leon Louw said yesterday.

Afrikaner organisations will attempt to convince the ANC's parliamentary study group on education of their right to own-tongue and own-culture schools. The meeting, also to be attended by Ramaphosa, will be this morning. - *Sapa*.

# Potgietersrus parents give up their fight

By Khathu Mamalla

(50)

THE conservative white parents of Potgietersrus, who engaged the Northern Province government in a protracted dispute over their defiance to keep Laerskool Potgietersrus a whites-only school, have finally given in.

Chairman of the school's governing body Mr Koos Nel said yesterday: "We have decided to let sleeping dogs lie. We will no longer challenge the government. We do not want to mess around with our children anymore."

The rebel parents withdrew their children from the school in protest against a decision by the provincial government to open it to all racial groups. They placed about 100 children in two church halls in the town where lessons were conducted by private teachers.

About two weeks ago, the parents moved their children into a school hostel where they received education for several days until the government used the police to stop the private teachers from entering the hostel.

## Proper procedures

A court application by the governing body to use the hostel for teaching was dismissed by the local magistrate's court. The application was dismissed because the applicant had not followed the proper procedures.

This left about 100 children with no room to continue their education.

Asked if the governing body would challenge the government, Nel said: "We will no longer challenge the government. Today you go to court and get an interdict and three days later the interdict is nullified. This is confusing the children.

"The parents have decided to go ahead with establishing a private school."

Asked where the children were being taught, Nel said: "They are getting education at various places while we are busy looking for a permanent private school."

Northern Province education spokesman Mr Laduma Thembe said the situation was normal at the school yesterday.

He said 405 pupils reported for school compared with 379 on Friday.

*Sowetan 26/3/96*



# Talks focus on Afrikaans schools

AFRIKANER educational, cultural and political organisations hope to persuade the ANC's education study group today to support their appeal for provision to be made in the final constitution for Afrikaans schools.

Representatives of 25 organisations and political parties, representing 80 to 90% of Afrikaners, are also to discuss education fears with President Nelson Mandela on Friday.

Minister of Education Dr Sibusiso Bengu said last week that single-language education could not be accom-

modated in the new system.

The talks follow a meeting last week with the chairman of the Constitutional Assembly, Mr Cyril Ramaphosa.

Ramaphosa would also attend today's meeting in Cape Town, Freedom Front education spokesman Mr Leon Louw said.

"He (Ramaphosa) understands Afrikaner concerns and want us to explain them to the ANC," he said.

"We're talking about not only Afrikaans schools, but also the right

CT 26/3/96 (50)  
of any cultural group, be they Xhosa or Portuguese, to have their own mother-tongue schools."

It was intended that these schools would not discriminate on the grounds of colour. "If a black person speaks Afrikaans and wants to be educated in that language, then he'll be free to attend the school."

Louw said the group would also be involved in tomorrow's constitutional committee discussion on the education clause in the constitution. — Sapa

# Language board set for approval

CT 26/3/96

(50)

**BARRY STREEK**  
POLITICAL WRITER

FOUR Western Cape language experts were yesterday nominated for appointment to the 13-member Pan-South African Language Board.

They are the University of Cape Town's Dr Neville Alexander and Ms Kathleen Heugh, the University of the Western Cape's Ms Zubeida Khatoon Desai, and the University of Stellenbosch's Dr Dirk van Schalkwyk.

Their nominations, after a lengthy selection process by an all-party Senate committee from 300 nominees, are to be considered by the Senate this afternoon.

It is unlikely that there will be any opposition in the Senate,

which was empowered by the interim constitution to appoint the members of the board.

Alexander and Heugh work for the Project for the Study of Alternative Education in South Africa at UCT and are also involved in the National Language Project.

Alexander, who is chairperson of the Language Task Group which advises the Ministry for Arts, Culture, Science and Technology, is the chairperson of the Workers Organisation for Socialist Action, which contested the 1994 elections but failed to win sufficient support to win a seat.

Desai was nominated to the board by UWC and the Office of the President. Van Schalkwyk is the head of the Afrikaans language dictionary project, which is based

at Stellenbosch.

The other nominees are: Dr Theo du Plessis, Mrs Khetiwe Duduzile Marais, Mr Mpiyake Kumalo, Prof Mazisi Kunene, Prof C T Msimang, Ms Qedusizi Buthelezi, Dr Anna-Marie Beukes, Prof Nxalati Golela and P B Geldenhuys.

Chairperson of the selection committee, Senator Attie Jooste, said the language board would promote the development of languages and make recommendations about language in any proposed legislation.

Although the constitution guaranteed multi-lingualism, there were fears that South Africa was drifting into monolingualism.

"This monolanguage thing is out and this board must see to it."



# Schools code of conduct step closer

Kevin O'Grady

(50) 27/3/96

GAUTENG pupil and teacher organisations have, together with the provincial education department, come a step closer to the implementation of a code of conduct for schools that is intended to reduce disruptions to education.

Gauteng education MEC Mary Metcalfe said yesterday a draft code had been recently finalised at an "extremely successful" conference attended by all stakeholders and would be forwarded to schools for adaptation to own needs.

While the code, which would cost about R1m to print and disseminate, would not solve all problems at schools, it would contribute significantly

to keeping education free of disruptions, she said.

The document provides that students should refrain from "disruptive, undisciplined or uncooperative behaviour in the classroom" and says they "are obliged to do homework, class work, tests and ... perform any academic task assigned by the teacher".

They should also "be tolerant in dealing with different views relating to academic, social, cultural and political issues in the school community and class rooms".

Students should "refrain from drunkenness, use of drugs, assault and carrying of weapons to school" and from rape, sexual harassment, bullying and intimidation.

Penalties and correc-

tive measures, while not applicable to criminal acts, are also suggested in the code. These include reprimands, additional academic work, detention, community service and duties that contribute to the improvement of the school.

Meanwhile, the SA Students' Congress, reiterated its demand that government relieve students' debt burden and threatened action to prevent the exclusion of students who could not pay their fees. The issues of exclusion from tertiary institutions on financial and academic grounds would be discussed at Sasco's national policy conference to be held next month, said Gauteng secretary-general Mike Ramagoma.

# Potgietersrus school's governing body poised to resign

(50) Star 27/3/96

EDUCATION REPORTER

The Laerskool Potgietersrus governing body has indicated that it will resign, bringing to an end an eight-week struggle over the admission of 22 black children to the former whites-only Afrikaans school.

With only two days until the end of term, governing body chairman Koos Nel said yesterday the members would "probably" hand in their resignations to the Northern Province premier today, along with their responses to a notice to dissolve.

The governing body has also stopped the teaching of white children withdrawn from school in protest at the admission of the black pupils.

He said the children were being taught at other premises while the governing body tried to find a building for the new private school they planned to establish.

The governing body was issued with the notice to dissolve two weeks ago following their attempts first to divide the school into a separate English and Afrikaans section, and later to conduct separate classes in the hostels.

The deadline for their responses to the notice to dissolve is today.

While Nel would not comment on how their attempt to establish an Afrikaans private school was proceeding, attendance figures at Laerskool Potgietersrus indicate that support for the governing body has diminished greatly.

Attendance among children in the Afrikaans-speaking section increased from 379 last Friday to 405 at the start of this week, education spokesman La-Duma Thembe said.

A total of 418 children are enrolled in the Afrikaans-medium classes at the school. This means that most of the children who were withdrawn from the school have returned.

Thembe said there had been indications for a while that the children would return. "We knew from the onset that the ordinary Afrikaans parent would not be able to sustain such a campaign," he said.

Thembe added that the situation at the school was normal.



# Code of conduct agreed to revive discipline in schools

(50) Star 27/3/96

By EDUCATION REPORTER

The lack of discipline which has come to characterise many of Gauteng's secondary schools is set to become a thing of the past with the adoption of a draft code of conduct by student organisations in the province.

The draft, which was broadly endorsed by the Gauteng education department and student, teacher and religious organisations at the weekend, is the most recent attempt to revive the culture of learning at schools.

The code is to be discussed and adapted at all schools in the province before being implemented.

At a press conference yesterday, education MEC Mary Metcalfe and rival student organisations, Pan African Students' Organisation (Paso) and the Congress of South African Students (Cosas), pledged support for the code they described as an important initiative to put a stop to ill-

discipline, violence, harassment and intimidation at schools.

Metcalfe said: "The emphasis is on self-discipline rather than on authoritarianism. I think it will help restore relationships between teachers, parents and pupils, and will foster a respect for the dignity of others."

Metcalfe said education authorities were hoping to distribute copies of the code to all schools by June and that districts would organise workshops to ensure maximum participation and dissemination.

Ill-discipline - including non-attendance, gangsterism, harassment and infighting between rival student organisations - was often cited as one of the most important reasons for the continued poor academic showing at mainly township schools in the past.

The draft code of conduct lays down principles for student-teacher-parent relationships and also guidelines for punishing students.

## ANC rejects discrimination on basis of language

(50)  
Cape Town - Linguistic discrimination could not be accommodated in the final constitution, ANC education study group deputy chairman Shepherd Mdladlana said yesterday.

Speaking after the study group's meeting with Afrikaner educational, cultural and political organisations, Mdladlana said language could not be used to discriminate.

South Africa was a multilingual country and the issue was not a simple matter. It was sensitive and emotive. "Everyone is worried about his or her language."

At the meeting, the organisations had explained their fears about the use of Afrikaans, Afrikaner culture and their "endangered" schools, he said.

The education committee would soon hold public hearings on the schools bill, and this would give the organisations an opportunity to make further representations.

Freedom Front education spokesman Leon Louw said the issue was the right of any cultural group, be they Xhosa or Portuguese, to have their own mother-tongue schools. - Sapa.



# Education of disabled to be improved

50 297

ARG 29/3/96

MICHELLE LERNER  
Staff Reporter

THE education department has revealed plans for a facelift for its policy on disabled children, aimed at bringing South Africa in line with international standards.

All new public schools, including several to be built in Khayelitsha, Crossroads and Philippi, will include facilities to accommodate physically disabled children. Until now, only "special" schools

accommodated these pupils and integration into mainstream education was not encouraged.

"Until recently, there has been a very negative attitude towards the disabled, and children's education has suffered," said Russell Vollmer, chairman of the Western Cape Association for the Physically Disabled. "It was very much a sense of us and them, and integration into normal schools was discouraged."

Using RDP funds and capital

allocations, education authorities will attempt to mainstream "special" education wherever it is "to the advantage of the child", said director of special education M J Theron. The programme will also include training facilitators and teachers to address disability issues.

Recent studies indicated as many as 50 percent of school-going children across the nation needed some sort of specialised education, said Mr Theron.

# Race-row school body quits

(50) Star 29/3/96  
BY EDUCATION REPORTER

The Laerskool Potgietersrus governing body, at the centre of a row over the admission of 22 black children to the school in February, has handed in its resignation.

But it is not sure whether the resignation, which the members want to be effective from April 16, will be accepted in its present form.

Northern Province education spokesman La-Duma Thembe said lawyers were looking at the implications of the resignations only being effective from the start of next term.

He said he was not sure whether the education department would accept the stipulated date as no reason had been given.

"We don't understand why they want the resignation to be ef-

fective only from April 16. We are still deciding whether the resignations will be effective immediately or whether we will accept the date they have given," Thembe said.

But he emphasised that because the resignation had been received on the cut-off day for the governing body to respond to a notice to dissolve, the education authorities accepted that it was no longer in control of the school.

Governing body chairman Koos Nel could not be reached for comment. However, he earlier said the governing body was establishing a new private school, to be called the Volkskool Potgietersrus. This would cater for children whose parents had withdrawn them following the admission of the black children. The school would start operating next term.



# Issue of Afrikaans exploited, - Mandela

ARC 30/3/96

(50)

PRETORIA. - Some Afrikaners were exploiting concern over the future of Afrikaans for racist purposes, President Mandela has said.

Those genuinely concerned about their language should oppose such an attitude, Mr Mandela told Afrikaner bodies lobbying for mother tongue schools at a meeting at his Pretoria residence Mhlamba Ndlophu yesterday.

"In this way, you will also help avert the suspicion of a hidden agenda by the majority of your countrymen when Afrikaans is raised as an issue," Mr Mandela said.

It was no use branding those expressing their concern over the future of the language as racists. "There is, however, undoubtedly a minority exploiting the issue for racist purposes," Mr Mandela said in Afrikaans.

This minority was, under the disguise of concern for the language, trying to protect their existing advantages by opposing change.

Mr Mandela said it was useless to try to present the African National Congress or the government as being bent on

■ President Mandela told Afrikaner bodies lobbying for mother tongue schools that they should keep the interest of other people in the community in mind when they push their viewpoint

destroying Afrikaans.

He called on all concerned to keep in mind the interests of others when pressing for a place for Afrikaans and the Afrikaner culture in a "communal" country.

"It is important to keep in mind, before we begin with the discussion on Afrikaner concerns, to keep in mind that the national question not only applies to Afrikaners."

It was essential, Mr Mandela said, that all parties consult in the search for solutions which were both practical and based on principle considerations.

Mr Mandela said that respect for all languages and cultural groups was one of the principles of the ANC's Freedom Charter.

"When I thus talk of reconciliation and of respect for all languages and cultures of the country, it is not, as often alleged, a mere individual standpoint. It is a viewpoint

which is encompassed in the basic policy of the ANC, the majority party in the government of national unity."

Mr Mandela said South Africans had many common goals and confinements.

These included the preservation and growth of all 11 official languages and the promotion of multilingualism and non-racialism. One of his main tasks was to leave behind a country in lasting peace.

"The last time I spoke of the testament of reconciliation and national unity which I wanted to leave behind, the money markets wanted to collapse. I hope it does not happen again.

"But I want to reiterate: I see it as one of my most important tasks to work for national reconciliation and to leave behind a country in which all the people and groups of the country live in mutual acceptance, respect and national harmony."

- Sapa.

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## Afrikaners tell Mandela of education fears

(50) Star 30/3/96

President Nelson Mandela yesterday promised 21 Afrikaner bodies he would convey their fears about Afrikaans education to the ANC and the parliamentary portfolio education committee. The concerns of all communities should be addressed without overturning the principle of nation-building, he said.

The delegation included members of the National Party, the Freedom Front, educational bodies and cultural organisations. In a memorandum handed to the president, the group asked for the constitutional clause on education to be redefined to protect Christian Afrikaans schools.

The memorandum says the interim constitution is too vague in this regard, resulting in uncertainty and disenchantment among Afrikaners.

Schools were being put under immense pressure to convert to multilingual institutions.

"If the constitution would acknowledge and protect our rights, and the survival of Afrikaans schools, it will rid Afrikaners of the resentment, confusion and struggle in which they have become entangled," the document says. - Sapa

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# Schools must offer 3 languages – Bengu

(50) STAN 30/3/96

Potchefstroom – Schools should be compelled to offer at least three languages, two of them languages of instruction, Education Minister Sibusiso Bengu said yesterday.

Two should be both subjects and languages of instruction, and the third offered as a subject, Bengu said at Potchefstroom University's graduation ceremony.

Pupils should have full command over the literature, culture and history of their own lan-

guage and be able to communicate, even minimally, in two other languages.

All 11 official languages had to be exalted, protected and developed as South African national languages.

Those that had been identified in the past with oppression and apartheid, such as Afrikaans, must also become bastions of South Africa's non-racial democracy, rather than exclusion zones limited to only those who practised the culture

through its language, he said.

This meant that all South Africans had significant responsibilities.

"There must be no vendettas against Afrikaans or its practitioners, nor paternalism, nor deliberate obstructionism as we pursue our quest to develop the nine languages denied and denigrated under apartheid."

It was unfortunate that this had been ignored in the hysteria generated at Potgietersrus and Groblersdal, he said. – Sapa

(1) Whether the Government intends expropriating land on which farm schools have been constructed; if so,

(2) whether any compensation will be paid to farmers in this regard; if not, why not; if so, how will such compensation be determined?

N406E

The MINISTER OF EDUCATION:

(1) and (2) In view of the fact that these matters are being dealt with in the Draft South African Schools Bill, which is about to be gazetted for public comment, it is not opportune to anticipate the final outcome.

For written reply:

Foundation for the Creative Arts: amount received/spent

101. Ms M SMUTS asked the Minister of Arts, Culture, Science and Technology:

(a) What amount, including investment income, the Foundation for the Creative Arts received in each specified year of its existence from (i) the Government and (ii) other sources and (b) what amount was spent by the Foundation on (i) administration, (ii) investments and (iii) arts funding in each such year?

N210E

The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY:

A self-explanatory table is attached.

Table of Audited Statements: Foundation for the Creative Arts

Income	89/90	90/91	91/92	92/93	93/94	94/95	Total
DNE/DACST	3 920 000	1 500 000	1 500 000	300 000	2 000 000	200 000	9 420 000
Other	546 605	966 157	1 166 448	540 264	238 804	1 845 379	5 303 657
Total	4 466 605	2 466 157	2 666 448	840 264	2 238 804	2 045 379	14 723 657

Expenditure	89/90	90/91	91/92	92/93	93/94	94/95	Total
Administration (Incl Depreciation)	19 641	129 300	548 017	814 586	980 499	933 790	3 425 833
Investments	0	0	7 010 768	-784 718	-1 312 531	-1 264 393	3 649 126
Arts funding	143 700	307 615	664 140	1 174 446	2 067 635	980 230	5 337 766
Total	163 341	436 915	8 222 925	1 204 314	1 735 603	649 627	12 412 725
Net assets (excluding Investments)							2 310 932

Pan South African Language Board: (50) particulars

110. Mr M F CASSIM asked the Minister of Arts, Culture, Science and Technology:

N220E

(1) Whether the Pan South African Language Board has been constituted; if not, why not; if so,

(2) whether the Board is (a) functioning and (b) providing regular inputs; if not, why not; if so, what are the relevant details;

The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY:

(1) The Pan South African Language Board has not yet been constituted. The task of constituting the Board rests with the Senate. There has been a country-wide advertising campaign for persons to be nomi-

nated for appointment to the Board, and an *ad hoc* select committee of the Senate is now screening candidates for appointment in terms of the procedure prescribed in the Pan South African Language Board Act, No 59 of 1995.

(2) (a) and (b) In view of the above, the Board is not yet functioning, but it is hoped that it will commence with its activities shortly.

(3) Yes. Although the Board is appointed by the Senate I would like to make a statement on the matter. I would like to emphasise that I am enthusiastic about the establishment of the Board since I am convinced that it will play an important role in the development of all the languages of South Africa.

Minister: visits outside RSA funded by State

165. Ms M SMUTS asked the Minister of Arts, Culture, Science and Technology:

(a) How many times did (i) he, (ii) his Deputy Minister and (iii) members of staff of the Ministry go on overseas trips funded entirely or partially by the State in the latest specified calendar year for which information is available and (b) what was the (i) purpose, (ii) cost to the State, (iii) destination and (iv) duration of each such trip? N306E

The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY:

(a) (i) Nine times.  
(ii) Three times.  
(iii) Eight times (included in above-mentioned).

Minister: Minister  
(b) (i) United Kingdom:

(a) Official appointments with Science and Technology stakeholders in the UK (Government offices, Universities, etc.) at three occasions.  
(b) Visit the Africa '95 Exhibition.  
(c) Deliver the Zuckerman Lecture.

United States:

(a) Part of Deputy President Mbeki's delegation for meetings with Mr

Gore and signing of US/SA Joint Commission agreement.  
(b) Follow-up meetings in connection with the S/MLIS Joint Commission.

(c) Attendance at Seminar held by American Association for the Advancement of Science: Sub-Saharan Africa Program.

(d) Meetings with US officials re Science and Technology as well as Arts and Culture, e.g. Smithsonian Institute.

Taiwan

Guests of Taiwanese Government. Meetings with Science and Technology and Arts and Culture counterparts.

Russia:

Meetings with Government counterparts for signing of Protocol and Letter of Intent with Russian Federation and for meetings with Science and Technology people.

Ukraine:

Meetings with Government counterparts for signing of Letters of Intent with Ukraine and for meetings with Science and Technology people.

Denmark:

Binational Conference with Danish Government as part of Deputy President Mbeki's delegation.

Nigeria:

Attendance of the Third World Academy of Science Conference Annual Conference.

France:

(a) Meetings with French Government counterparts as well as departments on Science and Technology and Arts and Culture.

(b) Attend UNESCO Conference in Paris and deliver a message from President Mandela to the Conference.



# Vryburg High 'on verge of exploding'

Entrance to school becomes a revolving door as black children prefer crowded township conditions to what they consider racial abuse

BY LEE-ANN ALFREDS  
Education Reporter

Pitched battles between black pupils and police, mass protests and last week's visit by the Human Rights Commission have turned the spotlight on Vryburg High School and its alleged ill treatment of black pupils.

The Afrikaans-medium school in North West Province has been the subject of increasing scrutiny since January over its treatment of 86 black pupils last year.

Most of the pupils were apparently so affected by their treatment at the school that they refused to return this year, preferring instead the overcrowded conditions at township schools, according to Congress of South African Students (Cosas) spokesman Boy-Boy Sejake.

Sejake and North West education department spokesman David van Wyk said the black community's involvement with Vryburg High had begun last year when an agreement was reached

allowing about 100 black pupils to take up places at the school.

These pupils were to receive instruction in English in separate classes.

The agreement was implemented, but problems began surfacing in November after only six out of the 86 pupils passed.

"Then a circular was sent out to all parents in November, indicating that if they wanted their children to be taught at Vryburg they would have to accept Afrikaans instruction. Otherwise, they would have to take them elsewhere," Van Wyk said.

Protests followed the decision, and the situation turned ugly in January when police and Cosas members clashed during a march.

The leadership of Cosas was arrested, leading to running battles between police and black pupils in the township.

"It looked like June 1976. Vehicles were burning everywhere," Van Wyk said.

He said he negotiated a ceasefire with police before making

arrangements for a meeting.

At the meeting, Cosas, the South African Democratic Teachers' Union and the school's governing body agreed that English instruction would be allowed at the school, but that the education department would supply the English teachers.

"The governing body even got support for the idea from parents, but then only 16 black children registered.

"So the department could not provide teachers. When we investigated why the children had not been registered, parents complained that their children had suffered such racial abuse at Vryburg High that they had decided not to send their children back," Van Wyk said.

But marches to protest against the school's admission policy still followed, he said.

The education authorities had sought legal advice but there was little that could be done.

"The parents say they will send their children to Vryburg

only if the environment is conducive to attending. The situation is extremely tense. The place is on the verge of explosion," Van Wyk said.

He said the authorities were hoping the Human Rights Commission would come up with a solution before the start of the second term on April 10.

But HRC spokesman Advocate Pansy Tlakula said its investigation was still under way.

"We do not know when the investigation will be concluded, but we will try to meet with the school principal as soon as next term starts because this is an urgent matter."

Sejake said Cosas was demanding the resignation of the governing body and the dismissal of the principal.

Governing body spokesman Tiaan Boshoff said he could not comment until after Cosas responded to the interdict restraining it from interfering with the school. The hearing will be held in Kimberley on April 12.

Star 1/4/96 (50)

# English voted out of council

ARG 3/4/96

(50)

## Municipal Staff

XHOSA and Afrikaans have been made the official languages of the Stellenbosch municipality, but English speakers will still be allowed to raise issues at meetings in their mother tongue.

The decision by the town council means that all council documentation will be prepared and printed only in the official languages and all the council's business will be conducted using the languages.

But municipal spokesman Riaan Smit said he was sure that English-speaking members would be allowed to state their arguments in the language of their choice.

He said the language debate began when Councillor M F Patel introduced a motion calling for all the council's business to be conducted in English with the interpreters translating it into the other languages.

"This motion was rejected and the new motion was accepted," he said.



## New era for farm schools

(50)  
Standerton - Mpumalanga Education MEC David Mabuza yesterday said farm schools would from now on be community owned and community based.

Speaking at the opening of the Earlybird farm school near Standerton, Mabuza said new legislation had been passed to this effect.

In the past, farm schools were the property of farmers. This meant the schools faced closure at any time.

"We need to encourage farmers to voluntarily contribute to education provision by becoming unselfish partners and active participants in working for change," Mabuza said.

The governing bodies of the schools would decide on issues such as funding and how much to charge for school fees. - Sapa.

Star 3/4/96

# Afrikaners looking for Mandela magic

(53) M+G 3-11/4/96

Justin Pearce

**A**FRIKANERS battling for the survival of Afrikaans-only schools are pinning their hopes on President Nelson Mandela as constitutional negotiations draw to a close. But the African National Congress has yet to be convinced the battle for Afrikaans is not driven by a racist agenda.

In the past two weeks, representatives of Afrikaner cultural and political parties joined together across political lines to approach Constitutional Assembly chair Cyril Ramaphosa, the ANC study group on education, and finally Mandela in an attempt to secure constitutional guarantees for state-funded schools which teach only in Afrikaans, and which preserve an Afrikaans "culture and ethos".

But, while representatives of the groups were impressed by the cordial reception they received from Mandela, they have so far failed to convince the ANC that their aims are something other than a return to apartheid.

"Our goal is monolingual Afrikaans schools, just as there are monolingual English schools and Zulu schools," explains Professor Piet van der Merwe of the South African Foundation for Education and Training, spokesman for the delegation. Other organisations represented included the Federasie van Afrikaanse Kultuurvereniginge (FAK), the South African Federation of State-supported Schools, various Afrikaner churches, the National Party, the Freedom Front, and the Conservative Party.

Van der Merwe and other delegates emphasised their intentions were not racist, and the Afrikaans schools they envisaged would be open to all. The high emotions generated by the education question added to the urgency of solving the question before this week's constitutional *bosberaad* in Arniston.

The representatives went first to Ramaphosa, who suggested they approach the ANC, given the power of

the ANC vote in the Constitutional Assembly. Not reassured by the response from the ANC education working group, the Afrikaner delegation went to the president to try to invoke the legendary Madiba magic.

"Look at the springbok rugby emblem," said Freedom Front representative Leon Louw. "The only person who saved it was Mandela."

Louw sees Mandela as the man who will take up the cause of Afrikaans schools in the face of "ANC radicals" who, he believes, are determined to wipe out own-language education.

The president's response to the Afrikaners last Friday was a masterstroke of his hallmark diplomacy. Addressing the delegates in Afrikaans, Mandela began by presenting them with copies of the Freedom Charter which, he pointed out, had been adopted at the "Volkskongres" — better known as the Congress of the People — and which still supplied the guiding principles for ANC policy: "When I talk of reconciliation and respect for all the languages and cultures in this country, this is not an individual standpoint." Mandela is unlikely to intervene without the backing of the ANC.

**O**n the face of it, Mandela and the ANC's bottom line do not seem to be inconsistent with the demands made by the Afrikaners. Yet, within the ANC, suspicions run deep that the delegates have another agenda. "If they are asking for exclusive rights for Afrikaners, it would be very difficult for the ANC to support that," said a member of the working group who felt that the delegation's arguments did not bear scrutiny.

Proponents of monolingual schools point out that mother-tongue education is a right that is recognised in other multilingual societies such as Canada and Belgium, and this is what is now being sought for Afrikaners in South



**Afrikaners only: Bastion of white privilege, or last outpost of a culture under threat?**

PHOTOGRAPH: HENNER FRANKENFELD

Africa. The delegates deny they are looking for special rights for Afrikaners, pointing out that all children have the right to classes in their own language.

But the demand on the table is for more than mother-tongue education. Louw says separate Afrikaans classes in a multilingual school "with a culture and ethos we are not used to" will not be enough, and the intention is to secure the future of schools which teach only in Afrikaans.

While monolingual schools may sound harmless in principle, there are fears in the ANC such an idea cannot escape being politically loaded, given South Africa's history of racial segregation and privilege. In platteland towns, where the best schools were built exclusively for Afrikaners, Afrikaners are going to have to relinquish their hold if the government is to fulfil its aims of equalising access to education.

But, Van der Merwe says, "we don't expect every half-full Afrikaans school to stay that way. We are also open to the idea of sharing facilities." As long as some Afrikaans schools remain in places where there are enough Afrikaans pupils to make them viable, no one is insisting every dorp has one.

This concession could provide a way out of the deadlock. One source close to the president said while the current Constitution cannot be changed with-

out falling foul of the anti-racist constitutional principles, a compromise outside the Constitution is not out of the question: "We must distinguish between constitutional provisions and implementation of the policy. An education department could declare schools in certain areas to be for Afrikaners — though they would not be allowed to turn other pupils away."

But Van der Merwe doubts that existing provisions are enough to ensure the survival of Afrikaans schools: "We believe this is open to interpretation." Without constitutional safeguards, Van der Merwe believes, Afrikaans schools will be under threat.

While Afrikaans-speakers within the ANC believe special protection for Afrikaans is neither desirable nor necessary, the organisation acknowledges that the delegates who visited Mandela last Friday represent most Afrikaners.

ANC spokesman Ronnie Mamoepa did not want to pre-empt the ongoing negotiations, and would only say "the ANC is committed to discussing all concerns in an attempt to find an amicable and lasting solution."

For the delegates, a solution means nothing less than at least some Afrikaans schools staying that way. Says Ds Henno Cronje of the FAK, "if this doesn't come right, it has serious consequences for reconciliation."



# Parties fail to have Bill overturned

(50) BD 4/4/96  
Susan Russell

THREE minority parties — the NP, IFP and DP — representing one third of the National Assembly, have failed in a bid to have five provisions of government's National Education Policy Bill overturned as unconstitutional.

The unanimous Constitutional Court judgment found that the Bill was not unconstitutional on any of the grounds submitted by the parties.

The three parties' counsel submitted that while the provisions were vague and ambiguous, they could be read to mean Education Minister Sibusiso Bengu would be empowered to compel the provinces to implement national education policy which might be in conflict with their own.

This, it was argued, would unconstitutionally infringe the provinces' right to legislative and executive autonomy. The court said the Bill provided for a national education policy by the education minister which must be done in accordance with the provisions of the constitution.

The competence of the provincial legislatures and relevant provisions of the provincial laws relating to education also needed to be heeded. The minister should consult the Council of Education Ministers and other bodies before formulating national policy and introducing education legislation.

The court rejected the argument that the Bill compelled the provinces to amend their legislation to conform to national education policy or that it empowered the minister to oblige provinces to adopt national policy.

Court president Judge Arthur Chaskalson said, however, that the provinces had to comply with national standards which had been formulated

Continued on Page 2

## Education (50) BD 4/4/96 Continued from Page 1

in accordance with the constitution and lawfully made applicable to them.

The effect of the Bill, he said, was to give the provinces an opportunity to address situations where the standards of education provision, delivery and performance did not comply with national standards or the constitution and to suggest the remedial action that should be taken.

Chaskalson said that unlike their counterparts in the US, SA provinces were not sovereign states and had only powers specifically conferred under the constitution.

Their legislative power was confined to schedule 6 matters (which in-

cluded education) and even then it was a power that was exercised concurrently with Parliament which was empowered to legislate for the entire country.

Sapa reports that Education Minister Sibusiso Bengu said he had always been confident and the ruling confirmed that transformation could not be blocked, only delayed.

The NP and DP both said that although the ruling went against them, a strong signal had been sent regarding provincial autonomy. The IFP could not be contacted for comment.

The Freedom Front said the judgment was a setback for the legislative powers of provinces in general, but specifically education, and held far-reaching implications for school management councils, which would become "symbolic bodies".

## for election

Farouk Chothia

DURBAN — Central government would deploy 4 000-5 000 extra policemen and soldiers in KwaZulu-Natal to ensure that the May 29 local government election went off smoothly, said KwaZulu-Natal police commissioner Gen Chris Serfontein.

And SANDF Natal command spokesman Capt Kim van Niekerk said Pretoria had been asked to allow an extra 700-900 soldiers to be deployed. There were currently 1 300-1 600 soldiers in the province.

Serfontein said the 18 000-strong provincial force, which was expected to guard 3 300 polling stations and maintain order, could not do so on its own. Police deployed by central government would co-operate with the provincial force.

KwaZulu-Natal police spokesman Bala Naidoo said a security plan for the elections would be finalised later this month.

Van Niekerk said the extra soldiers would arrive in KwaZulu-Natal two to three weeks before May 29.

## Education department unveils its funding plans

BD 4/4/96  
(50)  
Tim Cohen

CAPE TOWN — The education department yesterday released its proposals for school funding, including gradual empowerment of all school governing bodies to charge fees and, possibly, bonuses for improved educational performance.

The complex formula sought to guarantee fee-free access to schools, redress past imbalances, and ensure continued support by middle class citizens for public education.

The formula was one of the missing elements of the recent draft schools white paper, and was allied to proposed alterations to the rights and powers of public school governing bodies which were also released yesterday.

These proposals constituted the education department's negotiating position in talks with existing school governing bodies. It included proposals for setting out the powers and functions of governing bodies, in line with draft legislation due to be presented to Parliament this year.

The funding formula took into account three of the four proposals set out in the schools white paper, suggesting mechanisms whereby parents could raise fees with the proviso that no one who was unable to pay could be turned away.

The main proposal relied on for the final formula suggested that fees collected would stay at school level and could be used with some discretion by schools to supplement state funding.

As the formula could be designed to strongly favour the poor, it was likely parents in poor communities would not need to raise fees themselves.

The purpose of enabling relatively well-off parents to raise fees was not to invite inequity or protect privileges of comparatively well-off minorities, but to ensure continued interest and personal participation in education of key elements in the emerging middle class. After examining options, the task team favoured this proposal.

## Metcalfe threatens to alter Act

Ingrid Salgado

BD 4/4/96  
(50)  
THE Gauteng government would rewrite the province's Schools Act if a Constitutional Court judgment today forced the province to exclude certain clauses from it, education MEC Mary Metcalfe said yesterday.

The Act would be rewritten in terms of SA's new "education vision" if the DP, NP and Freedom Front won an application to have three clauses deemed unconstitutional, Metcalfe told a Centre for the Study of Violence and Reconciliation seminar.

The political parties were arguing that the state should be obliged to open schools for different groupings. They also challenged a clause stipulating that religious policy in schools promoted respect for all religions and that private schools had the right to limit freedom of religion in certain instances. The parties have argued that the right should be extended to public schools if it applied to private schools.

Metcalfe said the education crisis in SA was more profound than recent events at Potgietersrus Laerskool in

the Northern Province. The school's racial issue was the manifestation of a "crisis of confidence" over the question of individual versus group rights. The interim constitution did not protect group religions or language rights but individual rights. Government had to create space to protect these rights.

Metcalfe said policy-makers needed to re-examine what children were learning about non-racism in schools because desegregated residential areas would be "a long time in coming".

African languages continued to be marginalised in schools. Further policy incentives and legislation in this regard was needed.

Cheadle, Thompson & Haysom partner Brendan Barry, who acted on behalf of the Northern Province government in the Potgietersrus Laerskool row, told the seminar that the case had sent a message to former model C schools that attempts to retain racial exclusivity would be fought. He warned legislators against focusing attention on changing former whites-only schools, which were a "minute" section of the education system.



# Parties lose court battle over Bill

*Sowetan 4/4/96*

*(50)*

**By Mzimasi Ngudle**

THE National Party, Democratic Party and Inkatha Freedom Party yesterday lost their Constitutional Court challenge to the powers of the Minister of Education to implement national educational standards.

In his judgment, Judge President Arthur Chaskalson said none of the objectives of the National Education

Bill were inconsistent with the Constitution.

The Bill provides for the determination of national education policy by the national Minister of Education, taking into account the competence of provincial legislatures. It also provides for the monitoring and evaluation of education throughout the country.

The DP had argued that the Bill

would oblige members of provincial executive councils to promote policies that might be inconsistent with provincial policy.

The NP had asked the court to declare that the Bill did not empower the Minister to compel the provinces to implement national education policy, thus leaving the provinces with more say on educational policy.

# Bengu vows free schooling for poorest

(50) ARG 4/4/96  
ESANN de KOCK  
Education Reporter

**PARENTS** who could not afford to pay school fees should not be compelled to do so, national Education Minister Sibusiso Bengu has said.

He was speaking yesterday at the release of the new school finance policy document, the South African Schools Bill, and the ministry's negotiating position for talks with public school governing bodies.

Professor Bengu said the policy document and Bill would be published in the Government Gazette for public comment.

In terms of the new draft school finance document, he said, parents who could not

afford to pay school fees should not be compelled to come up with the money.

Professor Bengu said under the new policy, school governing bodies would be able to decide for themselves how they would raise revenue and retain the proceeds for the benefit of their schools.

"One fundamental principle is upheld and must be maintained: no parent who does not have the financial means to pay fees should be compelled to do so.

"Fee-free access to basic education for the poorest segment of our society is guaranteed."

The list of governing body powers which may be conferred in terms of the draft Bill

includes the right to:

- Develop the mission, goals and objectives of the school.

- Determine the admission policy of the school, with the concurrence of the provincial minister.

- Determine the language policy of the school subject to the appropriate national and provincial policy.

- Determine the school's extra-mural curriculum, and the school curriculum in terms of provincial policy and subject to the South African Qualifications Act.

- Recommend the appointment of educators and non-educators to the provincial authorities, subject to the appropriate labour laws.



# Education Bill declared constitutional

ARG 4/4/96

(50)

Education Reporter and Sapa

THE National Education Policy Bill, which will change the face of education in South Africa, has been declared constitutional.

This ruling by the Constitutional Court after challenges to the Bill has been welcomed by Education Minister Sibusiso Bengu and his deputy, Renier Schoeman.

Mr Bengu said at a Press conference in Cape Town the ruling had confirmed that transformation could not be blocked; only delayed.

"I believe that the minority parties must have learnt their lesson from this judgment," he said, referring to the fact that the department had gone ahead with the implementation of the Bill in spite of the delay.

He said he hoped the minority parties would co-operate and debate matters rather than try to block transformation.

Mr Schoeman said he was glad the Constitutional Court had found its way clear to expedite judgment on the issue as it brought clarification to the clauses in question.

The national and provincial governments would have to follow the ruling scrupulously, he added.

The African National Congress, National Party and Democratic Party welcomed the Constitutional Court ruling that the Bill was not unconstitutional, but the Freedom Front described it as a setback for the legislative powers of provinces in general and education in particular.

The ANC said the ruling was a "truly historic event in the struggles of the majority".

Describing the judgment as a "momentous and a sweet victory for all the democratic forces", ANC education spokesman Blade Nzimande said it was also a vindication of the ANC that the only relationship which should prevail between national and provincial government was one of "co-operative rather than conflictual governance".

He added: "We welcome this judgment as a resounding defeat for reactionary and racist forces whose sole purpose is to frustrate the process of educational transformation and block access of the major-

ity of our people to decent and quality education."

Referring to the NP's challenging of the validity of certain clauses, he said there could be "no more of a racist stance than for the National Party to oppose actions aimed at fundamentally transforming apartheid, thereby wanting to use the court to maintain the criminal education apartheid system".

The judgment, he said, should also serve as a lesson to minority parties that in attempts to frustrate changes in education they must not try to use the Constitutional Court as a third chamber of parliament.

NP education spokesman Piet Marais said the judgment had confirmed the party's view favouring education autonomy for the provinces.

While the ruling was against the parties that petitioned on the matter, it confirmed the NP's view that the provinces' powers to formulate education policy independently within the constitutional framework were not destroyed, he said.

DP education spokesman Mike Ellis said that although the court's decision had gone

against the DP, it believed that the judgment sent a very strong signal on provincial autonomy.

"The Constitutional Court finding that the provincial legislatures have the power to make their own laws on education matters, and that the Bill does not empower the minister to require provinces to adopt national policy, is welcomed."

The DP was satisfied that the court finding had entrenched provincial powers and was therefore fully in line with its views on the need for a strong federalist constitution.

Freedom Front education spokesman Leon Louw said the judgment was a setback for the legislative powers of provinces in general, but specifically education, and had far-reaching implications for school management councils.

"Management councils will in future only be symbolic bodies with very little, if any, real powers available to them."

He said the over-centralisation of education in South Africa which this ruling caused would not contribute to a "better education system as aimed for by the ANC".

**THURSDAY**  
APRIL 4, 1996

## Education Bill ruling 'victory for democracy'

(50) et 4/4/96

JOHANNESBURG: Democracy scored a "sweet victory" yesterday with the Constitutional Court ruling that the Education Policy Bill was constitutional, the ANC said.

Minority parties in the National Assembly challenged the bill's constitutionality after it was passed by Parliament last year, and Speaker Dr Frene Ginwala referred the matter to the Constitutional Court.

"This judgment is a momentous and a sweet victory for all the democratic forces of our country, and a reward to the sacrifices made by our people over the years for everybody to have equal access to quality education," the ANC said.

It said the ruling had vindicated its belief that the only relationship that should prevail between national and provincial governments was co-operation.

The minority parties had argued that the bill required the provinces to amend their legislation to conform with national education policy, thereby empowering the Education Minister to impose national policy.

The court rejected the argument, saying the bill did not impose any obligation on the provinces.

It said the only reasonable way in which concurrent powers could be exercised was through co-operation between the national and provincial executives.

The ANC said another important Constitutional Court finding was that provincial legislatures did not have any exclusive powers under the interim constitution. — Sapa



PARENTS WELCOME NEW FINANCE POLICY

# School funding plan unveiled

(SP)

CR/4/96

**THE GOVERNMENT'S FUNDING** proposals for public schools — hailed as a major step forward — seek to extend democratic school governance, reports Education Writer **CAROL CAMPBELL**.

**P**UBLIC school governing bodies will be able to set their own school fees and keep the money to upgrade their schools. If a suggestion by the government on school funding is accepted by educationists and parents.

Education Minister Dr Sibusiso Bengu yesterday released a draft of the government's much-awaited School Finance Policy — a document based on the Hunter Report, which was released in August last year.

A proposal to charge parents school fees on a sliding-scale, based on their earnings, was shelved in favour of a system similar to the Model C method.

The department decided to go this route after taking the advice of two international consultants, Professors Christopher Colclough, of the University of Sussex, and Luis Crouch, of the Research Triangle Institute in North Carolina.

The two convinced the education ministry that public school funding decisions had to encourage the highest possible number of middle and high-income earners to send their children to public schools.

International experience showed that the moment opinion-makers and decision-makers abandoned the public school system, governments lost an

important source of private contributions to public education.

"With a declining proportion of the budget being spent on public education as well as an eroding private support base, the system would enter an unstoppable cycle of mediocrity," Crouch and Colclough said in their findings.

Bengu also made public the government's stand on proposed alterations on the rights, powers and functions of public school governing bodies.

The government is suggesting that parents be in the majority and high-school pupils be represented.

The responsibilities of school governing bodies will become law once the South African Schools Act is passed.

They are to:

- Develop the mission, goals and objectives of the school.
- Determine the admission policy

of the school provided the province's education MEC agrees.

- Establish the language policy of the school subject to the appropriate national and provincial policy.

- Decide on the school's religious policy.

- Determine the school's curriculum and extra-mural activities — in terms of provincial policy and subject to the South African Qualifications Act of 1995.

- Recommend the appointment of teachers and other school staff to the provincial authorities.

Mr Kobus Smith, the head of the Western Cape Parents' Association — which represents parents from all the old education departments — said the extension of democratic school governance to all communities was a huge step forward.



**NEW FUNDING PLAN:** Education Minister Dr Sibusiso Bengu released a draft of the government's long-awaited school finance policy yesterday.



# 'Racist' school tests outlawed

ST. 744/96

(50)

By CARMEL RICKARD

SCHOOL language entrance tests imposed by Model C schools, in some cases allegedly with the aim of keeping black students out of formerly white institutions, have been ruled unlawful by the Constitutional Court.

This was one of the court's findings in a case testing new education legislation passed by the Gauteng legislature.

It finally ends the possibility of using such tests to ensure a homogeneous cultural character in public schools, as some political groups had hoped to do.

Sections of provincial legislation outlawing such tests had been put on hold pending the outcome of the case, but the court's decision means that, regardless of whether these sections are implemented, language competency tests to determine admission may now not be used.

The case was one of two dealing with proposed education legislation on which the Constitutional Court ruled this week. In its judgments, the court dealt

firmly with several major political controversies: would-be federalists were warned not to misread the extent of provincial powers under the constitution and attempts to secure a special place for Afrikaans in education were declared out of order.

The president of the Constitutional Court, Mr Justice Arthur Chaskalson, with the agreement of the other 10 judges, wrote the court's decision on the proposed National Education Policy Bill.

He examined all the legal grounds on which the Bill had been challenged by the minority parliamentary parties and found that none of these was valid.

The Bill could technically still be challenged on other grounds, but it seems more likely that the parties will now accept the legislation, particularly after strong suggestions by the judges during argument of the case that it had been brought precipitately.

Judge Chaskalson underlined

this view in his judgment, saying it would no doubt have been better if the objectors had raised their problems over the constitutionality of the Bill during the debate and had put off their petition to the Constitutional Court until after the government's attitude to the disputed clauses had been clarified.

Dealing with one of the central issues behind the challenge, the question of provincial powers in relation to those of the central government, Judge Chaskalson warned those looking to the US as a model for political relationships in this country that they were on the wrong track.

He said the provinces in South Africa were not sovereign states. "They were created by the constitution and have only those powers that are specifically conferred on them under the constitution," he said.

Decisions of the courts in the US which dealt with state rights would not be a "safe guide" on how the courts should address problems that might arise in connection with relations between the provinces

and the central government in South Africa.

The other education judgment, dealing with the Gauteng Bill, was written by the deputy president of the court, Mr Justice Ismail Mahomed. While all the judges agreed with his finding — that the Bill was not unconstitutional on any of the grounds raised in the case — two judges wrote their own concurring decisions.

The two judgments were written by Mr Justice Johan Kriegler and Mr Justice Albie Sachs and go beyond the technical legal argument advanced by Judge Mahomed. They were also written bearing in mind the emotional argument of counsel, who argued the case on behalf of the South African Foundation for Education and Training. The foundation aims to support Christian values and to promote Afrikaans-medium education.

Making a passionate appeal for the court to consider the rights of the Afrikaner, advocate Dolf Raath was so overcome that he wept openly and was unable to continue for some moments.

In his decision, the first in the court's history to be written in Afrikaans, Judge Kriegler said the question of language, especially the maintenance of Afrikaans, unlocked deeply rooted emotions. Hence a sober and considered reflection on the implications of this case was vitally important.

He said the constitution was not capable of the broad interpretation which the petitioners would have liked, but it was nevertheless a shield for minorities to prevent their culture, language or religion from being swallowed up.

As long as minorities actively stood guard over their community inheritances, it would be their inalienable right to establish educational institutions to maintain their cultures, languages or religions.

However, there could be no discrimination based on race. Any communal culture, language or religion with racism as a foundation had no constitutional claim to the establishment of separate educational institutions.

The government was obliged to provide teaching in the language

chosen by pupils where this was reasonably practicable. If this was not provided, the courts could be approached for help. He also stressed that the constitution left the way open for those who found government education institutions unsatisfactory to protect their cultural, language and religious inheritances by paying for their own schools. In this sense the debate before the court was more about money than about cultural inheritance (*volksgoed*). In his separate decision, Judge Sachs said he assumed that the "never again" principle in the constitution implied a ban on compulsory assimilation and not just racial segregation. He also accepted that a considerable number of people genuinely feared that democratic transformation would lead to the downgrading and ultimate destruction of Afrikaans and to the disintegration of the Afrikaans-speaking community. He added, however, that Afrikaans was "one of the cultural treasures of South African national life", widely spoken and deeply implanted, "the vehicle of outstanding literature, the bearer of a rich scientific and legal vocabulary and possibly the most creole or 'rain-bow' of all South African tongues", whose protection and development should be the concern of the whole nation. The question of the future of Afrikaans should not be seen as simply satisfying the self-centred wishes of a particular group but rather as a question of promoting the development of an integral part of the variegated South African national character contemplated by the constitution. However, similar claims for constitutional protection could be made by many other language groups. Judge Sachs then surveyed the issue of minority protection in international law. He said these comparisons added weight to the decision by Judge Mahomed and the rest of the court that the Gauteng Education Bill was valid.



**A** PUBLIC perception has been created in various ways recently that Afrikaans education is somehow under threat. Much of the tension in these debates would be deflated if there was a recognition that there is no need for Afrikaans-speaking people — or any language group for that matter — to mobilise in defence of their language rights in isolation.

Rather, it is the constitutional responsibility of our society to defend and protect the languages, and other rights, of individuals. Confidence in this should motivate such groups to recognise that the best defence of their rights is an equally spirited defence of the rights of other South Africans. It is only as we individually and collectively accept responsibility to defend the rights of all that we will overcome the divisions of the past.

Fundamental to the democratisation of our country is our defence and affirmation of the rights of individuals. The constitutional solution we have brought to our diversity is a form of democracy that facilitates the diversification of identities by protecting not group rights but the rights of individuals.

Under apartheid, group identities were reified, whereas our democracy provides options which neither suppress nor limit expression of identities. We have protected minorities by protecting individual rights. We have not protected religious groups or language groups, but we have protected the right of individuals to choose. These rights must be respected in all public institutions, including schools.

Much of the anxiety being expressed by spokesmen of some Afrikaans groups is informed by a very different conception of group rights. They argue that the state is responsible for providing cultural, language and religious diversity in separate institutions, and that public institutions should be permitted to discriminate on the basis of language and religion.

We reject this, arguing that the state is not obliged to establish educational institutions based exclusively on a common culture, language or religion, although we respect the private right of people to do so — as long as they do not discriminate on the basis of race.

It is precisely because of our nation's bitter experience of political oppression and cultural domination that we are committed to creating sufficient legal, political, linguistic, religious and cultural space for all people to live together, and learn together, in peace.

This does not mean that cultural identity is denied or that the cultural and linguistic heritage of any community will be disparaged. Our constitu-



**Afrikaners  
can best  
defend their  
rights by  
defending  
the rights  
of all South  
Africans,  
writes  
MARY  
METCALFE**

(50) ST 7/4/96

## **Meeting the needs of all our children**

tion forbids cultural exploitation and provides for the protection and advancement of all cultures and all religions, and for the development of all our languages.

While we must provide a space within which our languages, religions and cultures can flourish — and where people can enjoy these without denying the similar rights of others — the even more challenging task is to create a new culture based on the things that unite us in our common humanity and our common nationality.

The preamble and postscript to the interim constitution emphasise the need to promote national unity and to overcome the divisions of the past. The preamble speaks of the "need to create a new order in which all South Africans will be entitled to a common South African citizenship in a sovereign and democratic state in which there is to be equality between men and women of all races so that all citizens shall be able to enjoy and exercise their fundamental rights and freedoms".

The transformation of our education system must be such that it contributes to a new national identity. Separatist educational institutions, given the history of apartheid education, would

serve only to reinforce old divisions. The importance of equality as a cornerstone of the constitution, and a specific constitutional entrenchment of equal access to educational institutions, lays the foundation for the accommodation and promotion of different cultural, language and religious traditions within public schools that are accessible to all.

As part of our commitment to redressing the racial disparities of the past and to fostering national unity we must promote the exercise of language and religious rights in a way that will foster national unity and a national identity — and ensure the protection of language, religious and cultural rights — while preventing the exercise of these rights in a manner which would reinforce discrimination or lead to the inefficient use of educational resources.

In overcoming our legacy of cultural divisions we must strive to create public institutions that can reflect the multifaceted reality of all of our communities. The character of our schools will vary greatly, depending on their location. But, in all of our schools, the religious and language rights of every child will be defended and protected. There can be no cultural chauvinism, no unquestioned hegemony of a dominant culture.

Some schools, depending on demographic patterns, may be monolingual or may represent only one faith. Many will reflect the linguistic and religious richness of our nation. All schools, whatever the limits of their variety, will reflect in their language and religious policies a commitment to engaging and celebrating our diversity.

Afrikaans-medium schools will continue to exist. Those (or any other language-medium schools) which are under-utilised may need to consider whether they could be more effectively utilised by becoming dual-medium institutions.

Many have done so and now celebrate this choice. But the Afrikaans, Sotho or Shangaan children in those schools continue to enjoy their right to instruction in the language of their choice, while affirming the enjoyment of the same right for other children who might otherwise have been excluded. Many schools are creatively exploring the limits of practicability in their responsibility to meet the needs and rights of all.

We will be guided by the vision of a nonracial, multilingual, multicultural and multireligious nation in which all South Africans will be treated equally as we face the challenges that lie ahead.

● *Mary Metcalfe is Gauteng's MEC for Education and Culture*



suggested that 69% of jobless Africans "with subsidies, to pay off a bond on the were not looking for work, while the most basic of ready-built houses.

## Education trust assisted 397 organisations

Theo Rawana

THE Joint Education Trust, established in 1992 with a commitment of R500m from the private sector, had disbursed R218,2m to 397 non-governmental organisations and community-based organisations, projects GM Mashwahle Diphofa said recently. Diphofa said it was projected that the trust, established to improve the

quality of education, would have disbursed the full R500m by the end of 1998. Diphofa said the funding had been focused on key projects such as early childhood development and teacher development.

ANC deputy secretary-general Cheryl Carolus said some of the toughest challenges of transformation lay in the capacity of South Africans to meet the education needs of the country.



## Job creation plan for Gauteng

Mduduzi ka Harvey

A PROJECT targeting about 30 000 of Gauteng's unemployed and aiming to create jobs through practical and sustainable labour-intensive community-based projects is expected to be launched this month.

The Amanda Waste Creations scheme was the brainchild of the SA Unemployed Workers' Organisation, which aimed at helping the unemployed manufacture handcrafted objects from paper, wire, cardboard, tins and waste products in general.

Chief executive director Mandla Mntoor said the project had trained 15 unemployed Soweto youths in papier-mâché craft.

The products were marketed through curio shops, stalls and flea markets, and negotiations were under way with the trade and industry department to provide a channel to sell the products.

Forty people had been trained in waste management in each of the organisation's five centres and plans were under way to create 600 jobs by the end of the year.

Other programmes included skills training under the auspices of the manpower department and an agreement with Telkom, East Rand industries and mines to employ unemployed matriculants. To date, 3 500 had been employed.

## Language testing in schools thrown out

Ingrid Salgado

THE NP DP and Freedom Front have failed in a Constitutional Court bid to overturn clauses in the Gauteng School Education Act which relate to religious freedom and language testing as a basis for admission.

The court's unanimous judgment delivered by Ismail Mahomed last week effectively eliminates the right of schools to use language testing as a basis for admission. It also upholds the Act's requirement that the education process develop a national culture of respect for SA's diverse religious and cultural traditions and affirms learners' rights not to attend religious classes and practices at public and subsidised private schools.

The three minority parties in the Gauteng legislature had earlier contended that the disputed sections violated section 32(c) of the constitution, which stipulates that every person has the right to establish, where practicable, educational institutions based on a common culture, language or religion, provided there was no discrimination on the grounds of race. They argued this created an

obligation on the state to establish public schools on this basis.

The court found that while every person had the right to establish such educational institutions, and the constitutional protected that right from invasion by the state, it did not follow that the state was obliged to establish the institutions.

Section 32(c) preserved an "important freedom". Every person had a basic right to be educated in their preferred languages, but those wanting "more than that" had the freedom to establish institutions based on cultural, linguistic or religious commonality.

The court also found that using language testing as a basis for admission was "properly" government's decision. The court said it appeared the governing bodies of Model C schools had never had the power to conduct language testing as an admission policy.

Gauteng education and culture MEC Mary Metcalfe said the "landmark judgment" was a victory for the fundamental values on which a new society was based. It would deepen understanding of human rights in SA. The disputed clauses in the Act would be put into effect shortly.



# Bengu accused of using education as 'political football'

ARC 10/4/96 (50)

ESANN de KOCK  
Education Reporter

WESTERN Cape Education Minister Martha Olckers has accused national Education Minister Sibusiso Bengu of political point-scoring over the 6 000 teachers who face retrenchment.

As the proposed mass retrenchments turn into a vicious political battle between the National Party-controlled Western Cape and the African National Congress-dominated central government, she called for an urgent meeting with the national ministry.

Mrs Olckers was reacting to Mr Bengu's media advertisement this week in which teachers were told they would not lose their jobs if they were prepared to accept redeployment within the Western Cape and to other provinces.

It was interesting to note the timing of the advertisement, Mrs Olckers said, because Mr Bengu made the point himself that the situation would have the greatest influence on the coloured teachers in the Western Cape.

"With elections in two months time, how transparent can one be after we have been debating this issue for almost a year now with little success."

Mrs Olckers said redeployment was one of four options open to teachers.

"If redeployment is done within the same province, it does not assist the budget because the department still has to pay the teachers."

Redeployment, she said, was only of assistance to reduce a budget's salary bill if the teacher was redeployed to a school in another province.

Indications in the Western Cape Education Department were that very few teachers wished to be redeployed to other provinces.

Mrs Olckers said if a teacher did not want to be redeployed and the post held by that teacher was abolished, then the teacher would either have to leave voluntarily or be

retrenched. "In other words, Minister Bengu, they lose their jobs. They have to be retrenched," she said.

The largest community of people in the Western Cape happened to be the coloured people, Mrs Olckers said, and it was therefore logical that the greatest number of affected teachers would come from that community.

The South African Teachers' Association responded to Mr Bengu's advertisement, saying anybody with any sense recognised that a move towards equity was essential and that anything else was morally indefensible.

"Unfortunately, in the process of taking funds away from previously privileged sectors of the

system to provide for those sectors that have suffered in the past, some teachers will have to be victims of the exercise.

"While this is to be greatly deplored and obviously minimised, the trite solutions proposed and some of the expediency of politicians does nothing to reassure or assist the affected teaching profession."

The association's president, Hugh Killops, said his organisation had always deplored the use of education as a political football.

He appealed to all politicians to behave responsibly and not try to score cheap political points at the cost of education and at the expense of further demoralising and exploiting over-worked teachers.

"Minister Bengu will be called to account for his pronouncements," he said.

Johan Steenkamp, the National Party's director of media and information, said the NP was shocked by Mr Bengu's uninvited attack on the NP in the advertisement.

"The fact that there is no hesitation to use government money for ANC political agendas is a sinister development with far-reaching consequences," he said.



Martha Olckers

## R29-bn spent on schools, colleges

TYRONE SEALE  
Political Staff

THE department of education spent R29,2 billion - three-quarters in educators' salaries - at schools and colleges during the 1995/6 financial year.

Teachers at these institutions collected a total of R21,9 billion in

the last financial year his department spent R2 277 on each pupil at public ordinary schools, which do not include private and specialised schools.

This figure includes capital expenditure on land, buildings and equipment. Capital expenditure excluded the figure amounts to R2 161 a pupil.

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## R29-bn spent on schools, colleges

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Teachers at these institutions collected a total of R21.8 billion in salaries, while personnel other than educators were paid R2.1 million.

Supplies and services costing R3.5 billion and equipment and other items totalling R1.74 billion accounted for the balance of expenditure.

These figures were provided by Education Minister Sibusiso Bengu in reply to a question tabled in the senate.

Mr Bengu also disclosed that during

the last financial year his department spent R2 277 on each pupil at public ordinary schools, which do not include private and specialised schools.

This figure includes capital expenditure on land, buildings and equipment. Capital expenditure excluded, the figure amounts to R2 161 a pupil.

The figures at teacher training colleges were R11 035 and R10 473 and at technical colleges R8 493 and R7 745.

The government spent R10 727, including capital expenditure, on each full-time residential technikon student and R3 094 on each non-residential student.

The corresponding figures for university students were R13 381 and R4 346.



EDUCATION BILL

(50)

**LEGAL CLARITY**

FM 12/4/96

The constitutionality of the National Education Policy Bill was confirmed last week by the Constitutional Court. The DP declared that the finding "entrenches provincial powers," the ANC welcomed it as "a resounding defeat for reactionary and racist forces" and the Freedom Front believed it was a setback for the legislative powers of provinces.

The court was petitioned in the matter six months ago by the minority parties. They essentially wanted clarification of certain provisions or words in the Bill.

The delay in obtaining a court judgment angered the ANC, which saw it as a delaying tactic in getting the Bill passed. The DP retorted, after the judgment, that the ANC-dominated education portfolio committee had tried to override DP efforts to propose amendments to the Bill. "We are most concerned about the precedent this sets for acceptance of authoritarian behaviour by the government," the DP declared.

At the heart of the court's finding is the observation that the Bill merely authorises the Minister to create bodies in which representatives of his department, and those of provincial education departments, can meet to discuss and consult each other on matters of policy, norms and standards.

The Bill does not make provincial representation on any of these bodies compulsory, says the judgment (though it implies they'd be stupid not to provide it). Nor is the observance of any policy or effort to attain any standard decided on in these bodies compulsory for any province, the judgment adds.

However, the provinces and central government are already happily collaborating on a myriad different educational matters, either in the Council of Education Ministers or the Committee of Heads of Education, on both of which all provinces are represented. "We never need to put a decision to the vote. It's

passed by consensus," says Education deputy director-general Trevor Coombe.

Long may it continue. The court's judgment was on the Bill before it — it made no observations about what educational powers over provinces the department could constitutionally obtain through future legislation, though it indicates there might be possibilities.

Hence Coombe's remark about the judgment. It will, he believes, be "examined closely by members of the Constitutional Assembly, even at this late stage of constitution-making." ■

**MICHAEL MORRIS**  
Staff Reporter

STELLENBOSCH councillors are angry that a "practical" arrangement to have preliminary budget documents published in Afrikaans and Xhosa only - rather than in English only - has been "prematurely" criticised by the National Party.

The move was seen in some quarters as part of the campaign to resist the diminution of Afrikaans as an official language, but Stellenbosch councillors have dismissed this as "nonsense".

Stellenbosch Ratepayers' Association councillor Koos Oosthuizen said the issue had been "blown out of proportion".

"Last year all the preliminary budget documents were published in English because it was considered to be cheaper and easier that way.

"When the officials suggested the same this

## Language row: councillors take (50) ARG 13/4/96 Nats to task

year, the six councillors responsible for dealing with the documents in this preliminary phase felt that this was not right.

"I also felt it was not acceptable, especially since all six of us are either Afrikaans or Xhosa-speaking. The important point is that, all along, the intention was to publish the final budget in English, Afrikaans and Xhosa.

"That is in line with the council's language policy, which is that all three languages must have equal recognition."

The move drew criticism from the National

Party in the Cape Town central substructure, which called on the Stellenbosch Council to rescind the decision "and adopt a policy which supports the language provisions of the constitution".

David Erleigh, NP spokesman in the Cape Town central substructure, said the Stellenbosch decision "needs to be carefully reviewed

"We do not accept council documentation being prepared only in Xhosa and Afrikaans, as every effort should be made to ensure the three major languages in use in the Western Cape

should be used as far as is reasonably possible in all council documentation and council business in municipalities."

However, Mr Oosthuizen hit back, saying he took "the strongest exception" to the NP's premature response.

He said the councillors dealing with the budget had objected to preliminary reports being published only in English, partly on the basis that only six percent of Stellenbosch residents were English-speaking.

"About 70 percent of residents are Afrikaans-speaking and 23 percent Xhosa-speaking."

He added: "Even so, English is used widely in debates and we have facilities for interpretation so that councillors can use whatever language they choose.

"We agreed by consensus to use Afrikaans and Xhosa only in the preliminary budgetary phase.

### Free healthcare in Pretoria

ARG 13/4/96  
PRETORIA - Most provincial clinics in Pretoria and its surrounds have provided free primary healthcare since the new health plan was launched by the government.

The regional director, Lyn Volkwyn, said extended working hours and more staff appointments would depend on the response of patients and the department was closely monitoring the situation.

Other clinics in the area have been given until July 1 to introduce free primary healthcare.

### March on PM's office

MBABANE - About 100 members of the Swaziland Democratic Alliance marched to the offices of Prime Minister Prince Mbilini Dlamini here to hand over a memorandum demanding the repeal of the Royal Decree of 1973.

It was the 23rd anniversary of the decree which banned all political parties in Swaziland.

Human Rights Association of Swaziland executive Simon Noge said the alliance wanted the decree repealed "in the same manner that the independence constitution was repealed in 1973". - Sapa



Monday April 15 1996

## Move to foster arts education in Gauteng schools

GAUTENG REPORTER

Arts and culture education has been lacking in school curricula in Gauteng and would be difficult to implement because of insufficient financial resources, few trained teachers and unacceptable textbooks, according to the co-ordinator of the Arts Education Implementation Project in the province, Pid McLarty.

McLarty and other art educators are drafting proposals which will be submitted to the national RDP office, with ideas of how art and culture can be implemented into core school curricula. A meeting will be held this week at which proposals will be fine-tuned. Anyone with knowledge of art education can attend.

"We hope we can formulate a whole new way of looking at education which will not only affect the usual art subjects but will also influence the way mainstream subjects are taught," McLarty said.

Anyone interested can call McLarty's office on (011) 333-0903 extension 2292.

(50) Star 15/4/96

# Northern Province education in a critical state

MOTLHALEHI MAHLABE



Herculean task ... Aaron Motsaedi, MEC for Education, faces an uphill battle to upgrade black schools in his province.

Children taught under trees by under-qualified teachers: 35 000 classrooms needed urgently – there isn't the money

(520) Star 16/4/95

By **LEE-ANN ALFREDS**  
Education Reporter

One thing Northern Province MEC for Education, Sports, Arts and Culture Dr Aaron Motsaedi does not have is an easy life.

Besides facing enormous problems in education in the province – abysmal matric pass rates and an overabundance of poorly-qualified teachers among them – Motsaedi had to deal with the Potgietersrus school crisis earlier this year. He won that particular battle, but the war is still ahead of him.

The Northern Province is arguably the poorest and under-resourced of all South Africa's provinces. It is a situation of which Motsaedi, a medical doctor and former activist, is all too aware. In a bid to improve education in the province, this awareness has directed Motsaedi's energies at the matric pass rates, the need for improved maths/science teaching and the upgrading of school management.

"Although education in the

Northern Province is in a mess, we are guided by the normal measures of the country even though they are not adequate for us. The standard of education in the Northern Province is not only far below desired, it is far below even the level of Bantu education itself. We are going to have to work hard for five to eight years to come up even to the level of Bantu education.

"But first we need to find classrooms. We need about 35 000 classrooms in this province. Last year we registered 200 schools which had no classrooms at all. About 40 000 pupils are taught in tents, shacks or under trees. These are heart-breaking stories, but this is the Northern Province!" Motsaedi said.

He said that one of his first priorities was to establish a programme for the thousands of pupils who fail matric in the province every year.

"Because of the low pass rate – only 38,6% of matriculants passed in 1995 in the Northern Province – we are looking at establishing special types of schools and im-

plementing new study methods. In April we will introduce a new system designed to teach science, technology and mathematics to pupils. We will use 180 pupils in the pilot project, teaching them these subjects with the hope that they end up in one of these fields," he said.

Motsaedi said the province also intended to introduce technology as a subject in 30 schools with the aim that it be taught in all schools by 1999.

Another problem Motsaedi faces is the thousands of poorly qualified teachers, an inheritance from apartheid days when teacher training was the only option open to blacks wishing to obtain a tertiary qualification.

To satisfy this demand provinces, and especially the homelands, built one teacher training college after another with no thought to the numbers of teachers actually required.

Motsaedi's first step in dealing with this problem was to close 15 of the province's 22 teacher training colleges.

But there is still a long road ahead.

"The issue of teacher training is very complex. I don't think it will be easy to dismantle.

"We have too many teachers, yet the teacher/pupil ratio is very high. These teachers are also not of appropriate quality," Motsaedi said.

## Too many teachers with too few skills

The biggest problem facing the province, however, is the lack of money.

"In terms of the redistribution from the richer provinces to the poorer ones, the Northern Province is getting more and more money, but it is far from adequate," Motsaedi said.

He said the province had received only 41% of its budgetary requirements during the apartheid era and that resources were further strained by the inclu-

sion of former homelands Lebowa, Gazankulu and Venda into the province.

This means equity in the province can only be reached after five years, Motsaedi said.

"If we had to get equity now, we couldn't. We also cannot get the classrooms we need because that will require R1,79-billion for capital expenditure in this province alone. Last year, the country could only afford R1,2-billion for capital expenditure.

"I don't like it, but it's reality," Motsaedi said.

But he is satisfied that, at least, the question of Potgietersrus, where a tug-of-war erupted between the education authorities and the governing body over the admission of 22 black pupils to the dual-medium white school, has been settled.

He is happy that he has won, not that he ever doubted he would in the end.

"Long before the controversy, we knew black schools were overcrowded while white schools were empty. We issued a circular of the new teacher/pupil ratios

and said no class would be regarded as full unless it had 33 pupils. We were not trying to destroy those schools doing well, we just wanted to improve those that were doing badly. So we were not going to allow any school to turn pupils away because they claimed it was full."

Motsaedi's even satisfied that he did the right thing in defending his actions in court even though it allowed the controversy to drag on. "I went to court anyway to dispel the general perception that blacks don't have respect for the law."

And what of the road ahead?

"The most challenging aspect of my job is to bring the black schools to a level acceptable in any democratic country. We are not insisting on admission to white schools.

"White schools alone will not save education. Education will only be saved by bringing all the country's black schools up to the levels of international standards.

"And if I can ever win that challenge, then my mission will be accomplished."



## Natal school-cleaning contract terminated

Farouk Chothia

DURBAN — About 3 000 workers face retrenchment in KwaZulu-Natal after provincial education minister Vincent Zulu decided to terminate the services of a cleaning contractor at former Indian and coloured schools, the SA Democratic Teachers' Union said.

PD 17/4/96 (50)  
A Durban newspaper quoted Zulu as saying he had terminated the services of Snellers as pupils should clean their own schools — “just like black pupils were doing all along”. KwaZulu-Natal union chairman Edwin Pillay said the state should consider employing the cleaners directly, and Zulu's comments were “callous ... and racist”.

## New school in

### Potgietersrus

BD 7/4/96  
POTGIETERSRUS —

An "Afrikaner nation" school with scanty facilities had opened its doors to about 100 children in Potgietersrus in Northern Province, parents' spokesman Koos Nel said yesterday.

He said the school was on a smallholding outside town. Temporary structures were being used as classrooms.

"We are using qualified teachers from the area," Nel said.

The children were all former pupils of Laerskool Potgietersrus, the scene of racial friction about the admission of black children earlier this year. (50)

The school management body was on February 16 ordered by the Pretoria Supreme Court to admit black pupils.

Nel, former chairman of the body, said parents had applied for the new school to be declared a private institution.

CP leader Ferdi Hartzenberg sharply criticised Northern Province for not allowing Afrikaner parents to use a hostel in town to set up their own school. — Sapa.



## De Klerk critical of education policy

Linda Ensor

SD 17/4/96 (50)

CAPE TOWN — Deputy President and NP leader FW de Klerk last night said President Nelson Mandela's unrealistic undertaking that no teachers would lose their jobs as a result of educational restructuring could not be implemented.

Thousands would have to be retrenched in the Western Cape.

Addressing NP local election candidates in Parow, De Klerk also warned the ANC that it was "playing with fire" in its approach to mother-tongue education. In many provinces under ANC control the constitutional right to this instruction was being undermined in clever ways.

De Klerk noted that in creating equity in Western Cape education, 5 900 posts would have to be closed and only 559 new posts created.

Redeployment would not prevent the retrenchment of thousands and redeployment to other provinces was also unrealistic.

De Klerk accused the ANC of often applying affirmative action in unjust and unfair ways.

He also asserted that the ANC could not be trusted in the economy as long as it was in an alliance with Cosatu and the SACP.

"The longer apartheid is dead, the more the ANC talks of colour and race," he said.

# No teacher retrenchments, but huge increase in enrolment spells bad news for education

By LEE-ANN ALFREDS  
Education Reporter

Sixty new schools are to be built in Gauteng this year and no teachers retrenched, but a massive increase in school enrolment has effectively doomed the education system to another year of hardship.

This was the good and bad news which emerged from discussions on the education budget in the Gauteng legislature's finance committee yesterday.

In their presentations, senior education officials - including MEC Mary Metcalfe and superintendent-general James Maseko - outlined what will be a mixed year for education in the province.

But first, in an unprecedented

Star 17/4/96  
move, they proposed that R200-million be taken away from administration and capital expenditure, and used on public school education. This means R3,5-billion will be spent on public schools rather than the R3,3-billion allocated.

The finance committee will make its recommendations after follow-up discussions on Friday.

Next, Maseko outlined the department's plans for 1996, saying that it would be the first year the transformation of education was actually tackled.

He said 1995 had mostly been "business as usual", as officials had to ensure that schooling still took place while a new system was put into place.

230 50  
Maseko said the first priority in 1996 would be "access, redress and efficiency". In terms of this objective, 3 122 teachers would be redeployed to fill most of the 3 372 posts available at understaffed schools.

Another strategy was the implementation of the new teacher/pupil ratios to establish uniform class sizes, Maseko said. About 60 new schools would also be built with the R350-million made available for capital works, he said.

The allocation of R4,1-million in transport subsidies for 27 000 rural children would also help to establish equity. Maseko admitted that Gauteng's education system was facing hard times despite the initiatives planned for this year.



# Private Afrikaans school to open its doors in Potgietersrus

Star 17/4/96 (50)

By TROYE LUND AND SAPA

The Northern Province has given its blessing in principle to an Afrikaner school which opened in Potgietersrus yesterday, but has warned parents they must meet prescribed standards.

The school, with scanty facilities on a piece of private land, opened its doors to about 100 children yesterday, parents' spokesman Koos Nel said, adding many more pupils were

expected to enrol soon.

Nel said temporary structures were being used as classrooms and qualified teachers from the area were giving classes.

He emphasised a formal application to have the school registered as a private institution had not yet been handed in.

La-Duma Thembe, spokesman for the Northern Province Education Ministry, said they had not yet received a formal application for the school.

He added he was sure permission would be granted if the teachers, the structure of the school and the education standard met the prescribed standards of the department.

The children were all former pupils of Laerskool Potgietersrus, the scene of racial friction about the admission of black children. The school management body was ordered by the Pretoria Supreme Court to admit black pupils on February 16.

# SABC 'will not demean any language'

BD 18/4/96

(50) (2)

Ingrid Salgado

THE SABC undertook yesterday not to demean any of the 11 official languages in its broadcast coverage and insisted that proposed language changes to its three television channels would enable all languages to be represented more fairly and equitably.

SABC acting broadcast chief Jill Chisholm was speaking at the start of Independent Broadcasting Authority (IBA) public hearings on an SABC application to amend its TV licences.

The SABC has requested that SABC2 cater for English, the Se-

sotho group of languages and Afrikaans; that SABC3 provide a programming mix of material predominantly in English; and that SABC1 broadcast primarily in the Nguni family of languages.

It has also requested changes to its signal distribution network so as to target different language speakers more accurately.

The hearings come after the IBA squashed SABC plans to relaunch its TV channels in February in the proposed mix of languages. The IBA insisted that the amendments could be considered only once national hearings were held on the matter.

The broadcast regulator's ruling forced the SABC to amend the relaunch.

SABC CE Zwelakhe Sisulu told the hearing the SABC was aware that languages which were "commercially viable" could receive more exposure than others. There was a danger of responding to commercial interests.

The SABC's coverage of marginalised languages was "only the beginning", he said. However, there were financial limitations.

Chisholm said the SABC was to move towards greater multilingualism that entailed greater flow between languages.



# School needs licence

*Sowetan 18/4/96 (50)*

**By Khathu Mamaila**

AFRIKANER parents, who have established a private school after they withdrew their children from Laerskool Pogietersrus in protest against desegregation, will not get a licence if the new school discriminates on the basis of colour.

Northern Province education department spokesman Mr La-Duma Thembe, said yesterday that the

department would not grant a licence for the proposed private school if there was evidence of racial discrimination.

About 100 Afrikaner children have been attending school on a smallholding outside the town since Tuesday.

A spokesman for the parents, Mr Koos Nel, was quoted as saying that they wanted the new school be declared a private institution.

However, Thembe said no formal application for a licence had been

received.

On whether there were any requirements for the school to be granted a licence, Thembe said: "Obviously we will consider the application if the building is suitable for a school. We will also have to be satisfied that the area is designated for that purpose, and the teachers have to be qualified."

He said politically, the department would need to be satisfied that the school did not embrace racism.

# Last not heard of 'own language' schooling (60)

BY TAMSEN DE BEER

The resolution of the Potgietersrus education crisis around the admission of black pupils into a traditionally white school has shown that educational authorities will not tolerate discrimination in education, but experts warn the Constitution will be challenged again.

Gauteng MEC for Education and Culture, Mary Metcalfe, and lawyer Brendan Barry addressed the issues of education and the Constitution at a seminar hosted by the Centre for the Study of Violence and Reconciliation in Johannesburg last week.

Barry, who represented the Northern Province government in the Potgietersrus case when it came before the Pretoria Supreme Court, said the recent furore had reaffirmed equal access to educational institutions, but many aspects of the Constitution's Chapter 3 had yet to be contested.

Notable was the right to instruction in the language of choice. He said this would "pose problems in the future".

Barry also warned that the Constitution should not "tailor itself" to South Africa's imme-

diately transitional problems, of which the Potgietersrus debacle was an example.

"What is important are the rights of minority groups and cultures in the future. What will their rights be to call on State support?" he asked.

Metcalfe viewed media analysis of Potgietersrus as "disproportionate", saying it should be seen less as an education crisis than a "manifestation of a crisis of confidence ... to do with individual rights and group rights".

She said the Constitution had focused on "our humanity" and the rights of the individual, rather than promoting group identities and rights.

Because of this, she added, the State was not obliged to provide separate schools for language and religion, although private schools might be entitled to do so.

Dual-medium education where languages were protected was essential, provided it was justified by "practicability. It is morally unacceptable to have half-empty schools".

While there had been "an absence of obvious violence" in educational transition thus far, there were many problems.



# Misplaced triumph, but Bengu might be our man

(50) 19/14/96

WHEN the Constitutional Court found in favour of the national education department in its judgment on the Education Policy Bill, Minister Sibusiso Bengu reacted with manifest delight. The challenge to the Bill was unusual because of the widespread opposition to its apparently peremptory provisions.

All parties other than the ANC voiced concerns that the Bill could empower the national education ministry to infringe provincial powers. In a rare display of unity, all opposition parties boycotted the committee hearings that led to the passing of the legislation and a joint Constitutional Court challenge was mounted.

The challenge failed. But a closer reading of the unanimous constitutional court judgment shows that Bengu's delight is misplaced. The challenge to the Bill was mounted on the basis that, taken together, the provisions of the Bill would oblige members of provincial executive councils to promote poli-

## TIM COHEN in Cape Town

cies that might be inconsistent with provincial policy. But in, for example, the DP's written argument, it is stated: "It is not clear that the disputed provisions oblige provincial governments to implement and assist in the implementation of the minister's national education policy. We submit that they do."

Crucially, the submission continued: "If this court should, however, hold that they do not and that provincial governments are at liberty to ignore the minister's national education policy, then the DP's constitutional objections would fall away." Essentially, this is exactly what the court decided.

Arthur Chaskalson president of the Court found: "Nothing in the Bill imposes an obligation on the provinces to act in conformity with national education policy." "That may possibly be achieved by Parliament through the passing of legislation which prevails over provincial law. If enacted, whether

they will prevail over any provincial laws that are inconsistent with them, is a matter that should only be determined if and when such laws are passed." Hence, far from endorsing the powers of the national education department, the court underlined the powers of the provinces, although it also stressed the need for co-operation and national government's right to establish bodies to further this co-operation.

Happily, this message has been heard loud and clear by the national education department. Contrary to the way the National Education Policy Bill was sprung on legislators in the dying moments of last year's parliamentary session, new policy is being meticulously canvassed and discussed, while provincial roles are now always explicitly acknowledged. Bengu might argue that this

was always the case, but if so, he had a strange way of showing it. Nothing illustrates the department's scrupulousness more than the proposals for a new funding formula. Originally three proposals were put forward. The three proposals contained many of the same elements, which included equalisation of pay scales with redistributive elements. Option two and three differed essentially on whether to include policy incentives, like bonuses for attendance and pass rates and whether to have compulsory fees or simply entitle schools to raise funds on a voluntary basis.

For various reasons, these proposals were deemed not sufficiently inclusive and a fourth was proposed, which sought to take into account the danger of eroding support for the public school system from middle-class South Africans.

"With a declining proportion of the Budget being spent on public education as well as an eroding private support base, the system would en-

ter an unstoppable cycle of mediocrity and unaccountability", the fourth option declared. Ultimately, this option was favoured with elements of the second and third mixed in. The result is complex and some details are still not clear, but there is no mistaking the way the formula was delicately honed rather than merely imposed. The result is a school funding system which takes a diversity of factors into account and reaches for the maximum possible range of support.

Bengu seems to have broken from the stultification of his first year in office and the unseemly impatience of his second, and is slowly winning the battle of a new education system which may even prove to be a winner.

Unlike some other ministers, he appears to have taken on board criticism levelled at him and modified his approach appropriately. Despite the chorus in favour of his dismissal, Bengu might still prove to be an excellent national education minister.

## LETTERS

# Township school teaches handicapped brave young ones laughter and hope

**ADELE BALETI**  
Staff Reporter

**THE RUSTED** door marked sign outside the Tembaletu School for the Physically Disabled in Guguletu in no way prepares the visitor for the happy atmosphere and bubbling chatter behind the classroom walls.

The school is for children with varying degrees of physical disability, but who are able to benefit from education.

One of the newest arrivals is 13-year-old Ayandi Mill, who was born with tuberculosis meningitis and as a result is a cerebral palsy triplegic. He was unable to walk to the school near his village in the Transkei and has never been educated.

Ayandi's mother works in Cape Town and his family decided to bring him to Tembaletu to give him the opportunity for an education and for a brighter future.

Occupational therapist Merrill Rybnika says Ayandi is settling into his new environment well and, when asked if he had made friends, he smiled and pointed to a beaming child in his class.

In another classroom, 10-year-old Luvuyo

Rybnika — who is a cerebral palsy quadriplegic and who cannot speak or use his arms or legs — has learned to communicate with his eyebrows.

Another child who is learning to write with her feet has finished for the day and the teacher helps her to put her shoe back on.

The future of these children, and many others like them who have special needs, is currently being placed high on the education department's agenda.

The issues at stake are whether to give them the option of becoming part of the mainstream education system, thereby integrating them into the community, or whether to cater for their needs in special schools like Tembaletu.

Lobbyists for the inclusion approach acknowledge that their view represents a vision of a new system that still needs to be costed, researched and piloted. But they claim that, correctly implemented, it can yield positive results.

The acting principal of Tembaletu, Stephen Raubenheimer, does not believe that inclusive education can work in the South African context.

"It has been tried and it has failed in other countries," he says — an opinion that has been challenged by supporters of inclusive education, who point to some countries where it has been implemented with a measure of success.

Mr Raubenheimer says prejudicial attitudes to the disabled are a hangover from the apartheid days.

"We have always been out of the schooling system. But these children cannot do what other children in mainstream schools do. Many schools are not wheelchair-friendly and there are no resources to make them so.

"Some teachers are faced with over 60 children in a class. How can they possibly fill the needs of disabled children?"

Mr Raubenheimer said special schools faced an increase in pupil numbers, but there were no more staff appointments.

"From July 95 to January 96 our pupil numbers increased by 60."

At least three buses for transporting disabled children to Tembaletu had been hijacked and in one case children were thrown off the bus.

ARC

20/4/96

Mrs Rybnika believes that community involvement with disabled children is a good idea, but a long-term issue.

"There are many children who are isolated from the community by under-educated parents who are ashamed of their disabled children."

She said many disabled children went to mainstream schools, but were sent home by overburdened teachers who were not trained to deal with their needs.

Alternatively, children were kept on in mainstream schools and ended up falling year after year causing major damage to their self-esteem.

"Children who arrive here are often sad, but within a few days they lighten up and whiz past you in the passage with smiles on their faces."

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# Debate on schools for the disabled

ADELE BALETA  
Staff Reporter

THE sensitive question of whether mentally and physically disabled people can be taught in mainstream schools, universities and colleges is the subject of heated debate and is only likely to be settled when the government makes a policy decision.

While lobbyists for a single inclusive education system are opposed to "banishing" disabled children to special schools, other groups believe that educating disabled children in classes with children with no disabilities would be disastrous for everyone.

The Ministry of Education is to appoint a National Commission on Special Needs in Education to review the principles and policies regarding special education.

Two committees have been set up to investigate and research the issue, one of which - the national curricula committee - has already accepted inclusive education in principle, according to well placed sources.

The pro-inclusion groups say it's a human rights issue and believe that sending children with special education needs to ordinary schools, with the necessary support systems to meet their needs, is the most effective way of fighting discriminatory attitudes towards the disabled, creating welcoming communities and building an inclusive society.

Supporting their position with a proclamation from a world conference on special needs education held in Salamanca in Spain in 1994, these groups - which include the South African Federal Council on Disability - believe an education system should be designed and programmes implemented to take into account each child's unique characteristics, interests, abilities and learning needs.

Different styles and rates of learning and different language needs - in the case of deaf learners where their first language is sign language - would have to be accommodated.

The anti-lobbyists believe inclusion, which they say "sounds good in principle",

■ The recently integrated education dispensation is facing a contentious new challenge to open the doors of mainstream schools to physically and mentally disabled children.

is an unattainable ideal for an education system that is already in crisis and underscored by high pupil-teacher ratios and teacher retrenchments. This system, therefore, does not meet the needs of those children currently in mainstream schools.

They do not believe that South Africa can afford it in the short or long term.

There is also the fear that children with disabilities would suffer cruel attacks in the mainstream school system and question whether the rights of those without disabilities will be respected.

Many raised concerns that, because of the high pupil to teacher ratio, there would be heavier burdens placed on teachers who would have to worry about children with special needs.

One of the strongest opposers of inclusion comes from the deaf community.

Social worker for the Deaf Community of Cape Town Wilma Niewhoudt says: "Access to information for deaf children is best via sign language. The best place for this in special schools for deaf children, with full sign language being used in the classroom."

She adds that a deaf child in a hearing school, even with an interpreter, "will not receive full information that is needed for the psycho-social development and well being of the deaf children".

Deaf Federation of South Africa PRO Carol Corey, who has a deaf daughter, says that deaf people - whether they communicate through sign language or lip/speech reading - require specialised and intensive teaching.

"Inclusive schooling for the deaf would confine these brilliant and courageous people to untold frustration, isolation and a break down in confidence."

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AUG 20/4/96  
She adds that children who are not disabled can become aware and sensitive to disabled children by being in contact through school sport, theatre and exchange visits, but to include deaf students in hearing schools would sacrifice their education and the "costs would be too much to bear".

Washiela Sait, the national co-ordinator of the Disabled Children's Action Group who has a disabled child currently in a special school, says: "Inclusive education cannot happen overnight. It's a vision for a future education system and a paradigm shift from the segregated system that we have now."

"We are not looking for quick fix solutions and we understand what the problems of the current education system are, but we believe inclusion is the only way that people's fear of disability will be reduced."

"We do not want our children pushed into special schools in a system which has failed them. We are also not advocating dumping children into mainstream schools if they cannot cope. We need to have an inclusive system that caters for all needs. Inclusion has to be an option."

"We are also not advocating the closure of special schools, which are expensive, but that they become resource centres where adult basic education is taught, for example. Outreach programmes should be conducted from them, and parents with disabled children need to be drawn in and allowed to participate."

Mrs Sait says that staff with specialist skills, like occupational therapists, need to go to ordinary schools and give advice to teachers on how to deal with children with disabilities in their classes.

She added that it was time that parents had a say in where their children should be placed.

It should not be left exclusively to doctors, social workers and church workers.

Project co-ordinator of the Cape Mental Health Society Ekin Kensch believes in taking a "rational middleground" on the issue.

She said the society was already in the process of giving preschool teachers the support and training they needed to cope with disabled children from an early age.

"I think it's important that parents can get to the point where they can take their mentally or physically disabled child onto the bus and not feel ashamed."

She believes the worst case scenarios would be to dump children who are not coping into mainstream schools, but at the same time there are also problems with the opposite view of keeping disabled children separate from the community.

The important aspect was to begin training teachers at the earliest level possible to cope with disabled children.

According to Vista Nova psychologist Jean Du Plessis, the critical issue in the debate is the rights of the individual child and not the implementation of a policy which sounds good.

"It would be cruel and insensitive to put a child in a situation where he or she is not coping. There are stresses in the mainstream which could cause some disabled children to crumble. We place people in the mainstream in a very careful way and usually on a trial basis," he said.

In spite of the divergent views, there is consensus that the issues need to be debated and concerned parties at all levels of education need to be consulted before policy decisions are made.



□ SPECIAL CARE Teacher Monica Mama gives 13-year-old Ayandi Mili special attention during a lesson on vowels.





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**□ HELPING HAND:**  
Left: Luvuyo Tyhulu, 10, is a cerebral palsy quadriplegic who cannot walk, use his hands or talk - but he has learned to communicate by moving his eyebrows. A colleague helps to push his wheelchair around.



**□ PROGRESS:**  
Below: Thuleka Nditha, 11, Noluthando Makhaliqhe, 10, and Siphwe Ntshayi, 14, take time out to go for tea.

Pictures: JACK LESTRADE.



# No application made for 'volkskool'

(50) Star 22/4/96

Pietersburg - The Northern Province education department has not yet received an application for the establishment of a cultural school or "volkskool" at a smallholding near Potgietersrus, provincial education spokesman La-Duma Thembe said at the weekend.

Reacting to reports that about 100 children from conservative parents had been receiving tuition at the cultural school since Monday last week, Thembe warned that the children's places at the Laerskool Potgietersrus would no longer be reserved.

The pupils were taken out of the school in protest at the enrol-

ment of black children.

More than 50 black pupils have registered at the school despite assurances by Premier Ngoako Ramatlodi that only the initial 23 would be allowed to enrol.

Black parents in the area have indicated they want their children to replace the children who have left and it was possible more black pupils would be allowed to register.

Ramatlodi indicated at a provincial education summit two months ago that available space would be utilised as the department could not afford turning pupils away from certain schools.

The Laerskool Potgietersrus' governing body has been dissolved and five new members, including acting principal Jorrie Jordaan and J Harris, were appointed by the provincial education department.

The remaining three members' names will be released this week.

Parents dissatisfied with a court ruling against the previous governing body's application that the 23 black pupils be barred from registering first used a church hall as a temporary school and then the primary school's hostel.

Later, a local magistrate ruled that the children could not be educated at the hostel. - Sapa.

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# Language board is (50) officially *Sowetan* sworn in

25/4/96  
THE 13-member Pan-South African Language Board was officially inaugurated by Chief Justice Mr Michael Corbett in the red reception room in the Senate wing of Parliament yesterday.

Professor Nxalati Golele was elected chairperson of the board and Dr Neville Alexander deputy chairman. Board members are: Dr Lodewyk du Plessis, Mrs Khetiwe Marais, Mpiyake Kumalo, Zubeida Desai, Professor Mazisi Kunene, Professor CT Msimang, Ms Qedusizi Buthelezi, Dr Anna-Marie Beukes, Dr Dirk van Schalkwyk, PB Geldenhuys, Kathleen Heugh.

Senator Attie Jooste said the language board was the culmination of an instruction assigned to the Senate by the interim Constitution to appoint a Pan-South African Language Board.

The board will promote and establish a policy of multilingualism for South Africa taking all language groups into account. — *Sapa*.



## New language board for SA

### inaugurated (50) CT 25/4/96

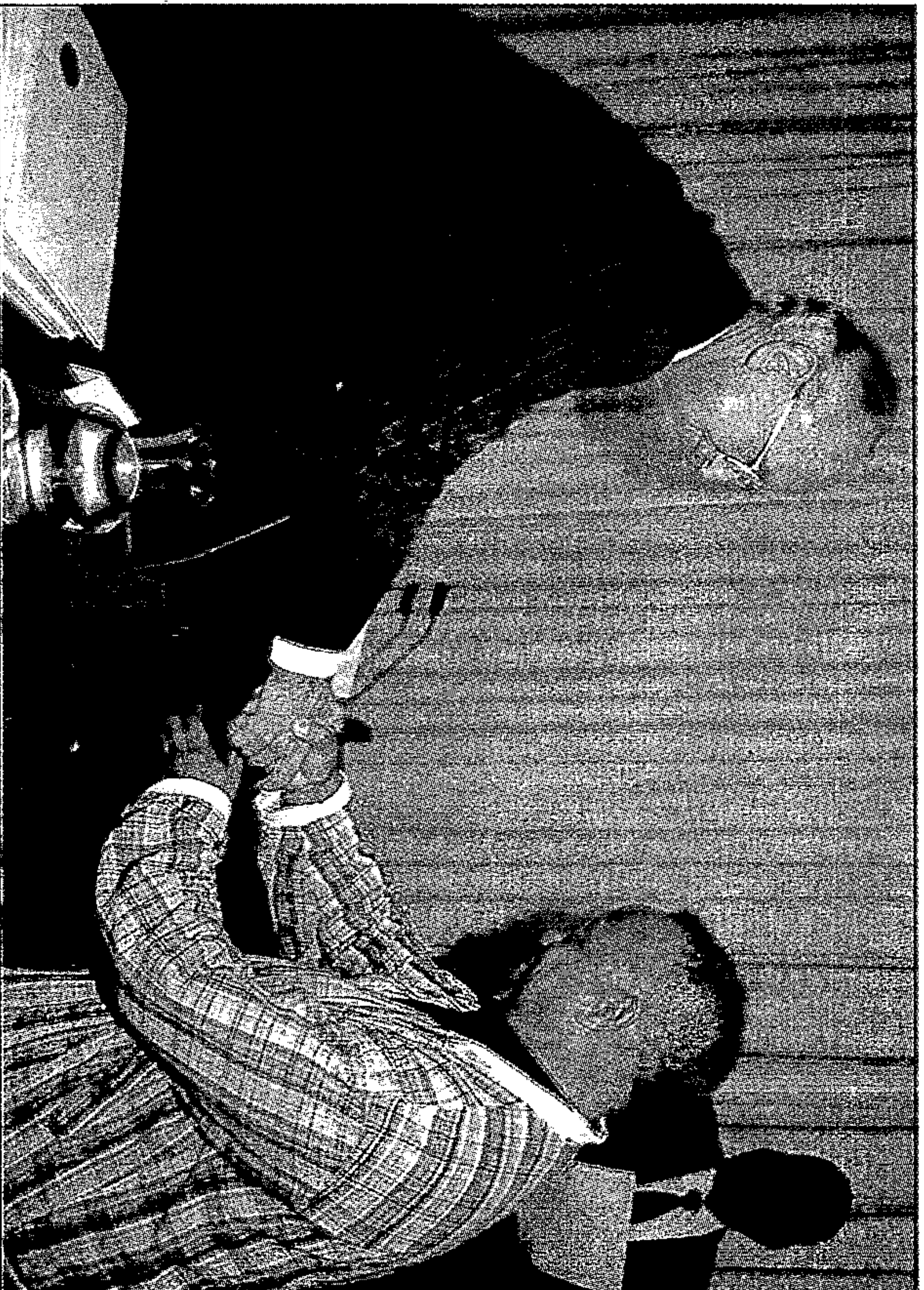
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The board would promote and establish a policy of multilingualism for South Africa taking all language groups into account.

The election of the members had been unanimous, he said. — Sapa



**SHAKE ON IT:** Chief Justice Michael Corbett (left) congratulates Pan South African Language Board deputy chairman Dr Neville Alexander at the swearing-in ceremony for the 13-member board yesterday.

PICTURE: BENNY GOOL

# Town tense after riot

VRYBURG. - The situation in this North-West town was tense after protesting youths went on the rampage, damaging buildings and cars valued at R350 000.

Police said about 50 additional officers were deployed in the town yesterday.

"Although nothing has happened yet, the situation is still very tense," a police spokesman said.

Youths on Wednesday threw at least five petrol bombs at the Vryburg high school, a restaurant, police vehicles and other cars.

About 700 protesters, members of the Congress of SA Students, marched on the Vryburg high school to demand more black pupils be admitted, North-West police commissioner A T Meiring said.

He said some were armed with sticks and other weapons such as

spades. (50)

After failed negotiations with the headmaster and the police, the youths left the school, breaking a flowerpot and the school's intercom system along the way.

They also threw two petrol bombs and stones at the school without causing any damage, Mr Meiring said.

"The front window of a florist shop was broken and rocks and petrol bombs were thrown at police vehicles.

"Rocks were hurled at a police reporting point at the taxi parking space and all the windows were broken.

A car was also damaged. Seven shop windows were stoned.

No one has been arrested yet, but the events had been videotaped with a view to later arrests, Mr Meiring said. - Sapa.



# HRC 'last hope' for Vryburg

(50) Star 26/4/96

By LEE-ANN ALFREDS  
Education Reporter

The Human Rights Commission (HRC) has been touted as the last hope to resolve peacefully the simmering conflict in Vryburg over the alleged discriminatory treatment of black pupils at the town's former whites-only high school.

The HRC is expected to report back to all stakeholders on Monday on their investigations into the conflict in the tiny North West Province town. The crisis first erupted in January and then flared up again on Wednesday after the Congress of SA Students (Cosas) went on the rampage, petrol-bombing the police station and looting shops.

The unrest revolves around the demand that admission to Vryburg High be unconditionally

opened to everyone and objections to the alleged racist treatment of the few black pupils admitted to the school.

The HRC was drawn into the conflict last month when tension mounted in the town following pitched battles between black pupils and the police in February.

But their low-key, independent investigation is now being touted as the last hope for a peaceful resolution by the beleaguered North West education department.

Education spokesman David van Wyk said: "The situation is very tense, but hopefully the HRC can establish an attitude at the school which will encourage dialogue again."

He added that no schooling had taken place at the four black schools in Vryburg yesterday following Wednesday's clashes.

*[Handwritten notes and scribbles, including "MEMORANDUM" and "To: ..."]*

# Still adding up the old sums at the farm school

(50) Star 26/4/96 CHRISTINE NESBITT

## Black children will be welcome 'as long as they are prepared to speak Afrikaans and practise the same religion'

TROVE LUND

The breakaway school at Potgietersrus is an all-white affair, but black Sepedi-speaking Siphoh Maleka could still find himself sitting next to Piet Brits and his 101 friends in their farmhouse-school on Com Hans se Plaas.

This follows the Northern Province Government warning that the new school will only be registered on condition that parents agree never to refuse black children who may want to enrol.

"If it discriminates on race we will intervene," said provincial education department spokesman Laduma Thembe.

But this does not worry the management of the new school, who say their objection to black pupils attending Laerskool Potgietersrus was not based on race. Koos Nel, spokesman for the farm

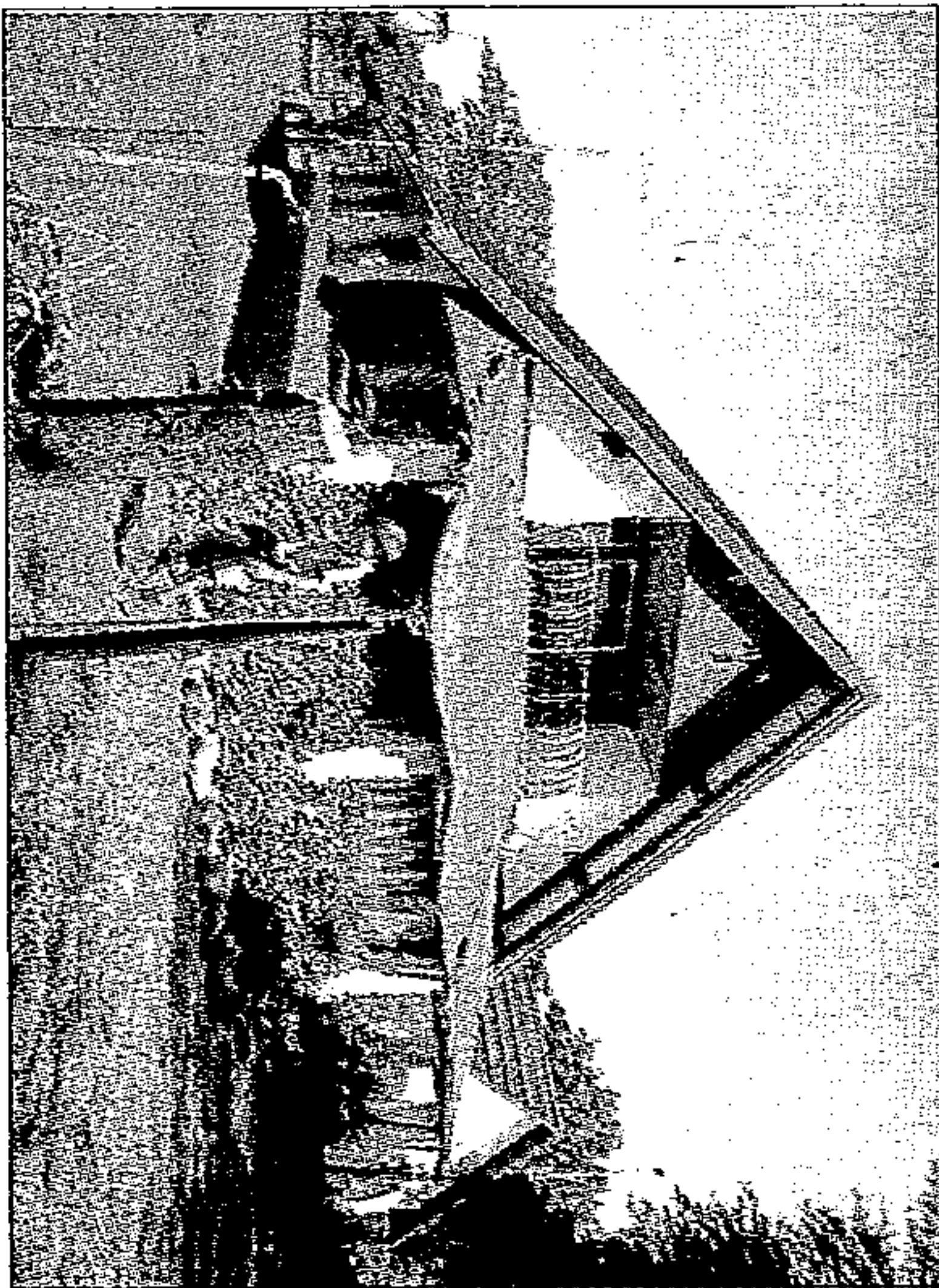
school, said: "We have never and will never discriminate on grounds of race."

He claims they established their own school only to protect Afrikaans language, religion and culture. A black child who speaks Afrikaans and practises the religion would be welcome, he said.

But this contrasted sharply with the protests given against driving in the same car as a black person that 11-year-old Koos Brits gave as The Star journalists drove out the gates of the all-white school.

Headmaster Francoise Janse van Vuuren "gets on very well with black people". He sees no reason why white children who do not go to school with blacks will not be able to adjust to a multiracial society later in life.

"We are not bitter at the Government. We are positive. All we want is to continue in peace and harmony. I have faith in myself, my nine teachers



Brand new ... the farmhouse school at Potgietersrus is fully equipped for pupils from pre-school age to Std 5.

and our Creator that this school will become a model of everything that is beautiful, right and good in our own Afrikaans culture," he said, sitting in a meticulously organised classroom with freshly painted sunflower-yellow walls, green awnings, red carpets and a vase of pink roses decorating the teacher's desk. The school's four classrooms are

fully equipped and accommodate children from pre-school going age to Std 5. There is also a class for pupils in need of special education. The nine qualified teachers are dedicated women, who are willing to work "for charity", so the school fees are kept to a mere R250 a child per month. "The community has opened its

heart and given us everything. "We have kept costs down and will take every step slowly and deliberately," said Van Vuuren, who was a headmaster in Ellisras for 26 years and still wears the Springbok-green blazer with its tarnished gold buttons he was given for service to that community and environment.

"Deeds not words" reads the embroidered motto on the pocket of his blazer.

Once the school curriculum and papers for the registration are in order, Van Vuuren will concentrate on establishing the school's sports.

"We will play all sports, but may need to team up with other white schools to compete," he said and then opened the Bible on his desk to the passage he had read at assembly: after pupils had sung *Die Stem*.

The psalm reminded pupils and teachers gathered under the Acacia trees how God richly blesses all those whose work and deeds are good and performed with love.

But Siphoh Maleka will, for now, remain with his 220 white and 104 black schoolmates at the Laerskool Potgietersrus, which Thembe said was "having hiccups but is being monitored and guided through the transition professionally and carefully".



## Tuition in Afrikaans a right, says ANC

The ANC strongly believed Afrikaans-speaking children should have the constitutional right to be taught in Afrikaans where this was reasonably practicable, party education spokesman Dr Blade Nzimande said yesterday.

But the ANC further strongly believed that, in exercising this right, South Africa should not revert to the old apartheid education system whereby racist and exclusive schools were entrenched at the expense of the vast ma-

ajority of the country's people, he told a media briefing in Cape Town.

"The demand by the National Party that we should constitutionally entrench the existence of exclusively white Afrikaner schools is an attempt to return to Verwoerdian apartheid," Nzimande said.

It would be a violation of the "very foundations and spirit of both the interim and the new constitutions", he said.

- Sapa

(50) Star 27/4/96

# Pro-Afrikaans campaign sponsored by Broederbond

**MANY OF THE SAME** names that are active in the current pro-Afrikaner debate were champions of apartheid and Christian nationalism in the past, argues Contributing Editor, **HENNIE SERFONTEIN.**

**"R**EJECT white apartheid. Vote for white Runtjy." These were the two slogans on thousands of posters that I used in my campaign during the general election of October 1961 in the Boksburg constituency. I was the candidate for the National Union, a newly formed party consisting of former National Party supporters, which had an election pact with the old United Party.

The focus of my anti-NP campaign was its educational policy of totally separate schools for Afrikaans and English. In essence we said: Have mother-tongue education by all means. But why must you have white apartheid in separate schools, if you claim to be honest and serious about Afrikaaner and English co-operation and unity? (At that time of course, blacks interests were of little importance in a white election).

The NP was furious, accusing us of "dirty tactics" — but of course we were defeated.

Some years before, while still active in the NP youth wing, my views on parallel medium education were shaped. It was during a debate on the educational system that I discovered that at the time Belgium, with

its two languages, had mother-tongue education. But it was in the same schools, in the same buildings, on the same school grounds as a parallel medium school.

NP leaders were furious when I told them that their school policy was un-South African and dishonest and sabotaged national building.

The present ongoing emotional and often hysterical campaign of Afrikaner organisations campaigning for "our own separate Afrikaner schools and universities with their own ethos" evoke memories of that election and the slogans of that time.

The headlines of a number of news reports, columns and letters in Rapport, tell it all: "Battle flares up for Afrikaans schools. We will not allow the ANC to anglicise us"; "For Afrikaners the price of ANC 'revenge' is too high"; "Pressure against Afrikaans universities building up"; "Schools denounced as volkstaat"; "Minister wants to get at Afrikaans universities".

Many things flash through my mind: these holier than thou Afrikaner church, educational and cultural leaders, with their present pious demands, were all part and parcel of the Afrikaner establishment and educational machine during the past decades, which ruthlessly imposed Christ-

ian national education on black and white alike, and Afrikaans on black children.

It is still the same Broederbond education structures that remain intact to this moment, regardless of an ANC-controlled government in power.

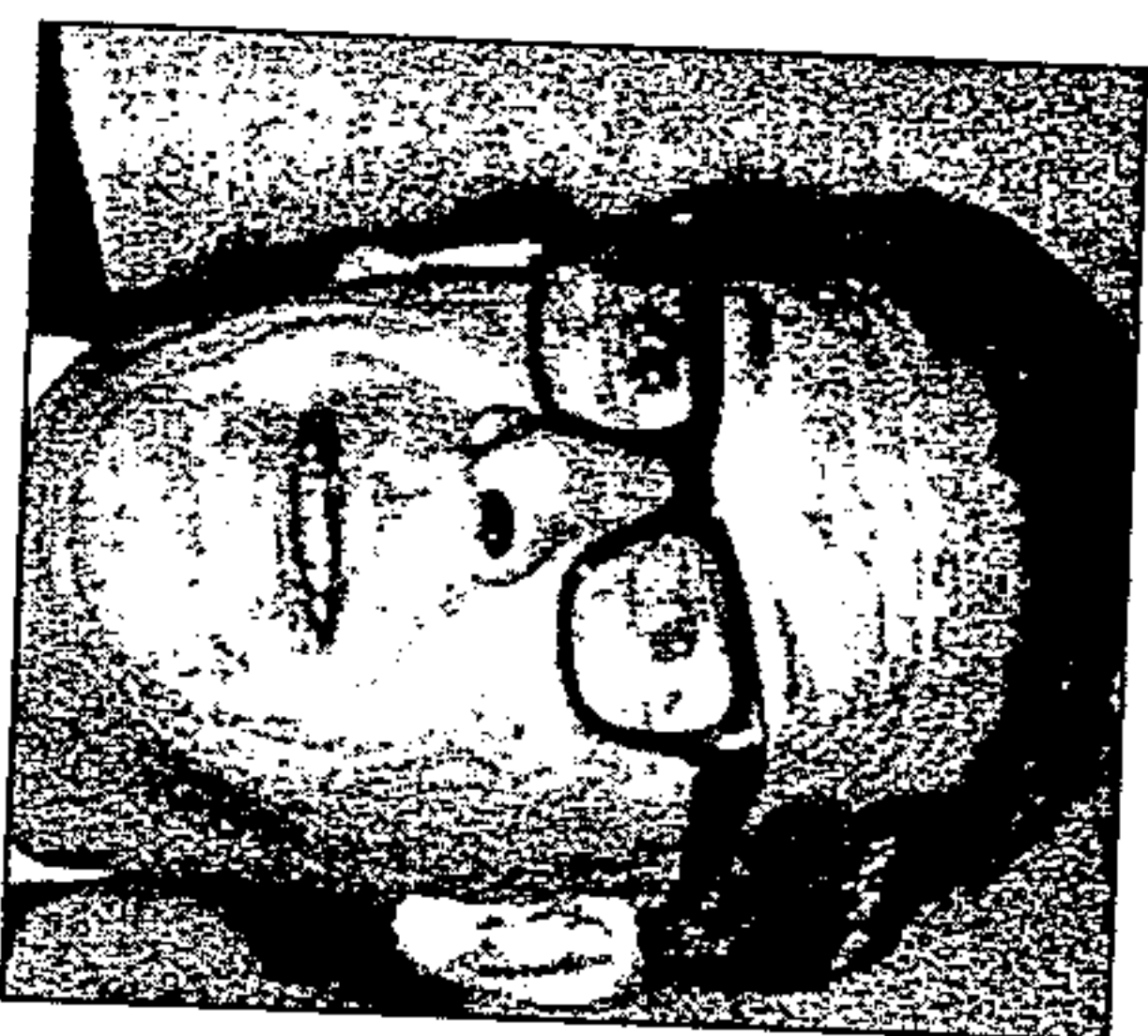
It is crucial not to forget that the secret Broederbond (AB) had two main cornerstones: the church and education. For more than five decades promotion to all senior positions in education was decided by the

*Less than three decades ago, the Broederbond unanimously adopted a policy to "Afrikanerise" the English.*

AB commissars running education. The principals of universities and schools were all Broederbonders, as were senior officials and senior teachers.

In this present pro-Afrikaner debate, the same names are as prominent as during the years when they were promoting Christian nationalism, apartheid, etc. Today Afrikaans education and schools are as much dominated by the Broederbond and the Christian national philosophy with which they have been indoctrinated for decades, as during the past.

These Afrikaners now crying crocodile tears conveniently forget something very important. Less than three decades ago, the AB officially and unanimously adopted a policy to "Afrikanerise" the English. This was supported even by so-called moderates



**DR PIET GILLIE:** "Moderate" who supported "Afrikanerising" the English.

such as Piet Gillie, and has never been repealed.

Moreover, the present pro-Afrikaans campaign is the direct result of a secret AB decision in 1992 on how to deal with education under a black-controlled government. It specifically spelled out that the plan was to work for a policy where Model C schools would have two entry qualifications: language and religion. The latter was a new qualification, which they were convinced would effectively mean white Afrikaner schools. Members were urged to convey these strategies to non-members in education, religious and cultural organisations.

Most significantly, the policy document bluntly said that the aim was for Afrikaner schools to "become islands of excellence".

It was similar language used some years ago by Professor Andreas van Wyk, vice-chancellor of the University of Stellenbosch, when he was defending its existence as an Afrikaans institution. Present Afrikaner anger about ANC



**PROFESSOR ANDREAS VAN WYK:** Said Stellenbosch was an Afrikaner institution.

(50) CT 29/4/96  
accusations that Afrikaans schools are intended to be separate "islands" or "volkstaats" sound hollow in view of their secret planning.

These plans have clear racist connotations, with Afrikaners hoping to separate themselves from the rest of SA in their own elitist schools.

Also flashing through my mind are my four daughters and Afrikaner schools. We compelled the eldest to complete her matric in an Afrikaans school, as we refused to be marginalised by the Afrikaner establishment who regarded us as traitors. She paid the price of being ostracised and victimised, even penalised in examinations.

Because of this, and the tremendous Christian national ideological brainwashing and indoctrination by the AB educational propaganda machine, the other three went to English schools. There they became free people, because they escaped an Afrikaner education, which for decades, until this very day, has meant to be unfree, creating unfree people.



# School forced to close: 'Ruined' principal (50) plans to sue Gauteng

M+G 29/3-3/4/96

Philippa Garson

**T**HE Gauteng Education Department is facing legal action for closing down a private school without giving reasons.

When George Zachos opened a private high school next to his marketing college in Johannesburg, he didn't bargain for the "nightmare" he claims he suffered, a nightmare he has "no words to describe."

Although Zachos says he followed procedures in applying to register his school, it was shut down last month without even a visit from a Gauteng government official.

Reports of the shut-down in a local newspaper led to outrage and verbal abuse from parents and pupils at his school, who left in disgust. Of the 136 pupils he enrolled, he now has only 20. In the absence of official notification of the closure, teaching is continuing.

A distraught Zachos says his school has been closed down in contravention of the Gauteng School Education Act, which says reasons for closure must be given.

While many "fly-by-night" schools are regarded with justifiable suspicion by officials and the public alike for being unscrupulous money-making ventures, Zachos' school seems an honest exception. According to his records, he has employed highly qualified teachers for standard nine and 10 pupils and charges fees of R3 000 a year, payable in monthly instalments. This is less than many state-aided schools charge. Housed in an office building in Kensington, Johannesburg, the school is well-equipped.

"We wanted to set up the school to offer quality maths and science," said Zachos, adding that many of his marketing students enrolling for a three-year tertiary course, internationally-accredited by the Institute of Marketing Management, lacked the educational grounding to succeed.

His story of unfair treatment appears to be a consequence of apparent tensions or lack of commu-

nication between the old guard and new in the education bureaucracy.

When Zachos approached provincial officials about the registration of his proposed school last year, he drew a blank, he says, adding that he was referred from one official to another and "given the run-around".

He finally landed at the offices of the Transvaal Education Department Education Agency Service in Pretoria which falls under the auspices of the Gauteng Education Department and performs some of its functions — including registering private schools — until the department takes up these functions itself.

At the TED agency Zachos was given a list of requirements and an application form for registration, where he was asked to compile details about his students and teachers. He went ahead with registering pupils, employing teachers and meeting the requirements, spending R100 000 setting up the school. He was given a verbal go-ahead from the agency.

He received a required municipal health certificate and went ahead with his application. On January 25 he and his principal Jack Verster attended a meeting with Johannesburg district director Thami Mali.

Verster was at the meeting and was apparently told, along with two other principals, to close their schools. "We explained to him that the offices of the TED component are aware of the school and they have given us approval to proceed with operations. Mr Mali okayed some other schools, but not ours," said Zachos.

Repeated attempts to set up a follow-up meeting with Mali failed, says Zachos, and the next he heard about the closure was in the press. Mali was quoted in an article saying unless the three schools, including Metropolitan College and St Kizito College, closed down, they would face legal action.

"People went beserk. Students and parents wanted to hit me. They abused me and called me a crook. I have no words to describe what I went



At a loss: George Zachos is distraught over the Gauteng government's decision to close his school

PHOTO: HENNER FRANKENFELD

through," said an agitated Zachos. Although teaching continued, students left in droves.

Early this month education superintendent Helen Button visited the school. "My understanding was the school was highly recommended for approval" said Zachos.

The recommendation was forwarded to superintendent general James Maseko for approval early this month but Zachos has heard nothing, despite repeated faxes and letters to both Maseko and education MEC Mary Metcalfe.

"I am being ruined. I am paying for teachers. I have 20 students left and they are not paying their fees."

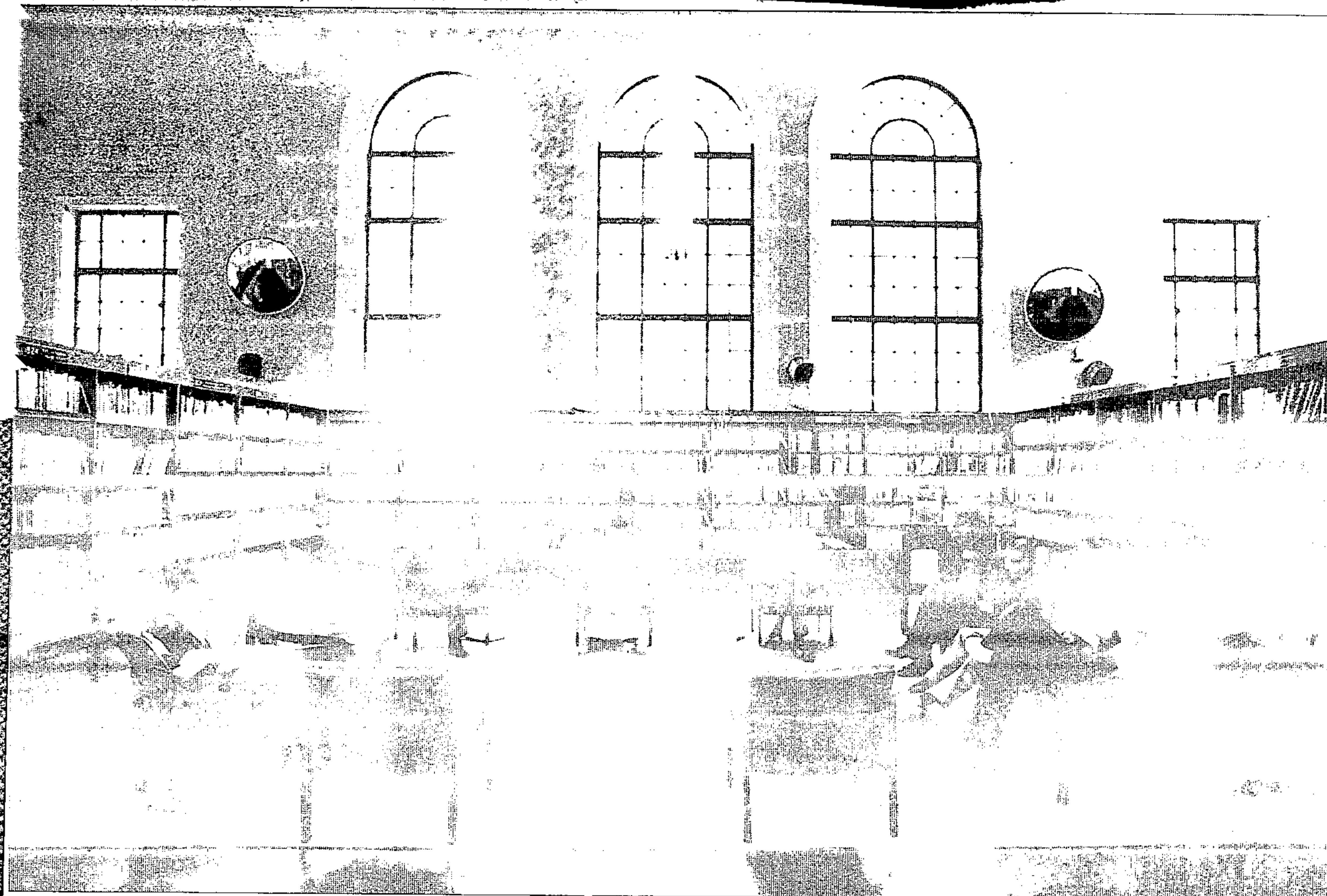
Zachos's lawyers have issued an ultimatum to the education depart-

ment to supply reasons for the school's closure; otherwise he plans to take the matter to the Supreme Court. "Forget about the money, you cannot believe the pain and stress this has caused me."

Gauteng education MEC Mary Metcalfe said she would intervene to resolve the crisis and would request a report from the department. Metcalfe said illogicalities in procedures for setting up private schools, such as the fact that a school must be functional before it can be registered, are being addressed. "Cases like these make it even more urgent," she said.

Maseko said he was waiting for a report from Mali's office. "If there were procedural errors committed from our side, we'll rectify this."





Where it all could happen ... a room in the Johannesburg Library. Others like it should become the focus of helping our illiterates overcome their handicap.

## In a word, libraries must lead drive to literacy

Star 30/4/96

(50)

BY WINNIE GRAHAM

South Africa's public libraries will undergo a dramatic transformation if Magdaleen Bester of the Rand Afrikaans University has her way.

The professor of the university's department of information studies believes that in a changing South Africa it is imperative that libraries move to the forefront in the fight against illiteracy.

She says that despite Unesco's declared aim of eradicating illiteracy by the year 2000, South Africa has made little headway in dealing with the problem.

"There are eight million people in South Africa who cannot read and write," she claims. "I know the issue of literacy is complex, but these adults cannot wait forever. People who are neither literate nor numerate, cannot do a job that requires reading, writing or counting. They cannot help their children with their homework, study by correspondence, hunt for bargains in a newspaper or even read what the politicians are asking them to vote for.

"In a developed society the illiterate person is at a disadvan-

tage so great that we must wonder at the human power of adaptation in overcoming the handicap."

The professor considers eradicating illiteracy the country's top priority.

"We are taught that a country should take care of its Gross National Product and, in turn, it will take care of poverty. Let us reverse this and take care of poverty because the eradication of poverty will take care of the GNP."

She wants to see all public libraries become "the literacy classroom in the broadest sense of the word - places that foster learning".

The promotion of literacy, in fact, is not a new function of public libraries - but rather an extension of an existing one.

In the past, however, they did not get involved in literacy programmes, because librarians lacked training in teaching literacy skills and there was little literacy material.

But, she says, every library in the country - no matter its size, function, purpose or resource - has a place in the national literacy effort. Libraries, in fact, have a



Magdaleen Bester ... aims to get a programme going.

major educational responsibility to contribute to the development and maintenance of lifelong literacy skills and knowledge and, as such, "have a definite responsibility in adult literacy".

She lists several pointers librarians need to consider in eliminating illiteracy. These are:

- The need to train librarians to become literacy teachers.
- The need to make library rooms available for classes, adding "if

classes are held in the library, threshold fear will be reduced."

■ The need to buy and market books for newly literate readers.

■ The need to promote the use of easy reading material for adults.

■ The need to establish links between community organisations involved in adult literacy.

■ The need to investigate block borrowing schemes to serve the wider community more effectively.

■ The need to provide books in a range of languages relevant to the community and

■ The need to ensure that the public library becomes an integral part of the country's educational infrastructure.

In the Free State, the provincial library service has already formulated a literacy policy through which it aims to empower library workers with information, skills and material enabling them to take an active part in literacy projects.

"It has drawn up a business plan and hopes to obtain funds from the RDP," she says.

"In practical terms, this means the service will train library workers to be literacy teachers. They

will establish resource centres for tutors and will provide adequate and appropriate reading materials for literacy students."

In the Cape the literacy level is 72%, making it the highest in the country. Since the International Literacy Year in 1990, librarians have been encouraged to hold their own literacy classes, and have provided learner readers with the necessary work and text books.

The old province of the Transvaal has not been negligent either.

In 1990 the provincial library services had an indaba on the newly literate reader and ever since has negotiated on a regular basis with producers for as much literacy material as possible.

It has changed its mission, its function, its book reviewing policy and its library purchasing policy, concentrating on stock building for literacy and development needs.

Bester added: "Literacy is not just the process of learning the mechanical skills of reading, writing and numeracy - but is a positive contribution to the liberation of people and their full development."



# Cosas plans to march on Vryburg High despite ban

(50)

*Shan 30/11/96*

BY LEE-ANN ALFREDS  
Education Reporter

Vryburg - Trouble is likely to flare here again today following the announcement by the Congress of SA Students (Cosas) that it intends marching to the formerly whites-only school, Vryburg High, in defiance of a court order.

The tiny North West Province town, situated about 400km from Johannesburg, has been the scene of numerous clashes between police and protesting students since the start of the school year, with the most recent unrest occurring on Friday.

The students are demanding that Vryburg High be unconditionally opened to all races and that the school's governing body disbanded.

Although the school said it would permit a limited number of black pupils to take up places, the students refused to accept the requirements imposed by the school as they considered it discriminatory to be taught in separate English classes at the Afrikaners school.

Yesterday, the Huhudi township was still tense, with high school pupils chatting in groups in the township's main street, the scene of running battles with police on Wednesday and Friday. While the gutted shell of a car

and burnt rubble stood testimony to last week's violence, police manning the local station played a game of makeshift cricket in the sun.

A few kilometres away at the entrance to Huhudi, police in army vehicles monitored visitors to the township, with all entrances to the town were also blocked.

In town, police maintained a high profile and all visitors to Vryburg High were screened.

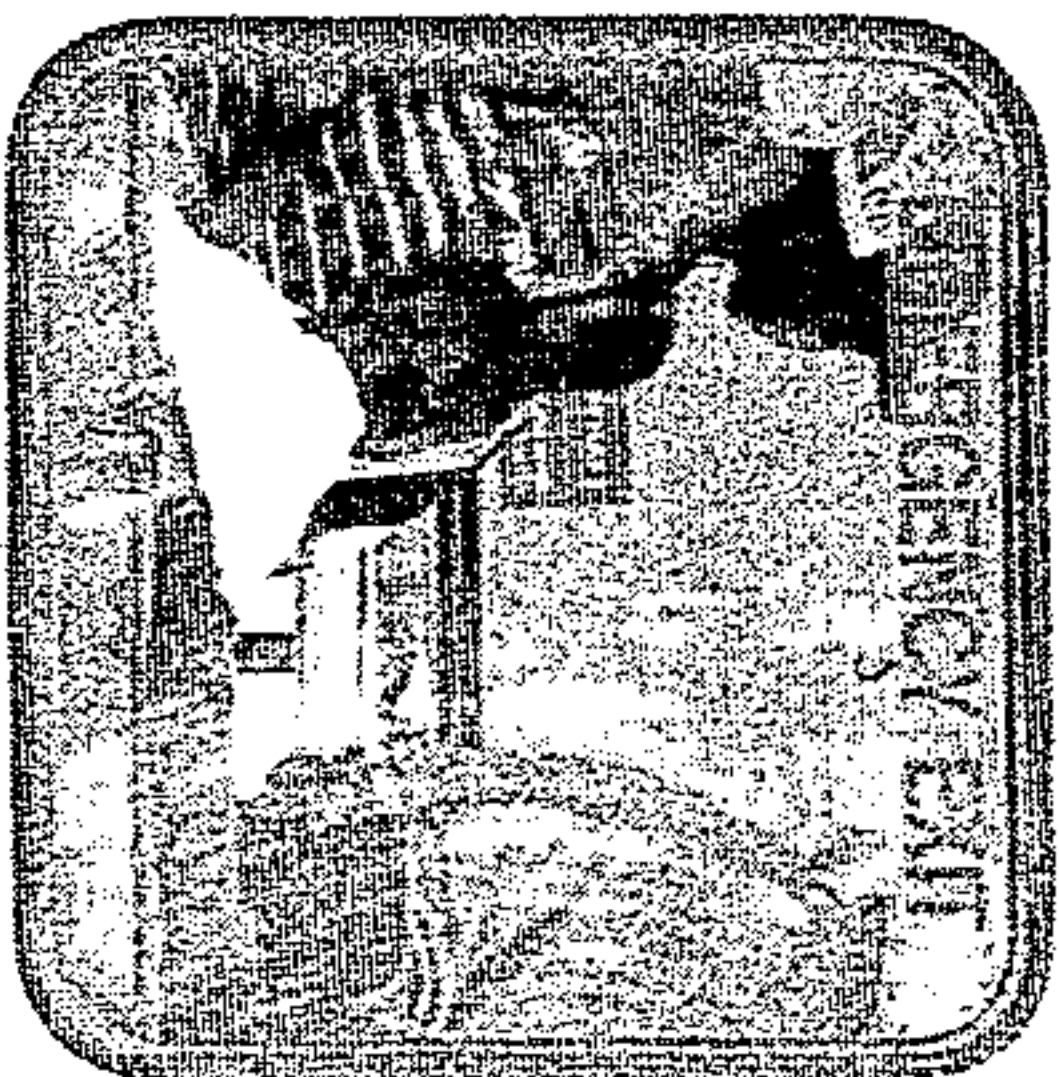
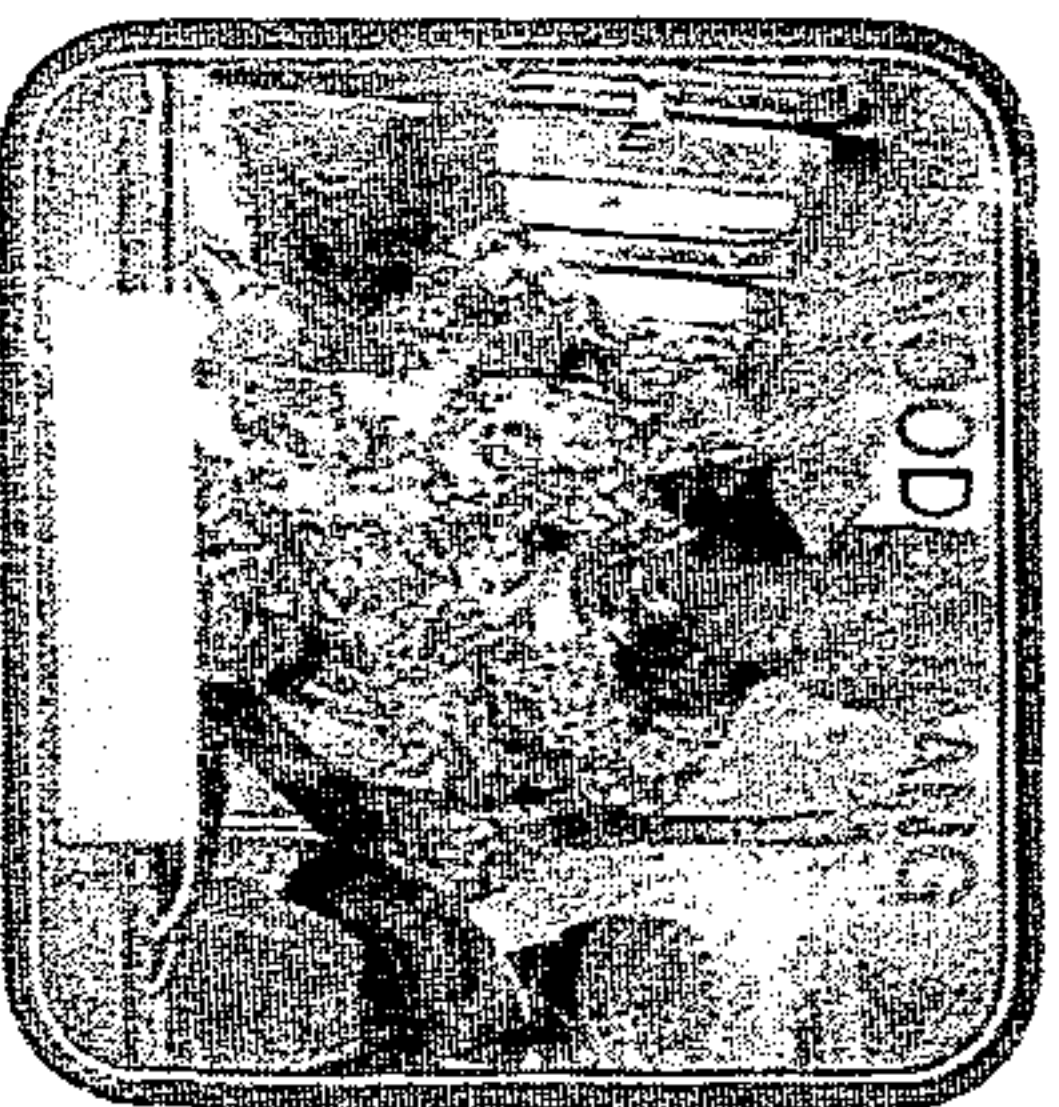
But the scene is expected to be different today, with Cosas determined to march to Vryburg High in defiance of a court order restraining them from coming within 500m of the school.

The school's governing body had applied for an interdict following an earlier protest march to the school.

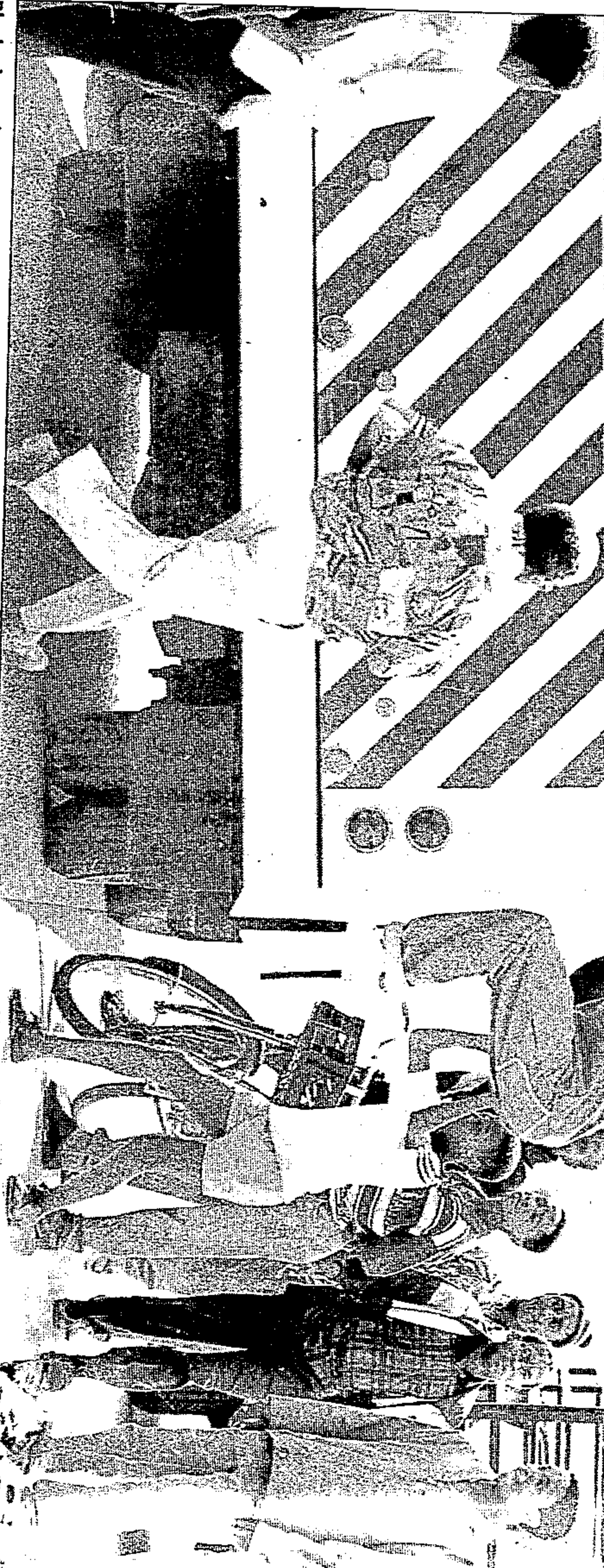
Cosas spokesman Boy-Boy Sejake said about 3 000 students would march from Huhudi to press their demands.

He said Cosas did not consider the interdict valid because they had not been given an opportunity to defend it. "No matter what the interdict says, we are going to march," Sejake said.

A Human Rights Commission delegation met the school governing body, the police and Cosas yesterday to try to resolve the issue.



SCHOOL BUS SKOOLBUS



Blocked march ... pupils from Huhudi township board a bus yesterday in an attempt to storm the former whites-only Vryburg High School but were prevented from doing so by the presence of police roadblocks.



EDUCATION - GENERAL

1996

MAY  
~~JANUARY~~ → JULY



# Fear and loathing in the Kalahari

(50) M+G 3-9/5/96

Anger over racist teachers and the department's failure to provide English-language classes sparked the Vryburg riots, reports **Justin Pearce**

**P**OLICEMEN were everywhere in Vryburg on Tuesday. Casspirs rumbled through the streets of the quiet farming town, and coils of razor wire surrounded the local Education Department office. Armed with shotguns and assault rifles, a dozen policemen guarded the Afrikaans Hoërskool Vryburg.

Over in Mmabatho, a phalanx of policemen, some of them in homeland uniforms, kept a nervous watch on a group of angry teenagers chanting outside a government building. One of the issues at stake was pupils being taught in Afrikaans when they wanted to be taught in English — an issue which echoed the debates over language and schools which are still stalling the completion of the new South African Constitution.

"It's right back to the '76 riots," remarked one local journalist, referring to the stand-off between the Congress of South African Students (Cosas), the North-West Education Department and Hoërskool Vryburg which has rocked both Vryburg and Mmabatho over the past week.

Back to the days of the struggle? Yes and no.

Despite the razor wire and the swarms of police, the pupils were able to hold an all-night sit-in at the Education Department's Vryburg office without the threat of teargas and quirts. The minister who came to address the pupils chanting on the steps of her office — North-West education MEC Mamokoena Gaoretelelwe — began her address with an *amandla* and a salvo of "long-lives".

Pupils had indeed complained to the Human Rights Commission (HRC) about being called *kaffirs* and *vuilgoed* (trash) by white teachers, about teachers having no patience when the black pupils had difficulty in adjusting to learning in Afrikaans, and about one white youth who allegedly randomly beat up black pupils. But the bitter conflict had as much to do with misunderstandings and bungled agreements as it did with the naked racism of a few individuals.

"For me, the crux of the problem was a breakdown in communication and a lack of trust," said Barney Pityana, chair of the HRC, who was approached three weeks ago by parents and pupils who were outraged at alleged racist behaviour by white teachers and pupils at the school.

A prosperous little town set amid cattle ranches on the scrubby edges of the Kalahari, Vryburg faces the classic South African education problem: the black school, Popaganang Secondary School, runs at 50% over capacity, while the white Hoërskool Vryburg has room to spare.

Right now, constitutional negotiators are deadlocked over the future of Afrikaans-only schools, yet Hoërskool Vryburg had agreed with the department to phase in English-language classes starting from standard six and seven, as far back as the beginning of 1995.

The plan collapsed when the department failed to supply English-speaking teachers. The agreement had been made at provincial level, and the department's local office had decided relatively small numbers of pupils wanting to be taught in English



On the margins: Black pupils have complained of racist treatment at Hoërskool Vryburg PHOTOGRAPHS: ELMOND JIYANE

did not justify the provision of more teachers. Of the 100 black pupils admitted last year, fewer than half returned this year.

Another fatal misunderstanding concerned school fees: parents had been told — allegedly by Cosas — that education at the Hoërskool would be free. Legal action by the school to obtain fees from defaulting parents did nothing to calm a tense situation.

The first attempts at resolving the crisis came from the Mass Democratic Movement, an alliance which included both the South African Democratic Teachers' Union and Cosas — until Cosas pulled out in frustration because things weren't moving as fast as it would have liked. Unlike other North-West towns, which were under Lucas Mangope's fist until 1994, Vryburg was always under South African rule — and political liberalisation after 1990 allowed teacher and student organisations to flourish.

Another fatal misunderstanding concerned school fees: parents had been told — allegedly by Cosas — that education at the Hoërskool would be free. Legal action by the school to obtain fees from defaulting parents did nothing to calm a tense situation.

Vryburg exploded last Thursday, when certain Cosas members, frustrated by the department's failure to close the school, turned violent, petrol-bombing the Hoërskool and shops in the town. Gulam Mayet, deputy director-general of education in the province, was held hostage when he went to meet Cosas at Colinda High. Cosas provincial chair Boy-boy Sejake tells a different story: "Emotions were running high, and we decided to put Mayet in a safe place."

On Tuesday, the pupils' demands for closure of the school had not changed. After sitting out Monday night at the Education Department office in Vryburg, about 100 pupils boarded buses to Mmabatho. While a delegation of four met the MEC, there was a tense stand-off outside the buildings that once housed Mangope's government, pupils taunting the police as "green beans" — a reference to the colour of the Bophuthatswana Police uniforms.

"We are not going to negotiate until Hoërskool Vryburg is closed," read one placard which captured the mood of demonstrators.

Amid jeers of "resign", Gaoretelelwe emphasised that closure of the school

must be a last resort, and negotiations would continue.

By mid-afternoon pupils were drifting away from the office and begging passersby for money to buy bread — they had not eaten since their sit-in began the previous night.

But the groundwork for a settlement had already been done on Monday, when a delegation from the HRC flew to the North-West for the commission's first exercise in trouble-shooting. The delegation met representatives of Hoërskool Vryburg, the local police, the provincial government and Cosas to seek common ground.

"At first, the school received us with enormous suspicion," Pityana said. "But we laid out the tasks of the commission, told them we were there to find the facts, and that our intention was to resolve the matter amicably."

Given the acrimony of the conflict, the outcome of the HRC's meeting with the school was extraordinary. In

a joint statement issued by the HRC and the school, the school expressed its commitment to "the spirit, ethos and letter of the Constitution of the Republic of South Africa", and acknowledged its "pivotal role in educating all the scholars of this region, irrespective of race". The school committed itself to investigating the complaints of racism received by the HRC, though the governing body would not answer questions from the press.

Education Department officials, too, have acknowledged the department's mistake in not supplying the school with English-speaking teachers, as agreed.

Pityana said the success of the initial negotiations also vindicated the controversial presence on the HRC of people from across the political spectrum, including those who once aligned themselves with apartheid. "Such people bring an understanding of the people at the school that many of us don't have."

Pityana said that as a precedent, the HRC's experience in handling the Vryburg affair was "very important for us — it enabled us to act in a proactive manner, to deal with structural issues such as racism and find solutions."

Since Tuesday's demonstration, Cosas has dropped its demand that the school be closed. "I am optimistic we are on the way to a solution now the most intransigent group is on board," Mayet said. "We are not in the business of closing schools."

Meetings are to continue next week, and a transformation committee convened by North-West Premier Popo Molefe will attempt to break the deadlocks over fees and enrolment. The most pressing task, according to Mayet, is to provide education to

those pupils who were admitted to Hoërskool Vryburg, but left. He is hopeful there is the will among pupils and the school alike to find a solution: "This is not a Potgietersrus situation," Mayet insists. "This is not a case of a governing body being against having black pupils in the school."

Education MEC Mamokoena Gaoretelelwe: Began her address with a salvo of 'long-lives'



**Gulam Mayet:** 'This is not a Potgietersrus, not a case of being against having black pupils in the school'



**Education MEC Mamokoena Gaoretelelwe:** Began her address with a salvo of 'long-lives'

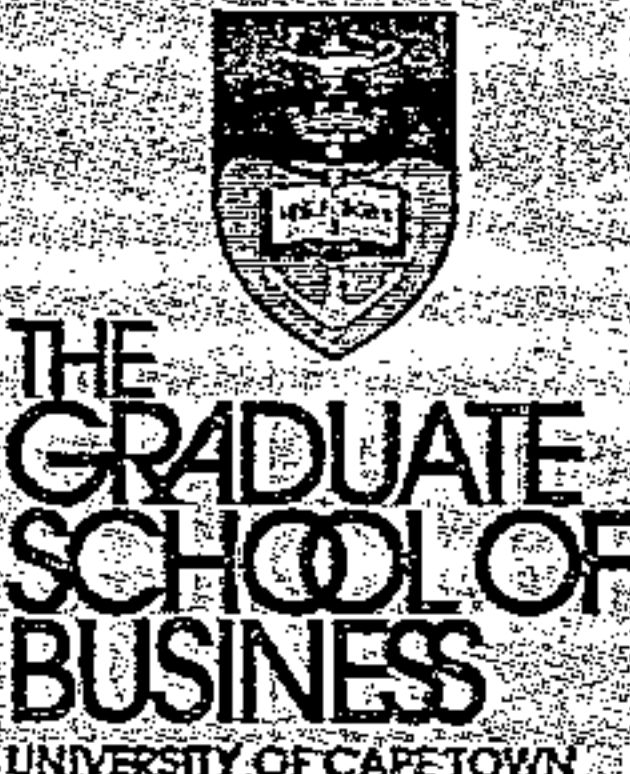
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## Negotiators settle for 11 languages (50)

**POLITICAL STAFF**

CT 1/5/96

THE constitutional negotiators last night settled the sensitive language issue in the new constitution with a compromise that commits South Africa to 11 official languages.

They also decided to sit through the public holiday today to resolve two more outstanding issues.

Late last night chief NP negotiator Mr Roelf Meyer told a meeting of the Constitutional Committee that a compromise had finally been reached between the ANC and the NP on language.

He described it as a "major achievement".

□ See Page 5

# Education plan misses the target

(50) CT 11/5/96

CAROL CAMPBELL  
EDUCATION WRITER

THEY wanted a dinner party for 20 people, with roast beef and pork on the menu. But they ended up in a bachelor flat, forgetting that half the guests were vegetarian.

In a nutshell that about sums up an expert's opinion about the watershed discussion document on the future of tertiary education in South Africa formulated by a government-appointed body. This opinion on the document comes from an international business consultant responsible for helping companies change to meet the needs of the new South Africa.

A lot of hard work has gone into the document, released two weeks ago, but it remains to be seen how it will benefit the economy over the next few decades. It is full of good ideas but, to quote American business consultant Stephen Covey, it does not: "Begin with the end in mind."

If South Africa has a manageable unemployment rate and a growing economy in 20 years, the work Dr Jairam Reddy, the chairman of NCHE, and his 12 colleagues did this year and last will have been worthwhile.

The commission has been tasked with finding ways to revamp the country's tertiary education system and their recommendations were put up for discussion at a conference in Johannesburg this week.

The problem now is that they are rushing to finish the project to give Education Minister Dr Sibusiso Bengu the final report by the end of July.

This frantic hurry could mean they lose sight of their real goal which is to restructure higher education in a way which addresses the inequities of the country's past but at the same time provides a practical plan for the future.

The focus of the Johannesburg conference was on the lack of involvement so far of different sectors such as students, business and labour, but this was not the crucial issue.

What was more worrying was that big business, represented at the conference by a delegate from Business South Africa, did not find the commission's plan practical.

And businessmen, because of the nature of their professions, like plans that work.

The commission's suggestions as they stand mean enormous costs to the taxpayer and when these resources run out it is inevitable that the business community would be approached for hard cash.

As the Business South Africa delegate Mr Andre Dippenaar pointed out: "Those who will be expected to pay for the plan should have been involved when it was drawn up."

The commission's task was not about solving educational issues — which is why involving every student body in the country in discussions was not that critical — rather it was about providing a solid basic structure on which higher education

in South Africa could be built. Business and labour involvement in the initial stages of drawing up the plan was an obvious requirement.

Looking at the document now one is able to see where the commissioners went wrong.

What should South Africa's higher education system look like in 2010 — taking into consideration unemployment forecasts and the growth rate of the economy? What would their goals cost the economy?

Couldn't this document have been made more real by setting practical goals and then using well worked out forecasts to achieve them?

After all isn't higher education all about economics — at the end of the day politics, stakeholder consultation et cetera — are all irrelevant if education and training don't make a man or woman employable and build the country in some way.

The discussion document wants it all. To quote just one example, it says higher education must be fully representative of South African society and at the same time maintain quality.

This has been hotly debated for some time and businessmen will tell you it's impossible. Although it's "politically correct", I agree it's a tall order for a developing country like South Africa.

In business they would say you can't have both; rather make a "trade-off", which means sacrifice in some areas to make others work. To aim to achieve both is admirable but is it practical?

Another criticism conference delegates levelled at the commission was that they had spent too much time looking overseas for answers when they should have been thinking up new solutions to unique South African problems.

I disagree. If South Africa is to fit into the international community it cannot ignore world trends.

Reddy and his team learned a lot from the Australians, the Chileans, the English — and from this point of view the document has been a success.

The world has a lot to teach South Africa if we remember that we are coming from a Third World perspective.

A visit such as the trip planned to Austria next month, where the commission will present their plan to international academics, should be encouraged, but they should also consider employing a team of business consultants who could make all their hard work pay off.

And a last word, on a point of order, radical student organisations should not be allowed to hijack vitally important policy meetings — just to be noticed.

The South African Students' Congress (Sasco) is not the problem; they at least came to this week's conference with a well thought out critique of the discussion document; rather it is the organisations to the left of them which need to be reprimanded.

They represent such a small minority of students that their numbers should be kept to a minimum.



BY LEE-ANN ALFREDS  
Education Reporter

# Uneasy peace returns to Vryburg as Cosas' threatened f. rage and

The calm in the tiny North West Province, about 400km from Johannesburg, comes in the wake of a breakthrough in talks initiated by the Human Rights Commission and the failure of a march by the defiant Congress of SA Students (Cosas) to materialise.

The breakthrough, which encompasses the establishment of a transformation committee to sta-

bilise the situation in the town and facilitate the transformation of Hoërskool Vryburg, came on Monday night following a meeting between the local authorities, premier Popo Molefe, the school's management council and several progressive organisations in the town.

The transformation committee, which met the Hoërskool Vryburg management committee yesterday, is to address the demands of the Vryburg community and ensure government education policy is implemented and normality is restored.

Education ministry spokesman David van Wyk said the committee would also meet Cosas tomorrow and the SA Democratic Teachers Union on Friday.

Calm returned to Hoërskool Vryburg yesterday where black students and police clashed repeatedly last week during protests to demand the "unconditional" opening of the town's only former whites-only high school to all

But Van Wyk conceded the crisis in Vryburg was far from resolved as Cosas had not been part of the agreement.

He said Cosas had pulled out of the negotiations because they had apparently lost faith in negotiations.

He added that teaching at high schools in Hluthudi township was still not taking place.

Cosas had announced their intention to march to the school in defiance of a magisterial court order banning any protests on Monday.

The organisation could not be contacted yesterday for a reason for the cancellation of the march.

Problems in Vryburg started at the beginning of the school year when Cosas and Hoërskool Vry-

burg reached an impasse over the admission of black children to the school.

Hoërskool Vryburg had earlier agreed to allow about 173 black children to take up the empty places in the school. The black children were to be taught in separate classes in English, with teachers provided by the education department.

But only 16 black children registered at the school because of alleged discrimination they had been forced to endure in 1995.

When no teachers were provided to teach the black children, Cosas embarked on mass protests demanding the unconditional opening of the school and the disbanding of the school governing body.

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# Schools issue may derail talks

~~(50)~~  
BARRY STREEK

CT 3/5/96

THE NP's demand for single-medium schools, thereby making provision for Afrikaans-only schools, could still derail the two-year negotiations for a new constitution.

The ANC and NP are deadlocked on three key clauses of the bill of rights — education, property and lockouts — but the crunch issue is the NP's stand on single-medium schooling.

Both parties indicated that compromises could be reached on the property and lockout clauses, but education was the "critical" issue, ANC caucus spokesperson Mr Carl Niehaus said yesterday.

However, Deputy Minister of Provincial Affairs and Constitutional Development Mr Valli Moosa said he was confident the deadlock-breaking mechanisms would not have to be invoked "simply because all parties can gain through a settlement, rather than through a referendum".

He also said: "What the NP is saying to the public is that we are in favour of change, but please do not touch privilege."

The NP's secretary-general, Mr Roelf Meyer, said the party's MPs and MPLs had taken cognisance of the progress in the negotiations. However, the NP would seek solutions for the outstanding problems "without deviating from the core values on which the party has based its negotiations".

● See Page 7



# ANC and NP refuse to back down on ed

Have used to the Truth Commission the Western Cape.  
has been sent for a further 30 days' Mr Matiwane allegedly  
observation at Valkenberg Hospital. Section 30 of the National  
Nzuzo Godfrey Matiwane, 29, of Nea- Reconciliation Act, which

LAST-DITCH efforts to break the deadlock in constitutional negotiations continued overnight, and while it seemed possible agreement could be reached on the property and lockout clauses, neither the African National Congress nor the National Party appeared ready to back down over the education clause.

ANC education spokesman Blade Nzimande said after an ANC caucus meeting last night that "the National Party wanted to entrench single medium

Afrikaner institutions" and had not "even moved once" over the education clause.

He said the ANC did not think the entrenchment of cultural, religious, single-medium schools was in the interests of South Africa, and saw the issue as one of policy and administration.

Earlier NP secretary-general Roelf Meyer said that his party was prepared to seek solutions to outstanding constitutional issues, but would not deviate from the core values on which it

had based its negotiations, Party sources said. Mr Meyer's comments were an oblique reference to the party's unwillingness to back down on the education clause.

Earlier sources said any compromise by the NP would be the death of the party and it was highly unlikely it would back down.

ANC chief negotiator Valli Moosa said the ANC would prefer not to have a referendum to finalise the constitution, but was confident the electorate

would support the party's position.

The outstanding issues were "moral questions on which the ANC cannot go back", Mr Moosa said, adding that a negotiated settlement could still be reached.

Asked if the ANC would revert to its previous position on certain issues if no agreement was reached, Mr Moosa said: "There is no point in going ahead with a compromise position that satisfies nobody. We would have to consider from

our side what we would put into the constitution if there is no agreement."

NP sources dismissed as "alarmist" the ANC's view that the education deadlock could lead to a referendum, saying there was still an outside chance a compromise reformulation could be negotiated.

A formulation of the property clause had been agreed upon with the NP and only minor details had to be sorted out, ANC negotiator Baleka Kgositsile said.

"Any further delay on this particular matter, I would think is an issue of tactics on behalf of the National Party and this is where the issue of negotiating in good faith comes in."

She said the ANC had been pushed into having the clause, and would have preferred to leave it out all together.

ANC MP Willie Hofmeyr said the lockout issue was a very emotional one but that it would be possible to find a solution that everyone could live with. "From the side of the ANC it

is really quite difficult ... to tackle this question ... in the kind of atmosphere of confrontation that we see in negotiations elsewhere. If the other issues could be resolved I think the lockout clause can be resolved".

Mr Moosa said the key issues on which there were deadlock "were related to an attempt to retain white privileges ... and around which apartheid revolved. For the ANC these issues are central to the struggle the people of this country

have waged over the years."

The NP had chosen the wrong issues on which to deadlock, he said.

Mr Meyer said the NP was proud of its role in providing South Africa with the "best possible constitution".

Mr Moosa said today was the absolute last day for the finalisation of the bill.

However, "it is possible in terms of the rules of the constitutional committee to finalise the bill even if there isn't absolute consensus." - Sapa.

# Draft regulations detail powers of schools' governing bodies

By LEE-ANN ALFREDS  
Education Reporter

(50)  
Star 3/5/96  
Gauteng schools and their governing bodies could from next term be responsible for determining school fees, setting criteria for admission and employing extra teachers, if draft regulations for school governance in the province are accepted.

The draft regulations, part of the proposed Gauteng School Education Regulations for Governing Bodies of Public Schools, were published for public comment by Education MEC Mary Metcalfe yesterday.

The powers, which provide for the existence of a single system of governance for all Gauteng schools for the first time, also mirror closely the powers previously vested in the outgoing Model C schools.

The draft will be revised next month after public debate, and the regulations should become law in July.

Metcalfe told a press conference the draft regulations brought parents "substantially" into the governance structures of schools and also provided for community representation.

She said the regulations did not pre-empt discussions at national level around school governance, but gave schools in the province an idea of their responsibilities and powers.

"This is absolutely urgent. There are difficulties in many schools and

the sooner we have a stable environment, the better," Metcalfe said.

Comment on the proposals should be submitted before May 31.

In terms of the proposals, school governing bodies should consist of the principal as an ex-officio member, teachers, one non-teaching staff member, one representative from the community, and pupils in the case of high schools.

Governing bodies will also have basic powers and may apply for additional powers, including the right to:

**Parents,  
community  
will have  
greater say**

determine criteria for admissions of pupils; interview and appoint candidates for subsidised posts; appropriate money from the school fund for school purposes; and make recommendations regarding school fees.

Johan de Jager, spokesman for the Federation of Governing Bodies for Model C Schools in Gauteng, said the regulations did diminish powers of Model C schools, but the organisation was waiting for the finalisation of national policy to negotiate the reduction of their responsibilities.



# Pupil power moves to top of the class

By JACQUI REEVES

From now on, scholars will be able to know how much their new cricket kit costs, why the school can only afford the cheaper, hard chalk and how staff appointments will be made.

It's all in line with South Africa's favourite buzzword - transparency - and draft regulations issued this week by the Department of Education on the role of school governing bodies.

Officially, the role of the governing body is to enhance the quality of education for all learners, within the parameters established by the national and provincial departments of education, in terms of their legal responsibilities and competencies.

Proposals for amendments can be submitted up to May 31, and the amended document is expected to become law in July.

Sources in the field have expressed satisfaction with the draft, citing it as a creative and "new age" document.

High school governing bodies will from then on have pupils, teachers, parents and members of the community involved in the running of the schools.

The document demands that

Star 4/5/96 (50)  
three pupils be elected to the governing body, provided that one additional pupil be elected for every additional 500 pupils at the school.

The governing bodies of primary schools will not have learner representation.

The South African Democratic Teachers' Union (Sadtu) had

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*One of the greatest sources of conflict in high schools was the students' frustration at not having a say*

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been an important role-player in the setting up of this document, said Thulas Nxesi, the Sadtu general secretary.

"We created a particular role for ourselves in the recent months of negotiations.

"We made numerous submissions to the minister, but were well aware that we were not the only stakeholders in this process."

Initially Sadtu called on the Department of Education to increase the representation of teachers on these new governing bodies. But it withdrew after dis-

cussions with various schools.

"We were later convinced that the key focus of our schools, now, should be community schooling," Nxesi said.

He said the teachers' union was hoping that a large-scale involvement on the part of the community would help to facilitate a more democratic schools system.

"In the past, one of the greatest sources of conflict in our high schools was the students' frustration at not having a say," Nxesi said.

"This new system means that both parents and their children can get together and discuss what they believe will be most beneficial for everyone."

He said that for the sake of peace and transparency, consultation was essential.

The governing bodies would be in a position to make important decisions on school fees, admission requirements, uniforms and the schools' mission statement.

The principal of the school would be an ex-officio member. A further three teachers, one non-teaching member, one resident of the area as well as parents would make up the rest of the body.

# News/9

## System could cut schooling to nine years

(50)

By JEAN LE MAY

~~Star~~ 4/5/96  
Cape Town - An innovative system of technological education has been proposed by University of Cape Town professor of civil engineering Dereck Sparks.

He says that after four years of conventional schooling, pupils should spend a year doing basic business maths, woodwork, languages, welding, building and some optional subjects - enough to start small businesses.

They could do two years of basic bookkeeping, electricity, maths, science and languages, gaining skills for part-time work while studying, and then go straight to trade school.

University entrance would require another two years of maths, English, physics and chemistry, plus options such as calculus and biology. If done by correspondence with organised sessions for lab work, it should be possible to go to university after nine years of study, rather than the conventional 12.



# NP showing signs of a split over education

50 6/5/96

David Greybe

CAPE TOWN — The NP executive meets today amid signs of disunity over whether to compromise further on the education clause in the constitution or persist in a hardline approach which could lead to a referendum.

Senior NP sources said yesterday there were growing tensions within the executive of the NP's federal council over pressure from some senior members for a hardline negotiating stance on mother tongue schooling.

There was particular concern that the NP would be the "heaviest loser" if the Constitutional Assembly failed to ratify a new constitution on Wednesday and the country was driven to a referendum.

One NP source said the party — in the light of its attempts to reposition itself as a non-ethnic force — could not afford to go to the polls on what could be portrayed as a black-white issue.

The ANC has accused the NP of attempting to entrench the Afrikaans Christian national education of the apartheid era.

In a referendum over what was effectively the preservation of Afrikaans-medium schools, the source said, the party might not even attain the 20% vote it got in the 1994 general election.

He described today's meeting as "make or break" for his party.

Some NP negotiators concede the ANC appears to have reached its bottom line on state-funded single medium education — the only remaining constitutional "deadlock".

The ANC's resolve has been strengthened by its belief that the NP would be committing political suicide by forcing a referendum.

A senior ANC figure said pressure for a hardline position was coming from NP members determined to project the party as credible opposition to the ANC in the run-up to the Western Cape local elections on May 29.

NP and ANC negotiators said if they could settle the schools issue, the differences over the property and lockout clauses would fall away. "At this late stage of the process a lot has to do with brinkmanship," one said.

Central to the ANC's proposal is that the state must "have regard to appropriate educational alternatives" in considering whether schooling in a language of choice is reasonably practical.

To give effect to this, the party has offered legislative, as opposed to constitutional, guarantees that existing state-funded single-medium schools will be allowed to continue.

With the two-year deadline for adoption of the new constitution less than 48 hours away, political pundits

Continued on Page 2

## Constitution

Continued from Page 1

have begun to speculate on the ANC's chances of pushing through the new constitution without the NP's support in the 490-member assembly (National Assembly and Senate sitting together).

The ANC, with its 312 MPs and senators, needs 15 more votes to achieve the necessary two-thirds majority.

With its expected backing from the PAC with its five votes, the ANC needs the support of either the DP (10 votes) or the Freedom Front (14 votes).

However, the Freedom Front has indicated it will vote against the constitution if the education issue is not resolved, and the DP is keeping its options open until the last moment.

The NP has 99 votes, the ACDP two and the IFP — which is boycotting the

process and whose votes would count as "no" votes — 48.

However, senior ANC and NP negotiators remained confident yesterday that they would overcome their differences in time to adopt the new constitution on Wednesday.

One ANC negotiator said: "There cannot not be a deal." He maintained the two parties were "a hair's breadth away" from resolving the education row, and said NP negotiators and technical advisers had participated throughout Saturday in a "cleaning-up" operation of the draft constitution.

Meanwhile, various sources predicted, in light of the suspension of the rules by Constitutional Assembly chairman Cyril Ramaphosa on Friday night in order to facilitate a last-minute deal, that the "final deal" would be cut some time tomorrow.

Comment: Page 12

# Province to approve an Afrikaans school

Bonile Ngqiyaza

BD 6/5/96 (50)

THE Northern Province government has agreed to issue a private school licence to Afrikaner parents who withdrew their children last month from Laerskool Potgietersrus in protest against desegregation.

Spokesman La-Duma Thembe said the education department reached its decision after a meeting between it and a delegation representing parents. "The department will gladly issue a licence of operation once the proper application forms are received."

About 100 Afrikaans children have been attending school on a smallholding outside Potgietersrus after the Transvaal Supreme Court early last month ordered the registration of black pupils and integrated schooling at Laerskool Potgietersrus.

The Volksskool Potgietersrus group was represented by caretaker principal Janse van Vuuren, governing body chairman Louis Botha and legal representative Harnes Engelbrech at the weekend meeting.

However, Thembe said, the education department had to be satisfied that the planned Volksskool Potgietersrus did not violate the constitution and the Northern Province Education Act.

The institution had to engage qualified teachers. The parents also had to ensure the school was on land designated for teaching purposes on "accommodation suitable" for such purposes, he said.

The group had to submit another application after an earlier one was rejected because it was not properly drawn.

The delegation, Thembe said, had made an undertaking that their envisaged private school would admit all racial groups.

The department had requested the delegation to ensure the school's constitution and all other relevant documents were submitted early this week.



# Third force behind the

## Schools crisis — Zulu

Farouk Chothia  
 ED 7/5/96

DURBAN — KwaZulu-Natal education minister Vincent Zulu believed a third force was behind the continued desertion of about 100 schools in the province, in an attempt to discredit the IFP-led provincial government ahead of local government elections, spokesman Nagoor Bissety said yesterday.

The schools, which previously fell under the House of Delegates, have been vacated for the past two weeks after Zulu terminated the contracts of 3 000 cleaners because government could not afford the R23m annual cost.

This led to vandalism. Garbage had been strewn in classes and toilet drains were blocked.

Teachers supported the cleaners, Transport & General Workers' Union (TGWU) members, and taught on an on-off basis. Parents kept children away from school.

Bissety said Zulu decided last week to renew the contracts on a month-to-month basis until a new system came into operation.

Zulu had now agreed that this service should be extended to all 5 300 schools in the province, including black schools which did not have a cleaning service.

Bissety said the cleaners originally affected would be absorbed into the new system.

However, the pupils still had not returned yesterday despite Zulu's new commitment. It appeared a "hidden agenda" was at work. It was now up to parents to ensure classes resumed, Bissety said.

SA Democratic Teachers' Union KwaZulu-Natal secretary Ndaba Gcwabaza said it was "bull" that the unions were aiming to discredit the provincial government. The union had met TGWU representatives yesterday who said they wanted Zulu's commitment in writing.

# Children focus of broadcasting summit

Mduduzi ka Harvey

THE Children's Broadcasting Forum which includes broadcasters and non-governmental organisations involved in children's issues will host a summit of Southern African Development Community countries charged with the responsibility of drawing up a charter for the Africa conference next year.

The summit, to be held this month in SA, is a follow-up to a conference in Melbourne, Australia, which resulted

in the production of a Children's Television Charter last year. The charter was endorsed when concerns of Asian and African countries were more adequately addressed.

The concerns lay in the fact that not all children had access to television. Those who did have access to it did not see themselves reflected in its images, language, culture or traditions.

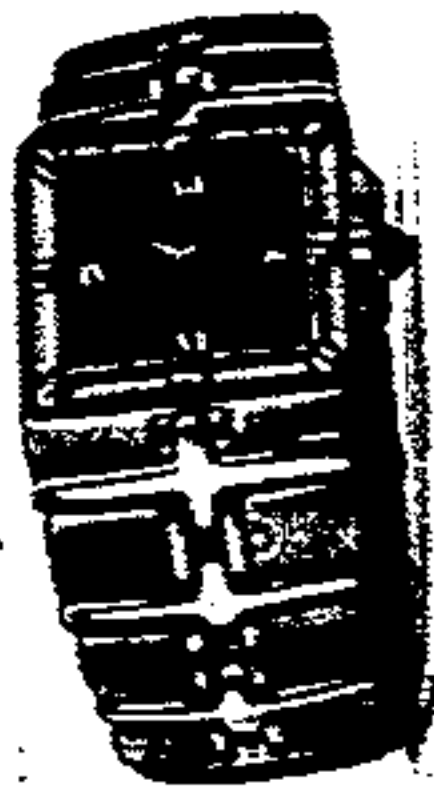
The charter is intended to help broadcasters and bodies dealing with children's issues develop policies.



MCC 104/3

Precision movements

Parifal



by  
**RAYMOND WEIL**  
 GENEVE



# Willing Vryburg fails mixed-school exam

(50) Star 7/5/96

MOTHALEFI MAHLABE

Governing body admits 100 black pupils, but only a handful pass and allegations of discrimination surface

By LEE-ANN ALFRENDS  
Education Reporter

The town of Vryburg in the North West Province, 400km from Johannesburg, is not significantly different from most other South African small towns.

It has the one main street where most of the business is conducted, the same relaxed approach to life – and driving – and the same kind of atmosphere to be uninitiated.

It's Delareyville, Schweizer-Reneke, Nylstroom, Potgietersrus, over and over again.

Or it would be if it was not for the army roadblocks which surprised unwary visitors to the town last week.

The roadblocks, together with the high profile police presence, were the most noticeable signs that something was very wrong.

But while they might have been a disconcerting sight to any visitors, the presence of the police did not appear to have the same effect on the residents of Vryburg who over the past four months have become used to trouble in the town.

Trouble which centres around the former white high school, Vryburg High, and which has led to pitched battles between police and protesting pupils over the alleged discrimination of black children admitted to the school.

According to education ministry spokesman David van Wyk, tensions in the town first surfaced

at the beginning of last year due to severe overcrowding in township schools.

But the tensions abated soon after following an agreement between Cosas, the education department and Vryburg High's governing body which allowed 100 black pupils to take up the empty spaces at the former whites-only school.

Van Wyk said the tensions flared up again at the end of the year when only six of the black pupils passed. The school governing body also sent out a circular in November informing all parents that children would only be admitted if they wished to be taught in Afrikaans. The rest – which were in effect all the black children – were to go elsewhere.

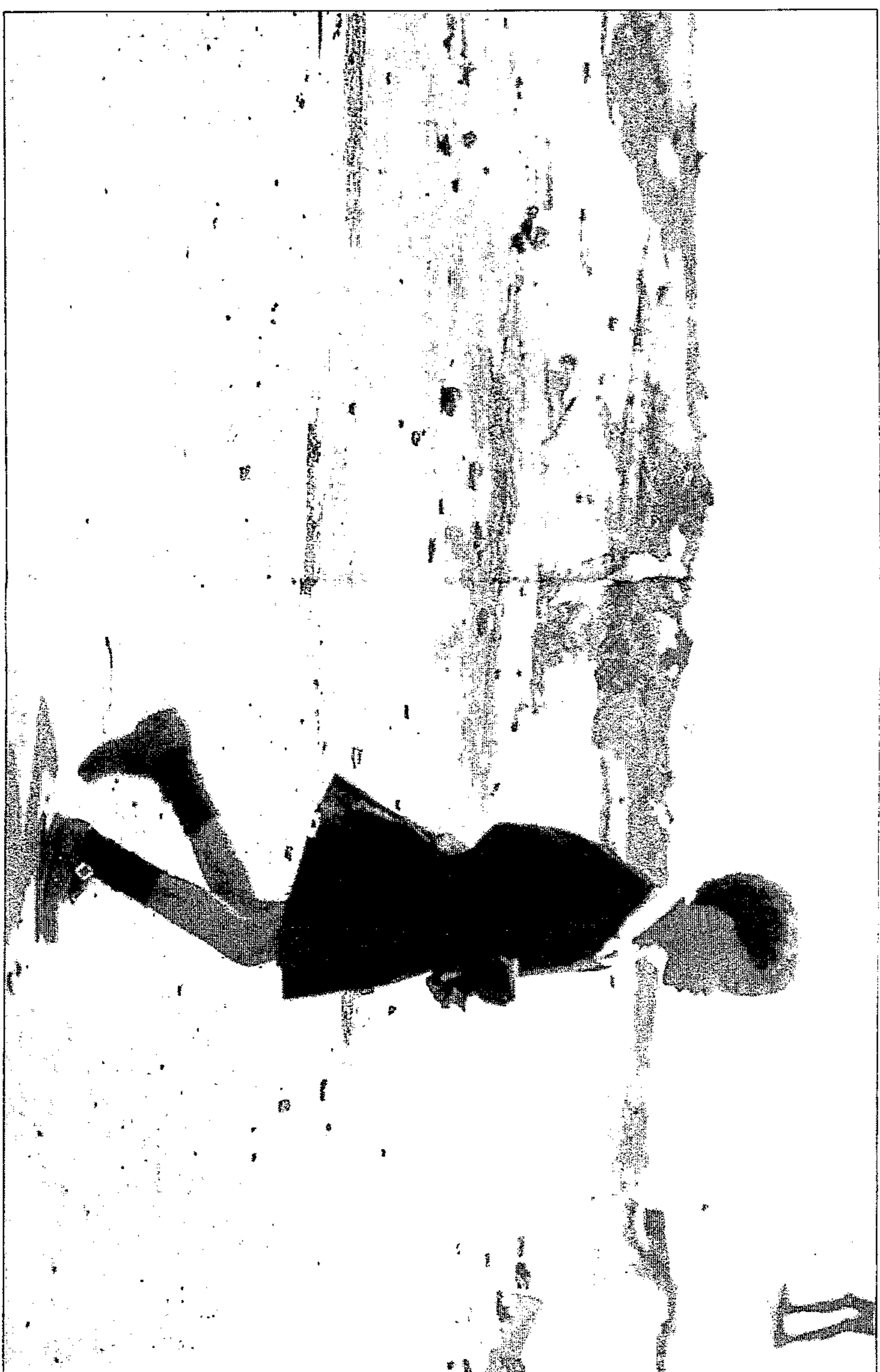
Cosas protested and following some unrest, another agreement was reached whereby 173 black Std 6 and 7 pupils were allowed to take up places at Vryburg High this year.

The school's governing body even consulted with their parents who voted overwhelmingly in favour of the motion, Van Wyk said.

Ironically, only 16 black pupils arrived to register at the school on the agreed date, forcing the department to back down on their agreement to provide teachers.

"In terms of the new pupil/teacher ratios we could not provide teachers for only 16 children, so the children were neglected," Van Wyk said.

A point with which Cosas



Troubled times ... a child roams a rubble-strewn street in Vryburg, the scene of several recent clashes between police and pupils.

agrees, but for which they blame the school rather than the education department.

It is blame Cosas believes is justified because of alleged discrimination suffered by black children at Vryburg High in 1995.

"Our students were marginalised. They were ill-treated and intimidated," Cosas spokesman Boy-Boy Sejake said.

A claim which Van Wyk says

is backed up by interviews with parents and children who attended Vryburg High last year.

"The children said they had not wanted to go back to the school because they had suffered such racial abuse. It is not like Potgietersrus. Here, the management council are agreeable to the admission of black children, but the environment is such the black children do not want to go back

here because the conditions are not conducive to learning," he said.

Van Wyk also feels that this allegation is backed up by an independent factor – that of the desirable pass rate of the children admitted to the school last year.

"The school said the low pass rate was because of a problem with the children, but with that kind of pass rates, there must also

have been a problem with the teachers," he said.

But Vryburg school principal Theo Scholtz vehemently denies the allegations.

"There will always be individual cases of racism between pupils, but the teachers do not discriminate against the pupils. I cannot take the blame for individual cases of discrimination," he said.

But none of these considerations appear to have had any effect on defiant Cosas members who say they will not stop protesting until the school has been unconditionally opened to all races and the governing body disbanded.

They are also demanding Scholtz's suspension.

"We do not know why the governing body is dragging their

feet. We do not know why the school is above the education department and the law of the land. If the government does not do something, we will have to remove the education authorities and elect others who are more accountable," Sejake said.

Van Wyk has also admitted the education department is not in a position to do anything and looked to the Human Rights Commission (HRC) as a last hope of peacefully resolving matters.

"Provincial legislation which could be used to resolve the situation is only being enacted and will only be ready by about June. We are hoping that the HRC will manage to bring about a peaceful resolution to the problem."

The HRC were drawn into the situation in March after receiving allegations of discrimination by Vryburg High.

From the start of its involvement, the commission met with various stakeholders with the last meeting this Monday leading to a breakthrough.

In terms of the agreement reached between the HRC, authorities, mass democratic movement structures and Vryburg High, a transformation committee was to be established immediately to facilitate integration at the high school and to return to normal the situation in the town.

The agreement also appeared to have immediate spin-offs in the town, where police reported that the situation was calm. But not even Van Wyk is sure it is not the calm before yet another storm.

Cosas had withdrawn from the mass democratic movement structures before the agreement was reached with the HRC and was not a party to it.

So until Cosas is brought on board, it remains to be seen whether peace will prevail.



# Education and culture in KwaZulu-Natal boosted

BD 8/5/96 (50)

Nicola Jenvey

ULUNDI — Education and culture came in for a major slice of KwaZulu-Natal finance MEC Senzele Mhlungu's R15,3bn budget, 38,3% of the total allocations.

The R440,1m increase to R5,9bn in the education and culture allocation would be geared to raising pupil:teacher ratios.

Health received R3,2bn (21,1%) and social welfare R3,1bn (20,1%). The R142,3m increase in the health vote was ascribed to additional allocations for Aids prevention and school nutrition.

Local government and housing received a 41,2% boost to R1bn.

The department of works had its budget slashed 7,1% to R549,3m as the full 1995/96 allocation had not been spent. Several functions also had been moved.

The police service budget was only 0,02% at R2,8m.

Remaining votes included R612,7m for transport, R309,9m for agriculture, R179,9m for tra-

ditional and environmental affairs, R179m for finance and auxiliary services, R107,9m for economic affairs and tourism, R86,1m for the department of the premier, R18,1m for provincial parliament, R14m for promoting the RDP, R12,2m for the provincial services commission and R500 000 to set up the provincial public protectorate vote.

Farouk Chothia reports R6,892m was budgeted for King Goodwill Zwelithini.

This was the first time the provincial government had specified Zwelithini's expenses, hoping to bring to an end controversy raging for the past few years.

The royal family previously claimed that IFP leaders made wild claims on Zwelithini's expenses, and exaggerated costs, in a bid to embarrass the monarch.

Finance department acting director-general Sipho Tshabalala said at an Ulundi budget briefing that R3,178m would come from premier Frank Mdlalose's depart-

ment while the remaining R3,714m would come from Public Works MEC Celani Mtetwa's department.

He said the R6,892m excluded security costs, which were budgeted for by central government.

KwaZulu-Natal police commissioner Chris Serfontein said last week that R5-7m was spent annually on security for Zwelithini, his five wives, 35 children and six palaces.

Tshabalala said the biggest expenditure was on salaries for Zwelithini's staff (R2,353m) followed by personnel expenditure (R2,052m).

A total of R180 000 was spent on the school fees of Zwelithini's children, R1,361m on maintaining and upgrading his farms, R836 000 on administrative expenses, R96 000 on stores and livestock and another R80 000 on equipment.

A total of R6 000 was in a stabilisation fund, of which Tshabalala did not give details.

## Munnik will not be prosecuted

Kevin O'Grady

BD 8/5/96

WIEWATERSRAND attorney-general Andre de Vries has declined to prosecute police reporting officer Jan Munnik on charges, laid by SAPS members, of assault, crimen injuria and defeating the ends of justice.

Munnik said yesterday he had always denied the alleged assault on a policeman, a charge which stemmed from an incident at the Brixton murder and robbery unit in which he accused a policeman of intimidating witnesses at an identity parade involving policemen by photographing them.

He said the charges of crimen injuria and defeating the ends of

justice were laid by the officer heading the complaints investigation unit conducting the investigations Munnik is meant to oversee.

The latter charge was made on the "spurious basis" of his reading a police docket, Munnik said.

The laying of charges was a "malicious and vexatious attempt" to taint him and undermine his performance as police reporting officer.

Munnik said that he had written to national police commissioner George Fivaz and safety and security secretary Azhar Cachalia. The latter responded he could not deal with the matter as it was sub judice, Munnik said. No response had yet been received from Fivaz.

## 'Exile MPs need special pay deal'

CAPE TOWN — MPs' backgrounds had to be considered when deciding what their salaries should be, Water Affairs and Forestry Minister Kader Asmal said yesterday.

The majority of MPs came from backgrounds of exile, imprisonment, and erratic or no employment, he said on the first day of hearings by the Steyn commission on remuneration of representatives. As a result most had no pensions, no major savings or capital accumulation. While many MPs had considerable administrative and negotiating skills, they often had no formal qualifications, making it difficult for them to find jobs in the private sector if they retired or lost their seats.

Asmal was against MPs' performance being considered when determining their salaries, saying this would be difficult to assess and implement.

Pensions for MPs needed to be attended to urgently. MPs also needed individual allowances to perform their duties in their constituencies.

The commission, headed by Judge Jan Steyn, is made up of public and private sector representatives. It will also look at salaries for traditional leaders.

It is to hear evidence from a range of interest groups on what MPs and public figures should earn and has to submit a report by the end of the year. — Sapa.

## Plea for new look at small towns

Robyn Chalmers

BD 8/5/96

GOVERNMENT needs to develop a strategy to deal with SA's estimated 500 small towns which have to date been largely ignored, says a document on small towns released yesterday by the Centre for Development and Enterprise.

The policy document, compiled by centre executive director Ann Bernstein and Durban Westville University professor Jeff McCarthy, said the almost invisible small town network could play an important role in meeting the country's growth and development challenges.

Small towns (those with less than 50 000 people) tended to be mini citadels of apartheid and government needed to ensure that facilities and infrastructure were desegregated and fully utilised.

Bernstein and McCarthy said at least four strategies would be needed to develop a vision for the future of small towns.

These strategies would focus on reconciliation among black and white communities, economic growth, socioeconomic development and linking small towns with other communities.

See Page 13

R65M FOR AIDS AWARENESS

# Govt allocates R35m for W Cape schools

(50) CT 14/5/96

**THE SCHOOL** building backlog and Aids awareness are among programmes that will benefit from the latest government allocations, writes **BARRY STREEK**.

**T**HE government has allocated R35,2 million to reduce the backlog in schools and classrooms in the Western Cape.

This is part of a national R1-billion programme approved by the RDP programme steering committee in April.

The committee also approved R65m from the RDP fund for South Africa's Aids awareness and prevention campaign, deputy director-general Dr Bernie Fanaroff said in a statement.

The money will be used to fund a number of initiatives to combat the HIV/Aids epidemic.

These include the improvement of capacity at national and provincial levels, the initiation of HIV/Aids and sexually transmitted disease programmes in other government departments.

The money will also go to initiating and strengthening counselling, outreach and community care services, to getting NGOs involved in the National Aids Pro-

## EU in R300m projects for SA

### POLITICAL WRITER

**THE European Union** and South Africa are to sign five Reconstruction and Development Programme agreements involving about R300 million in Cape Town this morning.

They are to be signed by the president of the European Commission, Jacques Santer, and the Deputy Minister of Finance, Gill Marcus.

The Minister of Finance, Trevor Manuel, will also be present.

The Ministry of Finance said the agreements made up the first tranche of projects to be financed through the European Programme for Reconstruction and Development.

The projects fall under the Departments of Land Affairs, Water Affairs, Education, Trade and Industry and Finance.

gramme and to conducting research to determine care and support needs.

Fanaroff said the R1-bn school-building programme would "address the massive backlog of classrooms and new schools, particularly in provinces which cannot afford major capital expenditure."

The Northern Province would get R237,5m, Mpumalanga R69,7m, North West R95m, Gauteng R58,2m, Western Cape R35,2m, Eastern Cape R262,9m, Northern Cape R7,9m, KwaZulu-Natal

R202,5m and Free State R30,8m.

Other programmes approved include the erection of community service centres (R200m).

Over three years R25m will be spent on a community-based road traffic safety programme.

Communities that have shown particular initiative in implementing the RDP will receive awards from another programme, for which R20m has been set aside over three years. Two urban renewal programmes at Masoyi and Siybuswa in Mpumalanga will receive a total of R57m.



# Fraud scheme uncovered in education department

BD 15/5/96 (50)

Kevin O'Grady

FRAUD which consumed R800 000 of taxpayers' money over the past six years had been uncovered in the Gauteng education department, superintendent-general James Maseko disclosed yesterday.

Two junior officials in the department's finance section were expected to be arrested soon in connection with the fraud and it was likely police investigations would implicate senior officials, Maseko said.

The fraud, which originated in the now defunct department of education and training, involved officials issuing fraudulent pay cheques to teachers in return for about half the value of the cheques. About 160 cheques with an average value of R5 000 had been issued in this fashion, Maseko said.

A complex computer system designed to prevent payout duplication was used to issue the cheques, which had to be authorised by senior officials before

payments could be made. The department was "not ruling out the possibility" senior officials might be involved.

The scam was brought to the department's attention by teachers. Some had since received death threats. A subsequent commission of inquiry provided evidence of the fraud and the matter was handed over to police.

Teachers who had benefited from the scheme would have to repay money they received and could face disciplinary action, Maseko said. Senior officials would have to ensure staff acted "in a proper manner" and monitor cheque payments.

The department would "not hesitate to take the strongest action, including expulsion and laying charges" against those involved in financial irregularities. "We're beginning a clean-up ... we will investigate fraudulent activities at all levels. It might even be happening at school level," Maseko said.

Picture: Page 5

# Open Society pours \$15m into provincial education

Ingrid Salgado

BD 15/5/96

(50)

THE Open Society Foundation for SA unveiled yesterday a \$15m programme to improve the quality of maths, science and technology education in the Eastern Cape and Northern Province.

The programme would target SA's two poorest provinces initially because of their high matric failure rates and because of the large number of school-going children in the provinces, foundation executive director Mike Savage said.

The programme's second phase will begin within two years and will be extended to other provinces. The programme includes assistance with training, teacher resources, cluster-based education, curriculum development, emerging resource centres and interaction between teacher associations and schools.

Maths, science and technology had been targeted because of the need to produce a generation capable of contributing to SA's technological development, he said. Only one in every 10 000 black children enrolled at schools gained university acceptance to either maths or science courses.

Savage said the programme would target all levels of education but would focus on schools in historically disadvantaged areas. The foundation would work hand in hand with existing educational structures but would channel funds only to organisations with proven track records. It hoped to co-operate with government and complement transformation efforts already under way.



## Difficulties in learning

BD 15/5/96 (50)  
Kevin O'Grady

MORE than half SA's schoolgoing children suffered from learning difficulties and unless they received urgent attention, there would be "another generation of children who will be forgotten and ignored", said the Remedial Teaching Foundation yesterday.

Research indicated that 20% of all children faced learning difficulties, said foundation executive director Kate Dudley. Because of SA's poor economy and inadequate education system, this figure was magnified to more than 50%. The persistent lack of basic remedial knowledge could worsen the crisis, she said.

The foundation is to launch remedial awareness programme week, starting on Saturday and ending May 25.

The foundation had also produced an information guide to help children with learning problems.

# Probe into Gauteng education department scam indicates loss of at least R800 000

By **LEE-ANN ALFREDS**

Education Reporter

(50) *Nov. 15/15/96*  
Investigators digging into a six-year fraud scam in Gauteng's education department have found that R800 000 has gone missing, an amount they expect to increase as their probe continues.

The discovery of the cheque fraud in the Johannesburg regional office of the former Department of Education and Training (DET) was announced by Gauteng education superintendent-general James Maseko yesterday.

He said arrests of junior officials were imminent, but he suspected further investigations could implicate senior former DET officials because he believed a syndicate was involved in the scam.

The fraud mostly involved the

writing out of cheques, worth between R4 000 and R6 000, to teachers who had already been paid.

Maseko conceded that the extent of the scam, and the amount involved, could increase as the investigation proceeded.

"We have only uncovered fraud of R800 000, but we cannot rule out the possibility that there is more money involved. There is a possibility that the amount will be higher as the investigation intensifies."

Maseko said charges had been laid and police were on the brink of arresting two junior officials of the former DET.

He said no charges had been instituted against the teachers involved, but that the department would institute proceedings against teachers who had knowingly abetted the fraudsters.



## Commitment to global info society

BY NICKI WHITFIELD

South Africa and other developing countries confirmed their commitment to becoming part of a global information society (GIS) in a declaration adopted yesterday at the historic three-day Information Society and Development Conference in Midrand.

The declaration was described by European Union commissioner Martin Bangemann as "a very good document for practical action". However, the developing world had a long way to go before it caught up with developed countries - a truly daunting reality, Minister of Posts and Telecommunications Jay Naidoo said.

Naidoo chaired the ministerial

meeting on creating the GIS within developing countries alongside, among others, Bangemann; Margie Sudre, the French Minister of Francophony (that country's department in charge of French-speaking countries worldwide); and Ghanaian Deputy Minister of Information Kojo Yankah.

Deputy President Thabo Mbeki challenged the Group of Seven highly industrialised nations (G-7) and the European Commission to convene a follow-up conference bringing together a cross-section of the developing world with the G-7 and the EU to exchange views on strategy, finance and international co-ordination confronting the global information and communication problem.

(50) (2/27)

# Gauteng to spend more than R300m on schools

Kevin O'Grady

BD 16/5/96 (50)

THE Gauteng government planned to spend more than R300m on new schools over the next three years to alleviate "critical" overcrowding in eight of 18 provincial school districts, a spokesman for premier Tokyo Sexwale said yesterday.

The decision by the provincial cabinet to include the school building programme in its funding priorities was taken in the light of a report by education MEC Mary Metcalfe, which showed that at least 58 600 pupils were without classrooms.

The average school occupancy level in the eight critically crowded districts ranged from 174% in Pretoria East/Mamelodi to 115% in Kempton Park/Tembisa. Some individual schools registered levels as high as 500%, the spokesman said.

Severe overcrowding was caused largely by shifts in population within the province and across its borders.

Cabinet resolved to:

- Include in its funding priorities a commitment to a multi-year school building programme to provide 75 schools in the next three years;
- "Factor in" to all new housing developments — including formal, informal and rapid land release programmes —

the cost of providing school buildings. This would be additional to the three-year building programme; and

- Pursue research into viable, low-cost building methods to achieve maximum accommodation for pupils within budget constraints.

While there was not yet any definite allocation for the project, it would be placed "very high up" on a list of government's spending and capital projects priorities, the spokesman said.

Many pupils who had no classrooms were being taught in the open air or in tents and converted containers.

Providing teachers to staff new schools was therefore not of immediate concern. However, the running costs of any government project were taken into account when determining how much would be spent. This meant that amounts set aside for new schools would include the likely costs of employing new teachers.

Metcalfe's report would be updated regularly and would also serve as a useful barometer of migration patterns in the province.

The provincial cabinet had also noted moves by the national and provincial education ministries to obtain input from communities and education stakeholders before amending the powers of school governing bodies.



# Afrikaner bodies warn on language

6D 16/5/96 (50)

Kevin O'Grady

IF UNCERTAINTY about the future of single-medium schools was not handled satisfactorily, it would undoubtedly lead to a "serious outflow" from the public education sector, a group of Afrikaans organisations told President Nelson Mandela yesterday.

"This will definitely lead to more exclusive and separate education, which will be the consequence of unconsidered pressure on single-medium schools to become parallel medium," they said in a submission to the president by the SA Foundation for Education and Training.

The submission, the groups said, was intended to identify common ground between Mandela and the Afrikaans education sector, clarify differences and "suggest an approach for the future which can serve as a basis for peaceful education development".

Matters which were deeply rooted in the Afrikaans education sector had been repeatedly portrayed by people, such as ANC MP and education spokesman Blade Nzimande, as "a clinging to apartheid and a desire for exclusive privilege".

"It concerns us that such a lack of mutual understanding still exists, because no education system can be built on misunderstanding, irreconciliation, and intransigence," the group said.

"In the first place, we agree with the authorities concerning the necessity for multilingual education. This is, in our multilingual country, an absolute precondition for effective communication, mutual understanding and co-operation.

"We also agree that dual-medium schools are of great importance for communities wishing to introduce and develop the mother tongue as a medium of instruction.

"Scientific research demonstrates clearly that mother tongue is the best learning and instruction medium ... " the group said.

"We are at one with Education Minister Sibusiso Bengu ... that our learners in SA must study many languages at school."

Although ANC negotiators argued that single-medium schools promoted language imperialism, the opposite was true. Single-medium Afrikaans schools would protect Afrikaans against the imperialism of English.

English, on the basis of its world stature and because it was almost exclusively the language of communication in most of SA's education department, was "beginning to marginalise" the indigenous languages.

"Single language schools do not represent language imperialism. It is simply a necessary form of education aimed at levelling the playing field between the indigenous languages and English," the submission said.

The group said it supported also the concept of nonracial schools and was "strongly in favour of the promotion of a common patriotism for our country".

"We see Afrikaans single-medium schools as institutions with a dual function: on one hand to draw people together in nonracial schools; and on the other, to fulfil a conserving function in relation to Afrikaans vis-a-vis the marginalising forces active in education."



# 'Library' where info-gathering is fun

(50) *ATW 16/5/96*

North West's one-stop storehouses of all you need to know about the region are being used by a wide range of people

By **KARIN SCHIMKE**  
Gauteng Reporter

**A**n untidy group of unformed teenagers hanging around a large computer in a shopping mall after school hours is not an unusual sight: they're probably slipping coins into a slot and competing for high scores on an electronic game.

But, a similar sight in Mma-batho's biggest shopping centre recently was surprising in that the scholars were not playing games, but looking for information for school projects in much the same way as a previous generation hung out in libraries for their data.

The difference perhaps, is that these boys seemed to be having tremendous fun. What they were doing was making use of the North West province's One-Stop Information Service (OSIS), which is literally a source of all the information one could possibly want or need about the region.

Scholars are not the only ones easily tapping into a very compli-

cated system for their info. OSIS is being used by just about anyone including students, developers, government officials, tourists, investors and businessmen.

This kiosk, and three others like it spread across the province, was the brainchild of Sandra Mackie, acting director of management information services in the office of the premier.

"We needed some kind of information base for development planning in the province, but when we realised what a huge project it was going to be getting everything on to one database, we decided that if we were going to embark on this route, we may as well make the information we get our hands on available to anyone who wants it," Mackie explained.

The project grew, and grows still, under the watchful eye of Premier Popo Molefe and the province's director-general Job Mokgoro, both of whom are proud as punch of Mackie and her OSIS kiosks. Mackie now travels the country explaining the system to other provinces and

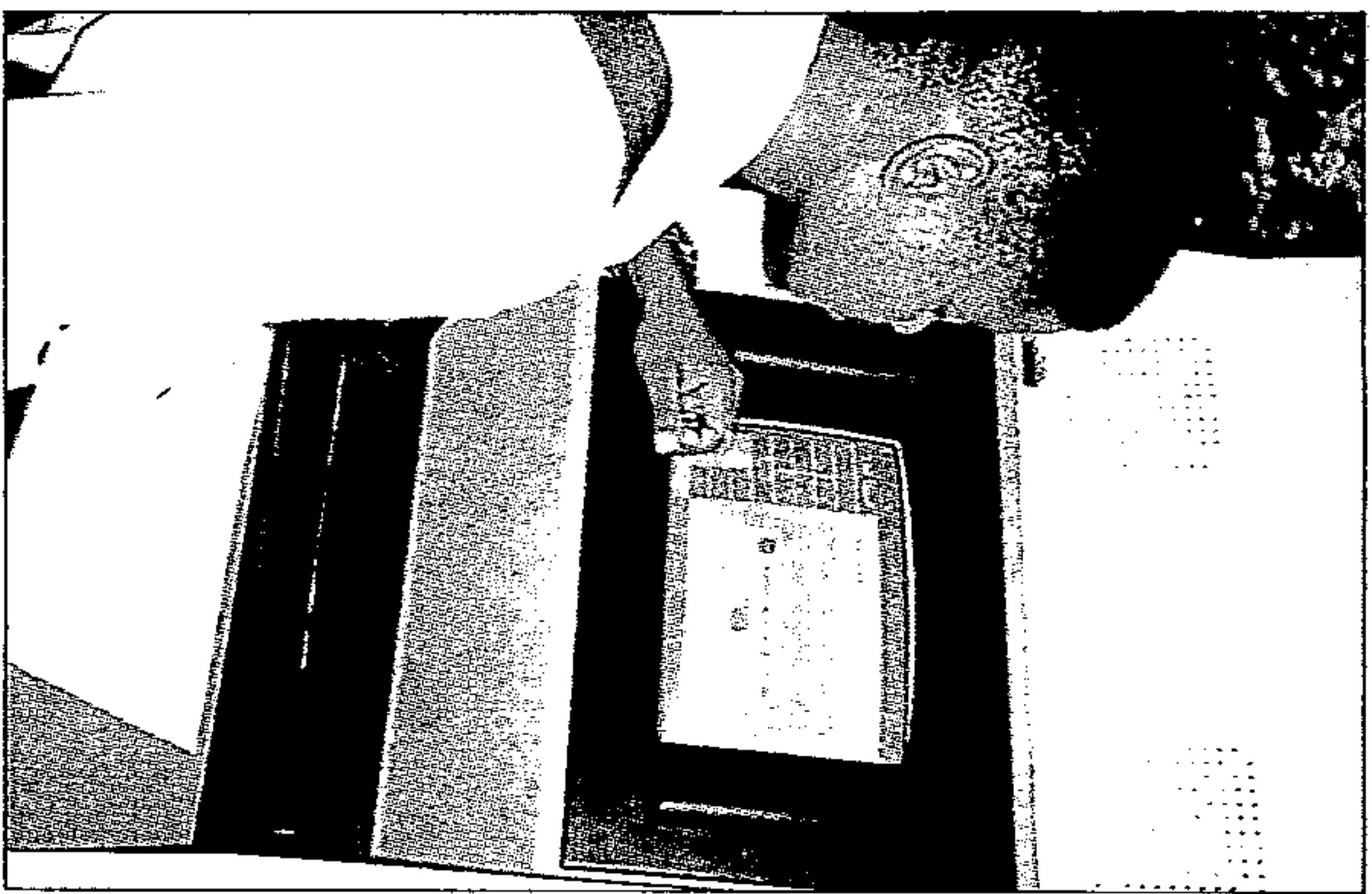
Gauteng too is taking a feather from its neighbour's cap.

Although the concept is simple, explaining it is less so. In a nutshell, every provincial government department puts in whatever information it has on the province.

To access the information, a user simply touches one of eight headings on the screen. If, for instance, a scholar was doing a project about the people of the North West, he or she could touch the heading "The people".

A new screen will open up with more headings like "Flag and coat of arms", "Population", "Tribal Systems" or "Language". If the scholar was interested in any of them, a touch to the screen on that heading would reveal a new screen. One of the two national anthems can then be called up, a printout can be requested of the words and another quick touch to the screen could release a tape-recorded rendition of the particular anthem.

In the same way, information about game parks, economic sta-



Switched on ... school children, businessmen, politicians and tourists are finding the kiosks an easy way to gather information.

ported by Vantage Multimedia Communications (for information), Technology Application Group (for the kiosks) and IBM (for the network).

They each come at a cost of R55 000, none of which the government had to pay for.

But the people of the North West province are demanding more of them and get tetchy when "their" kiosk is removed so that it can be circulated to other communities. A recent survey of users indicated a gush of interest in what OSIS has to offer and the most needed information appeared to be briefings on RDP projects in the area.

"Another surprising finding was that despite the old relations between the community and the police, most people (70%) had no objection to placing the kiosks at police stations. The police themselves are very happy when they have direct access to one of the computers because they say it makes it easier for them to give people information they need," says Mackie.

Government officials too, have noted that the computer system makes their service more efficient. "Any information is easy to get hold of and officials no longer need to run themselves ragged trying to obtain documents," said

one. "Information is regularly updated."

Director-general Job Mokgoro says this gives the information "integrity and credibility".

"The information can really be relied on, which in turn sensitises the government to the need for constant collation and updating to provide a service to the community. It's government transparency at its most transparent."

Possibly the most interesting aspect of OSIS is that it is utterly accessible and easy-to-use. Many of the users are people with a very rudimentary education and yet they are using high technology as though they were born to it.

The hunger for more knowledge is insatiable and because the four OSIS kiosks were only part of a pilot project, the North West government is now faced with the problem of too few kiosks and not enough money. It is investigating ways of using the system to generate income.

In the meantime, students and businessmen from other provinces are visiting for their data-collecting activities.

It appears that travelling long distances to find everything you need to know in one place is simpler than phoning several different departments from across provincial borders.



# MECs rule out single-medium education (50)

ET 17/5/96

JOHANNESBURG: The future of single-medium schools looked bleak yesterday when Minister of Education Professor Sibusiso Bengu and three ANC education MECs unequivocally rejected their continued existence.

Northern Province MEC Dr Aaron Motsoaledi, Mpumalanga MEC Mr David Mabuza and a representative for Eastern Cape MEC Ms Nofimo Balindlela, with Bengu, declared at an ANC media briefing on education that they would not countenance the maintenance of single-medium schools.

Two other education MECs, Gauteng's Ms Mary Metcalfe and the Northern Cape's Ms Tina Joemat, did not completely rule out single-medium schools, but made it clear that "language should not be confused with race" as an excuse to keep children out of schools. — Own Correspondent

## Single-language schools dealt blow

(50)

BY LEE-ANN ALFREDS

Education Reporter

Star 17/5/96

The future of single-medium schools – at the centre of the heated debate in the Constitutional Assembly recently – was dealt a blow yesterday when Education Minister Sibusiso Bengu and three ANC education MECs rejected their continued existence.

Northern Province MEC Dr Aaron Motsoaledi, Mpumalanga MEC David Mabuza, a representative for Eastern Cape MEC Nofimo Balindlela and Bengu declared at a media briefing in Johannesburg that they would not countenance the maintenance of single-medium schools.

Two other ANC education MECs, Gauteng's Mary Metcalfe and the Northern Cape's Tina Joemat, did not rule out such schools, but said "language should not be confused with race" as an excuse to keep children out of schools.

Yesterday's briefing was one of a series of media conferences by the ANC to discuss progress made in various sectors.



# Sacrifice needed for education

(50) CT 20/5/96

**THE PLAN** to redeploy Western Cape teachers elsewhere in the country will involve both sacrifice and inconvenience. But the move is necessary to ensure equity in education, argues **RANDALL VAN DEN HEEVER**.

**F**ACING the rationalisation of teachers issue in the Western Cape, the ANC is faced with the expression of the democratic rights of two constituencies of teachers.

On the one hand, teachers' unions such as SADTU, CTPA, SATA and SAOU have exercised their organisational right to collective bargaining and signed a legitimate agreement with the education department on the question of implementing equal teacher-pupil ratios in all schools.

On the other hand, the "concerned teachers" grouping has embarked on its right to protest peacefully against the implementation of a rationalisation process which will demand considerable sacrifice and adjustment in the lives of teachers.

The ANC is, of course, honour bound to the agreement signed in the Education Labour Relations Council, and has immense appreciation for the commitment displayed by the organised teaching profession to the transformation of apartheid education to a system of equity and justice for all.

Furthermore, the realisation of the democratic principle of collective bargaining in a Labour Relations Council has come about as a result of the intense struggle of

teachers' unions and their members and places the rights of the South African teaching community on a par with those of teachers in leading democracies.

The concerned teachers do espouse equity as a goal to which they subscribe, but nowhere in their documentation does one come across a detailed plan by which this country can reach an equitable dispensation in the provision of education within a reasonable time.

The challenge we are faced with as we transform our racially-based education system is that of fundamentally restructuring our schools while simultaneously ensuring that affected teachers have recourse to satisfactory safeguards.

The latest rationalisation agreement reached in the Education Labour Relations Council tries to provide compensation to affected teachers through early-retirement packages, retraining programmes and financial assistance in the case of those teachers who may incur relocation expenses.

President Nelson Mandela has also announced an assistance package from a large number of foreign governments to bolster this process.

The fact that the Western Cape had in the past developed a more favourable staff allocation at white, Indian and coloured

schools had nothing to do with an inherent superiority in the way that this province had organised education. Instead, it had everything to do with the diabolical system of apartheid and the colonialist application of divide-and-rule by means of the discredited tricameral parliamentary system.

The additional funds which the Nats used to boost educational provision at, particularly, white schools, and thereafter Indian and coloured schools, were in fact illegitimately taken from the broader pool of educational funds which

had to ensure an equal quality of education for all South Africans. As a result of this devious policy, the majority of pupils and teachers in black schools all over the country had to wallow in the most atrocious conditions of neglect and squalor.

Of course, the redeployment plan will cause affected teachers to adjust their personal circumstances and, as such, will require a measure of sacrifice on the part of such teachers. But, in various other spheres of work, such redeployment is applied as a matter of course when circumstances prevail which make it necessary.

While the concerns of Western Cape teachers are appreciated and respected, we would need the active involvement of all in the redeployment exercise in order to ensure

*The ANC is, of course, honour bound to the agreement signed in the Education Labour Relations Council, and has immense appreciation for the commitment displayed by the organised teaching profession ... to a system of equity ...*



**TEACHER PROTEST:** Teachers in the Western Cape have marched to show their displeasure with the government's plans to redeploy them to ensure equity in education.

that every personal detail of every teacher be taken into account before a decision is made as to the future of such a teacher in the profession. Some people would be better placed than others to redeploy. Trying to determine this will require an intensive consultation exercise between the education authorities and the teachers.

We should, therefore, restore effective and constructive communication between all those involved in the school communities, rather than polarise into conflicting groups which refuse to seek consensus on this challenge.

lenging question. It is important for all teachers at all institutions to remain vigilant about the implementation of the process of rationalisation. So teachers must speak their minds and criticise where necessary.

But let us also ensure that we move conscientiously toward our goal of bringing Western Cape schools in line with the programme of equity in education in this new democratic country of our

□ Randall van den Heever is an ANNC MP and a member of the Education portfolio committee.



# Bengu looks to education budget re-jig

TYRONE SEALE  
Political Staff

ARC 22/5/96

50

THE anticipated redeployment of Western Cape teachers to other provinces is a direct result of the fact that the Western Cape's 1994-95 education budget was more than double that of the Eastern Cape, says Education Minister Sibusiso Bengu.

He told parliament yesterday that the government had been unable to sustain this state of affairs and had therefore undertaken to manage the progressive redistribution of the provincial budgets on the principle that, where necessary, educators would be redeployed.

Speaking in the national assembly debate on his budget vote, Professor Bengu said this principle of redistribution had been enshrined in agreements with teacher organisations, agreements that included better remuneration packages and incentive schemes.

He said talks with teacher unions and with the Education Labour Council were continuing and the government was trying to deal with the issue as humanely as possible.

He acknowledged what he called the pain that was likely to accompany the equity process in teacher redeployment, saying he particularly noted those teachers who "have to go through a lot of personal sacrifice for the sake of ensuring that all South Africans receive equitable resources".

Blade Nzimande, ANC MP and chairman of the national assembly portfolio committee on education, welcomed the education department's resolve to bring about a more equal distribution of teachers between the provinces.

This had not been easy, because there were no finances to bring the poorly resourced provinces up to Western Cape levels. Per capita expenditure on children in the Western Cape was R3 460, while it was just R1 913 in the Eastern Cape.

● See page 3.



## Govt trimming of public service 'to save R5,7bn'

Drew Forrest

50  
23/5/96

THE "rightsizing" of the public service by shedding a minimum of 100 000 funded posts would save government R5,7bn a year, public service department deputy director-general Fanie Visser said yesterday.

Severance payments forming part of the voluntary redundancy package would, however, cost government an estimated R2,6bn in the first year.

The package, to be offered to all SA's 1,25-million public servants, would also include pension payouts and fringe benefits, including a limited period of housing and medical aid.

It was designed to meet a R4,8bn shortfall in the R11,3bn needed for salary improvements next year, in terms of the wage contract negotiated with public service unions this year.

Visser stressed, however, that much would depend on a final determination of the scale of the rightsizing exercise. A Cabinet decision was still required on whether or not to scrap 100 000 posts in total, or 100 000 a year for three years.

The global figure would in turn determine job-shedding targets for the provinces and state departments.

It is understood that if the response to the voluntary package was inadequate, government might have to move to the more costly option of retrenchments. About half of 100 000 posts to be abolished are currently filled.

The switch to the voluntary offer came after it was realised that forced retrenchment would prove too costly, Visser said.

Asked whether the voluntary redundancy package might not trigger an exodus of skilled personnel, Visser said that government reserved the right to approve applications.

"We cannot have a situation, for example, where state hospitals lose all their doctors," Visser said.

The situation in the Eastern Cape is understood to be especially complicated. As the public service personnel account was not computerised, the province did not know how many public servants it employed.

# Swedes in R23-m pact on education

Education Reporter

ARG 23/5/96

THE Swedish International Development Agency (Sida) has signed a R23 million funding agreement with the South African branch of the World University Service (WUS-SA).

The money will be used for Adult Basic Education and Training (Abet) with the aim of alleviating the problem of illiteracy in South Africa.

Swedish ambassador Bo Heineback said the money formed part of a R172 million funding agreement signed between Sweden and South Africa last year.

The aim of this co-operation between the two countries was to support the development of democracy and human rights, and to foster social, gender and economic equality.

Mr Heineback said education was awarded the largest amount of support within the Swedish government's total programme of co-operation.

It amounted to R60 million for the current fiscal year.

He said Sweden started to support WUS-International's activities through anti-apartheid organisations in South Africa in the 1970s.

Sweden currently contributed 90 percent of the budget of WUS.

Mr Heineback pointed out about 15 million people older than 13 were so-called "functional illiterates".

"No wonder then that adult education was chosen as a Presidential Lead Project in the RDP."

Phuti Tsukudu, chairwoman of WUS-SA, said the Swedish donation was given in the context where many large and small non-governmental organisations in adult basic education were being forced to close down because of a shortage of funds.

"The problem of illiteracy in our country is a big and fundamental one, and it affects the poorest of our communities.

"By marginalising literacy programmes, we are marginalising the majority of the South African population."

Ms Tsukudu called on the business sector and other funding organisations in and outside South Africa to support Abet.



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ARL 23/5/96

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# Education MECs climb into ring

(50)

CT 28/5/96

**HENRY LUDSKI**  
POLITICAL WRITER

THE education crisis in the Western Cape has emerged as one of the central issues in tomorrow's local government elections.

Education Minister Sibusiso Bengu hit out at the National Party-led Western Cape government yesterday for exploiting the issue and exacerbating racial tensions to gain "cheap votes".

exacerbating racial tensions to gain "cheap votes".

Hitting back, Education MEC,

Mrs Martha Olckers, NP, said she was not prepared to be "made the scapegoat for the bad management" of the central education department.

The MECs for Education in the six ANC-aligned provinces rallied behind Bengu by expressing their support for the Education Labour Relations Council-negotiated rationalisation agreement.

Bengu said: "The handling of this matter has exacerbated racism not only in the Western Cape but throughout the country, because one cannot speak the way (the NP) are when you know the majority of people and children are still deprived."

Dr Aaron Motsoaledi, MEC for Education in Northern Province,

said the NP was projecting the rationalisation plan as an ANC government plan to "get rid of coloured and white teachers".

To which Olckers replied: "We are being made out to be the culprits of what is nothing but a desperate salvage attempt by central education before the elections."

Her department was ready to implement the rationalisation plan, but was being prevented from doing so by continual changes that were being made.

● President Nelson Mandela said yesterday teacher numbers did not have to be cut, but distributed equitably. Speaking at Princeton High School, Mitchells Plain, he said people should think nationally instead of in terms of race.



# Bengu slams 'racist' W Cape teacher plan

TYRONE SEALE  
Political Staff

THE Western Cape education department's handling of the proposed redeployment of teachers is exacerbating racism. Education Minister Sibusiso Bengu believes.

"The majority of the people and children of this country are still deprived and they live with injustice. Two years after we have been liberated, that's the pain. To live with injustice for another 10 years is unthinkable," Dr Bengu said yesterday.

Flanked by African National Congress MECs for education from five provinces, Dr Bengu said equity in education funding had to be achieved far sooner than the 10 years proposed by the Western Cape education department.

The government was committed to completing this process in five years, of which only three remained.

Eastern Cape MEC for Education Nosimo Balindlela, who represents the second largest and second poorest province, said it was regrettable that the Western Cape edu-

cation department had not informed teachers about the consultation process that preceded the agreement on redeployment.

Dr Bengu said he and his provincial ANC counterparts were disturbed by the debate about teacher rationalisation in the Western Cape.

"Our education and training system continues to be one of the most divisive and unequal learning systems on earth.

"Our task is to put right what has been wrong in the provision and resourcing of public education and training at all levels."

## Quit or face removal from post, Cosatu tells Olckers

ESTELLE RANDALL  
Labour Reporter

THE Congress of SA Trade Unions (Cosatu) has called for Western Cape Education Minister Martha Olckers to resign or face removal from office.

Cosatu said it saluted the loyal public servants who turned up to hear President Mandela in the Cape Town city hall yesterday when he assuaged the insecurity of teachers because of "misinformation propaganda by the racist National Party".

At yesterday's meeting, Gauteng Minister of Education Mary Metcalf disputed claims that 6 000 teachers faced retrenchment in the province.

"Our teachers are too important to us to be used as political footballs. Where does the figure of 6 000 come from?" Ms Metcalf asked.

She said that at this stage no one knew how many teachers would take early retirement, nor did anyone know how many teachers would want to be redeployed.

It was irresponsible to talk about a figure of 6 000 having to be retrenched, Ms Metcalf said.

"Teachers are not being taken step by step. Instead they are being told they have no job security. Teachers are confused.

"What is being said here is not through official circulars from the department. Instead wild statements are being published in the press which

are designed to frighten teachers," Ms Metcalf said.

She compared the Western Cape with Gauteng. Historically both had been privileged in terms of resources in relation to provinces such as the Eastern Cape and Mpumalanga.

However, while attempts had been made to unite teachers around the vision of a single non-racial education system in Gauteng, what was happening in the Western Cape was problematic, cynical and based on untruths.

She questioned whether education staff were being deployed on a non-racial basis in the province.

"In the Western Cape do you still have white inspectors visiting white schools, coloured inspectors visiting coloured schools and African inspectors visiting African schools?"

Implementing a single non-racial education system meant being able to defend every decision about how resources were used in all provinces. Rejecting inequality meant abandoning the inference that one person deserved more than another.

Mr Mandela repeated his promise that no teacher would be retrenched because of lack of funds.

He said he was deeply aware of the concerns of teachers but that there had to be a shifting of resources and this meant shifting teachers.

Opposition to agreements reached about rationalisation was the product of opportunism, he warned.

ARG 28/5/96

M



ESANN de KOCK  
Education Reporter

MORE than half the school-going children in South Africa suffer from learning difficulties due to poor socio-economic circumstances and an inadequate education system.

In fact, the country faces a massive crisis if remedial education is not given the necessary attention, says visiting Canadian professor in remedial education, JP Das.

Professor Das, an expert in his field, is a guest of the Remedial Teaching Foundation of South Africa (RTF), and is to take his remedial programme into schools.

Interviewed in Cape Town, he said the South African problem was massive.

"That's because you don't only have children who are truly learning disabled, but also children who do not know why reading is important."

The majority of children, Professor Das said, had not been offered the "right opportunities", and today found themselves experiencing learning and reading disabilities due to their socio-economic and political circumstances.

Although some schools had all the professionals one would find anywhere else in the world, these were mostly to be found in private schools funded by the private sector and parents.

Professor Das said non-government organisations (NGOs) were playing an enormous role in teacher training and helping to provide a reading and learning environment for children from disadvantaged backgrounds.

What was needed in South Africa was for communities to grasp their role in establishing a background for learning and reading readiness in children.

Professor Das said remedial education was also about making parents and society aware that education was ultimately a key to social mobility.

In other words, remedial education was not just about creating a formal set-up, but it also had an informal side in get-

# Remedial teaching: SA faces a crisis ...

ALL 29/5/96 (50)

ing parents and communities to realise they had to create the environment for children to learn and read in.

He said more teacher training was needed to achieve greater success in bridging learning and reading difficulties in children.

"We even have to train the professors who are teaching remedial education in new ways of thinking."

"South Africa is going through a big shift. Whereas a few years ago, by law, some children were not allowed to go to school, the reverse is now true. You want everyone to go to school."

Professor Das said re-training teachers was important

because of new ways of thinking about intelligence, ways to promote reading, multilingual education and the effects of bilingualism on learning.

"These are important problems in South Africa which people have been doing research on in other countries."

In his view, teachers across the spectrum should be trained in remedial education - "especially in South Africa where two thirds of children may need help in special instruction".

The ordinary classroom teacher needed to be a remedial teacher as well, according to Professor Das.

He said children from underprivileged backgrounds commonly experienced difficulty in starting to read and learn.

"They haven't had the background and they are not to blame and not to be labelled. In South Africa, they are the majority."

One of the major obstacles, according to Professor Das, was that people from the privileged class often perceived remedial education as applicable only to children with more intrinsic problems such as dyslexia.

He said South Africa was obliged to pay more attention to remedial teaching.

"In this day and age, you want a minimum education standard in order to compete in the market place."

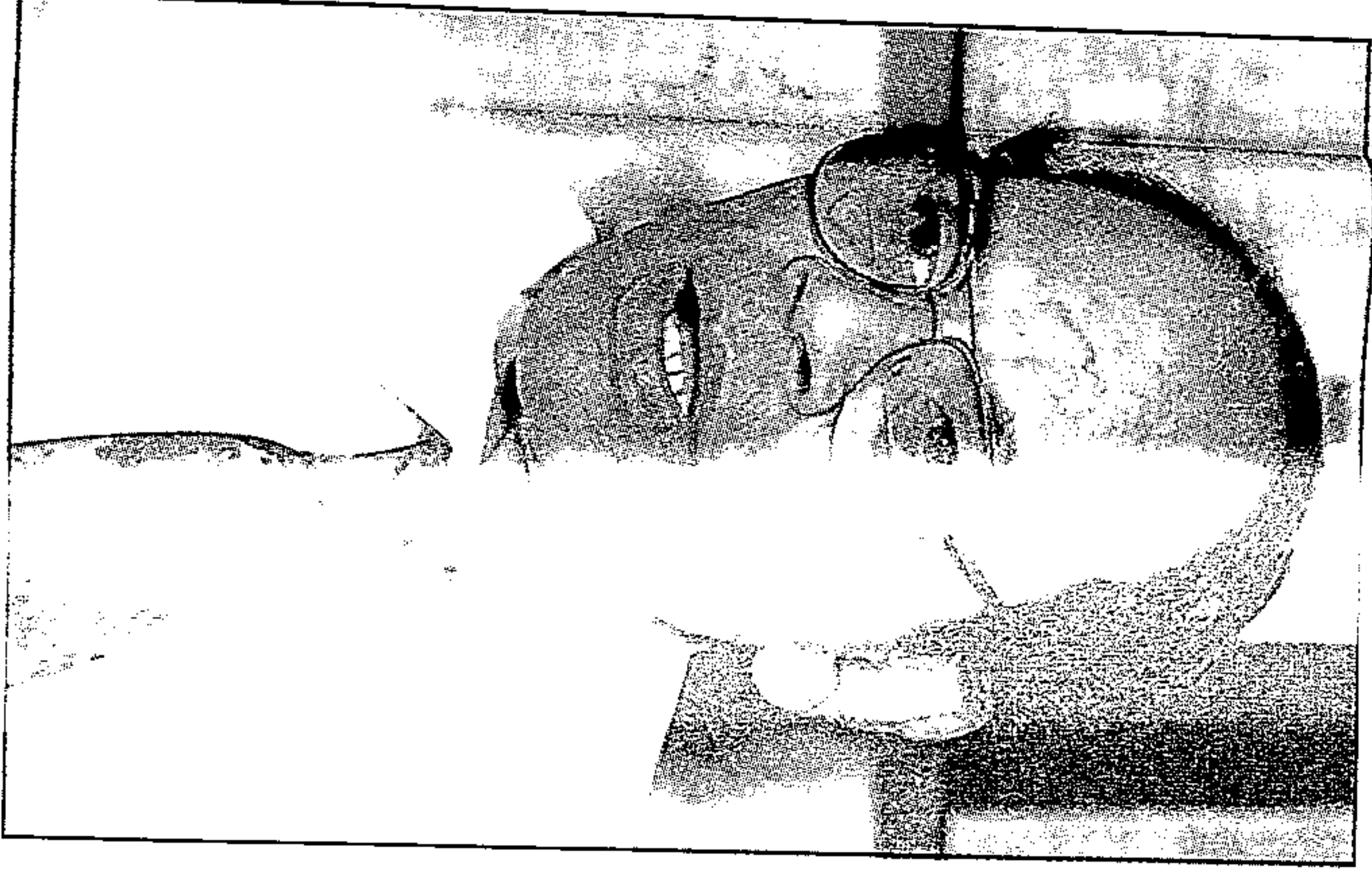
"Gone are the days when you could make a living by sheer physical labour."

"In order to have a knowledgeable workforce and if you're going to compete with other developing countries, you need a minimum education."

"This is a problem faced in many countries, including the slums of New York and Detroit."

As far as government involvement in remedial education was concerned, Professor Das said the authorities needed to do some soul searching.

"Surely, the government should be doing just what it didn't do before, that is, to look at the majority of children who come from underprivileged backgrounds, instead of the minority."



**EXPERT OPINION:**  
Professor JP Das explains the merits of paying more attention to remedial education.

Picture: JACK LESTRADE



# Blockbuster education revamp

## Commission looks to sweeping changes for universities, technikons and colleges

PRU 4/6/96

(50)

ESANN de KOCK  
Education Reporter

RADICAL changes to South Africa's tertiary education are being examined - including merging universities and technikons with teacher, nursing and agricultural colleges.

The 13-member National Commission on Higher Education (NCHE) was given 18 months to suggest ways in which to restructure South Africa's higher education sys-

tem.  
Not much time, considering the legacy, as well as the inequities and divisions entrenched in the system.

But the NCHE believes it is doing as good a job as possible in the time given it.

Interviewed in Cape Town during the commission's consultation process with regional bodies, chairman Jairam Reddy shrugged off criticism from certain sectors that the NCHE's final report to Education Min-

ister Sibusiso Bengu at the end of next month would be a compromise - due to the fact that the deadline for the final report had been brought forward by six months.

The report proposes radical changes to South Africa's higher education system, including the merging of teacher training, nursing and agricultural colleges with universities and technikons.

Criticisms against the commission have included that it

was aimed at a First World education system and that its benefits to the economy over the next few decades were debatable.

Business South Africa was reportedly unimpressed with the practicality of the commission's plan and other sectors of business, labour and students had noted their dissatisfaction over their lack of involvement in the proposals.

"In the 18-month period, we have been limited in what we

could do. Everyone was free to make submissions and we have tried to do our best in the time we've had," Professor Reddy said.

Professor Reddy did not want to specify, but admitted there were certain areas the commission had not been able to cover and other areas it had not been able to cover "as thoroughly as we would have liked to".

Currently listening to countywide submissions from the

committees of university and technikon principals, representatives from historically disadvantaged institutions, staff organisations, colleges of education, student organisations, business and labour, Professor Reddy said all comments would be taken into account in the final document.

Among the issues being discussed by the NCHE at regional meetings is the draft proposal on the merging of tertiary institutions.

# School laws under scrutiny

By CAROL PATON

PARENTS, teachers and school governing bodies have been given until June 21 to comment on the draft South African Schools Bill and the Gauteng school regulations published last month.

Another three weeks have been allowed for public comments on the Bill, which gives school governing bodies wide powers to run schools, including setting policy

on admissions, language and religion provided these do not contradict provincial policy. It also allows governing bodies to recommend the appointment of teachers, raise funds and set fees. However, a child cannot be refused access to a school for not paying fees. School attendance is made compulsory until the age of 15.

Meetings between the education ministry and representatives of school governing bodies have also been scheduled.

(50) ST9/6/96



# SA libraries must 'shake off shackles of apartheid era'

BY NORMAN CHANDLER  
Pretoria Bureau

(50) May 6/6/96

Libraries and information services need to shake off the shackles placed on them during the apartheid era in order to keep up with the pace of transformation of the country.

So says the director of the State Library, Peter Lor.

He also says that the transformation from apartheid to democracy offered a "historic opportunity to transform library and information services" and to eliminate what he terms long-standing anomalies and imbalances brought about by historical factors.

The State Library, which has its head office in Pretoria, is the national central depository for informative data about South Africa.

Lor admits in a paper published in the latest edition of the University of South Africa's Mousaion quarterly journal that an uphill battle was faced by librarians in general, including being "crowded off the (national) agenda" because of numerous matters being tackled by decision makers.

South Africa had the "inability to convincingly relate library and information services to acknowledged development priorities. The Reconstruction and Development Programme (RDP) hardly men-

tions libraries.

"The few times that they are explicitly mentioned is in the context of museums, art galleries, monuments and historical sites," Lor says.

"In my view, the lack of visibility of library and information services in the RDP and similar documents is a result of our inability to convincingly relate library and information services to acknowledged development priorities.

"We all believe that such services can contribute."

One of the biggest dangers facing libraries was "the re-invention of libraries".

Lor says the proposed community learning centres referred to in the ANC's policy framework were "a source of anxiety".

The functions they will be expected to perform differ only slightly from what libraries already do, or should be doing."

Lor lists community needs, the re-dressing of past imbalances, reconstruction programmes, services to informal settlement communities, resource centres, co-operation between libraries, community and staff involvement in decision-making processes, literary, adult basic education, distance education and financing as the key areas in which transformation was necessary.

## They are hardly mentioned in RDP

# School governing bodies walk out of education talks

DALE GRANGER

HUNDREDS of Peninsula parents yesterday showed their anger at a government plan to curtail their influence and authority at their children's schools.

They walked out of a meeting with education officials on proposed legislation that will limit the powers they have in determining school fees, finances and the hiring of teachers.

They accused the department of education and its minister, Profes-

sor Sibusiso Bengu, of paying lip-service to negotiations while intending to steamroller the draft South African Schools Bill into law, thereby transferring the power of parents into the hands of the state.

The meeting, between the governing bodies of more than 100 schools and representatives of the department of education, was held at Groote Schuur High in Rondebosch.

Mr Jock McConnachie, chairman of the governing body of Rondebosch Prep school, and a spokesman for 40 of the school

representatives who walked out — including representatives from Rondebosch, SACS, Camps Bay, Simon's Town, Mutzenberg, Mouthain Road, Queens Park and Westford — said 90 to 95% of the school representatives present had left the meeting.

This was verified by other parents who attended.

After the walkout, the parents drafted a memorandum to Bengu, claiming their constitutional rights had been violated and calling for an urgent meeting to redress this by

developing the correct process for "bona fide negotiations".

They would take "every possible step" to ensure their constitutional rights were complied with according to Section 247 (1), which said the rights, powers and functions of governing bodies could only be altered when "an agreement resulting from bona fide negotiation has been reached with such bodies, and reasonable notice of any proposed alteration has been given".

McConnachie said the minister's representatives had failed to

comply with this, and had refused to convert the meeting into a general discussion for information purposes, as demanded by the parents, rather insisting it would constitute bona fide negotiations.

He stressed that the governing bodies who walked out were in favour of equity in education and the redressing of past imbalances.

They were not political in purpose, "anti-ANC" or "just a bunch of elitist and predominantly white parents trying to retain our privileges of the past". Many schools

from Athlone were united with Southern suburbs schools on the issue, he said.

He described the meeting as an "ad-hoc kind of gathering of people" and said many schools were not even informed of the meeting, while others were only given notice of it on Monday. Time scales, he insisted, had also been violated by the department, as schools were initially asked to comment on the draft bill by May 31, when many hadn't even received a copy of the bill.

"It wasn't delivered to many schools until late May, and the deadline for comment was extended to June 21. Having said that, they are trying to conduct negotiations today when comment is still being called for," he said.

Parents feared that the minister was "just going through the motions", he said.

"We believe the schools we run are multi-racial and offer a good standard of education. We can't afford to have parents deserting the government school system because

then we perceive there will be total drop in standards. We could end up with a school system worth peanuts."

He said Bengu "seems hell-bent on pushing through legislation on paying lip service to other people terms of the constitution".

"Maybe President Mandela the only person who could look the situation, which needs to be reviewed before it goes too far."

Mr Lincoln Mall, spokesman for Bengu, could not be reached for comment.

(50) CF 6/6/96





Left empty-handed ... Peter Simous with the receipt he received from the bogus organisation.

NEWS

# 'Education centre' rip-off

Alan 7/6/96 (50)

## Youngsters conned into paying 'fees' for fictitious bursaries

By Susan Mallon

Yet another "fly-by-night" institution, calling itself the National Education Development Centre, has been getting money from young people desperate to get funding for their education.

Peter Simous (22) of Tsung near Kimberley, told The Star on Tuesday that he had paid R130 to the centre, which had presented itself as being backed by 92 overseas businesses which provided bursaries to South African students.

He paid R65 each for an application for himself and his sister and said he had been told the businesses were keen to increase the standard of education in South Africa.

Simous said he had visited the centre at 29 Kruis Street, Johannesburg several times after making the applications and paying the "fees" and had spoken to an Alfred Ceshwayo.

He said he was told he would

be called for an interview at some stage, but this never happened.

"I visited the offices and phoned them a number of times, and spoke to Ceshwayo who told me to be patient.

"In about March I could not get any answer and when I came to the offices they were closed and no-one was there. The security guard said they could not pay their bills and had been evicted," he said.

"I was mistaken because after looking at the forms they sent, I thought they were connected to the government in some way," he said.

Simous said he heard about the centre when he was in Tsung and had received documentation from the Johannesburg offices.

"One of my friends there paid the centre R90 for his name to be put on a list for consideration for a bursary," he said.

Simous, who is studying through Unisa, said he had not been able to find any trace of Ceshwayo or the centre and

wanted to warn other people about paying money to organisations without any guarantees.

He said he wanted the people involved to be "brought to order" and that people had warned him after he paid the "fees" that no-one should have to pay to apply for a bursary.

Gauteng MEC for Education Mary Metcalfe said she had never heard of the organisation and did not think there had ever been a legitimate business organisation which had asked students for money for bursaries.

"Students must understand that national and international bursaries go through the National Student Loan and Bursary Scheme and that they do not need to pay anything to register an application," she said.

Metcalfe said the funds were administered by bursary officers at universities and technicians, and no organisation had been mandated to get funds from students, which indicated that Simous's example was a "scam".

# New schools law talks

(50) ARG 7/16/96

THE Department of Education is to convene a new set of public meetings in Cape Town to discuss proposed changes to legislation with school governing bodies, says deputy director-general Trevor Coombe.

His announcement comes after a walkout by hundreds of Peninsula parents from meetings with education officials on Tuesday to vent their anger at an alleged plan by the state to curtail their influence and authority at the schools which their children attend.

Parents accused the education department and its minister, Sibusiso Bengu, of paying lip service to negotiations while

intending to steamroller the Draft South African Schools Bill into law, thus transferring the power of the parents into the hands of the state, according to a newspaper report.

These suggestions were a gross misrepresentation, Dr Coombe said in a statement yesterday.

"This measure will enable a major devolution of responsibility from provincial education departments to newly constituted, elected public school governing bodies throughout the country."

Meetings at Mitchell's Plain, Bellville and Róhdebosch were disrupted by protests and walk-

outs, Dr Coombe said, but a meeting at Pinelands had gone off smoothly. The meetings were some of 55 conducted by the department countrywide.

"The department appreciates that many governing bodies were indignant at the late or non-arrival of documents, and the late notice of meetings. Whether their interests were best served by disruptive behaviour is another matter," Dr Coombe said.

The department also regretted that meeting arrangements had been finalised late, resulting in information not being given to schools timeously. "The department is absolute-

ly determined to fulfil the government's obligation in terms of the interim Constitution, to reach agreement through bona fide negotiation with public school governing bodies about proposed alterations to any existing rights, powers and functions," Dr Coombe said.

However if agreement was not reached the Constitution empowered the state to proceed with its reforms, but gave the aggrieved parties the right to legal recourse.

The department was negotiating in good faith, Dr Coombe said. Errors would occur along the way, but they would not be made in bad faith.

"They owe something to the unprecedented nature of what is required... In a negotiation on complex matters with more than 27 000 public schools."

He felt some governing bodies were insisting that the government "must negotiate the very process of negotiation before it can commence".

"Some insist that section 247 of the Constitution requires the government to negotiate and agree to changes in their rights, powers and functions with each public school governing body and in person. Furthermore, some suggest that if amendments are made when the South African Schools Bill is in

Parliament, such amendments must be brought back to the governing bodies and renegotiated."

Coombe said such an interpretation of Section 247 "would render the process absurd and interminable".

Parents were invited to attend public meetings and respond to Professor Bengu's document in writing.

"The government will engage in good faith with all submissions in order to improve the draft Bill, and table amendments to it at the portfolio committee stage, which is expected in August," Dr Coombe said. - Sapa.



# School riot masks deeper issues

(50)  
MTG 7-13/6/96

The Hulwazi High School riot concerned more than a few petty demands: it revealed that students are unaware of the channels available to vent their grievances.

Philippa Garson reports

**T**RIVIAL demands led to a riot by students at an East Rand high school this week, causing thousands of rands of damage.

Requests for new soccer jerseys, for school to close early on Wednesdays and for girls to wear trousers in winter would appear to be everyday schoolish concerns, perhaps causing a few grumbles in the corridor.

But at Hulwazi High School in Davyton demands as petty as these triggered a riot among a significant section of the school population of 2 300 last week. Students set the principal's car alight, smashed school windows and vandalised telephones after their list of 12 demands was not given instant priority by the management staff.

There was unhappiness about broken windows which had not been fixed, and toilets in an appalling condition.

"The school has money. But they don't fix our windows, so we smashed them," said a student called Prudence, who refused to give her second name. Yet another demand was that history students be allowed to hold debates.

Unhappiness about the alleged misconduct of one teacher also contributed

to students' grievances leading to the rampage, but many were in the dark about the nature of his "misconduct".

Lounging around in the sun this week, their lessons suspended after the violence, some said the teacher smacked pupils with rulers on their hands, others said he sexually harassed girls, still others said he made the pupils work hard and was a "very good" teacher. No one seemed to know exactly what he had "done wrong".

A departmental investigation being conducted by Brakpan/Benoni district education authorities may shed some light on the substance of the students' allegations.

Meanwhile, many of the students were thoroughly enjoying the suspended routine. Girls painted their nails, bopped to a nearby car radio and giggled in the sun. However, some of the older students were embarrassed and clearly frustrated at the thuggish tactics employed by their young schoolmates.

"This really takes us back to step one," said Ernest, a matric pupil. "Stu-

dents were asking for their windows to be fixed. Now they have broken more windows and the money needed to fix all the windows is doubled. They felt the teachers and principal were not hearing their grievances, but we are not pleased. Our students were disciplined in the past. Now we feel disappointed and embarrassed by this. No one will take us seriously now."

**A**pproaching the 20th anniversary of June 16 1976, it's winter of discontent time of year again: cold weather, approaching exams and mounting frustration with inadequate education. But whereas students 20 years ago had no channels to vent their frustrations and grievances ran deep, today's students have receptive, democratically elected structures of authority to hear their complaints and legitimate channels to pursue them.

They have yet to use them and their *modus operandi* — conducting witch-hunts and riding the tide of popular protest — has yet to change.

"The tools of democracy have been

delivered to people, but they don't know how to use them yet," said Gauteng MEC for education Mary Metcalfe, who met with hundreds of concerned students, teachers and parents this week.

Metcalfe said this instance of "students running totally amok" was an "isolated manifestation of a problem which is both broader and deeper than the irritants at hand. It is an extreme example of an absolute lack of understanding of the basic principle of administrative justice, due process and mechanisms being put in place to address grievances."

The Educators Employment Act of 1994 gives clear guidelines for lodging complaints about school conditions or individuals, pursuing inquiries and holding disciplinary hearings if necessary.

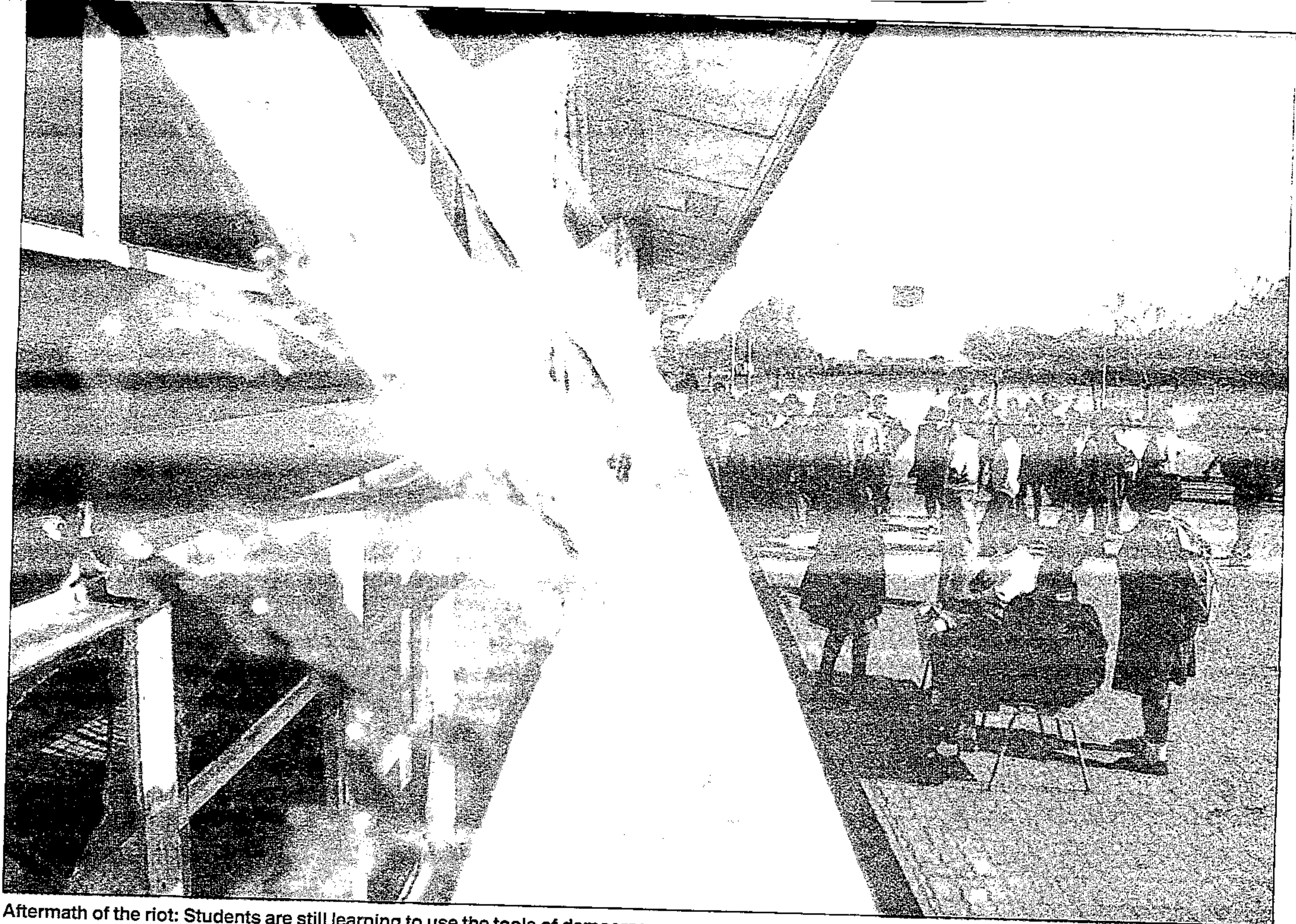
School principal George Marolen was not available for comment. But Brahm Fleisch, education district director of Benoni/Brakpan, said what happened at the school was "symptomatic of the transition from popular justice to administrative jus-

tice." While students may be disgruntled with the formal, legalistic process, said Fleisch, his department was "committed to administrative justice. Anyone with allegations against them has a right to due process."

Metcalfe said the issues students were raising were "not the real question. The real question is how do you deal with frustrations. The greatest challenge is to get people to understand the principles of democratic procedure in dealing with conflict.

"Students and young people are not being engaged consistently about appropriate strategies to voice their concerns. We have never had a system of laws and administrative procedures or administrative justice that has deserved respect."

Metcalfe cited the need for a massive education campaign to make students understand that "there are now mechanisms in place to address their grievances. We don't need mob justice." However, the "new consciousness won't happen overnight. Understanding democracy is not an event," said Metcalfe.



Aftermath of the riot: Students are still learning to use the tools of democracy

PHOTOGRAPH: HENNER FRANKENFELD



## Education

(50) BD 10/6/96  
Continued from Page 1

who demanded that they "go and do something. MECs are then left to explain to the premiers the limitations that they face", he said.

Another source said Bengu was concerned that MECs who violated institutions' autonomy by intervening without being invited to do so, could lead to their intervention being overturned by "embarrassing" legal action.

Bengu's spokesman, Lincoln Mali, denied there was undue tension between Bengu and the MECs.

There were different views on how problems in tertiary education should be handled. Some people believed in a "hands off" approach while others supported direct, visible intervention. Bengu's approach was to allow campuses to deal with problems "and if

they can't, intervene and get out again.

"At the moment there are these limitations and we have to work around them until the national commission on higher education (which is to give its recommendations on the restructuring of higher education to Bengu next month) decides otherwise," Mali said.

Metcalf admitted the issue was a "sensitive" one, but played down reports of tension between Bengu and MECs.

She confirmed that tertiary education was not discussed at meetings between Bengu, the seven ANC MECs and two MECs from other parties, but said they were discussed at party caucus meetings.

Although there was not a lot MECs could do to intervene legally, Metcalfe said: "I would regard it as a sad state of affairs if students experiencing real difficulties were told by provincial governments: 'there's a highway to Cape Town; start marching'."

## MECs unhappy at Bengu's stance

Kevin O'Grady (50) CT 10/6/96

TENSIONS have arisen between Education Minister Sibusiso Bengu and provincial education MECs over limitations on the MECs' rights of intervention when protests on tertiary education campuses in their provinces turn violent.

Education department sources said some MECs were unhappy at Bengu's unwillingness to discuss tertiary education matters at routine meetings when MECs were left to shoulder the responsibility of bringing calm to protest-hit campuses.

The sources said Bengu adhered

strictly to the constitutional provision of tertiary education as a national competence, and for provincial education departments to handle matters relating to primary and secondary education and colleges.

"But when violence broke out at Technikon Pretoria recently, who was left to put out the fires?" a source said, referring to Gauteng education MEC Mary Metcalfe's intervention which ended days of rioting that had left several people injured.

MECs were also under "massive pressure" from provincial premiers

Continued on Page 2



## University body stalls

Farouk Chothia

BD 10/6/96

DURBAN — The University of Durban-Westville council failed to appoint a vice-chancellor at a meeting late last week, even though the university was reopening today after student-staff disruptions last month.

Council chairman Adv Kenneth Mthiyane said the majority on the university selection committee had proposed that a commission on higher education chief director Prof Itumeleng Mosala be appointed vice-chancellor, but a minority felt an appointment should not be made until the commission of inquiry into the conflict completed its work.

The council decided that it should first meet Mosala, before deciding whether he should be appointed.

Such a meeting would take place soon, Mthiyane said.

He said there were reservations about appointing Mosala because he was the only South African to have applied for the job. There was a feeling that the post should be readvertised.

# School legislation talks hit by protests

BD 10/6/96

(50)

Kevin O'Grady

TALKS between the education department and 27 000 public school governing bodies on draft legislation that would change the bodies' powers have been hit by walkouts and protests because copies of the legislation failed to reach governing bodies on time.

In an attempt to rectify administrative errors that brought negotiations in the Cape Town area to a halt last week, the department yesterday took the unusual step of publishing the draft SA Schools Bill and Education Minister Sibusiso Bengu's document on public school governance in two mass circulation Sunday newspapers.

Department deputy director-general Trevor Coombe said another set of meetings had been scheduled to ensure negotiations — mandatory in terms of the interim constitution — would proceed. Included in the legislation is provision for government to expropriate land and property given to Model C schools by the previous government.

Three of four meetings held in Cape Town last week — those at Mitchell's Plain, Belville and Rondebosch — ended in protests and walkouts.

Coombe said that while the department appreciated governing bodies' indignation at the late or non-arrival of documents and the late notice of meet-

ings, "whether their interests were best served by some persons' disruptive behaviour is another matter".

"We regret that, despite our best efforts, the physical arrangements for the Cape Town meetings were concluded late, resulting in late advertising of the venues and (the provision of) telephonic information to schools."

He said the department was "absolutely determined" to fulfil government's obligation in terms of the constitution "to reach agreement through bona fide negotiation with public school governing bodies about proposed alterations to any existing rights, powers and functions".

If agreement was not reached, the constitution empowers Bengu and the department to proceed with changes and gives aggrieved parties the right to legal recourse.

"Governing body representatives who suggest the minister and his officials are taking this process lightly should reconsider," Coombe said. "It is unthinkable that a state department would recklessly lay government open to a charge of negotiating in bad faith."

Errors were not errors of bad faith, but were due to "the unprecedented nature of what is required in order to undertake a process of negotiation on complex matters with more than 27 000 public schools".

# Chaos looms at schools

(50) CT 10/6/96

□ From Page 1

posts and it was hoped to fill these posts by re-employing teachers through the schools' governing bodies once the School Bill has been passed.

Teachers who accept the severance packages can be hired on a temporary basis in exceptional circumstances for a period of up to a year.

The principals also said that although they supported the concept of equity in education, there was nonetheless a "lot of confusion" surrounding the rationalisation programme and severance package

deals for teachers.

Among the problems and the one causing a fair amount of anxiety was the fact that teachers would be "signing away their careers" in state schools once they accepted severance pay. Another concern was the confusion over how long the severance packages will be available.

Mr Des Duxbury, the principal of Fish Hoek Senior High School, said he was considering taking up the offer of severance pay after 31 years in the teaching profession.

Although R1 million sounded a lot of money, he said, teaching staff who

opted for severance packages had to take cognisance that these were "full and final payments" and included pension contributions.

● Mr Brian O'Connell, superintendent-general of education in the Western Cape, said one of the purposes of restructuring was to spread out the number of deputy posts evenly throughout the country.

Schools are going to be graded as either P1, P2 or P3, partly on the basis of pupil numbers. Different numbers of senior posts are going to be assigned to schools in accordance with their gradings.



SENIOR TEACHERS LIKELY TO GO

# Chaos predicted in Cape schools

(50) ET 10/6/96

**THE LOSS** of mostly senior staff members will leave schools in an administrative nightmare as the run-up to matric exams begins, say teachers. Staff Writer **DAN SIMON** reports.

**S**ENIOR teachers are the most likely to leave Western Cape schools as thousands of teachers contemplate whether to accept the Department of Education's offer of a voluntary severance package — which in some instances will amount to R1 million.

A snap survey of five high schools in the city's southern suburbs by the Cape Times shows that on average, schools could lose about 20% of their staff.

The costs to the government will be enormous as payouts range from about R20 000 for teachers with little experience, to around R1m for headmasters. A teacher with 10 to 15 years experience will receive well over R200 000.

With an average of 10 teachers leaving each school, the total bill — based on rough estimates — is likely to be over R2m a school.

Teachers say the offers will cause chaos as the packages will favour the most experienced, with headmasters, heads of departments and assistant heads more likely to accept the packages.

This will leave schools in an administrative nightmare as the run-up to matric exams begins, they say.

The payout scheme is part of the department's rationalisation policy to bring about equity in education on a national level.

Teachers are being offered retrenchment or redeployment within the province.

The scheme has only been launched in the Western Cape and Gauteng.

In terms of the rationalisation programme 6 000 teachers are to lose their jobs in Western Cape schools this year.

Staff cuts do not end there. Schools must continue to trim staff numbers each year until the year 2000 or when they arrive at a teacher/pupil ratio of 1:35 for high schools and 1:40 for primary schools.

According to SA Teachers' Association director Mr Mike Reeler there are several problems associated with the packages and that could increase the chaos in schools.

"We have been offered a snake with one hand and chocolate cake with the other.

"We were blackmailed, forced and coerced into accepting the package which clearly has unacceptable parts to it.

"It does not spell out how many posts will be lost at individual schools and there are no cut off dates," he said.

The failure to include a closing date for the acceptance of severance packages

placed teachers in a dilemma as to what they should do and how fast to act.

"Of major concern is a clause whereby teachers sign their careers away when they accept the packages. This is unfair labour practice and I doubt whether it will stand in court."

Teachers accepting the packages must sign an undertaking not to be employed in teaching for the state again.

Another problem, Reeler said, was that teachers who accepted deals negotiated for the end of this month could be forced to wait for months, or years, for payment.

"Once teachers accept the package, they cannot hold the department liable for late payments — even after several years."

Reeler said packages would range from R20 000 for those with few years in the profession to about R1 million for a school principal with 35 years or more unbroken service.

Packages are calculated on length of service, increases, pension contributions and the amount of service time bought back.

"The package obviously gets better and increases enormously as your service in the profession increases," Reeler said.

**SEVERANCE** packages for teachers could see the ranks of senior teachers decimated:

- Headmasters say they stand to lose about 20% of their most senior staff
- The payouts range from R20 000 to around R1 million.
- The resignations will take place in the run-up to matric exams.
- While teachers are to receive severance packages worth millions of rands in taxpayer's money, they will probably have to be re-employed by schools with parents footing the bill.
- Teachers themselves are unsure about the package. "It's offering a snake with one hand and chocolate cake with another," said one senior educator.

A number of high school principals gave details of the number of teaching posts which were in jeopardy. In most schools contacted, headmasters said they expected to lose about 10 staff each out of a total of around 40 each, with "another two or three" still considering.

Many of the staff who would be lost were in middle to senior management

□ Turn to Page 5

# Sparing rod earns black marks



**IN THE YEAR** since caning was banned, some schools have struggled to enforce discipline, while others say it has improved. **LISA TEMPLETON** reports.

(50) ~~50~~ CT 11/6/96

**H**AS the lifting of corporal punishment raised Cain in the classroom?

It has been a year since caning in schools was found unconstitutional by the Constitutional Court and scrapped under the Education Policy Act.

Although some schools have found effective alternatives, others are grappling to discipline pupils and some parents are calling for the return of the cane.

"We have more problems now than before," said Mr Ragery Steenberg, principal of Heideveld Senior Secondary School, which now punishes offenders with detention and notifies their parents.

Steenberg said some parents had insisted that their children be given corporal punishment. Expulsion was a last resort.

Mr Zollia Kafana, principal of Langa High School, said many parents were adamant that caning be reinstated and the students' representative council agreed.

"The parents see this from a different perspective. They do not regard caning as corporal punishment but as educating children."

Last year, parents of children at Vuyani Public School, Guguletu, reportedly signed a petition demanding that caning be reinstated.

Cape Town High School banned caning nine years ago, according to teacher Miss Rachelle Ferreira, and now uses a computerised system of negative points.

Depending on the offence, pupils do community services, are brought before their parents and

school leaders for discussion or are suspended from classes.

"We try to take family backgrounds into account — in many cases the parents as well as the pupils need counselling," Ferreira said.

"We have a major problem because some parents believe in physical violence to solve problems."

Certain schools, such as Rondebosch Boys High School, depended little on the cane.

"Discipline is complex," said Rondebosch headmaster Mr Chris Marson.

"Many schools rely on detention and community service as punishment, but one can also change people's behaviour through rewards or removal of privilege or opportunity."

Mr Toby Megaw, spokesman for the Waldorf School in Constantia, said teachers were struggling increasingly to discipline youth bombarded with such stimuli as rave culture and videos.

Teachers at Waldorf referred to "consequences" rather than punishment and tried to match these with the offence.

For example, a pupil who dropped litter would have to pick up rubbish.

The discipline system at the Sun Valley Primary School in Fish Hoek has come under fire from human rights commissioner Ms Rhoda Kadalle and the mother and stepfather of a Std 3 pupil who was asked to leave the school after repeated clashes with the system.

The school's discipline with dignity programme uses a "disappointment book" in which offences are recorded and, depending on the number of occurrences, punished with detention.

"Discipline has improved dramatically and the parents voted overwhelmingly two weeks ago to keep the system," headmaster Mr Gavin Keller said, adding that 230 parents had supported the system and 23 opposed it.

The Std 3 pupil was dysfunctional and had been a disruptive influence, he added.

The headmaster of J G Meiring School, Goodwood, could not comment as parents and staff were discussing alternative measures.



Hansard

(b) The vehicles were purchased to ensure the safety of the President and his Executive Deputy Presidents. The armoured vehicles in the existing fleet have reached the end of their economic lives and are outdated with regard to the armoured technology, given the prevailing level of security threats.

(c) The vehicles will be utilised for the safety of the President, Executive Deputy Presidents and visiting VIP dignitaries.

(2) A media statement regarding this matter was issued by my department on 14 March 1996.

THE DEPUTY MINISTER OF FOREIGN AFFAIRS: Madam Speaker, on behalf of the Minister of Public Works, I request that question 8 stand over. He has been called to another urgent meeting.

\*8. Mr A J LEON—Public Works. [Question standing over.]

Questions standing over from Wednesday, 5 June 1996:

#### Literacy programme

\*4. Mr M F CASSIM asked the Minister of Education:

52  
Whether the Government intend undertaking a programme aimed at achieving rapid literacy in at least one of the official languages amongst South African citizens; if not, why not; if so, (a) what are the details of the programme, (b) who will be in charge of such programme, (c) what amount of funding will such programme receive, (d) over what period will the programme run and (e) what percentage of the population will it target?

The MINISTER OF EDUCATION:

N783E

Yes, the Government intends achieving rapid literacy, not in one language, but in all the languages of the country amongst all South Africans.

(a) Language literacy for the illiterate is being offered in all provinces through the Ithuteng Pilot Project for Adults.

(b) The Director for Adult Basic and Community Education and Training, Ms G Nxumalo is in charge of such programmes.

(c) Such programmes have received an amount of R5,4 million per province to kick-start the project.

(d) The programme will run for five years.

(e) It will target about 5% of the adult population that requires adult basic education.

The MINISTER OF JUSTICE: Madam Speaker, unfortunately the Minister for the Public Service and Administration is again not available. I apologise for that and ask that Question 17 stand over.

\*17. Rev M M PHENETHI—Public Service and Administration. † [Question standing over.]

\*21. Mr A G MOHAMED—Public Works. † [Question standing over.]

#### Housing subsidies

\*28. Mr M J ELLIS asked the Minister of Housing:

(1) How many housing subsidies were (a) applied for and (b) granted during the latest specified 12-month period for which information is available;

(2) whether any mechanisms are in place to ensure that information supplied by applicants regarding monthly household income is accurate; if not, why not; if so, what mechanisms?

N808E

The MINISTER OF JUSTICE (for the Minister of Housing): Madam Speaker, the Minister of Housing apologises for her absence and replies to the question as follows:

(1) (a) 53 241  
(b) 44 761

The aforementioned figures are for the period 1 May 1995 to 30 April 1996.

(2) Yes. In terms of the Implementation Manual in respect of Government's Housing Subsidy Scheme and other Housing Assistance Measures it is a prerequisite

that adequate proof of monthly income per household accompanies an applicant's application for a subsidy. It is also required from the applicant to sign an affidavit declaring that the information contained in the application form, *inter alia* relating to his or her income, is true and correct. Applications are scrutinised administratively to ensure compliance with requirements before being considered by the relevant provincial housing board.

Any follow-up questions will be forwarded to the Minister.

#### Shell House: prosecutions

\*32. Mr J H VAN DER MERWE asked the Minister of Justice:

(1) Whether a decision has been made to prosecute any persons following the Shell House incident; if not, when is it anticipated that such a decision will be made; if so, what are the relevant details;

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

N813E

The MINISTER OF JUSTICE:

(1) and (2) I am informed by the Attorney-General, Johannesburg that investigations have not as yet been completed.

The so-called Shell House incident was not a single or an isolated event. It was one theatre of several at which a number of people were killed. They are:

At Shell House eight died;

At Library Gardens 10 died;

At Selby Hostel three died;

At Lancer Hall one died;

At Park Station one died;

During other incidents on the same day 22 died.

The attorney-general states that his office is investigating all these killings. Various dockets have been opened in respect of all these deaths. Decision will be taken on completion of all the investigations.

It is not possible for me to say when these decisions will be taken.

#### Road signs on main/secondary roads

\*36. Inkosi M W HLENGWA asked the Minister of Transport:

(1) Whether, in view of the growth experienced in the business and tourist sectors, his Department has undertaken a study to determine the adequacy, frequency, consistency and usefulness of road signs on all main and secondary roads; if not, why not; if so, (a) when, (b) what were the findings and (c) from which target groups was information obtained;

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

N849E

The MINISTER OF TRANSPORT:

No such specific study has been undertaken.

However, the Committee of State Roads Authorities (CSRA) appointed a sub-committee in 1975 called the South African Road Traffic Signs Subcommittee to revise and update the South African Road Traffic Signs Manual (SARTSM).

This manual was published in draft form in July 1993, and forms an integral part of the Road Traffic Act (No 29 of 1989) and the amendments to the Road Traffic Regulations published in October 1993. With the demise of the CSRA and the establishment of the Committee of Land Transport Officials (COLTO), the South African Road Traffic Signs Subcommittee's work has continued unabated.

Work on the manual under Colto has spanned a period of roughly two years. Represented on the committee are interest groups such as the motorist, the tourism industry and the business sector, among others.

In compiling this manual, all aspects of road traffic signage—including adequacy, frequency, consistency and usefulness—were addressed in depth. Special attention was also paid to the so-called "brown signs", which specifically relate to tourism. The subcommittee still continues to control, monitor and, where necessary, revise road traffic signs.

#### Shell House: information

\*38. Mr H A SMIT asked the Minister of Justice:†

# Thumbs-up for education changes

Gauteng MEC says new strategy amounts to investing in people of the region and focuses on skills suited to country's needs

(50)

Star 12/6/96

By SUSAN MILLER

Gauteng MEC for Education and Culture Mary Metcalfe's second education budget got the thumbs-up from almost all political parties in the Gauteng legislature yesterday, with the exception of the Freedom Front, which described it as socialist and communist.

Her budget was also welcomed by the education portfolio committee, which supported the policy priorities adopted by the department of education.

The committee said the 1996-7 budget allocation clearly indicated that the department had gone a long way towards eliminating inequalities.

Juli Killian of the National Party praised both Metcalfe and her senior officials for their sensitive approach to language issues in the province, but said her party hoped the issue of single-medium

schools would be treated with fairness.

Killian called on Metcalfe to focus on support programmes for teachers which would empower them to manage the new dispensation.

Metcalfe said one of the priorities of both education and the National Growth and Development Strategy was investing in people.

She said areas where education had to contribute was in the production of people who had skills suited to economic needs.

"We must have a new culture of learning which produces creative thinkers with critical skills, and to do that we have to transform our schools," she said.

Metcalfe said it was a false economy to invest 85% of the education budget in the salaries of teachers when schools still did not have classrooms, toilets, or equipment for their tasks.

She said this was demonstrated by the fact that schools which lacked basic requirements had the lowest pass rates.

Metcalfe said the task of transformation would not be completed this year, next year or in the next five years, but her department was committed to a strategic, phased approach.

She said the fact that education was voted a budget of R4,57-billion in May last year, some R710-million less than was needed to extend services in the province, was responsible for the fact that the department was able to deliver only fragmented and unequal services.

But she said considerable progress had been made towards the establishment of a single department of education, and a successful drive had been launched to mobilise outside/non-departmental resources through the setting up of business/government

partnerships at a number of different levels.

Metcalfe pointed out the difficulties associated with the large-scale and rapid urbanisation in Gauteng and stressed that the education department had a "moral and constitutional obligation to provide schooling for all children, irrespective of their origin".

She said that in eight of the department's 18 districts it was estimated that 60 000 children did not have classrooms this year and that they were already from the most marginalised communities.

Metcalfe said the crucial issue of educator-learner ratios was being addressed, and that re-deployment of teachers, agreed to at the Education Labour Relations Council, would mean that no secondary school would have more than a 35:1 educator-learner ratio and no primary school would have more than a 40:1 educator-learner ratio by January 1998.



# Row over cost of teaching children of illegals

(50) (25A) Star 12/6/96

By SUSAN MILLER

A National Party member has claimed Gauteng could be spending up to R208-million a year subsidising the schooling of about 80 000 illegal immigrants at a cost of about R2 600 per child.

NP MPL Annelize van Wyk said during yesterday's debate on the second education budget that this could be a conservative estimate and the figure could be as high as 100 000 children.

But MEC for Education and Culture Mary Metcalfe said the figures supplied by a member of the Transvaalse Onderwysers-vereëning to the standing committee on education had not been verified at all.

"I would caution people about fanning the fires of xenophobia and causing hysteria," she said.

Metcalfe said the Gauteng cabinet and the HSRC were researching the number of illegal immigrants in Gauteng, but that there was no "substantial basis" for this kind of figure.

"(Last year's) increase in the Gauteng school-going population does not bear this out, as it was a 32 000 increase which is account-

ed for by natural population increases; inter-provincial movement; and the fact that a number of children who left school for various reasons are now returning," she said.

Metcalfe said it seemed the NP had basically supported her education budget, but had decided to home in on the issue of illegal immigrants.

"I would like the National Party to provide verification for these figures," she said.

Van Wyk said the figures of between 80 000 and 100 000

school-going illegal immigrants had been supplied to the standing committee by Chris Klopper of the Transvaalse Onderwysers-vereëning.

Van Wyk accused the ANC of having an "ostrich approach" to the problem and said it would not address the real impact illegal immigrants had in Gauteng and also on the education budget.

"Every time someone in this House dares to talk about the impact of illegal immigrants on the

budget, the governing party starts screaming xenophobia," she said.

Van Wyk pointed out that, in May last year, national Minister of Education Sibusiso Bengu had said South Africa needed an additional 50 000 classrooms at a cost of R5-billion to accommodate existing pupils and some 35 200

classrooms at a cost of R3,5-billion to accommodate the estimated 1,8-million pupils aged 6 to 18 who were expected to enroll over the next three years.

She said his calculation on the number of classrooms needed was based on a pupil/classroom ratio of 40:1 in primary schools and 35:1 in secondary schools.

"In 1994 it was estimated that there are about 5 million illegal immigrants in South Africa," she said.

Van Wyk said she did not suffer from xenophobia, but South Africa urgently needed a policy on illegal immigrants.

"The Department of Educa-

tion should have a register of children of illegal immigrants attending our schools," she said.

Van Wyk said Gauteng was considered to be the capital of migration in Africa and claimed that one out of every five squatters in Gauteng was illegal.

Peter Leon, leader of the DP in the Gauteng legislature, said the figures sounded "amazing" and queried their authenticity.

"We would not encourage illegal immigrants and want much stronger border controls, but do not think like the National Party that illegal immigrants should not be allowed to get health care or education," he said.

SA Democratic Teachers' Union president Duncan Hindle said his members did not think it was the teachers' job to query where their pupils came from.

"Resources are scarce and the Department of Home Affairs should be doing its job better but I am cautious of that figure as it sounds like a thumbsuck," he said, adding that he doubted whether a true picture of South Africa's illegal immigrant problem would emerge until there was a proper census.

**NP claims  
Gauteng  
spends up  
to R208-m  
a year**



(50) AR 12/6/96

## Right-sizing of education

The debate on the redeployment of teachers has, to date, been focusing mainly on the situation in the Western Cape. This is, however, a matter for national debate.

The representations I received and the opinions I read and listened to all served to emphasise our deeply divided education inheritance. Apartheid locked people into isolated worlds from where it was difficult to comprehend how shocking the situation was regarding parts of the system.

I appreciate that it is very difficult for honest and well-intentioned people to form a real understanding of what is continuing to happen. If one's children are in a school with 20 or 25 pupils in a classroom, it is difficult to imagine other schools being dilapidated and having to cram 80 pupils into a classroom.

### THE QUEST FOR EQUITY

We inherited the worst possible situation. Vast inequities existed between the sophisticated part of the education system and the disadvantaged part thereof.

Funds were allocated along racial lines. If one takes the average funding for education as 100%, White education (184,6%), Indian education (161,0%) and Coloured education (158,6%) were the well-financed parts of the system.

I appreciate that those who belonged to apartheid's Indian and Coloured groups, were also victims of apartheid. Their education was, nevertheless, funded at a high level.

The Department of Education and Training (100,2%), self-governing education departments (73,6%) and the so-called TBVC education departments (66,9%), were the disadvantaged. While some schools in this part of the system had good resources at their disposal, the general conditions were unimaginably poor.

The above-mentioned situation was inherited by the provincial education departments. As recently as 1995/96, the Western Cape (158,3%) was still being financed at twice the level of the Eastern Cape (75,4%).

The Government is committed to the eradication of the injustices of the past, including any form of discrimination. A Draft White Paper on Education and Training was published and thereafter more than 600 comments were received, which were taken into account in the process of finalising the White Paper. Our final White Paper on Education and Training was then tabled in Parliament. All the parties represented in the Government of National Unity at the time, committed themselves to, *inter alia*, establish equity in education and redress inequities.

One of the first steps that needed to be taken to make equity in education a reality was to introduce a process through which equity in the funding of education could be effected. After consultation with a variety of stakeholders and the provincial Members of the Executive Council responsible for education, I decided that equity should be phased in over a period of five years.

It was agreed that there should be a shift of 15% from those provinces that were being funded in excess of the average to those that were being funded below average for the first year (1995/96). A shift of 20% in respect of 1996/97 was agreed on with the provincial education departments.

Some people who initially supported the process, are now saying that we are going too fast and that the phasing-in process should rather take place over a period of ten years. What they are in effect saying is that those teachers and pupils who have to function under the worst possible conditions, have to wait another five years before redress can take place. This is a sacrifice that the Government cannot require of them.

This is why the matter should be a national debate. Not only those who are being affected by cuts in the budget should have a say, but also those who will continue to suffer if the cuts are not effected.

### THE EDUCATION BUDGET

At present, the Government is spending 22% of the budget and 6,88% of the Gross National Product (GNP) on education.

According to the latest figures available, we spend a higher percentage of our GNP on education than the world average (5,1%) and the averages for Africa (5,9%), the Americas (5,4%), Asia (4,3%), Europe - previous USSR included - (5,5%), Oceania (5,8%), the developed countries (5,3%) and the developing countries (4,1%). Some countries, however, spend a much higher percentage of their GNP on education.

The Government has accepted education as its first priority and the largest single amount in the budget has consequently been allocated to education.

Yet, we are on record as saying that we need even more funds for education and that we need bridging capital to tide us over the period of transformation. We have to make provision for the annual growth in learners and for reducing the backlogs regarding classrooms, literacy and numeracy, adult basic education, early childhood development, access for all to general education, etc.

Over the past two years, I managed to increase the initial amount made available for education by R1 000 million per year in each case. However, we have to accept that the Government also has to address other urgent needs, such as health and housing, from the limited funds at its disposal.

Many people say that they are not against equity, but question the level at which it is being effected. However, were equity to be established at a level at which former Coloured education was financed, it would cost R16 056 million more than the present R35 234 million and take up 9,16% of the GNP. If it were established at the level of the former White education, it would require R23 575 million more and represent 10,5% of the GNP.

While it would have been wonderful if education could be financed at such levels, it is not attainable. We have to live with the present funding levels and utilise additional funds that can be obtained for special projects like the reduction of the backlog of an estimated 50 000 classrooms.

If we are not realistic in this regard, the inequities of the past will be perpetuated. The advantaged parts of the system will continue to be financed at a certain level and funds will not be available to improve the plight of the disadvantaged parts of the system.

### HUMAN RESOURCING IN EDUCATION

In the previously racially and ethnically-based system, various norms existed for the provisioning of education posts. Hence, a new non-discriminatory norm had to be established.

A very serious matter that needed our attention, was how we could avoid the double-talk of the past which resulted in the inherited unjust situation and which can be defined as talking equity on one hand, but practising discrimination on the other.

There was only one way in which it could be avoided and that was to accept the present funding level of education as the reality. Should that funding level improve, the situation could be revisited.

The present funding level was therefore taken as one of the points of departure to develop a scenario regarding the number of teachers that could be afforded. The projected learner growth per year, the economic growth rate and a number of other factors, were also taken into account.

In a projection to the year 2010, it was found that the country would hardly be able to afford learner:educator ratios of 35:1 in secondary and 40:1 in primary schools. Nevertheless, these figures were then taken as the ratios that should apply.

By applying these ratios in respect of each provincial education department, provision is made for adjustments resulting from migration and other factors.

The situation may change if the economic growth rate is higher or lower than 3%, and the pressure on the school system may be either relieved or increased. Therefore, an agreement was reached that these figures should be reviewed annually. No change occurred in respect of the first review.

### RIGHT-SIZING

Personnel costs represent more than 80% of the respective education budgets. The reduction of or increase in the number of teachers is a direct result of the shifts in the budgets towards equity in the financing of education. Any shifts contemplated with regard to the budgets in an effort to effect equity automatically, will therefore have an effect on the number of teachers that can be employed.

That is why I have stated that the total number of educators in the country should not decrease, but that teachers should be redeployed.

Untruths in this regard abound. The first agreement relating to this matter was signed on 30 September 1995. At the time it was agreed that the redistribution of educators should be the primary objective.

An agreement was reached in the Education Labour Relations Council (ELRC), providing for voluntary severance packages and the transfer of teachers to effect redeployment.

These provisions are complex and I do not propose to deal with the detail here. Brochures explaining what has been agreed to, will soon be distributed to all teachers. A procedure manual on redeployment will also be distributed.

In the mean-time, the rumours going around are often totally untrue or they distort the facts to such an extent that it can only cause alarm. I have studied the agreement and have found that the situation regarding the redeployment of teachers had been dealt with in a very sensitive manner. I therefore wish to appeal to teachers to wait for the authentic documents before they reach conclusions.

### CONSULTATION

Much has been said about the consultations that should have taken place. The National Education Policy Act provides for consultation with, *inter alia*, provincial education departments and stakeholders at national level. It is impossible for me to consult with every group that professes to have an interest in a matter. I therefore concentrate on stakeholders organised at national level, while provincial political office bearers and departments should consult with and inform stakeholders in the provinces.

However, one of the problems we are experiencing is that the majority of parents in the country are not organised at provincial and national levels. It is therefore, very difficult to consult with them as stakeholders.

The Constitution of the country provides for labour rights, including the right to form and join trade unions and to organise and bargain collectively. This avenue is also open to all educators and the forum provided for this purpose is the ELRC. I want to appeal to all teachers who want to make their voices heard to exercise their rights. I am committed to negotiate and consult with organised teachers according to the provisions prescribed by law.

### THE WAY FORWARD

We are committed to effect equity in the financing and staffing of education by the year 2000. This is a very important part of the transformation of education and will go hand-in-hand with other aspects of transformation.

The same agreement that provides for redeployment, also addresses the upgrading of teachers, especially regarding that third of our teaching corps that is still underqualified.

The President also took the initiative to request assistance from a number of countries in respect of the retraining of teachers, especially with a view to enable them to teach larger classes and to teach the natural sciences and mathematics.

Transformation is a painful process because it involves change. Education as a whole is involved in this change and in different ways it is painful to everyone involved in education. I am sympathetic towards those affected by redeployment, and I also have the highest regard for their contribution towards transformation.

The pain and denigration that was suffered in education in the past cannot continue. We chose the lesser pain of transformation on our way to a just and equitable future.



# 'pupils sent home early'

(50) CT12/6/96

**DAN SIMON**

PUPILS at Khavelitsha's Joe Slovo High School were sent home early so the teachers could mark exam papers.

This has enraged the director of the African Scholars' Fund, which provides bursaries to more than 1 500 needy black pupils in the province.

Fund director Dr Margaret Elsworth said: "This is appalling. It happens every year that they let the pupils go early after exams. They say they are marking exam papers.

"I have never reported it because I thought things would change but I am reporting it now because of what is happening in our schools."

Elsworth said that when she contacted the school on Monday she heard that no pupils were attending classes. She was told the headmistress was attending a seminar in Green Point.

"All the schools in the townships tend to do this. You get good schools and you get bad ones. Why send the pupils home? These are mid-year tests, not end-of-year exams," she said.

"It is an in-grown habit that is getting worse and worse."

Joe Slovo High School deputy principal Mr M A Dziba said the school did not close early on Monday. However, he did concede that classes did not run normally.

"The matrics were here but we let them go early," Dziba said.

He could not say how many pupils were absent on Monday as the week's absenteeism was only checked on Fridays.

The department said it was investigating Elsworth's complaint, which if true was a violation of education regulations.

# Students go back to classes

(50) Sowetan 14/6/96  
By Muzi Mkhwanazi

THE three-day boycott of classes at high schools in Diepkloof, Soweto, was suspended yesterday following intervention by the education authorities, the police and other stakeholders.

The boycott was sparked when police allegedly fired shots at the night vigil for a pupil, Masoja Masondo, last weekend after two suspects they were chasing had fled into the group of mourners. Several pupils were injured and three arrested.

## Corpse fell out

The president of the Diepkloof branch of the Congress of SA Students, Bongani Mnyaneli, alleged that during the chaos the coffin was opened and the body of the dead pupil fell to the ground.

At a meeting attended by Gauteng MEC for education Mrs Mary Metcalfe, the mayor of Randburg Mr Danny Kekane, senior policemen and representatives of Cosas and the SA Democratic Teachers Union, it was resolved to sus-

pend the boycott and establish an independent commission to investigate the allegations.

Metcalfe told the meeting that a relationship of trust between the community and the police had to be established. However, if the allegations were true, this could tarnish the little confidence pupils had in the police.

She said her department, in consultation with the police, would facilitate the process of launching an investigation.

However, it was not feasible that members of the flying squad and other police units could be removed from the area as Cosas had demanded. "Such an act will deprive other members of the public their rights for security and proof had to be established before the concerned officers could be suspended," Metcalfe said.

Superintendent Andries Verduel of Diepkloof Police Station said he accepted the resolution of the meeting to establish an independent investigation unit which would look into the allegations levelled by the pupils against the police.



# SA cannot foot the bill for higher education

(50) RD 18/6/96

Dear Sir, KEVIN O'Grady (Business Day, June 11) has joined those who feel that government must reconsider its stance on free higher education.

It is important for the education ministry to respond and participate in this debate in order to fully inform the public of its views on the matter.

Anyone who wants to make a constructive contribution to the debate about the distribution of the education budget, needs to properly understand its capacity, limitations and peculiarities.

Government has accepted education as its priority and the single largest amount in the Budget is made available for it.

This year's education budget is 22% of the country's Budget and 6.8% of its GDP—above the world average of 5.1%.

While the budget provision for education is high, it is, however, skewed inequitably: 80% of it is consumed by personnel costs, and major areas such as adult basic

education and training and early childhood education are not adequately catered for.

Since coming into office, we have been working at restructuring the education budget to (1) achieve equity, (2) reduce unit costs and enhance performance, (3) rationalise user charges, and (4) develop new funding partnerships.

We are well aware that these measures, while significant, will not generate sufficient budget capacity to cover additional funding needs in the short term.

I am on record as saying that the national education budget needs to be enhanced from all sources for the next few years, until demand stabilises, rationalisation costs are absorbed and other measures generate significant structural savings or new revenue.

This anticipated demand for increased short-term and long-term funding for education in SA will involve four components: re-dress and rehabilitation, extended or new ser-

vices, demographic factors and rationalisation.

In the light of massive backlogs in our education system—and against the background of a largely unreticured budget—it is not really surprising that we are under considerable pressure for more resources in specific education sectors from a variety of groups.

Our approach has been to cater for new developmental programmes in the budget and in those areas where we cannot, for now, make a significant investment, we have sought to enter into creative funding partnerships with both local and international donors.

Mr O'Grady, and other advocates of free higher education, have to realise that higher education competes for limited resources with other parts of the education system which have been largely neglected by the previous dispensation.

In a country that is faced with backlogs with regard to classrooms, literacy and numeracy,

adult basic education, early childhood development, and where thousands of out-of-school youths have not had the opportunity to learn, government cannot be expected to use its limited resources to give free higher education.

I do not see how Mr O'Grady expects the education budget to provide for free higher education when it is not able, for now, to provide adequately for enough classrooms, schools and teachers; provide for free and compulsory basic education; and provide for equitable funding before a five-year period.

These vital constitutional obligations will have to be funded through a phased process of restructuring and prioritisation.

Given this scenario, it is clear that if we accede to the demand for free higher education, the expansion of education in

the longer term would be financed through an increasing debt burden which would be disastrous for the country and its education system.

We have not been given an open cheque book by government, and we therefore have to balance education spending across a variety of needs in order that we are not swept along on a tide of immediate yet unsustainable needs.

It is not that we have ignored the demand for greater funding in higher education.

We have already taken major steps to arrest the decline of this sector, within the present budgetary constraints.

Last year we mobilised an amount of R207m, while for the current budgetary year we have allocated an amount of R300m for student financing. This was the first time in this country's history that a

government had invested so much in the development of the human potential of disadvantaged communities.

The realities of our budgetary constraints must be absorbed into the thinking of the advocates of free tertiary education, in a cold and dispassionate manner, so that they may not be seduced into a world of false hopes leading to unrealistic actions based on the wrong assumption that government can be coerced to meet demands that it clearly cannot meet.

This would enable these advocates of free tertiary education to resist the temptation to adopt triumphalist postures which earn some of them temporary ovations and make them instant heroes within their constituencies.

The challenge facing the higher education community is to develop

a legitimate and financially viable financial aid scheme that would be able to address the needs of the majority of disadvantaged students.

As government, we have put in our first instalment of our obligation. We expect other beneficiaries of higher education studies—students, parents, higher education institutions and the private sector—to play their different parts. Their roles will include popularising the scheme, advocating for the repayment of loans, fund-raising, exposing and combating abuse of the funds.

This country cannot presently afford free higher education, and unless it can be proved otherwise, there is no basis for the reconsideration of the policy that Mr O'Grady is calling for.

Prof SME BENGU  
Education Minister

# Cape a Quebec for Afrikaners, says Marais

BD 19/6/96 (50) ~~50~~

Linda Ensor

CAPE TOWN — The Western Cape should be a Quebec for Afrikaners, who should migrate to the province to ensure survival of the language, Western Cape local government MEC Peter Marais said yesterday.

Addressing the Kaapstad Sakekamer, Marais said Afrikaans had no chance of surviving elsewhere and warned that if white and coloured Afrikaners did not stand together they were in danger of losing their language and their province. There was more chance of saving the white rhinoceros

than Afrikaans, he said. Coloured people did not know another language and would fight for Afrikaans.

He appealed for the province's citizens to ensure there were no changes to street names or the name of the province. "We remain Kaapland. Let us keep our character, our identity and, sir, note that 70% of the people in the Western Cape are Afrikaans. If Quebec ... became a French colony inside an English-speaking Canada and the whole world recognises this, then they can accept the Cape as the only Afrikaans province in Africa."

Marais warned of an onslaught to

weaken Afrikaans so that whites and coloureds were driven further apart. The onslaught would remove Afrikaans from television.

Marais said the results of the local government elections in the Western Cape demonstrated that a nation was on the rise. The NP had won because of dissatisfaction with the ANC and the slow process of implementing the RDP.

The Western Cape's population was growing 11% a year due to the influx of homeless people who had heard the Cape was prosperous. They would have to be provided for, despite drastic cuts to the provincial budget.



By Russel Molefe

GAUTENG will see the beginning of a "strategic, phased approach" to transform education during the 1996-97 financial year, says Gauteng education and culture MEC Mrs Mary Metcalfe.

Metcalfe has an alternative vision of education which, she says, will not be completed overnight because the education department needs to be skilful in managing change because of its limited resources.

All stakeholders - particularly educators, students and parents - also need to be given a chance to contribute to shaping education strategies and make the "broad vision of transformation" a reality.

### Solid education system

She told the Gauteng Legislature during her budget speech recently about her department's plans to implement a solid education system underpinned by values and principles in line with a democratic South Africa.

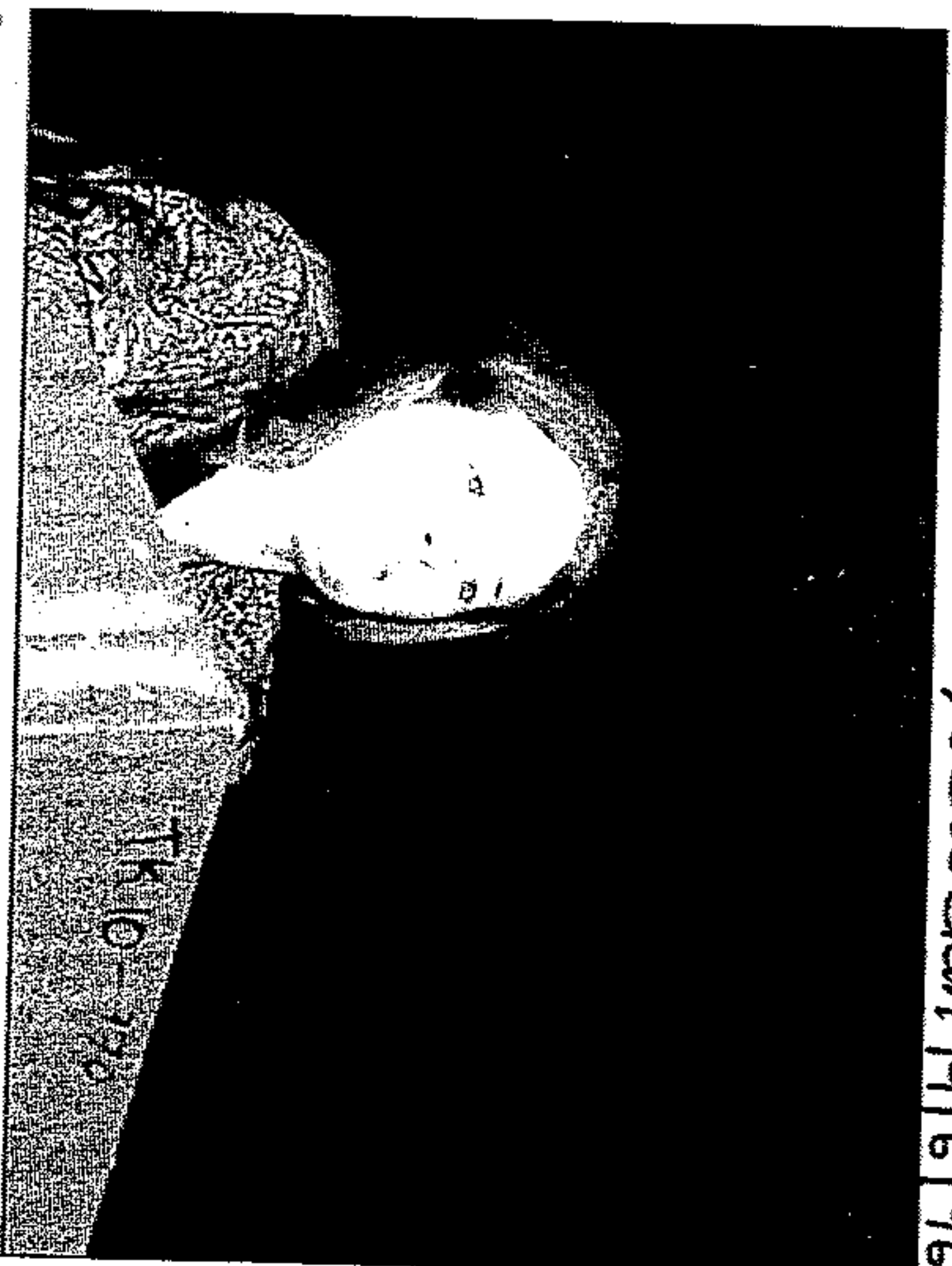
Critical thinking, self-respect, empowerment, respect for the dignity of others and a commitment to life-long learning were some of the values to be introduced in the new culture of learning and teaching.

This, she says, was aimed at fostering creative, critical and independent thinkers with skills that are transferable and also with attitudes and values that are compatible with the ongoing transformation of society.

"This will require the substantial, systematic and sustainable alteration of patterns and practices of learning and teaching in our schools," she told the legislature.

# Strategic phased plan for Gauteng education

Kaunerton 19/6/96



Gauteng education MEC Mary Metcalfe ... she plans to implement an education system underpinned by new skills and values.

"This is what we refer to as the transformation of education, and this is fundamental to achieving our economic and social goals. This transformation will mean that we are at last a nation significantly investing in people," she says.

She vows that the inculcation of an unquestioning conformity - which previously produced a culture of learning and teaching charac-

terised by rote learning and uncritical regurgitation - will never happen again in Gauteng.

Autocratic and authoritarian management, inadequately trained principals and teachers, impoverished syllabuses and antiquated forms of assessment and evaluation worsened the problems in black education.

"On the other hand, a privileged

‘Educators, students and parents contributed to the new educational scheme’

transition from the four ex-departments of education to a single unit. She wants the 1996-97 budget year to be remembered as the year of the beginning of "substantial equalisation of educational resources and the year in which the building blocks of educational change" will be consolidated and extended to provide a solid platform for transformation.

She estimates that 60 000 children are without classrooms in eight of the 18 districts most affected by this shortage. The people in these districts live in abject poverty, without the most basic infrastructure.

### Extra pupils

An extra 32 000 children are being educated in primary and secondary schools since last year because of the thousands of people who moved to Gauteng in search of work opportunities for their families.

"Irrespective of their origins, the Gauteng department of education has a moral and a constitutional obligation to provide schooling for all children," Metcalfe says.

She also believes that the transformation of education and economic growth are inseparable, and argues that economic growth will not be achieved if the authorities fail to nurture a confident and competent labour force equipped with knowledge and skills.

"We need to transform the education and training system in a way that will allow out-of-school and unemployed youth to acquire knowledge and skills to advance in their careers, move into new jobs or start and manage economically viable income generating projects," she says.



# Blacks, whites at odds on education

Business Day Reporter

MANY blacks believe standards of teaching and school facilities are improving, but whites say they have declined, according to a survey by Market Research Africa for Business Day.

"This seems to be a clear case of expectations arising from very different levels of experience," said MRA MD Hanna Fourie. "The middle ground in education represents an improvement to the majority of blacks, and deterioration for whites."

The survey was conducted in February as part of MRA's regular Multibus survey. People were asked how they felt about education compared with a year before.

Fourie said the research showed a broadly equal three-way split between those who felt prospects and standards had improved since February last year, those who felt they had declined, and those who had not seen much change either way.

However, this "hung vote" changed when the respondents' income level or race was taken into account. "Talking the standard of school facilities as an example, the percentage of those who believed they had improved ranged from a high of 42% among black respondents to a low of 10% among whites," Fourie said.

There was a similar picture on teaching standards. Half the black respondents thought they had improved, and 13% said they had declined. This contrasted starkly

with the figures for whites, of whom 59% said standards had fallen, while only 6% thought teaching standards had improved.

The pattern of contrasts between higher and lower income groups was very similar, because the racial and income demographics were so closely linked.

"It is fairly clear that the better-off people fear the deterioration of the standards they have been accustomed to while for the poor — who previously had limited access to everything but

the most basic facilities — any changes are likely to be an improvement," said Fourie.

About 2 500 households took part in the survey. Principal exclusions were live-in domestic workers and the country's mine workers.

The scientifically-designed sample represented 92% of adults living in urban areas.

The younger respondents were most optimistic about prospects for SA children in general, and parents of school-going children, or children about to enter

school, were slightly more optimistic than adults in general.

Coloured communities generally felt there had been little change — with 57% of respondents saying teaching standards and amenities were the same as a year before.

Forty-nine percent did not expect education prospects to change — for better or worse.

People in the northern parts of the country were most confident about education prospects in general, with 49% of respondents in Northern Province and Mpumalanga saying they were optimistic.

Gauteng adults, at 44%, were more likely to be pessimistic.

In all but two provinces there were more people who thought teaching standards had improved than those who thought they had declined.

"On the whole, people viewed teaching standards as holding up rather better than school facilities," said Fourie.

	Teaching standards		School facilities	
	Improved	Declined	Improved	Declined
Gauteng	30	31	29	27
KwaZulu-Natal	32	25	29	23
Free State	49	27	38	22
Western Cape	24	24	23	22
Eastern Cape	36	17	32	17
N Cape/Northwestern Cape *	48	36	45	24
Northern Province/Mpumalanga *	50	20	34	14

\* Regions are paired where their individual samples were too small to produce reliable data on their own.

Source: Market Research Africa

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# School's sale of sportsfield raises protests

PETER DENNEHY

PLUMSTEAD High School recently sold its six-hectare Hobson sportsfield for R2 million — amid opposition from the ANC and some local residents.

The sale was confirmed last week by the principal, Mr Allan Powell. He said the school had not needed the land, but it needed the money for an extensive building programme, mainly of extra classrooms.

A parents' meeting was held at the school last week "to approve the final details", and discuss whether fees should be increased, he said.

The provincial education authorities had approved of the sale many months ago, Mr Powell said.

He could not say what would be built on the land. The developer could not be reached. Sales of school land have been deeply controversial. The ANC is particularly opposed to them. The law has been changed now to

enable the state to re-take ownership of school land. This happened just a few years after the state transferred ownership, in the case of Model C (formerly white) schools to governing boards run by the parents.

ANC councillor Mr Saleem Mowzer of the Central municipality, who campaigned last year against sales of school land in Maitland, the City Bowl, Sea Point and Mthunton, said yesterday he had not even been told about this Plumstead case.

Plumstead falls within the Southern municipality now, but at the time the sale was concluded it was part of Cape Town.

"It comes as a shock," Mowzer said. "We had meetings with Mrs (Martha) Okkers and Minister (Professor Sibusiso) Bengu. At those, agreements were reached that schools should not sell off land without proper consultation with the community and all parties, including the Ministry of Education."

He said the ANC would seldom agree that there was no educational or recreational use

for land that had been allocated to schools.

But even if there really were no such use for a particular piece of land, and everyone was consulted and agreed it should be sold, then the money should not just go into the former landowner school's own fund.

"The money should be put into a central pool, so that it can be distributed evenly, particularly to schools that need it," he said.

A resident of Parkwood Estate, who asked not to be named, said there were rugby, hockey and cricket fields and two tennis courts on what is known as the Hobson field. The fields were neglected and overgrown with weeds now, he said. They had hardly been used by the school since they were established more than 20 years ago.

Parkwood and Fairways' 6 000 residents had three soccer fields, but lacked the sort of facilities that the Hobson field offered. The local RDP forum should have been consulted, he said. He hoped the provincial or central government would take over the fields.

# Expulsion sparks school row

AR 25/7/96

(50)

*Primary school's controversial discipline system comes under the spotlight*

**ESANN de KOCK**  
Education Reporter

A PRIMARY school in Fish Hoek is at loggerheads with human rights commissioner Rhoda Kadalie and the family of a Standard 3 boy over a discipline programme that some hail as a unique success story and others fear is a violation of human rights.

Sun Valley Primary drew up the Discipline with Dignity Programme 15 months ago after a consultation process involving senior pupils, teachers, parents and the community.

Principal Gavin Keller said that of the 570 children at the school, only eight were on the programme and only two had been expelled.

It is because of one particular case of expulsion that the programme has been thrust into the spotlight, and has drawn criticism from human rights commissioner Rhoda Kadalie.

An 11-year-old boy, is at the centre of a controversy after his mother and stepfather agreed to take him out of Sun Valley Primary at the end of this term, following his behavioural problems and regular clashes with the school's Discipline with Dignity programme.

According to his mother, Kim Bowker, the boy had no chance of getting out of the "destructive" programme once his name was first entered in the Disappointment Book.

The procedure on the discipline programme entails entries for different offences on various levels. After a set number of offences, children eventually have to report directly to the principal for a number of days. If they carry on violating the code of conduct, they can go on internal suspen-

sion or get a final warning and face expulsion.

Mrs Bowker said her son had gone through the entire programme and was eventually expelled. But the Supreme Court overturned the school's decision and the family then settled the matter with the school by agreeing to enrol their son at a new school if Sun Valley agreed he could stay on until the end of the term.

She alleges the boy's applications to other schools in the area were now being blocked by Mr Keller telling principals what a problem child her son was.

Mr Keller, on the other hand, said the boy was "damaged" because he suffered "severe problems at home", and that the school had become so concerned at his well-being that they had called in a social worker.

He said the court had ordered the youngster's mother and stepfather to get the boy into therapy - which they did, "but only for three sessions".

"It is a tragic, tragic story and the reality is that the child is seriously dysfunctional - to such a degree that the baggage he carries around with him is seriously affecting his behaviour as well as the other children and teachers in this school."

Mr Keller said the boy had been through so much trauma at the school that he and the parents thought it best to give him a new chance at another school.

"We did everything we could. We called in the parents and we have a good system whereby our remedial teacher tries to assist parents. We asked them to take him for therapy, but they have refused.  
"We have put so much into this. At

some stage one has to look at the welfare of the other 569 children in our school and our teachers."

The boy's stepfather has taken Sun Valley Primary to court over school fees and Mr Keller said he often threatened the school with court action.

"We have insurance to cover us in cases of court action, but most other schools don't and they simply don't want to take the risk.

"The father has handed out three-page letters on the matter involving his son to everyone outside the school gates - including all the children. He is extremely traumatised by his actions and other schools are hesitant to accept this situation.

"But I have pleaded with headmasters in the area to give him a chance, although his parents will say otherwise. I tried to motivate for him to go to a boarding school, as I believe this will be the best thing for him, but I doubt his parents have looked at this option."

Mr Keller said the discipline programme was by no means cast in stone and had been highly successful with parents recently again voting overwhelmingly in its favour. "Our school leads the way in many respects - from an innovative and creative manner of disciplining children to the effective application of the new, integrated curriculum.

"We have recently been assessed by an international expert who said we were equal to the top overseas schools."

The Discipline with Dignity programme was highly successful, he said, in its vision of creating a nurturing environment where children were

loved and respected unconditionally so that learning could take place.

But the boy's mother thinks differently. She said every door of every school in the area had been slammed in her face once the headmaster had spoken to Mr Keller.

The Discipline with Dignity programme held no dignity for him, she said. It policed children to an extreme point and they eventually fell victim to a programme that was supposed to help them.

Human rights commissioner Rhoda Kadalie attended the meeting at the school last week where the programme was again discussed and evaluated by parents.

She said she was shocked at how the parents had been "won over" by Mr Keller, who presented the programme as an alternative to corporal punishment.

Instead of a positive, creative and corrective result, the programme was punitive and policed children from minute to minute, recording their behaviour at all times.

"One doesn't expel primary school children," she said. "It is a Draconian disciplinary code instead of one which guarantees children unconditional love and respect."

Ms Kadalie had written a letter to Sun Valley Primary, expressing her disgust with the programme. She was in the process of getting expert opinion on the matter, she said.

Mr Keller replied that he was appalled at how a human rights commissioner could make a judgment on something without even having spoken to the people involved.



# Language task force picks way through

STAN 26/6/96

English and Afrikaans have different roles in the 'team' of local languages, writes

(50)  
a minefield  
Neville Alexander



**T**he Language Plan Task Group (Langtag) charged with advising Dr Ben Ngubane, Minister of Arts, Culture, Science and Technology, on a coherent national language plan, meets in Pretoria on Saturday. It will place before participants its draft report to the minister, and invite views on its shortcomings and strengths in respect of language usage and practice in the land.

The new constitution obliges Government by means of language policy to:

- Promote national unity.
- Entrench democracy.
- Promote multilingualism.
- Promote respect for and tolerance towards linguistic and cultural diversity.
- Ensure the legal and social equality of status of all official languages in South Africa.
- Further the elaboration and modernisa-

tion of the African languages.

- Promote national economic development.

**L**angtag set about its task by constituting seven sub-committees and one study group to identify the needs and priorities in all social sectors if these goals are not to remain a dead letter.

Each sub-committee consulted relevant stakeholders as widely as time and resources permitted in the full knowledge, however, that this was a scouting operation and that the major research and implementation would have to come after they had drawn the "big picture".

Essentially, we have to consider how and how rapidly it is possible to "modernise" African languages so they can be used in all spheres, including science and technology. This is held to be vital for the

democratisation of our society.

We have, further, to consider how we are going to deal with the hegemony of English. Left to itself, the present situation would simply doom us to repeating the same mistakes so many other African and post-colonial states have made.

We would end up with a small English-fluent elite for whom their proficiency in this world language would amount to cultural capital, enabling them to get the best jobs and enjoy the perks of high status while the rest of the population is insulated from all the power positions and social processes, thus making a mockery of development and democracy.

Another significant issue is the future of Afrikaans. Because of the passion surrounding this issue, it has to be handled with care. Many Afrikaners still insist on seeing Afrikaans almost as though it is a world lan-

guage comparable with English.

This is a sad illusion. In my view, it is better to regard it as one of the more powerful African languages and to weigh up its chances in the context of globalisation, via English, and localisation, via the many indigenous languages now more able to flourish because of new technologies.

**R**ecently, the question of so-called marginalised language communities, such as the Venda and Tsonga-speaking people, has been placed on the agenda. Here, too, extreme care and openness is required if we are not to detonate the many mines that are lying in ambush on this terrain.

Other languages used in South Africa, such as the Indian, the Khoisan and sign language as well as special language systems, all require attention within the framework

of such a plan if equity and democratic openness are to be achieved.

In addition to this enormous agenda, there is the question of where foreign languages fit in, especially those such as Japanese, German, French and Chinese, which are important for foreign trade and to tourism.

The subcommittees have considered all these questions under the rubric of equity, language development, economics, education, services, literacy, heritage and special language systems, and the public service.

We believe that the Langtag process has taken us a few steps further along the path of transforming our language diversity into a strength instead of being a divisive "problem" as it has been in the past.

■ Dr Neville Alexander is the chairman of Langtag.

# Groups to discuss <sup>(50)</sup> language policy

Education Reporter

ARL 27/6/96

ORGANISATIONS and individuals are invited to attend a national conference in Pretoria at the weekend where the national language plan will come under discussion.

The conference will be hosted by the Minister of Arts, Culture, Science and Technology's Language Plan Task Group (Langtag).

Langtag was established in 1995 by Minister Ben Ngubane to advise him on a coherent national language plan for South Africa.

In view of the central position of the language policy of the Government of National Unity, the national language

plan is aimed at achieving a minimum of the following:

- All South Africans should have access to all spheres of South African society by developing and maintaining a level of spoken and written language that is appropriate for a range of contexts in the official languages of their choice.
- All South Africans should be able to learn languages other than their own mother tongue.
- African languages which have been marginalised by past policies should be developed and maintained.
- Equitable and widespread language facilitation services should be established.



# A new option in education

*'More families choose home schooling'*

ESANN de KOCK  
Education Reporter

MORE and more South African families are opting to teach their children at home.

This is the word from the National Coalition for Home Schooling, which is meeting with government in Cape Town to discuss the future of home schooling.

Leendert van Oostrum, president of the coalition, said legislation to legalise home schooling was in the process of being finalised.

With the new South African Schools Bill allowing for home schooling, his coalition's concern was making home schooling as user-friendly as possible. This meant they wanted to close loopholes which could make home schooling open for abuse by education officials.

Presently heads of education departments may place any conditions on home schooling of children if they are convinced that such conditions would be in the interests of the learner.

But Mr Van Oostrum is optimistic about the future of home schooling.

"At least now that we are in the new South Africa, home schooling is recognised as an option."

His coalition has a membership of about 200 families countrywide, but at the rate at which they are discovering how many people are involved in home schooling, they expect the actual number of families could be nearer to 400 or 600.

Mr Van Oostrum said although this represented a small percentage of the South African population, the total number of children involved would be enough to fill a large school.

He said there was a 30 percent growth rate in home schooling in South Africa.

Parents were opting for home schooling for various reasons, he said.

Many had religious reasons, others were worried about the quality of education and increasing levels of violence in South African public schools, and some simply believed in the quality of one-on-one education and how home schooling could strengthen the family as a unit.

"Generally parents have more than one reason for educating their children at home."

Mr Van Oostrum said there were various ways of going about home schooling.

He said there were hundreds of curricula available - from primary to high school level.

## New Schools Bill up for debate

Education Reporter

MORE consultative meetings will be held between the Department of Education and representatives of public school governing bodies in Cape Town and George on Saturday.

The purpose of these meetings is to discuss the draft South African Schools Bill and the government's proposals to alter the rights, powers and functions of public school governing bodies.

They form part of the process of negotiation between the government and the public school governing bodies required by Section 247 of the Constitution.

The new Bill incorporates policy positions approved by cabinet in February, when the Government of National Unity agreed to the second Education

White Paper on School Organisation, Governance and Funding.

The documents were published in the Government Gazette and have been distributed to public school governing bodies.

They also have been published in the Press.

Ministry of Education teams will be leading the meetings at the following venues, starting at 9 am on Saturday:

- St Francis Adult Education Centre, N'dabeni Street in Langa.

- Hewat College of Education, Athlone.

- The School of Education, Middle Campus, University of Cape Town.

- Hoerskool Outeniqua in George.

Further inquiries should be directed to the Department of Education's helpline: 0800 11 10 18.

# Container schools help to restore hope

By Victor Meeamere

SEVEN steel containers placed in a lager-like formation represent hope to the community of three thousand families at the Diepsloot informal settlement near Randburg.

The containers house the Lere La Thuto Adult Literacy Project, coordinated by hard-working mother of five Mrs Jackie Maarohanye.

Here elderly and middle-aged men and women, pupils jostle with younger folk for vantage positions in the container classrooms, obli-

ous of the boiling heat in the unorthodox classrooms.

The English, African languages, welding, carpentry, computer, candle, polish, brick and bread-making lessons are attended enthusiastically.

Among those attending lessons are the displaced former residents of the East Bank informal settlement, who were brought in by the authorities a few weeks ago.

One of them, Mrs Joyce Mashika, said: "When we were moved from Alexandra (East Bank) we were for-

saken. But we are learning to help ourselves here."

Maarohanye (38) heads two similar learning centres (also situated in informal settlements) in Grasmere (called Ithuteng) and Breyten, Mpumalanga (Ithuteng Brcen).

## Squatter camps

She said she was trying to help people in squatter camps regain their sense of dignity.

Maarohanye's schools, sponsored by the Joint Education Trust and Kagiso Trust, have also started

child-minding courses.

The schools have a choral music group, soccer and netball teams.

Pupils are taught how to take care of their finances. Products like the welding, carpentry, candle and polish-making are sold to the public.

Part of the proceeds go to the school and the rest into special student banking accounts that are managed by the school.

Basic business management skills are also given to help pupils manage their newfound independence.

Maarohanye has also organised a

course to help people obtain learners' and drivers' licences.

Maarohanye believes that education and training in basic general knowledge and life skills can help reduce alcohol abuse, crime and a wide range of other ills related to living in a squatter camp.

There are no toilets, telephones or electricity at Lere La Thuto.

These could be made possible through additional sponsorship.

"But we cannot place emphasis on that now. Education comes first," said Maarohanye.

(50) *South African* 27/6/96



# Sweden donates R18m for education overhaul in SA

ESANN de KOCK  
Education Reporter

(50)  
ARG 28/6/96  
SWEDEN has given South Africa R18 million for education research, management and development in South Africa, the national Minister of Education, Sibusiso Bengu, has announced.

Dr Bengu said in a Press statement that the signing of this agreement followed months of dialogue and a request from his department for support.

Sweden was apparently one

of the countries which President Mandela recently approached for financial support for education.

A spokesman for the president's office said today most of the governments approached by Mr Mandela had responded positively, but had not specified that their financial contributions should be spent on funding teachers' severance packages in the Western Cape and other provinces.

There is great uncertainty at the moment over where money

will come from to fund the severance packages of teachers who want to quit the profession.

Lincoln Mali, spokesman for Dr Bengu, said today the agreement between South Africa and Sweden had nothing to do with Mr Mandela's recent appeal for funds to assist with redeployment of teachers.

"It is a separate matter and is something that has been coming over a long time," Mr Mali said.

According to Dr Bengu, the agreement between South Africa and Sweden specifies

programmes that are intended to:

- Improve planning and management on national and provincial levels by establishing a national education management information system.

- Develop staff through local and international training activities in educational planning, financing, research and evaluation.

- Improve activities aimed at establishing a permanent national capacity for training in these fields.

They are damn... never take them away

# Teachers union welcomes new schools bill

ARG 29/6/96

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JOHANNESBURG. - The SA Democratic Teachers Union (Sadtu) welcomed the draft South African Schools Bill, which provides for two types of schools - public and independent.

"The union has long fought for this principle and in particular for the phasing out of state-aided schools," a union spokesman said at the conclusion of the Education Labour Relation Council negotiations.

"The bill also promotes the involvement of parents in the governance of schools. Sadtu has long campaigned for this to be accepted."

It added, however, that the union believed provincial MEC's should remain the employer of teachers.

"The union is happy to announce that the spirit of negotiations at national level has been very positive. Sadtu, however, is concerned that certain provinces are following their own agendas.

"The union is thus calling on all provincial bargaining councils to follow the principles set at national level to ensure a uniform democratic education system," said the spokesman.

The union also announced that negotiations on the redeployment manual, which outlined the principles, functions and procedures to be followed by schools during the redeployment process, had been completed.

"Redeployment is a sensitive issue and it is important to ensure as little disruption as possible for teachers involved in the process.

"Sadtu sees the manual as a victory. It is a significant mechanism to ensure equity and redress throughout the education system."

Sadtu said post provisioning scales were currently determined by the provinces, but it would like to see future negotiations on this issue conducted at national level.

"The teacher-pupil ratios recently negotiated were dealing with averages. The union is going to engage in a new debate about the specifics of class sizes," said the spokesman.

"Sadtu sees this as an important condition of service for teachers as it will address the question of teacher workloads."

Other issues such as minimum working hours would be negotiated next year. - Sapa

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# MINISTRY OF EDUCATION SOUTH AFRICAN SCHOOLS BILL, 1996

1. The *South African Schools Bill, 1996*, and a *Memorandum by the Department of Education on a draft school finance policy* are hereby published for information and comment.

2. All persons concerned are invited to comment in writing on the draft Bill and the draft finance policy document and to send the comment to:

Director-General  
Attention: Mr U Boesenberg  
Department of Education  
Private Bag X895  
PRETORIA 0001

3. The comment may also be faxed to fax number (012) 328-3038 at the above address.

4. The comment must reach the Department of Education not later than **21 June 1996**.

5. Please also provide the name, address, telephone number and fax number of a person whom the Department of Education could contact concerning the comment.

## DRAFT: FOR DISCUSSION

## REPUBLIC OF SOUTH AFRICA

## SOUTH AFRICAN SCHOOLS BILL

(As introduced)  
(MINISTER OF EDUCATION)  
11 APRIL 1996

## BILL

To provide for a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for incidental matters.

## PREAMBLE

Whereas it is necessary to adopt legislation for the democratic transformation of schools and to set uniform norms and standards for the organisation, governance and funding of schools to serve the needs and interests of all learners at schools and to uphold their democratic rights,

Be it enacted by the Parliament of the Republic of South Africa, as follows-

## CHAPTER 1

## APPLICATION AND PURPOSE OF ACT

### Application of Act

1. (1) Subject to the *Constitution*, this Act shall apply to school education in the Republic of South Africa.

(2) A Member of the Executive Council shall exercise any power conferred upon him or her under this Act, in accordance with the provisions of any applicable law, and after taking full account of the applicable policy determined under the National Education Policy

the school which excludes the liability of the school to the parent arising out of circumstances relating to the education of the learner.

(3) An application for the admission of a learner to a public school shall be made to the principal of the school.

(4) If a principal refuses an application under subsection (3), he or she shall inform the parent of the learner in writing of his or her decision and the reasons for such refusal.

(5) A principal shall notify the Head of Department in writing of any learner refused admission to the school and the reasons for the refusal.

(6) The learner or parent of a learner who has been refused admission to a public school shall have the right to appeal against the decision to the Member of the Executive Council.

(7) Subject to this Act, the admission policy of a public school shall be determined by the governing body of the school, with the concurrence of the Member of the Executive Council.

### Language policy of public schools

(1) A learner in a public school shall have the right to instruction in the language of his or her choice where this is reasonably practicable.

(2) The governing body of a public school may determine the language policy of the school subject to-

(a) the national policy determined by the Minister under the National Education Policy Act, 1996; and

(b) the provincial policy determined by the Member of the Executive Council; provided that no form of racial discrimination may be practised in exercising its policy.

### Freedom of conscience and religion at public schools

(1) Every learner and member of staff at a public school shall have the right to freedom of conscience, religion, thought, belief and opinion.

(2) Religious observances may be conducted at a public school under rules established by the governing body provided that such observances shall be conducted on an equitable basis and attendance at them by learners and members of staff shall be free and voluntary.

### Discipline of learners

(1) A governing body of a public school, after consultation with the learners, parents and educators of the school, shall adopt a code of conduct for the learners.

(2) A code of conduct referred to in subsection (1) shall be directed at enabling a disciplined and purposeful school environment to be established, dedicated to the improvement and maintenance of the quality of the learning process.

(1) determine and oversee the budget of the school each year;

(2) determine, change and oversee the allocation of any school fees payable by parents of learners at the school;

(3) raise other revenues including voluntary contributions to the school in cash or kind;

(4) establish and administer a school fund into which fee payments and voluntary contributions shall be paid;

(5) purchase textbooks and educational materials for the school;

(6) purchase equipment for the school;

(7) maintain the grounds and buildings of the school;

(8) pay the accounts for services to the school;

(9) join voluntary associations;

(10) allow the reasonable use of the facilities of the school for community purposes, subject to such reasonable conditions as the governing body may determine; or

(11) perform other functions or exercise other powers as determined by the Member of the Executive Council by notice in the Provincial Gazette.

### Duties of governing bodies<sup>1</sup>

14. A governing body of a public school shall-

(a) subject to this Act, draw up a constitution and submit a copy thereof to the Member of the Executive Council within thirty days of the date referred to in section 42(1)(b);

(b) meet at least every three months;

(c) keep a minute of its meetings;

(d) on request, make the minutes of its meetings available for inspection by the Head of Department, a parent, a learner or member of staff at the school;

(e) prepare an annual budget, keep its accounts in order, and publish an annual audited statement of income and expenditure;

(f) report on the performance of its functions and the exercise of its powers to parents of learners at the school, at least every six months;

(g) convene an annual meeting of parents of learners enrolled at the school;

(h) adopt a code of conduct for learners at the school, as provided in section 8; and

<sup>1</sup> See footnote 2.

### Composition of a governing body of a public school

16. (1) The composition of a governing body at a public school shall include-

(a) parents of learners at the school who are not employed at the school;

(b) educators at the school;

(c) members of staff at the school who are not educators;

(d) the principal of the school;

(e) in the case of a secondary school, learners at the school nominated by the students' representative council of the school; and

(f) members of the community co-opted by the governing body.<sup>5</sup>

(2) Parents of learners at a public school shall comprise the majority of members of a governing body at the school.

(3) A students' representative council referred to in subsection (1)(e) shall be established at each secondary school according to the provisions of a notice by the Member of the Executive Council in the Provincial Gazette, which shall determine the composition, functions and procedures of the students' representative council.

(4) A member of a governing body co-opted under subsection (1)(f) shall have the same rights and duties as an elected member of a governing body.

(5) The Member of the Executive Council may approve the composition of a governing body at a public school which differs from the composition contemplated in subsection (1) if-

(a) the governing body at the school has applied in writing for such different composition, providing reasons therefor; and

(b) the Member of the Executive Council is satisfied that such composition is in the interest of education at the school.

(6) The Member of the Executive Council shall, if a governing body does not exist at a public school, or has ceased to function, appoint at least three persons to perform the functions and exercise the powers of a governing body at the school for a period not exceeding three months.

(7) The Member of the Executive Council may extend the period referred to in subsection (6), by further periods not exceeding three months each, but the total period shall not exceed one year.

(8) The Member of the Executive Council shall ensure that a governing body is elected under this Act within a year after the appointment of persons referred to in subsection (6).

(9) A member of a governing body shall withdraw himself or herself from the meeting of a governing body for the duration of the discussion and decision-making on any issue in which the member has a direct personal interest.

5 See Chapter 4 regarding the composition of a governing body at a school providing education for learners with special education needs.

### Governing bodies at schools providing education for learners with special education needs

21. (1) The governing body of an ordinary public school which provides education to learners with special education needs shall-

(a) co-opt a person or persons with expertise regarding the special education needs of those learners as a member or members of the governing body; and

(b) establish a committee to advise the governing body on the provision of education to learners with special education needs at the school.

(2) The governing body of a special public school-

(a) shall, in addition to those persons referred to in section 16, include an official with expertise regarding the special education needs of learners at the school; and

(b) may, in addition to those persons referred to in section 16, co-opt any or all of the following persons-

(i) a representative of a sponsoring body;

(ii) a representative of organisations of parents of learners with special education needs;

(iii) a representative of organisations of disabled people; or

(iv) a member from the disabled community.

(3) The Member of the Executive Council may by notice in the Provincial Gazette exempt a special public school from complying with section 16(1)(a) if it is not practically possible for a students' representative council to be established at the school.

## CHAPTER 5

## FUNDING OF PUBLIC SCHOOLS<sup>6</sup>

### Determination of norms and standards for the funding of public schools

22. The Minister, after consultation with the Council of Education Ministers and with the Financial and Fiscal Commission, and with the concurrence of the Minister of Finance, shall determine norms and minimum standards for the funding of public schools in terms of appropriations by a provincial legislature, or in terms of conditional allocations out of national revenue to a province as provided in section 155(2)(c) of the *Constitution*.

### Determination of school fees at public schools<sup>7</sup>

23. The Minister, after consultation with the Council of Education Ministers and with the concurrence of the Minister of Finance, may-

(a) determine, each year, fair and reasonable guidelines for the payment and exemption

<sup>6</sup> Provides for an appeal to the MEC, in cases of severe hardship. The Ministry of Education issues comment and advice on these proposals.

### Payment and exemptions from payment of school fees at public schools

26. (1) Subject to this Act, a parent of a learner at a public school who is eligible to pay the school fees agreed in terms of section 25(b), shall pay such fees.

(2) A parent of a learner at a public school shall not be obliged to pay school fees if he or she is exempt from fee payments in terms of section 25(c).

27. The Member of the Executive Council may, if he or she is of the opinion that special circumstances exist, exempt a parent referred to in section 26(1) wholly or partly from the payment of school fees determined under section 25.

### Establishment of school funds at public schools

28. (1) The governing body of a public school shall establish a school fund.

(2) Subject to subsection (3), all money received by a public school shall be paid into the school fund.

(3) A public school shall appropriate money or other goods donated or bequeathed to or received in trust by that school, in accordance with the conditions of the donation, bequest or trust concerned.

(4) The school fund and all proceeds thereof shall only be used for educational purposes at, or in connection with, the school concerned.

### Financial records of a public school

29. The Member of the Executive Council shall, by notice in the Provincial Gazette, determine the financial year of a public school.

30. The governing body of a public school shall-

(a) prepare an annual income and expenditure budget in accordance with guidelines determined by the Member of the Executive Council, for consideration and approval by a majority of parents present and voting at a general meeting called by the governing body;

(b) keep records of money received and spent by the public school, and of the assets, liabilities and financial transactions of the school; and

(c) as soon as practicable, but not later than three months after the end of each financial year, draw up annual financial statements in accordance with guidelines determined by the Member of the Executive Council, which include, with suitable particulars, money received and expenditure incurred by the public school during, and its assets and liabilities at the end of, the financial year concerned.

31. (1) The records and financial statements referred to in section 30 shall be audited by a person registered as an accountant and auditor in terms of the Public Accountants and Auditors Act, 1991 (Act No. 80 of 1991), or another person approved by the Member of the Executive Council, and appointed by the gov-



(3) Nothing in this Act shall be construed as infringing upon the competence of a provincial legislature to enact legislation for school education in a province in accordance with the Constitution.

#### Purpose of this Act

- The purpose of this Act is to—
  - establish a uniform system for the organization, governance and funding of schools;
  - establish minimum and uniform norms and standards for the provision of education at schools;
  - provide the basis for quality education across the school system;
  - amend and repeal certain laws relating to schools; and
  - provide for incidental matters.

### CHAPTER 2

#### LEARNERS

##### Compulsory attendance

- Subject to this Act, every parent of a child shall cause the child to attend a school from the first school day of the year in which he or she reaches the age of seven years until the last school day of the year in which the child attains the age of fifteen years or the ninth grade.
  - A Member of the Executive Council shall provide sufficient school places to enable every child resident in his or her province to attend school as provided in subsection (1), this duty being limited only by an existing lack of capacity.
  - A Member of the Executive Council shall remedy any such lack of capacity as soon as possible, and shall make an annual report to the Minister on the progress achieved in doing so.

##### Exemption from compulsory attendance

- The Member of the Executive Council may exempt a learner entirely, partially or conditionally from compulsory school attendance if in the opinion of the Member of the Executive Council it is in the best interest of the learner.
  - The Head of Department shall maintain a register of all learners exempted from compulsory school attendance.

##### Admission to public schools

- Admission requirements for public schools shall not unfairly discriminate in any way, particularly on grounds of race, gender, sex, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture or language.
  - No learner shall be refused admission to a public school on the grounds that his or her parent—
    - has not paid the school fees determined by the governing body under section 25 for which the parent is liable;
    - does not subscribe to the mission, goals or objectives of the school; or
    - has refused to enter into a contract with

University of Education, Durban, may determine guidelines for the consideration of governing bodies in adopting a code of conduct for learners.

- No person shall administer corporal punishment to a learner at a school.

- Subject to this Act, a learner at a public school may only be suspended from the school by the principal pending a decision whether the learner should be expelled.
  - A learner may be expelled from a public school only on grounds of serious misconduct, as determined by the Member of the Executive Council in terms of appropriate provincial legislation.

### CHAPTER 3

#### PUBLIC SCHOOLS

##### Establishment and maintenance of public schools

- The Member of the Executive Council shall, out of moneys appropriated for this purpose by the provincial legislature, establish and maintain public schools for the education of learners.
  - A public school established and maintained under subsection (1) may be a special public school or an ordinary public school.

##### Status of a public school

- A public school shall be a juristic person.
  - Subject to this Act, the governance of a public school shall be vested in its governing body.
  - Subject to this Act, the professional management of a public school shall be vested in the Head of Department, who may delegate such power to the principal in terms of section 50(2).

##### Powers and functions of governing bodies

- Subject to this Act, a governing body of a public school may—
  - develop the mission, goals and objectives of the school;
  - determine the admission policy of the school, with the concurrence of the Member of the Executive Council;
  - determine the language policy of the school subject to the appropriate national and provincial policy;
  - determine the policy for religious observance at the school;
  - determine school times;
  - determine the extra-curricular curriculum of the school, and determine the curriculum of the school in terms of provincial policy and subject to the South African Qualifications Act, 1995;
  - recommend the appointment of educators to the Head of Department, subject to the Educators Employment Act, 1994, and the Labour Relations Act, 1995;
  - recommend the appointment of non-educator staff to the Head of Department, subject to the Public Service Act, 1994, and the Labour Relations Act, 1995;

#### Council regarding governing bodies

- The Member of the Executive Council shall, by notice in the Provincial Gazette, determine—
  - the powers and functions referred to in section 13 which may be exercised or performed by the governing bodies of some or all public schools in the province; and
  - the powers and functions for which a governing body may apply.

- The Member of the Executive Council may allocate different powers and functions to different governing bodies if there is a reasonable and equitable basis for such differentiation.

- An application referred to in subsection (1)(b) shall be in writing and addressed to the Head of Department.
  - The Head of Department may only refuse an application referred to in subsection (1)(b) if he or she is of the opinion that the governing body concerned does not have the capacity to perform such functions or exercise such powers effectively.
  - The Head of Department may withdraw a power or function of a governing body, if he or she is of the opinion that the governing body has failed or is unable to exercise the power or perform the function.
  - The Head of Department may not take action under subsection (5) unless he or she has informed the governing body of the school of his or her intention so to act and the reasons therefor, and has granted the governing body concerned an opportunity to make representations to him or her relating to such action.
  - In cases of urgency, the Head of Department may act in terms of subsection (5) without prior communication to such governing body, provided that the Head of Department thereafter furnishes the governing body with reasons for his or her actions, and gives the governing body an opportunity to make representations relating to such actions.
  - The Head of Department may for sufficient reasons reverse or suspend his or her actions in terms of subsections (5) or (7).

- Subject to the provisions of this Act, the Member of the Executive Council shall, by notice in the Provincial Gazette, determine for governing bodies at public schools—
  - the categories of persons who may serve as members;
  - the number of members;
  - the election of members and office bearers;
  - the terms of office of members;
  - disqualifications of members and the filling of casual vacancies;
  - dissolution and reconstitution;
  - powers, functions and duties; and
  - financial oversight of the school.

- If a governing body fails to submit a constitution as provided in section 14(a), the Head of Department shall provide the governing body with a constitution which shall be effective until the governing body complies with section 14(a).

Members of a governing body shall be conducted by an official designated by the Head of Department.

- Elections conducted in terms of subsection (1) shall be by secret ballot.
  - A governing body shall, from amongst its members, elect a chairperson, a treasurer and a secretary as office bearers of the governing body.
  - A principal of a public school shall not serve as the chairperson of a governing body.
  - The term of office of a member of a governing body other than a learner shall not exceed three years.
  - The term of office of a member of a governing body who is a learner shall not exceed one year.
  - The term of office of a chairperson of a governing body shall not exceed three years.

- A member or office bearer of a governing body shall be eligible for re-election after the expiry of his or her term of office.
  - promote the effective exercise of their powers and performance of their functions by governing bodies; and
  - promote the active participation of members of governing bodies and the accountability of governing bodies to their electorate.

- The Member of the Executive Council shall, out of moneys appropriated for this purpose by the provincial legislature, establish a programme to—
  - promote the effective exercise of their powers and performance of their functions by governing bodies; and
  - promote the active participation of members of governing bodies and the accountability of governing bodies to their electorate.

- The Member of the Executive Council shall, out of moneys appropriated for this purpose by the provincial legislature, establish a programme to—
  - promote the effective exercise of their powers and performance of their functions by governing bodies; and
  - promote the active participation of members of governing bodies and the accountability of governing bodies to their electorate.

- The Member of the Executive Council shall, out of moneys appropriated for this purpose by the provincial legislature, establish a programme to—
  - promote the effective exercise of their powers and performance of their functions by governing bodies; and
  - promote the active participation of members of governing bodies and the accountability of governing bodies to their electorate.

##### Capacity building of governing body

- The Member of the Executive Council shall, out of moneys appropriated for this purpose by the provincial legislature, establish a programme to—
  - promote the effective exercise of their powers and performance of their functions by governing bodies; and
  - promote the active participation of members of governing bodies and the accountability of governing bodies to their electorate.

##### Closure of public schools

- The Member of the Executive Council may, by notice in the Provincial Gazette, close a public school.
  - The Member of the Executive Council shall not take action under subsection (1) unless he or she has—
    - informed the governing body of the school of his or her intention so to act and his or her reasons therefor;
    - granted the governing body of the school a reasonable opportunity to make representations to him or her in relation to such action; and
    - conducted a public hearing on reasonable notice, to enable the community to make representations to him or her in relation to such actions.

### CHAPTER 4

#### LEARNERS WITH SPECIAL NEEDS IN EDUCATION

##### Provision of education for learners with special education needs

- The Member of the Executive Council may establish and maintain special public schools under section 11 to provide education for learners with special education needs.
  - The Member of the Executive Council shall, where reasonably practicable, provide education for learners with special education needs at ordinary public schools.

publish such guidelines by notice in the Government Gazette in sufficient time to enable governing bodies to take them into account when planning their budgets.

- Subject to this Act, a governing body of a public school may determine school fees payable by a parent of a learner at the school, subject to fair and reasonable guidelines which may be determined and published in the Provincial Gazette by the Member of the Executive Council, relating to the exemption of a parent of a learner at a school who does not have the means to pay.
  - A governing body may only determine that school fees shall be payable under section 24 if—
    - the governing body has presented an income and expenditure budget for the forthcoming year, and such budget has been considered and approved by a majority of parents present and voting at a general meeting of parents of learners at the school;
    - the governing body has convened a meeting of parents of learners at the school and a majority of such parents, present and voting at the meeting, agree that school fees shall be payable at the school;
    - a majority of parents present and voting at a meeting convened by the governing body has agreed on equitable procedures for the exemption of parents who are unable to pay fees, after taking into account such guidelines referred to in sections 23 and 24;
    - after the agreements referred to in subsections (1)(b) and (c), the governing body has convened a meeting of the parents of learners at the school who are able to pay the fees, and a majority of such parents, present and voting at the meeting, agree to a fee structure according to which school fees shall be payable at the public school, which fee structure shall be annually reviewed.
  - A majority of parents present and voting at a meeting contemplated in subsection (1)(b) may resolve that no school fees shall be payable at the school.
  - The governing body of a public school shall convene the meetings contemplated in subsections (1)(b) and (1)(c) on thirty days' notice to the parents of learners at the school mentioned in those subsections.

- Subject to this Act, a governing body of a public school may determine school fees payable by a parent of a learner at the school, subject to fair and reasonable guidelines which may be determined and published in the Provincial Gazette by the Member of the Executive Council, relating to the exemption of a parent of a learner at a school who does not have the means to pay.
  - A governing body may only determine that school fees shall be payable under section 24 if—
    - the governing body has presented an income and expenditure budget for the forthcoming year, and such budget has been considered and approved by a majority of parents present and voting at a general meeting of parents of learners at the school;
    - the governing body has convened a meeting of parents of learners at the school and a majority of such parents, present and voting at the meeting, agree that school fees shall be payable at the school;
    - a majority of parents present and voting at a meeting convened by the governing body has agreed on equitable procedures for the exemption of parents who are unable to pay fees, after taking into account such guidelines referred to in sections 23 and 24;
    - after the agreements referred to in subsections (1)(b) and (c), the governing body has convened a meeting of the parents of learners at the school who are able to pay the fees, and a majority of such parents, present and voting at the meeting, agree to a fee structure according to which school fees shall be payable at the public school, which fee structure shall be annually reviewed.
  - A majority of parents present and voting at a meeting contemplated in subsection (1)(b) may resolve that no school fees shall be payable at the school.
  - The governing body of a public school shall convene the meetings contemplated in subsections (1)(b) and (1)(c) on thirty days' notice to the parents of learners at the school mentioned in those subsections.

### CHAPTER 6

#### INDEPENDENT SCHOOLS

##### Establishment of an independent school

- Every person shall have the right, at his or her own cost, to establish and maintain an independent school provided that there shall be no discrimination on the ground of race.

##### Registration of independent school

- No person shall establish or maintain an independent school unless that school is registered with the Head of Department.
  - An independent school may not be registered by the Head of Department unless he or she is satisfied that—
    - the standards maintained by such school are not inferior to the standards in comparable public schools;
    - the school does not directly or indirectly discriminate on the grounds of race; and
    - the school complies with other conditions determined by the Member of the Executive Council by notice in the Provincial Gazette.

##### Withdrawal of registration of independent school

- Subject to this Act, the Member of the Executive Council shall, by notice in the Provincial Gazette, determine the circumstances under which the registration of an independent school shall be withdrawn by the Head of Department.
  - No withdrawal of the registration of an independent school shall be valid unless—
    - the owner of such independent school has been furnished by the Head of Department with a notice of such withdrawal together with written reasons for his or her decision to withdraw the registration of the independent school; and
    - the owner of such independent school has been granted an opportunity to make written representations to the Head of Department giving reasons why the registration of the independent school should not be withdrawn prior to any decision to withdraw the registration of the independent school.

- The owner of an independent school shall have the right to appeal to the Member of the Executive Council against the withdrawal of registration of his or her independent school.

7. Section 32(a) of the Interim Constitution grants every person the right "to basic education and to equal access to educational institutions". Section 81(2) of the Interim Constitution forbids unfair discrimination on any grounds, direct or indirect. Section 81(3)(a) permits "measures designed to achieve the adequate protection and advancement of persons or groups or categories of persons disadvantaged by unfair discrimination, in order to enable their free and equal enjoyment of all rights and freedoms". The scheme proposed in this part of the Bill must ensure that the child is denied the free and equal enjoyment of his or her right to basic education. To do so, it must protect fee-free access to schools by parents who do not have the means to pay. The School Finance Task Team has considered the concept of a nationally determined "ability to pay threshold", to protect parents who are without the means to pay school fees from the obligation to pay at a public school. While the idea of a national ability to pay threshold is morally justifiable, the implementation of such a threshold poses problems which appear practically insuperable. The Task Team has concluded that the concept is unwarrantable and should not be pursued. Further work must be done to find alternative equitable and practicable ways to protect parents who do not have the means to pay school fees as may be prescribed. At present, the draft Bill enables the Minister to establish national guidelines on fees and exemptions from fees, employers governing bodies to determine fees subject to guidelines by the Member of the Executive Council, and exemption procedures, and



### Subsidies to registered independent schools

36. (1) The Member of the Executive Council may, out of money appropriated by the provincial legislature for this purpose, grant a subsidy to a registered independent school in terms of section 38(1)(c).
- (2) If, in the opinion of the Head of Department, a condition subject to which a subsidy was granted has not been complied with, the Head of Department may terminate or reduce the subsidy from a date determined by him or her.
- (3) The Head of Department shall not terminate or reduce a subsidy under subsection (2) unless he or she has granted the owner of the independent school concerned an opportunity to make written representations to him or her giving reasons why the subsidy should not be reduced or terminated as the case may be.

### Declaration of an independent school as a public school

37. The Member of the Executive Council may enter into an agreement with the owner of an independent school in terms of which such an independent school is declared to be a public school, provided that—
- (a) no agreement may be reached without the concurrence of the Member of the Executive Council responsible for finance; and
- (b) notice of the change of status is published in the Provincial Gazette.

### Powers of Member of the Executive Council relating to registered independent schools

38. (1) The Member of the Executive Council shall, by notice in the Provincial Gazette, determine requirements for—
- (a) the admission of learners of a registered independent school to examinations conducted by or under the supervision of the education department;
- (b) the keeping of registers or other documents by a registered independent school;
- (c) the criteria of eligibility for subsidy, the conditions of subsidy, and the manner in which any subsidy shall be payable to a registered independent school;
- (d) the democratic governance of a registered independent school; and
- (e) any other matter relating to a registered independent school which shall or may be prescribed in terms of this Act.
- (2) Different requirements may be made under subsection (1) in respect of different registered independent schools.

### Registration of learner for education at home

39. (1) A parent of a learner may apply to the Head of Department for the registration of the learner to receive education at his or her home.
- (2) The Head of Department may only register a learner under subsection (1) if he or she is satisfied that—
- (a) the registration is in the interest of the

### Transitional provisions relating to the immovable property of certain schools

43. (1) The immovable property of a public school which was declared to be a state-aided school under section 29(2A) of the Education Affairs Act (House of Assembly), (Act 70 of 1988) or established as a state-aided school under section 29(2B) of that Act, shall be expropriated by the Member of the Executive Council in terms of section 44 of this Act.
- (2) The Minister, after consultation with the Member of the Executive Council, may determine a date, by notice in the Government Gazette, by which the expropriation contemplated in subsection (1) shall be completed.
- (3) The fact that compensation for any land and real rights in and over land expropriated in terms of subsection (1) has not been finalised shall not impede the transfer of such land and real rights in and over land to the State.
- (4) Until the expropriation contemplated in subsection (1), a public school referred to in that subsection shall not let, sell or otherwise alienate its immovable property, or grant to any person any real right thereon or servitude thereon.

## CHAPTER 8

### GENERAL PROVISIONS

#### Expropriation

44. (1) The Member of the Executive Council, may, if it is in the public interest to do so, expropriate land and real rights in or over land for any purpose related to school education in the province.
- (2) The owner of any land or real rights in or over land expropriated in terms of subsection (1) shall be entitled to payment of such compensation in respect of such land or real rights in or over land as is provided for by section 28(3) of the Constitution.
- (3) The provisions of the Expropriation Act (Act No. 63 of 1975), other than those relating to the quantification of compensation, shall apply to any expropriation effected under this section.
- (4) If the Member of the Executive Council and an owner contemplated in subsection (2) fail to reach agreement regarding the payment of compensation, either party may refer the matter to a Court for settlement, or they may agree to refer the dispute to an arbitrator for arbitration.
- (5) The purpose of such arbitration shall be to resolve the dispute in a cost-effective and expeditious manner.
- (6) An arbitrator referred to in subsection (4) shall be appointed by the Premier from a list of arbitrators compiled by the chairpersons of the organised legal profession in the province.
- (7) The list of arbitrators referred to in subsection (6) shall be compiled within thirty (30) days of the commencement date of this Act and shall be reviewed each year.
- (8) The arbitrator shall determine the time, venue and procedures which shall apply to the arbitration.
- (9) The arbitrator shall determine the dispute and make a written award giving reasons for such award within seven (7) days of the arbit-

"Member of the Executive Council" mean the Member of the Executive Council of the province who is responsible for education in that province;

"Minister" means the Minister of Education;

"official" means an employee of an education department appointed in terms of the Educators Employment Act, 1994 or the Public Service Act, 1994;

"parent" means—

- (a) the parent or guardian of a learner;
- (b) the person legally entitled to custody of a learner; or
- (c) the person who usually has the care and control of a learner;

"Premier" means the Premier of a province elected in terms of section 145 of the Constitution;

"principal" means an educator appointed to act in a post established as the head of a school;

"province" means a province as defined in Schedule 1 of the Constitution;

"provincial legislature" means a provincial legislature contemplated in section 125 of the Constitution;

"public school" means a school established or deemed to be established in terms of section 11 of this Act.

"Republic of South Africa" means the Republic of South Africa as defined in section 1 of the Constitution;

"this Act" means the South African Schools Act, 1996 and regulations published thereunder.

#### Regulations

49. The Minister may make regulations as to any matter which shall or may be prescribed by regulation under this Act; and any matter which the Minister may deem necessary or expedient to prescribe in order to achieve the objects of this Act.

### Delegation of powers and assignment of duties

50. (1) The Member of the Executive Council may, subject to such conditions as he or she may determine—
- (a) delegate any power conferred upon him or her under this Act, except the power to make regulations and the power to decide an appeal lodged with him or her in terms of this Act; and
- (b) assign any of his or her duties in terms of this Act.
- (2) The Head of Department or a person employed by the education department.
- (3) The Head of Department may, subject to such conditions as he or she may determine—
- (a) delegate any of his or her powers under this Act or delegated to him or her in terms of subsection (1)(a); and
- (b) assign any of his or her duties in terms of this Act or assigned to him or her in terms of subsection (1)(b).
- (4) A person employed by the education department

"state-aided college" means a college of education, technical college or other college which is wholly or partly funded by the State in respect of the remuneration and conditions of service of educators in posts on the establishment created in terms of section 3(1) and in regard to which the college is the employer of such educators.

(b) substitution of the following definitions as follows:

"educator" means any person who teaches, educates or trains other persons or provides professional educational services at any educational institution and whose appointment and conditions of service are regulated by this Act;

"employer" means—

- (a) in the case of a public educational institution, the head of a department;
- (b) in the case of a state-aided college, the body which employs an educator;

(c) for purposes of section 51(DA) and (B) the Minister shall be regarded as the employer of educators appointed to posts created in terms of sections 3(1), 3(2) and 3(4).

"employee member" means an employee of an organisation that is a member of the Education Labour Relations Council established in terms of section 37(3)(b) read with item 20 of Schedule 7 to the Labour Relations Act;

(c) repealing the following definitions:

"departmental educational institutions"

"subsidised post"

"state-aided educational institution"

"Executive Council"

"Education Labour Relations Act"

#### Amendment of section 3 as follows:

### Establishment of state educational institutions

3. (1) Notwithstanding anything to the contrary contained in any other law, but subject to the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984), the educator establishment at an [state] educational institution in a province shall consist of the posts which the Member of the Executive Council creates and the educator establishment of the Department of Education of the province which the Minister creates.
- (2) The employer of a public educational institution may create [unsubsidised] posts additional to the establishment referred to in subsection (1).
- (3) The employer of a state-aided college may create unsubsidised posts additional to the establishment referred to in subsection (1).
- (4) The employer of a public school may create posts additional to those referred to in subsections (1) and (2) at the request of the school.
- (3[5] Educators may be appointed [on a temporary basis] additional to the establishment referred to in subsection (1) with the approval of the Member of the Executive Council or in terms of section 4(4).
- (4[6] A post referred to in this section [subsection (1)] may be regarded, redesignated, converted or abolished.

and other terms and conditions of employment of educators appointed, transferred or promoted to posts referred to in sections 3(1), 3(2) and 3(4) shall be determined by the Minister.

(b) the other terms and conditions of employment and service benefits of educators referred to in paragraph (a) shall be prescribed by the Minister; and

(b)(c) the salaries, salary scales, allowances and other terms and conditions of employment referred to in paragraphs (a) [and (b)] with a financial implication shall be determined by the Minister with the concurrence of the Minister responsible for finance at national level; and

(c)(d) the salaries, salary scales, allowances and other terms and conditions of employment of educators at a state-aided college appointed, transferred or promoted to posts referred to in section 3(2)(3) shall be determined by the employer.

Subsection (2) is repealed as a whole.

#### Amendment of section 6 as follows:

### Transfer [and secondment] of educators

6. (1) Subject to the provisions of this section and applicable terms and conditions of employment, an educator employed in [an office or department] a public educational institution may be transferred from the post in which he or she serves to any other post—
- (a) at [the same departmental educational institution or office or at another departmental educational institution or office] a public educational institution under the control of the same provincial education department by the Member of the Executive Council; or
- (b) at a public [departmental] educational institution [or office] in a different province or the Department at national level by the Member of the Executive Council, or the Minister, whichever is applicable, with the concurrence of the Member of the Executive Council of such other province or the Minister, whichever is applicable.

Provided that the governing body of the public educational institution, if applicable, to which the educator has been transferred, must recommend such transfer and appointment before the educator is appointed at the public educational institution.

(2) Subject to the provisions of this section, an educator employed at a state-aided [educational institution] college may [with his or her consent], be transferred from the post in which he or she serves to any other post at the same or any other state-aided [educational institution] college or public [departmental] educational institution—

(a) in the same province by the Member of the Executive Council, with the concurrence of the employer or employers concerned; or

(b) in a different province by the Member of the Executive Council, with the concurrence of the Member of the Executive Council of such other province and the employers concerned; or

(c) at the Department at national level with the concurrence of the Minister.

(3) Subject to the provisions of this section, an educator at a public educational [departmental] institution [or office] may, [with his or her consent], be transferred from the post in which he or she serves to any other post at a

to discuss several financial aspects of the Review Committee's findings, including increasing the size of the budget for schooling, options for reforming school financing, implementation of user charges, and provincial financing arrangements.

### Task Team on School Finance Policy

3. The Department of Education established a School Finance Task Team in January 1996, comprising members from the Financial and Fiscal Commission, the Departments of Education, Finance, and State Expenditure, the Review Committee and the international consultants. The Task Team has also met with representatives of the provincial education departments. Members have prepared several explanatory and analytical papers. The team has reached agreement on the principal aspects of policy. This memorandum presents a summary by the Department of Education of the Task Team's main findings and recommendations, with a minimum of technical detail.

#### Next steps

4. In approving Education White Paper 2, Cabinet also approved the Minister of Education's intention to present this draft school finance policy document to Cabinet in March 1996, together with the draft South African Schools Bill, 1996 (which embodies a new statutory national framework for school organisation, governance and funding), and the Ministry's negotiating position for the negotiations with public school governing bodies which the government is required to undertake in terms of section 247 of the Constitution.
5. The finance policy document and the Bill will be revised after a period of public comment, and submitted to Cabinet late in April. The negotiations with governing bodies will be concluded before the end of June. The Bill will be tabled in Parliament before the end of June, and is expected to be debated in August. The government's policy and legislative proposals on the related issues of school organisation, governance and funding will therefore be subject to public and Parliamentary scrutiny between April and August 1996. Since the former budget function committees have ceased to exist, the budgetary implications of the finance policy will be considered in a Finance Committee of the Heads of Education Departments Committee (HEDCOM) in connection with the 1997/98 budget cycle (see para. 17).
6. The process described above appears to be consistent with the proposals in "The Budget Process and the (New) Constitution: Discussion Paper prepared by members of the Departments of State Expenditure and Finance and the Financial and Fiscal Commission" (Draft 04, December 1995).

## SOME MACRO POLICY MATTERS

### The size of the education budget

#### The views of the Review Committee and Ministry of Education

7. The Review Committee analysed budget trends over the past eight years, the country's needs for education and skills, and the Government's Constitutional obligations and policy commitments. It concluded that an increase in the education budget of five per cent per annum in real terms over the next five



- (b) the education received by the learner at home-
- (f) will meet the minimum requirements of the curriculum at public schools; and
- (ii) will be of a standard not inferior to the standard of education provided at public schools; and
- (c) the parent of the learner will comply with such other conditions determined by the Head of Department.
- (3) The Head of Department may withdraw the registration referred to in subsection (1).
- (4) The Head of Department shall not act under subsection (3) unless he or she has informed the parent of the learner of his or her intention so to act and the reasons therefor and has granted to the parent an opportunity to make representations to him or her in relation to such action.

**CHAPTER 7**

**TRANSITIONAL PROVISIONS**

**Transitional provisions relating to schools other than private schools**

40. (1) Any school, other than a private school referred to in section 41, which was established or deemed to have been established under the provisions of any law governing school education in the Republic of South Africa, or any other private school, which existed immediately prior to the commencement date of this Act, shall be deemed to be a public school established in terms of section 11 of this Act.
- (2) The assets and liabilities of a school deemed to be a public school under subsection (1) which vested in that school immediately prior to the commencement date of this Act, shall vest in the public school concerned.

**Transitional provisions relating to private schools**

41. A private school which was registered or deemed to have been registered under the provisions of a law governing school education in the Republic of South Africa, and which existed immediately prior to the commencement date of this Act, shall be deemed to be an independent school registered in terms of section 34 of this Act.

**Transitional provisions relating to governing bodies**

42. (1) The Minister shall, after consultation with the Member of the Executive Council and by notice in the Government Gazette, determine a date-
- (a) by which the election of members of governing bodies at all public schools in a province shall be finalised in terms of this Act; and
- (b) on which the governing bodies referred to in subsection (1)(a) shall function under this Act.
- (2) Any governing body, management council or similar authority of a public school, which existed immediately prior to the commencement date of this Act, shall continue to function as before until the date referred to in subsection (1).

- tration and his or her determination shall be binding.
- (10) The arbitrator may not make an award of costs.
- (11) The arbitrator shall be paid, out of moneys appropriated for this purpose by the provincial legislature, such allowances as the Member of the Executive Council may determine, with the concurrence of the Member of the Executive Council for Finance.

**Offences relating to compulsory school attendance**

45. If a parent of a learner who is subject to compulsory school attendance in terms of section 3 fails, without reasonable cause and after a written warning by the Head of Department, to cause such person to attend an appropriate school regularly, he or she shall be guilty of an offence and liable on conviction to a fine or to imprisonment for a period not exceeding three months.

**Offences relating to corporal punishment**

46. Any person who contravenes section 8 shall be guilty of an offence and liable on conviction to a fine or imprisonment for a period not exceeding three (3) months.

**Offences relating to independent schools**

47. Any person who contravenes section 34 shall be guilty of an offence and liable on conviction to a fine or imprisonment for a period not exceeding three (3) months.

**Definitions**

48. In this Act, unless the context otherwise indicates-
- “Constitution” means the Constitution of the Republic of South Africa, 1993 (Act No. 200 of 1993);
- “Council of Education Ministers” means the Council of Education Ministers established in terms of the National Education Policy Act, 1996;
- “education” means instruction, teaching or training provided to learners in terms of this Act;
- “education department” means the department responsible for education in a provincial administration established in terms of section 7(2) of the Public Service Act, 1994;
- “educator” means an educator as defined in the Educators Employment Act, 1994;
- “governing body” means a governing body contemplated in section 12;
- “grade” means that part of an educational programme in a school, or any other educational programme which the Member of the Executive Council may deem to be equivalent, which a learner may complete in one school year;
- “Head of Department” means the head of an education department in a province;
- “independent school” means a school registered or deemed to be registered in terms of section 34 of this Act;
- “learner” means any person receiving education or obliged to receive education in terms of this Act;
- “member of staff” means an educator or a non-educator employed at a school;

- tions (1) or (2) shall not prevent the Member of the Executive Council or Head of Department, as the case may be, from exercising such power or performing such duty, as the case may be, himself or herself.

**Repeal and amendment of laws**

51. (1) The laws listed in column one of Schedule 1 are hereby repealed to the extent set out in column three of that Schedule.
- (2) The Educators Employment Act, 1994, is hereby amended to the extent set out in Schedule 2.

**Short title**

52. This Act shall be called the South African Schools Act, 1996.

**SCHEDULE 1**

No	Number and year of the Act	Short title	Extent of repeal
1.	Act No. 47 of 1963	Coloured Persons Education Act, 1963	Sections 1A, 8 to 20, 26 and 28 to 31
2.	Act No. 61 of 1965	Indians Education Act, 1965	Sections 1B, 8 to 20, 26, 28, 29, 31 and 33(1)(b)
3.	Act No. 90 of 1979	Education and Training Act, 1979	Sections 1A, 3, 4, 11 to 21, 31, 32, 43 and 44(1)(b)
4.	Act No. 104 of 1986	Private Schools Act (House of Assembly), 1986	Section 1A
5.	Act No. 70 of 1988	Education Affairs Act (House of Assembly), 1988 and Chapter 7	Sections 3 and 65

**SCHEDULE 2**

- (Amendment of Educators Employment Act 1994 by section 51)

1. Amendment of section 1 by:
- (a) including the following definitions:
- “Department” means the national department responsible for education or a provincial education department which forms part of a provincial administration referred to in section 7(2) of the Public Service Act, 1994;
- “unsubsidised post” means a post at a state-aided college in respect of which no subsidy in terms of a law is paid by the state;
- “public school” means a public school established and defined in terms of the South African Schools Act, 1996;
- “educational institution” means an educational institution including an office consulting or rendering a support service to such an institution where educators are employed, which is wholly or partly funded by the State and in regard to which the remuneration and conditions of service of such educators are determined by law, excluding a university, technikon, independent school or independent college, and including the Department at national level;
- “public educational institution” means an educational institution excluding a state-aided college;
- “Labour Relations Act” means the Labour Relations Act, 1995 (Act No 66 of 1995);

**Appointment and promotion of educators**

4. (1) The qualifications for appointment and promotion as an educator shall be prescribed.
- (2) Posts shall be filled subject to the provisions of the Constitution of the Republic of South Africa, 1993 (Act No. 200 of 1993), the Labour Relations Act and agreements reached in terms thereof by appointment, transfer or promotion and the power to fill a post created under section 3 shall, subject to the provisions of this Act, vest in the employer, who shall exercise such power with regard to posts referred to in section 3(1) subject to the prior approval of the Member of the Executive Council or the Minister whichever is applicable.
- (3) The authority to fill a post referred to in section 3(1), 3(2) and 3(4) at a public school in terms of subsection (2) is exercised on the recommendation of a public school, as represented by its governing body, and the employer or may only deviate from such recommendation if-
- (a) the candidate does not have the required qualifications;
- (b) the candidate has been found guilty of misconduct; or
- (c) if prima facie evidence exists, that the recommendation made by the school was based on improper influence.
- (4) An educator is appointed to a post created in terms of section 3(4) at the request of a public school, as represented by its governing body, on a condition that the school pays the full cost in respect of his or her remuneration and conditions of service to the department concerned.
- (5) An educator may be appointed under [3(5)] An educator may be appointed under [3(5)] section (2) this section.
- (a) in a permanent capacity, which shall include an appointment to the permanent relief staff, whether on probation or not; or
- (b) temporarily or on special contract, whether in a full-time or part-time capacity.
- (6) An educator is appointed in terms of subsection (4) only on contract for a maximum period of 12 months, which contract may be renewed.
- (4)(7) An appointment, transfer or promotion referred to in subsection (2) shall be effected in such manner and subject to such conditions as may be determined by the Minister.
- (5)(8) An educator appointed in terms of any law repealed by this Act shall be deemed to have been appointed in terms of this Act to the appropriate post on the establishment of the [state] educational institution in question.
- (9) Notwithstanding the amendment of the definition of employer, an educator appointed at a public school is regarded as not having changed his or her employer.

**Terms and conditions of employment**

5. (1) Notwithstanding anything to the contrary contained in any other law, but subject to the provisions of the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984), and the [Education] Labour Relations Act [and subsection (2)] -
- (a) the salaries, salary scales [and] allowances

**Appointment and promotion of educators**

- (2) shall apply mutatis mutandis.
- (4) A transfer provided for in subsections (1), (2) and (3) may be effected irrespective of whether the post to which an educator is transferred is of the same, a lower or higher grade. Provided that -
- (a) the salary and salary scale of an educator shall not be lowered without his or her consent; and
- (b) paragraph (a) shall not apply in respect of an educator transferred in terms of section 19(1).
- (5) An educator who is employed in a permanent capacity at [a state] educational institution in a post of a lower or higher grading than that appropriate to his or her rank shall, subject to section 4(7)(4) be transferred to a post with a grading appropriate to his or her rank as soon as a suitable vacancy arises.

**Section 7: Availability of educators**

Substitute state educational institution with public educational institution.

**Section 8: Discharge of educators**

Substitute state educational institution with public educational institution.

**Section 10: Certain persons deemed to be discharged on account of misconduct**

Substitute state educational institution with public educational institution.

**Section 11: Resignation of educators**

11.(3) If the name of an educator is struck off a register of educators kept by a body recognised by the Minister in terms of the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984), the South African Council for Educators, he or she shall notwithstanding anything to the contrary contained in this Act, be deemed to have resigned with effect from the date following immediately upon the day on which his or her name was so struck off.

**DRAFT: FOR DISCUSSION**

**MEMORANDUM BY THE DEPARTMENT OF EDUCATION ON A DRAFT SCHOOL FINANCE POLICY**

19 March 1996

**INTRODUCTION**

**The context**

**Education White Paper 2**

1. The Ministry of Education's policy document on *The Organisation, Governance and Funding of Schools: Education White Paper 2* (February 1996) summarised the three options for school funding presented in the Review Committee Report, as well as a fourth option proposed by the Department of Education's international consultants, Professors Christopher Colclough (of the Institute of Development Studies, University of Sussex) and Luis Crouch (of the Research Triangle Institute, North Carolina). The Ministry reserved its position pending further analysis and consultations.

**Advice from the Department of Finance**

2. The necessity for further analysis and consultation had been underlined by a request from the Department of Finance in December 1995 for discussion with the Department of Education before a policy was determined. In particular, the Department of Finance w

**Report, pp. 03-07)**

8. This conclusion confirmed the Ministry of Education's analysis of education finance and budget strategy in its first white paper, *Education for a Democratic South Africa: First Steps to Develop a New System* (March 1995). Education White Paper 2 refers to the tough funding choices facing the national and Provincial departments in the light of a budgetary trend which represents virtually no real year-on-year growth in education spending, a situation the Ministry views "with dismay" (p. 29)

**The view of the Department of Finance**

9. The current view of the Department of Finance is that:
- "As education expenditure takes up a large share of total government budgetary expenditure, the scope for increases in the budget for schooling beyond the rate of growth of non-interest spending is very limited. Our present projections indicate that growth of 3-5 per cent per year in the education budget will not be feasible for the foreseeable future." (Letter to Director-General: Education, 20 December 1995)

**The views of the Task Team**

10. This matter was discussed at some length in the Task Team. There is general agreement on the following points:
- (1) Despite statements of support for human resource development in documents such as the RDP and Education white papers, there has been little if any strategic policy analysis on public investment in human resources.
- (2) Hence there is little publicly available information on which to determine optimum budget levels for services like education in relation to national development goals.
- (3) Historic aggregate public spending levels on the apartheid education system or current "rule-of-thumb" ratios of education spending as a proportion of total public spending or of GDP are intrinsically unreliable as a guide to what the national interest requires in order to meet constitutional requirements and deepen the human resource base of the economy and society.
- (4) The issues are too important to be left to periodic demand- and cost-driven appeals for more money from the fiscus by human resource departments. The debate needs to be re-focused in terms of macro-economic goals, including cost-benefit analysis of education investments, and what education policy and management decisions are needed at what level, to achieve essential education performance targets (in terms of attendance, learning outcomes and productivity measures).
- (5) Personnel costs are crowding out essential non-personnel expenditure, such as learning resources and maintenance. Although personnel costs dominate education spending at the provincial level, they are substantially determined by collective bargaining agreements reached at the national level (although with participation by the provincial education departments) in terms of national government mandates. Apart from the annual round of salary bargaining, provincial personnel costs will be influenced from the 1996/97 financial year onwards by new national "guideline" agreements (and follow-up provincial agreements) on average educator/learner ratios, as



well as on the outcomes of the current negotiations on "broad banding" the educator salary structure.

(6) The discussion of human resource investment policy will unavoidably occur in the context of the government's commitment to a strict fiscal policy, in view of the need to reduce the budgetary deficit and the annual cost of borrowing. Human resource funding policy decisions, like all policy decisions, are subject to resource constraints. To that extent the discussion will involve determining the relative priority of public investment in human resource development against the respective priority of allocations to other areas of government spending.

(7) In the light of these considerations, there is need to embark on a systematic, inter-sectoral and inter-governmental analysis of human resource budget strategy, both in relation to the Growth and Development Strategy and in the longer term.

(8) Joint Education/Finance Portfolio Committee consideration of these matters would be desirable.

**National budgetary provision: the provincial revenue-sharing formula**

11. The different levels of government, in order to perform effectively the functions assigned to them by the Interim Constitution, must receive adequate revenue sources to finance the services they are expected to provide, subject to resource constraints and the requirement of accountability. The principle of equity requires that the imposition of national norms and minimum standards on provincial governments must be accompanied by transfers from the national government, or alternative revenue sources, so as to enable poor provinces to meet such requirements, and ensure that all households have equal access to publicly-provided basic social services such as health care and education. These propositions underlie the Financial and Fiscal Commission's *Framework Document for Intergovernmental Fiscal Relations in South Africa* (1995).

12. The need for long-term fiscal planning, based on publicly-known principles, in order to achieve an equitable allocation of public resources between national and provincial functions and across provinces, has obliged the FFC to devise formulae to determine the sharing of national revenue between national and provincial functions on the one hand, and across provinces on the other. The formulae would need to be enacted by Parliament after political consensus has been reached between national and provincial governments, and reviewed every three years.

13. The FFC has built a *basic education entitlement* into its provincial revenue-sharing formula, on the basis that agreed minimum standards for services with maximum socio-economic significance and fiscal impact should have the highest priority for inclusion. The basic education entitlement is to be calculated as a fixed amount (the average actual cost of an educator's salary per learner) multiplied by an estimate of the provincial school-age population.

14. This implies that the national government will guarantee an assured minimum level of per capita spending on schools and colleges within each province, although the actual spending level will vary from province to province.

Finance, on the recommended national norms on which provincial expenditure should be based, and the national policy mandates (expressed as minimum standards) which require legislative expression in order to be translated into conditional transfers to the provinces.

18. The Department of Education considers that norms and standards which imply a minimum standard of expenditure per learner would be consistent with the inter-governmental fiscal transfer framework proposed by the FFC, since this incorporates a minimum (or "floor") allocation for education. For example, the long-term national interest in the quality of basic education, which is widely recognised as an essential prerequisite for effective further learning and socio-economic performance, could be addressed by determining the minimum national standard expenditure per learner to be achieved in each school. This would be aimed at raising expenditure levels per learner in lower primary schools, which have been historically disadvantaged. The publication of the national minimum expenditure standard could be accompanied by the announcement that a national compliance audit would take place three years hence.

19. Another national minimum standard, with a similar compliance rider, could require provinces to provide a reception (preschool or Grade 0) year as provided in the Ministry of Education's early childhood development policy. Provision of the reception year would offset the present high level of under-age enrolment in Grade 1, with its ripple effect through the system. (The provision in the National Education Policy Bill, 1995, for a national monitoring and compliance mechanism, is among the sections of the Bill which have been challenged in the Constitutional Court. The Court had not given its judgement in this case at the time this document was published.)

**User charges**

20. The Katz Commission on the tax structure recently considered the appropriate role of fees, charges and dedicated levies in the financing of public services. These matters have been canvassed in several recent committee reports or departmental policy reviews. The commission regarded the reports on health insurance and the Review Committee Report on school organisation, governance and funding, as being particularly important in view of the "priority of the quality and availability of primary health services and school education respectively". The commission noted that education and health account for some 33 per cent of national and provincial government spending, and that "substantial private outlays supplement this expenditure by the fiscus". (*Third Interim Report of the Commission of Enquiry into certain aspects of the Tax Structure of South Africa* (Pretoria: November 1995), p. 15)

21. The commission recognised the potential value of user charges in linking the costs and benefits of public services, since "many of the services provided by government departments or agencies are 'mixed' public and private goods which cannot be provided on strictly equal terms to all consumers". (p. 24) If appropriately used, user charges "can contribute to the efficient management of resources in public facilities and can exert a healthy influence on the economic choices

budget slices: (1) capital, based on an index of needs; (2) salaries, determined by a uniform staffing scale and average teacher costs; (3) redress (reconstruction and quality improvement); (4) core services, such as administration, quality assurance and monitoring, teacher support and planning; (5) operating costs, a basic part of which would be covered by state grant, and the remainder by compulsory income-related fees, from which poor families would be exempt. This option was favoured by the Review Committee as a strategy for financing schools during the transition from the past to the future system of organisation and governance. It would guarantee free and compulsory education to all who required it, while enabling the children of poor families to attend public schools of high quality.

**The fourth option**

26. A fourth option has been introduced by the Department of Education's consultants, Professors Christopher Colclough and Luis Crouch, after evaluating the Review Committee's options against a range of criteria: equity, efficiency, quality, fiscal sustainability, implementability, and the propensity to prevent the flight of upper- and middle-income earners from the public school system.

27. Their critique is based on the observation that poorer South Africans have historically received less state funding for education, and have also had less private income to be able to contribute to education, whereas better-off South Africans have historically received the most state funding for their education while being able to contribute more from their private incomes in addition. This observation is of crucial importance in weighing the options for a new system of public school funding. The Government of National Unity's commitment to strong fiscal discipline leaves little room for continuing real increases in spending on education from the central fiscus, of the magnitude needed to accommodate redress and population growth without unduly hurting any segment of society. It is common cause that the education budget, for the foreseeable future, will in no way be in a position to fund all schools at the level of the historically most costly. Any equitable distribution of public funds must, therefore, result in a sharp decline in the allocations to the historically better funded parts of the system. However, the questions of equity, quality and fiscal sustainability cannot be addressed by considering the method of allocating public funding sources on its own, but must also consider the effect of the availability and distribution of state funding on the capacity and willingness of parents to contribute from their private means to support public schools.

28. Public funding decisions must be such as to encourage the highest possible proportion of middle- and high-income earners to continue to send their children to public schools. International evidence suggests that as option-makers and decision-makers abandon the public school system, fiscal support for public education becomes increasingly more difficult. The public system also loses an important source of private contributions to public education. With a declining proportion of the budget being spent on public education,

In that spirit, the Task Team addressed issues of implementation under the following heads.

**Accountability for expenditure and income**

33. Each governing body will be responsible for balancing the books of its school. Each governing body will be accountable in this respect to its school community and to the provincial education department. The school community has a direct stake in the level of expenditure to be incurred, which will reflect both the cost of goods and services accruing from the departmental allocation, and the additional goods or services which the school community proposes to purchase from its own revenues.

34. The school community's estimate of additional revenue required will be directly related to the level of funding the school receives from the province, and the degree of satisfaction of the school community in respect of the quality of education it provides. The school community, advised by its governing body, will need to make a realistic calculation of its potential revenue from all sources in developing its expenditure budget, since the provincial department will not meet a school's budgetary deficit. Potential revenue sources include fund-raising (including sale of services, income from school-based production activities, donations and sponsorships), organised voluntary parental contributions, and fees which are voted by the parents and levied on those who are able to pay.

**Parental and community contributions**

35. The financial need across the system will be such that all school communities should be encouraged to provide whatever voluntary support they can to their schools. This covers all the forms of support which school communities have historically offered to their schools, including fund-raising and the provision of labour and skill. Such support can be offered by all parents, regardless of income and level of education, according to their interests and abilities. Resources of this nature will be a crucial supplement to those coming from the education departments out of public funds.

**Revenue from fees**

36. The South African Schools Act should empower public school governing bodies to decide whether to charge fees, and if so, to do so under certain conditions. The governing body of a public school should be empowered to determine the fee structure according to the circumstances of its school community and in relation to its own decisions on total expenditure requirements and revenue potential. The procedure could be as follows:

- (1) The governing body asks the parent body as a whole whether fees should be raised to supplement its other fund-raising sources.
- (2) If the parent body decides in favour of charging fees, then decisions are taken about the criteria for determining which parents are unable to pay fees, and how they will be protected from being required to pay.
- (3) The parents who qualify for fee-paying decide on the fee structure, subject to ratification by the governing body. (This could be determined via a proposal from the governing body to the qualifying parents, which the latter must accept.)

redress, as well as possibly rewarding improved educational performance (not a system of individual merit pay for teachers). Schools would have an entitlement to a global income based on attendance, as well as outcome incentives, and school managers and governing bodies would thus have both their rights and their responsibilities clearly tied to the funding instrument itself. (In this way, the formula would treat schools the same way that the FFC formula treats provinces.) The Task Team agreed that this was a worthwhile long-term principle, but that it could not be implemented all at once because of the need to build the capacity of governing bodies and negotiate the labour relations implications. Instead, there needs to be an incremental departure from the current methods of funding. This would consist of three phases.

43. In phase one, for the first few years, the formula for the funding of individual schools would only be indicative of the theoretical entitlement of each school, and would not prevent provinces from staffing and provisioning the schools according to their own negotiated arrangements for reaching equity in staffing scales and funding. In the first few years, apart from personnel expenditure the formula should be based on a need index, and include an allocation to every school for other expenditures like supplies and services; and the maintenance of buildings. However, even in this phase, school governing bodies would be made aware of the extent to which their total spending from public sources differed from the formula-driven goal, and therefore of the kinds of adjustments that were needed in future. This would focus managerial and governing body attention on costs much more sharply than agreements about progress towards a disparate array of inputs. An illustrative structure for the formula in phase one is set out in the Annexure to this document. This formula only takes account of the funding of schools by provincial departments.

44. In phase two, the national and provincial departments would negotiate agreements on the indicators of need and improved performance to be used in the formula which would eventually drive the public income of the schools. (Note that there is no assumption that measures of individual teacher merit or learning outcome would necessarily be part of the school's public funding formula.) The simple, need-based formula used during phase one would be maintained while a more sophisticated version is negotiated with stakeholders. In subsequent years, as agreement is reached on other indicators, they could be incorporated in the funding formula. In the meantime, negotiations are being undertaken in the Education Labour Relations Council at national and provincial levels, in order to provide for greater flexibility in learner-educator ratios and smaller disparities in salaries. A programme to develop the capacity of school governing bodies to handle their budgetary and other responsibilities is being prepared by another task team, appointed by the Minister of Education with the agreement of the Council of Education Ministers. School governing bodies will negotiate for the right to control their own budgets, expressed as both income and expense statements, as part of the negotiated introduction of additional governance powers.

with the level of their negotiated powers: a) approve expenditure authorised by their provincial department, b) authorise expenditure to be disbursed by the department, and c) authorise and control expenditure of public funds transferred to the school by the provincial department. From the beginning of the process, all schools would have some discretion over the "other expenditures" category, and this would increase as enabling agreements were negotiated.

19.3.1996

**ANNEXURE  
NOTES ON THE FUTURE  
FUNDING OF SCHOOLS**

**INTRODUCTION**

1. Following the Review Committee Report and the reports of Professors Colclough and Crouch, it is evident that some refinement on the proposals for the formula funding of schools is necessary. This document, prepared in the Department of Education and revised after discussion in the Task Team, puts forward some ideas relating to public school formula funding, the subsidisation of independent schools, and the policy responsibility of the national Department of Education. The proposal for the school funding formula is meant only to have illustrative value at this stage. More work will need to be done on this matter by the Task Team, including trial runs of the formula (and, if necessary, alternative formulae) to test its merits and defects.

2. In this document it is assumed that any compulsory school fees and voluntary contributions collected by the governing body of a school, could be utilised according to the priorities of the governing body but within provincial regulations. The amount collected as school fees at a specific school will be additional to its equitable share of funds as determined by the provincial education department.

**STRUCTURE OF FUNDING  
FORMULA FOR A PUBLIC SCHOOL**

3. The structure of any formula for the financing of a public ordinary school in a particular year should be the following:

$$F = (Rp + RS) + (CN + CM) + B$$

where Rp is current (or running) expenditure, namely, the remuneration of personnel RS is current (or running) expenditure on supplies and services

CN is the capital expenditure on new school buildings, equipment and media collections as a result of growth in pupils

CM is the capital expenditure necessary to maintain (renewal and replacement) the school buildings, equipment and media collections at a school

B is the expenditure necessary to address backlogs (mainly in capital expenditure but possibly also in supplies and services expenditure).

4. Considering the funding mechanism applied by most of the former executive education



15. Once the FFC formulae have been agreed by the government and Parliament, according to the discussion paper referred to in para. 6, they should be used annually to determine provincial shares from national revenue, based on the total resource availability calculated by the Department of Finance and approved by Cabinet. Thereafter, the Department of State Expenditure would compile the annual budget of the national departments, and each provincial treasury would do the same for its province, based on its total revenue from national and provincial sources.
16. However, the State Expenditure/Finance/FFC discussion paper adds that:

"Some functions will need to be regulated nationally across all provinces and many would profit from being co-ordinated. Co-ordination should proceed through technical committees under the auspices of the Minister committees, on which all the provinces are represented together with the national government. National standards in terms of section 126 [of the Interim Constitution] initiated by national departments in consultation with the FFC, must however, be embodied in Acts of Parliament, and be funded as part of the formula allocations." (p. 2)
17. The Department of Education believes that the securing of education rights, the achievement of national educational goals, and the pursuit of coherence and efficiency in the national education system, place obligations on the national and provincial education departments to co-ordinate their budget policies. In considering an earlier draft of this document, HEDCOM agreed that the present Education Function Committee be re-organised into a Finance Committee under HEDCOM's auspices. From the 1997/98 budget cycle onwards, there will be no Cabinet-approved guideline amounts for education which need to be allocated between the national and provincial levels and by province. This creates a significant difference between the tasks of the previous function committee and the new HEDCOM committee. Instead, the HEDCOM Finance Committee could:
  - (1) share information on estimated provincial appropriations for education in relation to the FFC "entitlements", and on draft provincial expenditure budgets;
  - (2) consider an analysis by the national department (in co-operation with provincial departments) of inter-provincial (national) expenditure, the trends and priorities in costs and performance, and the implications for provincial budgets;
  - (3) advise the Director-General, after consultation with the FFC and the Department of
18. However, the commission enters several caveats. Firstly, access to essential public services should not be regulated by households' abilities to pay prescribed fees. Secondly, the incidence of user charges should closely match the intended benefit of the public service in question. Thirdly, income-contingent compulsory fees should be used with caution, since otherwise their cumulative effect, taken together with personal income tax, could amount to an unplanned and possibly distorted schedule of implicit marginal rates of tax on wages. Fourthly, where the service provider is an autonomous governing body in which financial management and accountability are vested, fee income -- which represents cost recovery -- should be assigned to the service provider, not to the provincial or national revenue. Otherwise, institutions would have little incentive to collect income due, and the beneficial effect of user charges on gross revenue and efficient resource allocation would be lost." (pp. 17, 24)
19. According to section 156(3) of the Interim Constitution, a provincial legislature may enact legislation authorising the imposition of user charges, provided that it first considers recommendations by the FFC on the criteria for determining the charges, and provided that citizens who are not resident in that province are not discriminated against.
20. The Katz Commission's views are taken into account in the policy proposals which follow.

## PROPOSALS FOR SCHOOL FINANCE POLICY

### The Review Committee's options

25. The Review Committee proposed three alternative funding models or options, acknowledging that the elements of the options could be put together in different combinations. The committee recognised that the anticipated budgetary allocations were not capable of meeting the needs of all learners for access, redress and quality education.
- Option One: the minimalist-gradualist approach:** equalisation of staff provision scales over five years; redistribution of non-personal expenditure on equal or affirmative action basis; all schools entitled to raise school development funds; some schools encouraged to accept legal personality and raise compulsory fees.
- Option Two: the equitable school-based formula approach:** establishment of a formula to distribute equitably the total resources available for public schools; formula would be based on school enrolment, but weighted for redress, affirmative action and policy incentives; formula to be phased in over five years; all schools entitled to raise voluntary school development funds; no fees permitted. This option was favoured by the Review Committee on the grounds of equity, transparency and flexibility. However, because the committee believed that its implementation required an operational management information system, a school index of need and considerable skill in financial management, the committee concluded that it could be not be introduced at once, but should be considered in, say, five years' time.
- Option Three: the partnership funding approach:** provinces to be provided with five

### Proposals by the Task Team

32. After considering the policy environment and the four options described above, the Task Team concluded that Option Four combined the most acceptable features of Options Two and Three, and would enable the government to discharge its long-term policy commitments. Option Four, although more defensible and practicable than the others, will nonetheless stimulate many interests within school communities and between school communities, some of which may be difficult to manage. In designing the new arrangements, therefore, it is important to maintain two principles:
  - (1) The proper interests of the weak must be protected from the improper use of power by the strong. In particular, the poor must be guaranteed that their children will have free access to schools.
  - (2) School communities must have access to full information on the revenue and expenditure of their schools, and be given responsibility, through their governing bodies, for balancing their expenditure and revenue accounts.
33. A type of zoning should be enforced in order to protect children's rights of access to school. Two options were discussed by the Task Team. "Hard zoning" would guarantee the access of all children to their local schools but would not allow them to go to other schools. There are good reasons based on international experience, to avoid such an approach, since it would allow schools to exercise monopolies against the urban poor. There is also a very good reason, based on South African experience, to reject hard zoning, since it would reinforce apartheid's "group areas" legacy. Instead, the Task Team recommends a policy of "soft zoning", which would guarantee parents access to the school in their residential zone, but would allow their children to attend schools in another zone of their choosing, preferably nearby their homes, unless the enrolment at such schools exceeded a stipulated level.

### The funding formula

42. In order to increase the efficiency of the system, making it easier to implement strong redress, and to do so with less conflict, the funding formula for individual schools should in principle recognise long-term need and

### Other technical issues

46. **Operating costs during the transition.** When a school's total actual expenditure of state funds exceeds what the formula's allocation suggests, the provincial departments would have grounds to require the school to cover its own operating costs from its own revenue sources. Departments would obviously be free to consider on merit any hardship applications (such as a community which has a large and highly qualified staff, but a very poor parent community unable to raise funds for operating costs). It is expected that this formula-driven signal is stronger and yet less management-intensive than ad hoc negotiations about how much is to be covered by each school from its own resources, and why.
47. **School budgets.** In terms of the policy of transfer of additional negotiated governance powers from the provincial education department to school governing bodies, each school would be entitled to apply and negotiate for the right to control its own budget. To qualify, a governing body would be required to prepare a budget which included not only teacher costs and other operating expenditure, but also an estimate of revenue from both the per capita transfer and its own revenue sources.
48. **Expenditure control.** The Task Team agreed that, particularly during the transition phase, devolution of control over public funds must be handled with great care. In the proposed funding system, while school governing bodies would be given some authority over spending decisions (depending on the powers they have negotiated), they would not necessarily handle all funds directly. The awareness of the income and expenditure sides of a school budget need not imply physical control over spending. Governing bodies should be required to submit annual audited reports on all sources of school income and all expenditures. These should be in terms of a standard format, which could be incorporated in a manual on school financial administration which would be available to every school principal and governing body. In this way, minimum reporting requirements could be met, and provincial education departments would be assisted to analyse and monitor what is happening.
49. **Teachers' personnel costs.** Similarly, even in a system where schools have actual budgets with income and expenditure sides, it does not follow that they should employ the teachers. Teachers will be employed, as Education White Paper 2 makes clear, by the provincial education department on the recommendation of the school governing body. Their salaries should be written against the school's budget. The employment by the province, on the recommendation of the governing body, of additional teachers whose salaries and benefits would be paid from school funds would be entirely possible under the proposed system. The Task Team noted, however, that all educational personnel implications of the new school organisation and governance structure were matters of mutual interest to be negotiated in the Education Labour Relations Council.
50. **Other expenditure.** In the case of other services, governing bodies would, in accordance

### REMUNERATION OF PERSONNEL

5. Apart from the agreement that has been reached within the ELRC on the phasing in of learner-educator ratios of 40:1 for primary schools and 35:1 for secondary schools, these ratios also form the target values for the year 2000 in the funding mechanism for the distribution of funds amongst the provincial education departments for 1996/97.
6. The calculation of Rp for a specific school could be based on standard staff provisioning scales for educators and other personnel as well as average costs for these two groups of personnel. Both the provisioning scales and the average costs would be revised from year to year by the provincial education department concerned, according to the targets set for equity in the provision of personnel at schools in the province and equity in the remuneration of these personnel.
7. The personnel remuneration system (usually PERSAL) used by the provincial education departments could be used to compare the Rp values determined for individual schools with the actual expenditure on the remuneration of personnel at the corresponding schools.

### SUPPLIES AND SERVICES

8. This category of expenditure would include the provision of school text books, school stationery, the payment of property rates, as well as electricity, water and other service charges. Maintenance tasks like replacement of light bulbs, maintenance of sport fields and gardens, and school cleaning services would also be included (but not building maintenance, which is covered under capital expenditure).
9. As a result of many factors, including minimum rates for services provided by local governments, a calculation of an allocation to every school for supplies and services based on a predetermined equal per capita amount could be unfair. A formula amount for supplies and services should therefore be based on an equal per capita of effective learners. This number could be calculated in the following way:  
$$\text{Effective learners} = S + x$$
where S is the so called "set-up cost learners" and should be the same for all schools in the province (e.g. S = 100) and x is the full time equivalent (headcount) of learners in the school.
10. Since the cost of school textbooks, and perhaps also some other items, would differ between primary and secondary schools, different per capita allocations would have to be used for these two levels of schools.

### CAPITAL EXPENDITURE

11. A school is usually planned and built for a specific number of children. The planning of a secondary school building to accommodate 1 000 learners is based on a set of space and cost norms determined by the distribution of the 1 000 learners according to grade and subject. At completion, the classrooms and other buildings must be equipped with furniture, media collections, laboratory equipment and perhaps sport equipment.
12. School buildings and equipment are subject to exceptional levels of wear and tear and must



be maintained from year to year. Ideally an amount of about 1,3% of the replacement cost should be spent annually on every school's buildings in order to prevent dilapidation and the need for a full scale rehabilitation after a few years. The same applies to equipment and media collections. An equal amount per effective learner for maintenance of these fixed assets should also be determined for primary and secondary schools separately.

13. Learner numbers fluctuate from year to year. Most schools are built to accommodate at least 10 per cent more learners than the number planned for. If this percentage is exceeded for one or more years and the demographic trends within the school community indicate a longer term expansion in the school numbers, either a new school should be built in the particular community or additional classrooms should be added to the school. The financing of fully-equipped additional classrooms should be the responsibility of the provincial education department. Determining a per capita cost for additional school buildings based on growth statistics for individual schools will not work in practice.

## THE FUNDING OF BACKLOGGS

14. Physical backlogs in primary and secondary schools include a shortage of school facilities, the inadequacy of the existing facilities including sport facilities and a shortage of school text books and school stationery. Unqualified teachers and the lack of a culture of learning and teaching in many schools also contribute to the need for redress actions.

15. A national School Register of Needs (SRN) Survey is at present being undertaken by the Department of Education in co-operation with a consortium led by the HSRC. The results of this survey will enable every provincial education department to measure the extent of the backlogs in physical facilities at every school. These backlogs could then be eliminated by means of a long-term strategy based on addressing the areas of greatest need first. Every province could revise its strategy annually when the earmarked amounts for school buildings from RDP funds, including external donor funds, are known and the provincial education budget is finalized.

16. Stock taking of school text books and stationery should also form part of a provincial education management information system. This information could be used to eliminate backlogs in these items at all schools in a short time and to level the playing field for a future equal "per effective learner" allocation for supplies and services.

## APPLICATION OF THE FORMULA

17. From the above it is clear that an amount for the provision of education could annually be determined for every school by provincial education departments. Only expenditure for supplies and services and the maintenance of fixed assets should be determined on a "per effective learner" basis. The total amount (RS + CM) for every school should be earmarked and the total amount (or only a part depending on the responsibilities awarded to the governing bodies) could then be paid to schools for utilisation according to agreed principles. Where no responsibilities have been awarded to governing bodies, consideration should be given by the provincial education department

# MINISTRY OF EDUCATION PROPOSED ALTERATIONS TO THE RIGHTS, POWERS AND FUNCTIONS OF PUBLIC SCHOOL GOVERNING BODIES

1. The Proposed Alterations to the Rights, Powers and Functions of Public Schools Governing Bodies are hereby published for the information of and comment from the governing bodies, management councils or similar authorities of departmental, community-managed or state-aided primary or secondary schools under laws which existed immediately before the commencement of the Constitution of the Republic of South Africa, 1993 (Act No. 200 of 1993).

2. All persons concerned are invited to comment in writing as requested in the above document and to send the comment to:

Director-General  
Attention: Mr U Boesenberg  
Department of Education  
Private Bag X895  
PRETORIA 0001

3. The comment may also be faxed to fax number (012) 328-3038 at the above address.

4. The comment must reach the Department of Education not later than 21 June 1996.

5. Please also provide the name, address, telephone number and fax number of a person whom the Department of Education could contact concerning the comment.

## DEPARTMENT OF EDUCATION

## PROPOSED ALTERATIONS TO THE RIGHTS, POWERS AND FUNCTIONS OF PUBLIC SCHOOL GOVERNING BODIES

### The purpose of this document

- The purpose of this document is to:
  - Give formal notice to all public school governing bodies that it is the intention of the national government to alter their rights, powers and functions by means of an Act of Parliament presently known as the draft South African Schools Bill, 1996, a copy of which is appended to this document;
  - Inform all public school governing bodies of the system of school organisation, governance and funding which the national government contemplates enacting in the Act of Parliament currently known as the draft South African Schools Bill, 1996; and
  - Open the negotiation between the national government and public school governing bodies envisaged in section 247 of the Constitution of the Republic of South Africa (Act 200 of 1993), which is also referred to in this document as "the Interim Constitution".

### Section 247 of the Interim Constitution

- Section 247 of the Interim Constitution includes "Special provisions" regarding existing educational institutions. Its relevant subsections read as follows:
  - The national government and the

Education revised it for submission to Cabinet. The new policy document, *The Organisation, Governance and Funding of Schools: Education White Paper 2* was approved by Cabinet in February 1996 and published in the *Government Gazette* (General Notice 130 of 1996). A drafting group comprising the Minister's legal panel and officials of the Department of Education then prepared the draft South African Schools Bill, 1996 which puts the new government policy into legislative form.

8. School Finance Task Team. Education White Paper 2 included an extensive discussion of school funding policy, but policy decisions were deferred pending the completion of an investigation by a School Finance Task Team comprising representatives of the Departments of Education, Finance and State Expenditure, the Financial and Fiscal Commission, and local and international consultants. The findings of the Task Team have been taken into account in the draft South African Schools Bill, 1996, and have been published in the *Government Gazette*, together with the draft Bill, for public comment.

9. Draft South African Schools Bill. The draft South African Schools Bill, 1996 puts into legislative form the national policy on school organisation, governance and funding which was approved by Cabinet in Education White Paper 2. In common with all members of the public, school governing bodies are, of course, welcome to send written comments to the Department of Education on any aspect of the draft Bill before the published deadline. After revision, the Minister of Education will submit the Bill to Cabinet for approval before it is tabled in Parliament. Additional revisions arising from the section 247 negotiations will be presented in the form of amendments when the Bill is under consideration by the Portfolio Committee on Education.

### Negotiations in the Education Labour Relations Council

10. Provisions of the draft Bill relating to the employment of educators are subject to negotiation in the Education Labour Relations Council.

### Education legislation before the Constitutional Court

11. The Constitutional Court has delivered its judgments on the constitutionality of major parts of the National Education Policy Bill, 1995 and some provisions of the Gauteng School Education Act, 1995. These matters had been referred to the Court on petition by members of minority parties in the National Assembly and in the Gauteng Legislature, respectively. The Court decided unanimously that the National Education Policy Bill, 1995 and the Gauteng School Education Act, 1995 are not unconstitutional on any of the grounds advanced by the respective petitioners.

12. Prior to the Court's judgments, the Minister of Education had offered an undertaking to Cabinet to take into account any implications

and the Heads of Education Departments Committee. When the South African Schools Bill, 1996 has been enacted by Parliament, the Ministry of Education will, where necessary, encourage Provincial Members of the Executive Council (MECs) responsible for education to amend their provincial schools legislation to ensure consistency with the national Act.

### Main aspects of the draft South African Schools Bill, 1996

#### Introduction

19. This section of the document summarises important aspects of the draft Bill which relate to the rights, powers and functions of public school governing bodies. It is not a complete summary of the contents of the draft Bill. The Ministry of Education advises members of public school governing bodies to read this section together with the draft Bill in order to achieve a full understanding of the government's intentions. While the Ministry of Education has aimed for scrupulous accuracy in summarising provisions of the draft Bill in this document, it is bound to state that the language of the draft Bill itself must prevail in any dispute over the meaning of any part of the draft Bill or this memorandum.

#### Policy basis

20. The basis of the government's new policy for school organisation, governance and funding was summarised in Education White Paper 2 as follows:

"The new structure of school organisation should create the conditions for developing a coherent, integrated, flexible national system which advances redress, the equitable use of public resources, an improvement in educational quality across the system, democratic governance, and school-based decision-making within provincial guidelines. The new structure must be brought about through a well-managed process of negotiated change, based on the understanding that each public school should embody a partnership between the provincial education authorities and a local community." (p. 10)

21. In respect to the matters under negotiation, the Ministry of Education emphasises three points. Firstly, when the draft South African Schools Bill, 1996 is enacted, this country will for the first time in its history have a national, non-racial system of public schools, all of which are governed by representative, democratically elected governing bodies. Secondly, the new measure will add significantly to the rights, powers and functions which the overwhelming majority of public school governing bodies currently possess. Thirdly, the concept of a public school as a partnership between a local school community and the provincial education department is given expression throughout the draft Bill.

22. The term "partnership" has not been used in the language of the Bill itself, because it has specific legal connotations which are not relevant to schools. Nevertheless, the idea that the provincial education authorities and each school community will be required to work together to identify the common interests and joint purpose of public schooling in each community, within the over-arching framework of

31. Each public school governing body shall comprise elected members of the constituencies making up the school community, parents of learners at the school, educators at the school, staff at the school who are not educators, the school principal, learners at the school (in the case of secondary schools) elected by the Students Representative Council, and members of the community co-opted by the governing body. The draft Bill provides that parents shall comprise the majority of members of the governing body.

32. The draft Bill requires each secondary school to have a Students' Representative Council, elected in terms of procedures published by the MEC for education.

33. The governing body of an ordinary public school which provides education for learners with special education needs is required to co-opt one or more persons with expertise in these matters, and establish a committee to advise the governing body on the provision of education to learners with special education needs.

34. The governing body of a special public school shall have the same composition as other public school governing bodies, but is required to include an official with expertise in special education needs. The governing body may also co-opt a representative of a sponsoring body, a parents' organisation, an organisation representing disabled people, or a member from the disabled community. In certain circumstances the MEC may waive the requirement for a secondary school to have a Students Representative Council.

### Powers and functions of public school governing bodies

35. All governing bodies will have the duty to promote the best interests of the school and perform its functions in a responsible and accountable manner. In addition, the draft Bill provides a list of 18 powers and functions which public school governing bodies may exercise, subject to the provisions of the Act and the Constitution.

36. The MEC for education shall decide which powers and functions on the list may be performed by public schools in the province, and which powers and functions a governing body may apply for. An application by a governing body to exercise a power or function may only be refused if the provincial head of education is satisfied that the governing body concerned does not have the capacity to perform effectively. A provincial head of education may withdraw a power or function from a governing body in case of failure or inability on the part of the governing body.

37. However, each MEC is obliged to establish a programme of capacity building for governing bodies, to empower them to exercise their responsibilities effectively, and to promote the active participation and accountability of governing body members.

38. The list of governing body responsibilities which may be conferred in terms of the draft Bill includes the powers to:
 

- develop the mission, goals and objectives of the school;
- determine the admission policy of the school, with the concurrence of the MEC;
- determine the language policy of the school subject to the provisions national and

assist governing bodies to exercise this responsibility. No parent who is exempt from payment of fees shall be obliged to pay.

44. Governing bodies which existed before the new South African Schools Act, 1996 comes into effect, will continue to function until the date when the election of all governing bodies in a province has been completed. This date will be set by the Minister of Education, after consultation with the MEC.

### Ownership and expropriation of property

45. One of the "transitional provisions" in the draft Bill requires an MEC to expropriate the immovable property of former Model C schools, subject to the Constitution and other provisions in the draft Bill relating to expropriation. The Ministry of Education is advised that the government will not be liable to pay compensation for such assets which had been state property in the past and which will continue to be used for educational purposes.

46. Another section of the draft Bill gives the MEC the power, if it is in the public interest, to expropriate land and real rights in or over land for any purpose related to school education in a province. The owner of such land and real rights shall be entitled to compensation in terms of the Constitution, the Expropriation Act, 1975, and the provisions of the draft Bill. The draft Bill provides that, if the parties cannot reach agreement on compensation, either party may refer the matter to a Court or they may agree to refer it to an arbitrator, whose determination shall be binding.

### The negotiation process

47. The Ministry of Education welcomes the participation of all public school governing bodies in the process of negotiation required in terms of section 247 of the Constitution.

### Written comments

48. Public school governing bodies are invited to give their views in writing on the Ministry of Education's proposals on public school governance, as provided in the draft South African Schools Bill, 1996 (which is enclosed). This document has summarised many important aspects of the draft Bill, but governing bodies are requested to consult the terms of the draft Bill itself. The terms of the negotiation required by section 247 of the Constitution relate to the national government's proposed alterations to the rights, powers and functions of public school governing bodies. However, governing bodies are welcome to comment on any aspect of the draft Bill.

49. Written comments, signed by the chairperson of the governing body, and indicating the full name, postal address and province of the school, should reach the Department of Education by Friday, 21 June, 1996. Please send them to the following address:

Department of Education  
Section 247  
PB X895  
Pretoria  
0001

50. Governing bodies are invited to write their comments in any of the official languages.

51. Any governing body is free to choose not to write to the Department of Education.



18. The formula amounts as well as the component parts would provide a very useful management tool to the provincial education department. It could be used to monitor the extent of remaining inequities and backlogs in the provincial school system.

19. There would be a definite need for the annual reporting by governing bodies of schools to the provincial education departments on the expenditure of their earmarked funds for supplies and services and maintenance of their fixed assets. This should be in terms of a common format, which could be supplied to each school by means of a handbook on financial administration. The handbook would also provide an effective training tool in the process of capacity building which will be undertaken in each province. It could be expected that it would take a year or two before individual schools were able to stay within their budgets.

20. The cost factors in the components of the formula amount should be updated every year by using the following indicators:

- Remuneration of personnel: salary adjustments and the adjustments in other benefits
- Supplies and services: consumer price index
- Buildings: BEIR building cost index
- Equipment: production price index
- Media collection: cost index for books

### THE FUNDING FORMULA FOR INDEPENDENT ORDINARY SCHOOLS

21. Only the current expenditure of registered independent schools should be subsidised by provincial education departments, according to policy decisions on the criteria and level of subsidy. The formula used for this purpose should be the following:

$$F = a(R_p + RS + CM)$$

where a is the subsidy level and  $R_p$ , RS and CM are determined in the same way as for public ordinary schools.

### NATIONAL POLICY ON THE FUNDING OF SCHOOLS

22. Apart from national policy on the charging of school fees, the following norms and standards could be determined for regulating the school funding system from the national level:

- determining learner:educator and learner:non-educator ratios to be attained in the year 2000 by provincial education departments
- determining the form of the factor (RS + CM) (e.g. providing the indicators and set-up cost number)
- determining a school reporting system on the utilisation of the (RS + CM) component
- determine the utilisation of the School Register of Needs to indicate the backlogs of schools in the different provinces
- determining space and cost norms for the erection of new school buildings and land improvements other than buildings
- determining the subsidy level for registered independent schools.

provincial governments as provided for in this Constitution shall not alter the rights, powers and functions of the governing bodies, management councils or similar authorities of departmental, community-managed or state-aided primary or secondary schools under laws existing prior to the commencement of this Constitution unless an agreement resulting from bona fide negotiation has been reached with such bodies and reasonable notice of any proposed alteration has been given...."

"(3) Should agreement not be reached in terms of subsection (1)... the national government and the provincial governments shall, subject to the other provisions of this Constitution, not be precluded from altering the rights, powers and functions of the governing bodies, management councils or similar authorities of departmental, community-managed or state-aided primary or secondary schools... provided that interested persons and bodies shall be entitled to challenge the validity of any such alteration in terms of this Constitution...."

### Interpretation

3. For the purpose of this document, (1) The term "public school" means any school, other than a private school, established under any law governing school education in the Republic of South Africa, and includes any school referred to in section 247 of the Interim Constitution. (2) The term "governing body" includes the governing body, management council or similar authority of every public school, and includes every such body referred to in section 247 of the Interim Constitution.

### Background

The development of national schools policy and legislation

4. First education white paper. The Government of National Unity is committed to overcome South Africa's inheritance of a racially and ethnically divided school system, with its extreme inequalities in educational provision. The Ministry of Education spelled out the basis of the government's policy on school organisation, governance and funding in its first white paper, *Education in a Democratic South Africa: First Steps to Develop a New System*, which was approved by the Cabinet in February 1995 after extensive public consultation.

5. Review Committee. The Minister of Education appointed a Review Committee, chaired by Professor Peter Hunter, to recommend in detail how a unified, non-racial national school system could be brought about, on the basis of the guiding principles set out in the first white paper. The Review Committee reported to the Minister on 31 August 1995.

6. Legal panel. The Minister appointed a legal panel to advise him on the legal and legislative implications of the report.

7. Second education white paper. A draft white paper was published in November 1995 by the Ministry of Education, which was based very largely on the recommendations of the Review Committee and incorporated the advice of the legal panel. After weighing the public response to the draft, the Ministry of

South African Schools Bill, 1996.

### The new Constitution

13. The South African Schools Bill, 1996 is framed in terms of the Interim Constitution. At the time of writing, the new Constitution was still under consideration in the Constitutional Assembly.

### Status of the proposed South African Schools Act, 1996

14. The government intends to enact the South African Schools Bill, 1996, during the current Parliamentary session. The question arises: "If the South African Schools Bill, 1996 is enacted, what status will it have in relation to schools legislation which is in force in the nine provinces?" The Interim Constitution prescribes what the legal situation would be in cases where both a national law and a provincial law deal with the same matter.

15. In terms of the Interim Constitution, the national Parliament and every provincial legislature is competent to pass laws on school education. A provincial law may apply only within that province, whereas a national law may apply throughout the country. Such laws, national and provincial, will co-exist and a court shall regard them as consistent with one another, unless, and only to the extent that, they are definitely or "by necessary implication" inconsistent with one another.

16. In such a case, the question arises as to which law, or part of a law, shall prevail in the province in question. The Interim Constitution states that the provincial law shall prevail over the national law in that province, except if the national law "applies uniformly in all parts of the Republic", and insofar as the national law satisfies one or more of the criteria which are especially provided in section 126. The relevant parts of section 126 are as follows:

"126. A law passed by a provincial legislature in terms of this Constitution shall prevail over an Act of Parliament which deals with a matter [in which both have legislative competence] except in so far as— (a) the Act of Parliament deals with a matter which cannot be regulated effectively by provincial legislation; (b) the Act of Parliament deals with a matter that, to be performed effectively, requires to be regulated or co-ordinated by uniform norms or standards that apply generally throughout the Republic; (c) the Act of Parliament is necessary to set minimum standards across the nation for the rendering of public services...."

17. The South African Schools Bill, 1996 when enacted, will provide for a uniform system of school organisation, governance and funding of schools, and establish norms and minimum standards in these matters which will apply uniformly across the country. It is therefore intended to prevail over any provincial law or part of any provincial law, which may be inconsistent with it, in terms of section 126(3) of the Interim Constitution.

18. The development of the new policy, as well as the preparation of the draft Bill, have been undertaken in close consultation with the provincial Members of Executive Councils responsible for education, and the provincial heads of education departments, especially through the Council of Education Ministers

Constitution, is central to the scheme of the draft Bill. In the view of the Ministry of Education, this concept is essential to the reconstruction and development of public education in this country.

### School organisation: public schools and independent schools

23. The draft Bill re-organises the national school system in two broad categories of schools: public schools and independent schools.

24. The *public schools* category, as described in paragraph 3 above, will include all schools which are currently known as community schools, farm schools, state schools, and state-aided schools (including state-aided special schools, church schools, Model C schools, mine schools and others). The characteristics inherited from the apartheid era will become progressively less important as the character of the new-style public schools becomes defined through the new system of governance and funding. The inalienable property of formerly state-aided (Model C) schools will be repossessed by the State, subject to the Constitution and due process of law (see paragraph 45 below).

25. The only distinction among public schools recognised in the draft Bill is between *ordinary public schools* and *special public schools*. MECs may establish and maintain special public schools to provide education for learners with special education needs, but are required to provide education for such learners at ordinary public schools where reasonably practicable.

26. The *independent* schools will comprise all schools currently registered as private or independent schools.

27. The present document deals only with public schools.

### Legal personality

28. The draft Bill provides that each public school shall be "a juristic person". In law, a juristic person, that is a legal person, is an entity which is by law allowed to acquire its own rights and incur its own duties and obligations. These are acquired or incurred for the body as a whole, and not the individual members.

### Employment of educators at public schools

29. All educators appointed to public schools will be employed by the provincial education department, according to Schedule 2 of the draft Bill. The draft Bill also provides that the provincial authorities may create posts at a public school which are additional to the establishment, but such posts shall be filled only on condition that the school pays the full cost to the department. (These and other employment matters are subject to negotiation in the Education Labour Relations Council.)

### Establishment of public school governing bodies

30. The draft Bill provides that the governance of a public school shall be vested in its governing body, "Governance", which is the responsibility of the governing body, is distinguished from "professional administration" which is vested in the head of the provincial education department and may be delegated by the head to the principal of the school.

### Requests for discussions on the Ministry's proposals

52. Any governing body which wishes to discuss the Ministry's proposals is welcome to make such a request. A governing body may indicate that it wishes to be represented in the discussion by an association of which it is a member.

53. Requests to participate in a meeting with representatives of the Ministry of Education given in paragraph 49 by 21 June 1996. Governing bodies may use any official language in communicating such a request.

54. The Department of Education will arrange meetings for this purpose at centres in each province, and will publish the dates, times and venues of such meetings in the *Governing Gazette* and the media. Such meetings will be open to the public.

55. All written and oral submissions by governing bodies will be carefully considered by the Ministry of Education with a view to making improvements to the draft Bill.

### Progress of the draft South African Schools Bill, 1996

56. The Ministry of Education intends to seek Cabinet's approval for the South African Schools Bill to be passed before the end of the 1996 Parliamentary session. To do so, it must observe the deadlines for legislation established by the Leader of the House.

57. The Minister intends to publish the draft South African Schools Bill, 1996 in the *Governing Gazette* in early April 1996, in order to permit the general public to make their views known on the Bill. The closing date for submissions by the general public is 21 June 1996. The draft Bill will be revised in the light of submissions received from the public and negotiations with the organised teaching profession, and submitted by the Minister of Education to Cabinet. The Minister intends to have the Bill tabled in Parliament before the end of June 1996.

58. Amendments arising out of the Ministry of Education's section 247 negotiation process with governing bodies will be tabled when the South African Schools Bill is under consideration in the Portfolio Committee on Education in Parliament.

### Conclusion

59. In the development of its policy for schools, the Ministry of Education has at all times attempted to act transparently and in good faith. Within the framework of the Constitution and the policies of the Government of National Unity, the Ministry has treated all proposals seriously and on their merits. Public school governing bodies are assured that the Ministry of Education will seriously consider the views they express in the course of this negotiation in terms of section 247 of the Constitution, with the objective of achieving the highest level of agreement on a new system of governance for public schools throughout the country.



# Education project explained

Linda Ensor

CAPE TOWN — National co-ordinator of the culture of learning project, Neil McGurk, would earn R2m in the year to end-February 1997, or R167 000 a month according to a reply from Education Minister Sibusiso Bengu in Parliament.

But, media liaison officer in Bengu's office, Lincoln Mali, said last night a mistake had been made — the R2m covered all the costs of administration and staff as well as McGurk's salary.

Bengu said McGurk's terms of employment, a state tender board contract, did not include fringe benefits and was financed by the department.

McGurk, a former headmaster of Sacred Heart College in Observatory, has a BSc (Hons) degree, a doctorate in theoretical physics and a higher diploma in education.

The project was initiated to renovate schools and build classrooms after President Nelson Mandela's inauguration. In its first year R100m was dis-

tributed among the nine provinces and R200m was allocated for 1996/97.

Bengu said his adviser, Sheila Sisulu, earned R288 000 annually. She has a BA degree with an educational diploma and was employed indefinitely from July 1 last year. Her contract was not a state tender board contract.

DP senator WF Mnisi tabled the request for details about the department's advisers and consultants.

The ceiling salary for national project director for curriculum development for technology education, Rodney Sherwood, was R180 000 or R15 000 a month for the first year.

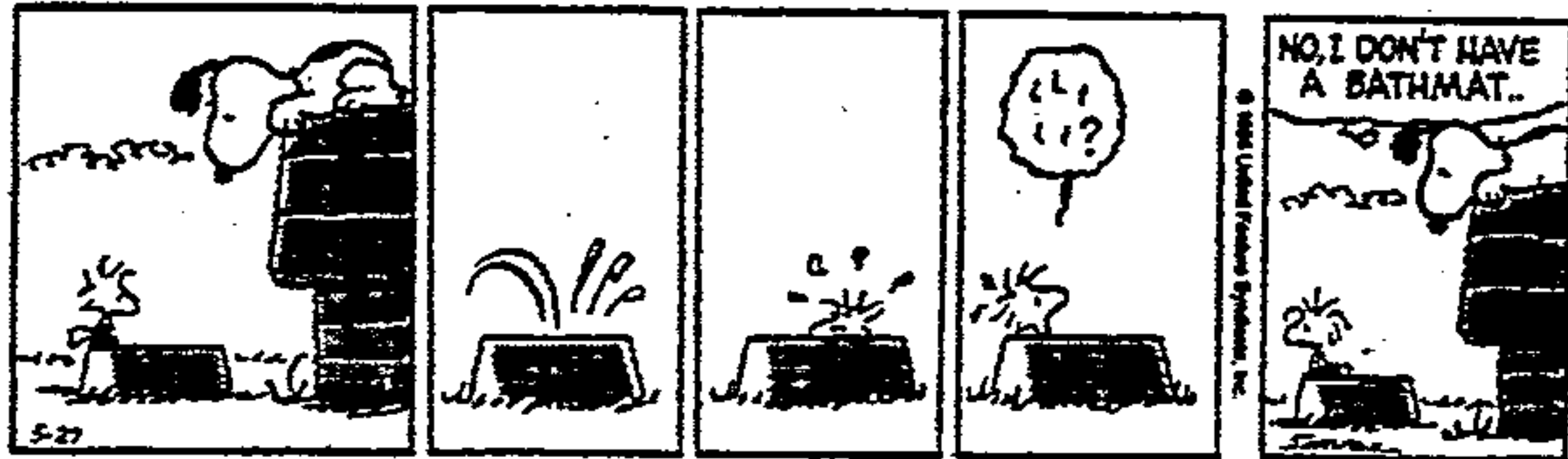
One TD Mseleku was employed last year on an annual salary of R148 599.

Helene Perold Associates won a state contract to produce the 1995 annual report and was paid R94 669 for the period April 19 1996 to May 7.

Computer scientist Edwin Benson was paid R100 a hour for work performed from July 1 1993 to end-June 1996. His contract would be extended by six months.

## PEANUTS

By Charles Schulz



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# Academics fear the demise of Afrikaans is well

(50) Star 2/7/96

In a series of papers, linguists say the interim constitution unwittingly gave English the opportunity to eclipse its former official language partner

BY MORWAN CHANDLER  
Pretoria Bureau

Warnings about the demise of Afrikaans in the struggle for language domination in South Africa have been sounded by leading academics.

They say Afrikaans is losing valuable ground to English and the eclipse of the language in all but name has already started.

Professor F I J van Rensburg, of the Department of Afrikaans at the Rand Afrikaans University (RAU), says strategies have to be found to counteract the situation which has come about as a result of 11 languages being deemed to be "official".

"Afrikaans finds itself in a critical phase for the second time in

its history. The first was (at Union) in 1910," he says in a series of papers published by the university in which academics give diverse views on the language now and in the future.

Van Rensburg says the interim constitution impacted upon both English and Afrikaans "(but) in a development unforeseen by the constitution, English, exploiting the highly impractical situation of 11 official languages, and backed by influential commercial institutions, made a bold move forward with the obvious intent of becoming all but in name the sole official language of the country. In this process, Afrikaans lost and is steadily losing valuable ground."

The interim constitution provided English speakers with the opportunity and freedom to

be monolingual and no longer worry about bilingualism (English and Afrikaans), says Van Rensburg, adding that "the blind spot that English speakers throughout the world have for the language sensitivities and rights of other language groups is now at work in South Africa".

Afrikaans has its inherent strengths, according to Professor Adam Small, one of the country's most distinguished academics.

He says these strengths are "nothing more, nor less, than the spirit of the people, all the people, who, over long, long years - indeed over centuries - shaped the humanity of their place on God's earth in and through the language and the way they use it".

Dr Carel Prinsloo, executive chairman of the *Stigting vir*

*Afrikaans* (Foundation for Afrikaans), says the "attempted scaling down" of Afrikaans had resulted in moves to reposition the language, mobilising concern for its future, stimulating new language projects, obtaining international support, and resisting any attempt at harming it.

The foundation is concentrating on six areas of concern - education, literary and community journalism, establishment of "Friends of Afrikaans" organisations, language policy, and the marketing of the language.

Professor J C Steyn, professor in the Department of Afrikaans and Nederlands at the University of the Orange Free State, writes

that "since 1994 the new rulers in South Africa have seriously harmed the position of Afrikaans", adding it was ironic that Afrikaans had been "robbed" of its position in education, the public service and the mass media.

"It almost seems as if the present regime expects that in the process of reconciliation, Afrikaans-

speaking people should reconcile themselves to the fact that their language is being eradicated," he says. This, however, has brought about a questioning by many Afrikaners of their loyalty to "a government acting as though it were bent on destroying

everything that the Afrikaans community has established".

The Afrikaans press has an important role to play, but it is not receiving the wholehearted support of academics, who seem to prefer to remain silent when called upon to participate in protests about the downscaling of the language.

Academics have also said privately that they are irritated by articles and letters on the subject and which had been published in the press.

Professor T R Botha, vice-rector at RAU, says Afrikaans has been freed from its apparent political role over the past four decades and that its emancipation as a language has been marred "by an authoritarian approach". It is now threatened by English and what he terms "suppression" by

## Second major crisis for the language

# under way

the Government.

"Afrikaans communities fear that the Government will infringe upon their rights to education in their mother tongue (but) Afrikaans speakers should be careful not to succumb to racist-inspired moves to retain monolingual Afrikaans schools," Botha says in a reference to attempts by rightwing-supporting groups to establish their own schools rather than allow their children to attend schools with black children.

Parallel-medium schools were acceptable to educationists as those schools met the requirements of educational and mother tongue acceptability, he says, adding that Afrikaans speakers had a choice - either help the language live, or let it die.

Botha's views are echoed by

Professor Hans du Plessis, of Potchefstroom University, who says that Afrikaans has suffered because it had been defined as a language "in white Afrikaner terms". It has to be redefined as a language of the community which uses Afrikaans in order to be in step with the new democratic environment.

"Afrikaans cultural organisations are, to a large extent, still claiming Afrikaans for the white section of the community, while for many people in our new society the limited use of Afrikaans could be seen as a receipt for transformation.

"Afrikaans, redefined from both sides, is a language of reconciliation and of nation building. In that sense it has a bright future," Du Plessis says.



# Conflict 'main reason for ineffective learning'

Kevin O'Grady

BD 3/7/96 (50)

CONFLICT and fragile relationships between all sectors of school communities were one of the main reasons for the absence of effective learning and teaching in Gauteng schools, a committee appointed by Gauteng education MEC Mary Metcalfe said yesterday.

The 15-member committee, co-ordinated by Wits University's education policy unit, was appointed last year to investigate factors contributing to or preventing a successful climate of learning and teaching and to make recommendations on improvements.

Symptoms of these adversarial relationships identified by school communities included a lack of respect and co-operation between principals, teachers and students; personal, organisational and ethnic divisions among teachers and high levels of student and teacher absenteeism.

Other factors were sexual abuse and harassment of students by teachers; physical attacks on teachers by students and problems with alcoholism and corporal punishment, the

committee, which studied 18 schools in the Pretoria, East Rand, Vaal and Soweto areas, found.

The development of school-based codes of conduct and team-building and conflict resolution workshops involving entire school communities would contribute to resolving many of these problems, the committee said.

The probe also found that the condition of school buildings and facilities made an "incalculable" difference to the climate of learning and teaching.

Schools which had accessed RDP funding for school renovations or which had raised their own funds showed improved morale among all constituencies in the schools.

The committee found pupil:teacher ratios were not definitive in explaining low pass rates or overcrowding. Most schools had low pupil:teacher ratios but these did not correspond with pass rates and classroom sizes.

The redeployment of teachers from these schools would negatively affect the culture of learning and teaching by creating tensions and lowering the morale of teachers, the committee said.

# CP challenge on language rights

(50)  
504/7/96

Susan Russell

THE CP asked the Constitutional Court yesterday not to approve the final constitution on the grounds that the language rights and protection given to Afrikaans in the final draft were significantly less than those provided in the interim constitution.

CP counsel Jan Coetzee submitted that the lowered status and protection afforded Afrikaans in the new constitution amounted to non-compliance with the constitutional principles.

The interim constitution provided greater protection for the rights relating to language and the status of a language

than the new constitution did.

Coetzee said he was not saying that Afrikaans should have a higher status but argued that the lesser status and protection afforded Afrikaans under the new constitution was contrary to the constitutional principle which guaranteed that "diversity of language and culture shall be acknowledged and protected and conditions for their promotion shall be encouraged".

Before the new constitution can be implemented, the Constitutional Court has the one-off task of ensuring that it complies with the 34 constitutional principles thrashed out by negotia-

tors at the Kempton Park multiparty talks.

Non-compliance of any of the provisions with the principles means the court will send the constitution back for amendment.

Judge I Mahomed asked what difference there would be in the status and protection given to Afrikaans since it was still an official language enjoying the same protection and rights as the other official languages.

A representative of a group called Concerned SA Indians, Veema Naidoo, also submitted objections to the language provision in the new constitution on the grounds that it did not afford the same protec-

tion to the five Indian languages spoken in SA as it did to the indigenous languages.

The language clause guarantees that the Pan SA Language Board must promote and ensure respect for a range of languages spoken in this country by minorities, including the five Indian languages.

Advocate George Bizos said on behalf of the Constitutional Assembly that many of the complaints about the language clause in the new constitution were misdirected because most of these could be dealt with by the language board and the rights of speakers were also protected by the Bill of Rights.

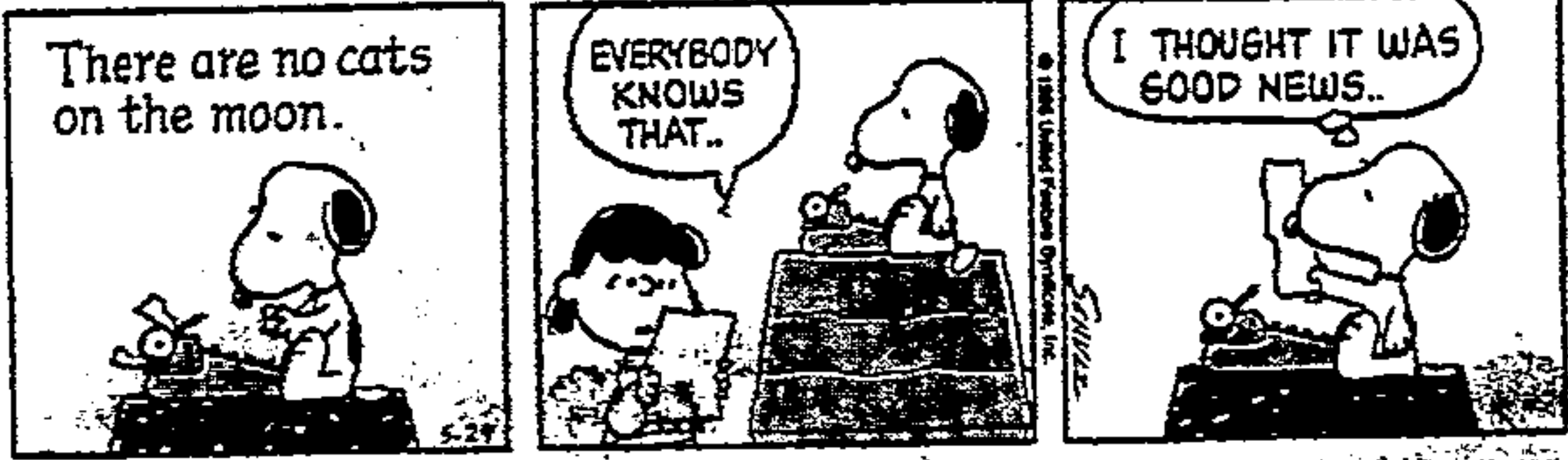
However, the privileges of a particular language were not, he said.

A third objection to the language clause submitted on behalf of the Balobedu community and their queen, Modjadje, was withdrawn.

The community was to have asked the court for recognition of their language, Khilobedu, as the country's 12th official language.

## PEANUTS

By Charles Schulz





# Weeding out apartheid roots that make education a blackboard jungle

Iniquities of National Party rule have left deep scars in our school system. **JACQUI REEVES** looks at positive steps in the healing process

If all was good in the world, the biggest worry facing today's youth would be whether calculus is as bad as everyone says, who to take to the matric dance and when the first 1-hour pimple cure will be invented.

When the Gauteng Committee on the Culture of Learning and Teaching (Ceolt) completed its school survey last year, it found the province's teenagers have a lot more than just pimples to worry about.

Vandalism, gangsterism, drug abuse and rape are just some of the problems waiting for

students once they walk through their school gates. Add to this staff and classroom shortages, poor teacher, student, parent relationships, as well as a lack of resources, and you are left with a recipe for disaster.

Mary Metcalfe, Gauteng's MEC for Education, believes the problem is not insurmountable.

"Yes, the situation is alarming, but we have identified the problems. Now it's a case of saying, 'this is it', and solving the crisis," she says.

Ceolt was established in 1995 to help the new Gauteng Education Department (GED) develop an understanding of the factors that contribute to, or prevent, a climate of teaching and learning. Team members were drawn from outside of the education departments on the basis of their recognised leadership in

the community and for their educational expertise.

Linda Chisholm, of the education policy unit at Wits University, says the crisis in which Gauteng's schools find themselves is rooted in years of tension and conflict.

"For 40 years, this country's students have been fighting an unjust system. The causes and results of this struggle are numerous but, essentially, what we need to do is restore a culture of learning and teaching," she maintains.

According to Metcalfe, the Ceolt report is significant in that it offers "perceptive critical analysis" to a debate often grounded in the catch phrase "culture of teaching and learning".

"The teams spent time talking to teachers, pupils, organisa-



**MARY METCALFE:** 'Time to roll up sleeves and tackle problems'

tions and parents so that they could really analyse the problem in its context," she says.

For many, restoring a culture of learning and teaching is simply about bringing the conditions and discipline of compulsory schooling to bear on teachers and students - conditions

like regular attendance, punctuality and the acceptance of authority.

But for an education system once torn apart by anger and hatred, the generally accepted concepts of compulsory schooling are just not enough.

Ymmanuel la Font, of St Peter's Seminary, believes South Africa's education system is just another one of apartheid's victims.

"Teachers and pupils are survivors of the apartheid legacy," he says. "Many of today's teachers are themselves products of inferior Bantu Education; they are, therefore, producing second-rate students. Another problem is that in the late 1980s, principals were appointed not because of their academic qualifications, but because they fitted the system."

The primary role of these principals was to control their students, showing them up as collaborators of the apartheid government.

In 1989, the main teacher union, Sadtu, embarked on a defiance campaign against all symbols of apartheid authority in education. This included principals, heads of departments and other department officials.

According to the report, this history and the results of the campaign still linger on. In some cases, it has led to the complete subordination of the principal to the staff.

Solutions proposed by the teams were to identify skilled parents to help build links between schools and their communities, to upgrade the training received by school management personnel, encourage

short-term conflict resolution and establish team-building workshops and a code of conduct in each school.

At a conference of student organisations in March this year, a code of conduct framework was developed to assist and focus discussions at individual schools.

"Each school will adopt the framework and then adapt it to fit its specific needs," Metcalfe says.

Pupil-teacher ratios are highlighted by the committee as another stumbling block in rebuilding Gauteng's education. Of the 16 schools studied, 10 have ratios below the norms set down in the national policy, 40:1 in primary schools and 35:1 in high schools. Superficially, this statistic appears encouraging, but the report reveals a major

flaw in that reasoning.

These average pupil:teacher ratios do not correspond to class size. While only a dedicated handful pitches up every week for needpoint class, more than 100 students pack into one classroom for their Zulu lessons.

Solutions include resource-sharing through cluster arrangements and the prioritising of the department's long and short-term goals. The Ceolt report also emphasises the socio-economic context and location of schools as affecting the institution's internal dynamics. High unemployment, political violence, drug wars and a lack of basic necessities spill over into schools. In the short-term, relationships between schools, clinics, social services centres and NGOs will be fostered to help underprivileged students.



By Khathu Mamalla

"TRESPASSERS will be prosecuted!" This warning is outside the gate at Ben Viljoen High School in the conservative town of Groblersdal in Mpumalanga.

Perhaps Edwin Letshela and a group of black pupils ignored this when they entered the school, whose management jealously guards Afrikaner culture and deals harshly with those who seek to undermine it.

For the record, Letshela is the 13-year-old Standard 6 schoolboy expelled from the school for touching the breast of a white schoolgirl.

In an interview with *Sowetan*, the principal, Mr FJ Potgieter, spoke for the first time with the Press "in order to put the facts straight".

In the presence of an executive member of the school's governing body, Mr Franz Fuls, Potgieter said: "The true story about Edwin has to be told. The Press has been publishing a one-sided story which distorts the facts.

"The truth of the matter is that Edwin deliberately touched the breast of a 16-year-old Standard 8 schoolgirl. It is not true that the whole thing was an accident.

"We have witnesses, two white boys and four black boys who confirmed that Edwin fondled the girl.

"What happened is that Edwin was standing with a group of boys when they started talking about the

# Principal insists expelled pupil fondled white girl

*Sowetan 17/7/96*

fondling girls at school, but we expelled him because we wanted to maintain high morals," said Fuls.

He said the Mpumalanga education department did not consider the incident as serious and wanted Letshela to be readmitted. But, he added, 90 percent of the parents supported the school management's decision to expel the boy.

He said parents had written to the school that if the Congress of South African Students interfered and forced the school to readmit Letshela, they would physically prevent it.

"We do not want to spark off racial conflict at the school, but this could happen if the rights of Afrikaners are undermined. Parents feel very strongly about this matter," said Fuls.

"It is more a question of different cultures. In our culture this is never done but, of course, in black culture there is nothing wrong in touching breasts."

Asked what should happen for Letshela to be readmitted, Fuls replied: "I do not think he will ever be readmitted to the school. Ben Viljoen is not the only high school for Edwin. There are many schools in this district

does not even realise he was wrong in touching the girl's breast. If he does not regret his action, obviously he could do it again."

Both Fuls and Potgieter were adamant that the school was not racist. "We have good race relations in the school," said Fuls.

What about the recent incident in which a Standard 6 schoolboy was allegedly referred to as a "kaffir" by his mathematics teacher? (A remark on a maths answer sheet referred to the boy as a "dom kaffer".)

Potgieter said the handwriting was not that of the maths teacher. Asked whether he had confronted the teacher about it, Potgieter said: "We trust each other in this school. I do not think any of my staff members would do such a thing. Only a silly pupil who wanted to embarrass the teacher would write such a remark."

On allegations that black pupils were harassed by white pupils who called them "kaffirs", Potgieter said: "In a school environment, you get fights between pupils. Black pupils fight among themselves and even white pupils fight among themselves for various reasons.

"But once you get a white pupil fighting against a black pupil, all of a sudden that becomes racism. Arguments between students are normal. It is part of childhood."

However, he said if complaints were brought to his attention he investigated them and dealt with them accordingly.



Mpumalanga Education MEC David Mabuza ... met the school management but failed to get Edwin Letshela readmitted.

and he could go and further his education there.

"The main problem is that Edwin

**In black culture there is nothing wrong with touching breasts**

pretty girl who was approaching. As she came closer to them, Edwin rushed to her and fondled her breast.

"The school upholds high Christian morals and we cannot allow such an incident at the school. I have realised that, for blacks, touching breasts is a minor thing - but for Afrikaner people this is a big issue. Edwin's expulsion has nothing to do with being black."

Fuls echoed Potgieter's views that black people did not see the incident as a serious issue that warrants expulsion.

"In the past we expelled a white schoolboy because he brought alcohol to the school. Drinking alcohol at school is not such a serious offence as



# Govt to push for multilingualism

(50)  
ANTHONY JOHNSON

CT 1/7/96

PRETORIA: The government would soon decide on ways to marshal its political clout and economic resources to ensure that multilingualism became a reality "in the immediate future", Arts and Culture Minister Dr Ben Ngubane said at the weekend.

He urged more than 500 delegates at the CSIR to help thrash out a new language plan for South Africa and said he was "extremely concerned" by the apparently negative attitude and disregard for multilingualism and its benefits that the Language Plan Task Group (Langtag) had identified among institutions in the country.

Several delegates at the conference expressed dismay that powerful elements in big business and the civil service were not taking language equity seriously, even though this was guaranteed by the bill of rights in the constitution.

Langtag chairman Dr Neville Alexander said yesterday the conference had clearly demonstrated that representatives of the smaller African and marginalised languages believed they were not being given a fair deal by the government or the SABC.

Summing up the major themes of the conference, he said it had also been clear there would be growing pressure on the govern-

ment to make money available to help implement its commitment to multilingualism.

Another issue which sparked heated debate among language specialists was whether African languages could be strengthened by encouraging branches of the two major language families — Nguni and Sotho — to grow towards a single written variety for each family.

Opening the conference, Ngubane told delegates that "to be multilingual in our country is not the aberration so sadly propagated by many short-sighted monolinguals".

He said South Africans "will have to address the pressing language needs of our multilingual nation in a substantive rather than a merely symbolic sense".

The minister said: "I am particularly concerned that if the sociolinguistic marginalisation of the majority of South Africans is not addressed now, we will forfeit a golden opportunity."

The dignity of all the speakers of South Africa's languages had to be restored, because implementing an equitable language dispensation would play a pivotal role in South Africa's successful progress towards democracy.

Alexander said Langtag would produce a final report on a language plan for the new South Africa by the end of next month.

# Literacy 'much higher than figures show'

(50)

Education Reporter

ARC 19/7/96

SOUTH Africans are far more literate than previous statistics had shown, a new study has indicated.

In fact, only half the commonly-quoted figure of adults who supposedly cannot read are actually illiterate, according to the study - by the Centre for Adult Education at the University of Natal.

This means about 7,5 million South African adults are illiterate, instead of 15 million as had been previously suggested.

Nick Taylor, executive-director of the Joint Education Trust (Jet) on whose behalf the study was completed, said the commonly-quoted figure had no real basis.

"It started off as a rumour around the late 1980s or early 1990s when the Human Sciences Research Council (HSRC) sucked it out of their thumbs.

"It was an indictment of our poor state of knowledge around this and was one of the motivating forces for this study," he said.

He added that another significant finding of the study was that it showed more than 330 000 adult learners were "in class" - considerably more than previously estimated.

The majority - 140 000 - were being educated by commerce and industry, 96 000 by the state and about 62 000 by non-government organisations.



# 'Revamp of educational system needed'

By SUSAN MILLER

Leading South African cleric, the Reverend Dr Stanley Mogoba, has called for an "M-Plan" for education, which would bring together all educational stakeholders including the church and business chambers.

Mogoba, presiding Bishop of the Methodist Church of Southern Africa, was speaking at Founders' Day celebrations at St Stithians College in Randburg on Saturday.

He said SA should have had an "education Codesa" before the political one because "education in the majority of our schools is in a state of complete chaos".

The country had inherited a system of government where the national budget was skewed in favour of destructive activities like defence, he said.

"Education is not an optional extra but should be the main or major focus of the whole nation."

Star 22/7/96 (50)  
Mogoba said it was "short-sighted" for teachers not to be paid well as without them there would be no future to talk about.

Calling for the "M-Plan", he said a ground scheme for education had to be agreed on by every one or else any amount of money poured into it would be "money

## Reverend Mogoba calls for an 'M-Plan'

down the drain".

He said the new education bill had a lot of positive aspects, but it was "far from ideal".

Mogoba said it was the first time the Government had admitted the church could play a formative role in education, unlike the previous government which

had "tried to push the church out of education". "They realised to their dismay that they were also pushing out values which the church stood for and which were not readily replaceable.

"We need schools to produce pupils who are fully integrated human beings who are ready to contribute to the betterment of the world in which they live."

He called on the Government to "take off its kid gloves" and stop the trend towards industrial and political mass action and criminal violence which had cost the country "dearly in terms of economic growth and development".

There was only one way of stopping this trend - the "ruthless" way, he said.

"We owe it to the poor and unemployed and to ourselves to work harder ... and change the bad culture of South Africans not being hard workers."

## MAJOR BOOST FOR EDUCATION

# 27 new schools for

(50) CT 23/7/96

**NEW CLASSROOMS**, renovations and new schools being built and in the pipeline are proof that the RDP is beginning to deliver. **CAROL CAMPBELL** reports.

**E** DUCATION in the Western Cape has received a dramatic boost with the allocation of R186 million for the building of 27 new schools and the renovation of a further 200 schools.

This was announced yesterday by the head of the Western Cape Education Department's RDP office Mr Ashiek Manie who said the money needed to pay for the new buildings and renovations would come from national RDP funds, the Western Cape Education Department (WCED), the Independent Development Trust (IDT), the Presidential Lead Project and the Serviced Land Project.

"The culture of learning is taking root and children from deprived communities are being given a glimmer of hope through improved education," he said.

Most of the schools will be built in squatter communities and rural areas where teachers are battling to squeeze as many as 70 children into classrooms for 35.

The money is to be used as follows:

- R36,2m on the restoration of run down schools and the building of classrooms in the townships. Work on these schools will finish early next year.

- R2,25m of RDP money on paving and sidewalks.

- R35,2m from the WCED and the RDP will go towards building eight schools before the end of next year.

- R34m from the WCED will pay for the building of five more schools, four of which will be in rural areas.

- R45,17m from the Serviced Land Project will pay for the building of 10 schools in squatter communities.

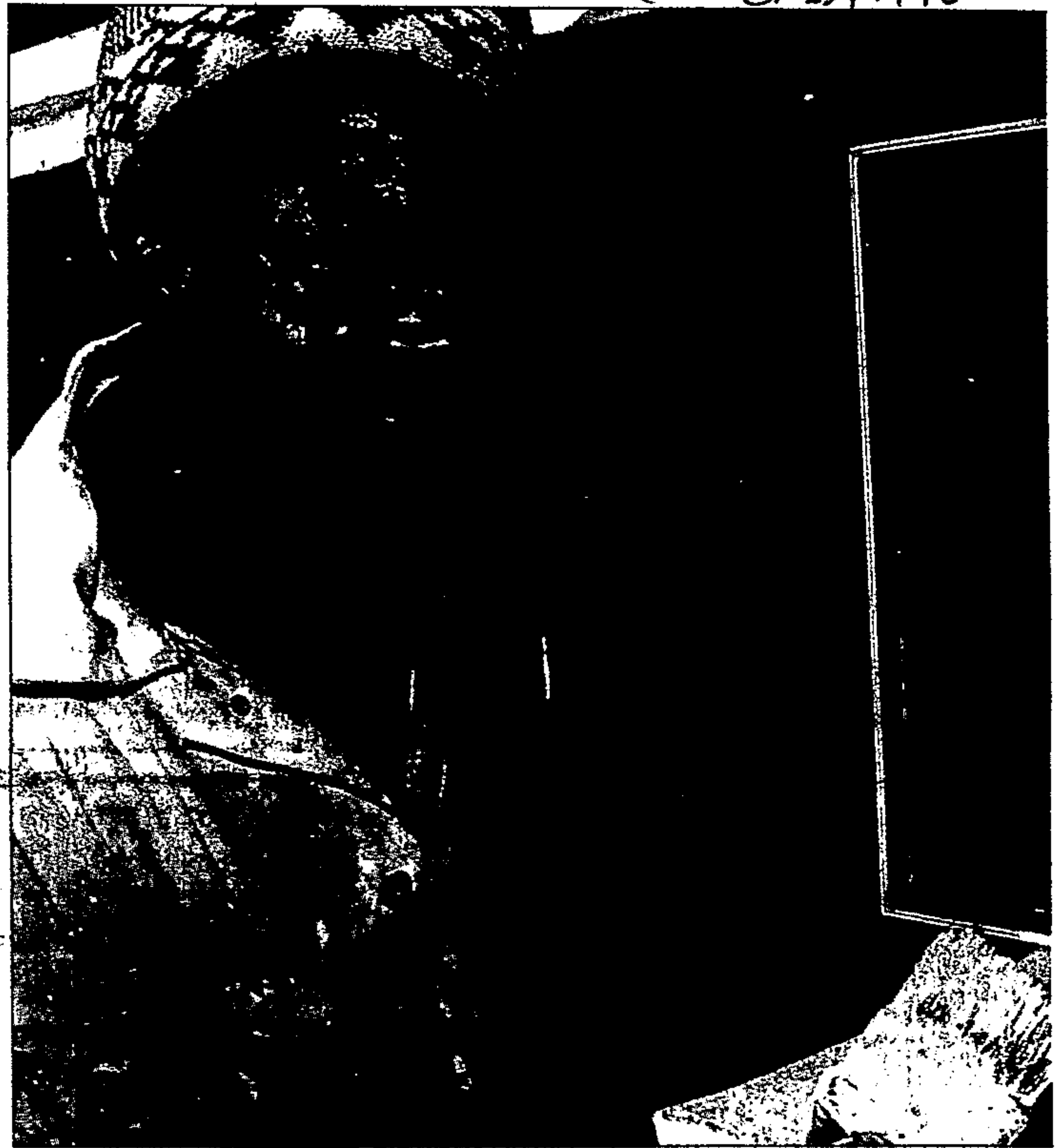
- R22m from the WCED will be used to build one school and add extensions to three schools in rural and urban areas.

- R11m in joint funding from the IDT and the WCED is being used to build three township schools.

"We need to dispel the myth that the RDP office is doing nothing."

The next phase of the education department's RDP programme would focus on improving the school curriculum and the quality of education in the classroom.

During a Cape Times visit to Guguletu schools yesterday area manager Mr Rachart Job said it was easy to get the impression that because of continuing rationalisation



**BRIGHTER FUTURE:** Some of the younger pupils at Lwazi Primary School in Guguletu inspect their new classroom with

everything in education "was bad".

"The rebuilding of schools in deprived communities has begun and with it will come equity in education."

He told how excited the children had become about going to school as they watched new classrooms spring up.

"At Lwazi Primary School pupils were so excited when they came back from holiday and saw eight new classrooms they moved their desks in within minutes — even though the building wasn't finished."

The principal of Mkhanyisell Primary

School in Guguletu, Mrs Nomakhosi Mbane, said the whole community was waiting for the classrooms to be finished.

"Even the adults want to know when they will be able to come in for adult basic education classes. For many of the children the school is much smarter than their homes and they are very proud of it."

Since she joined the school 20 years ago Mbane said she had seen teachers cope with the overflow of pupils by accommodating them in a local church hall and later a building owned by the Red Cross.

"I don't think we would have these new facilities from the government — this is all because of

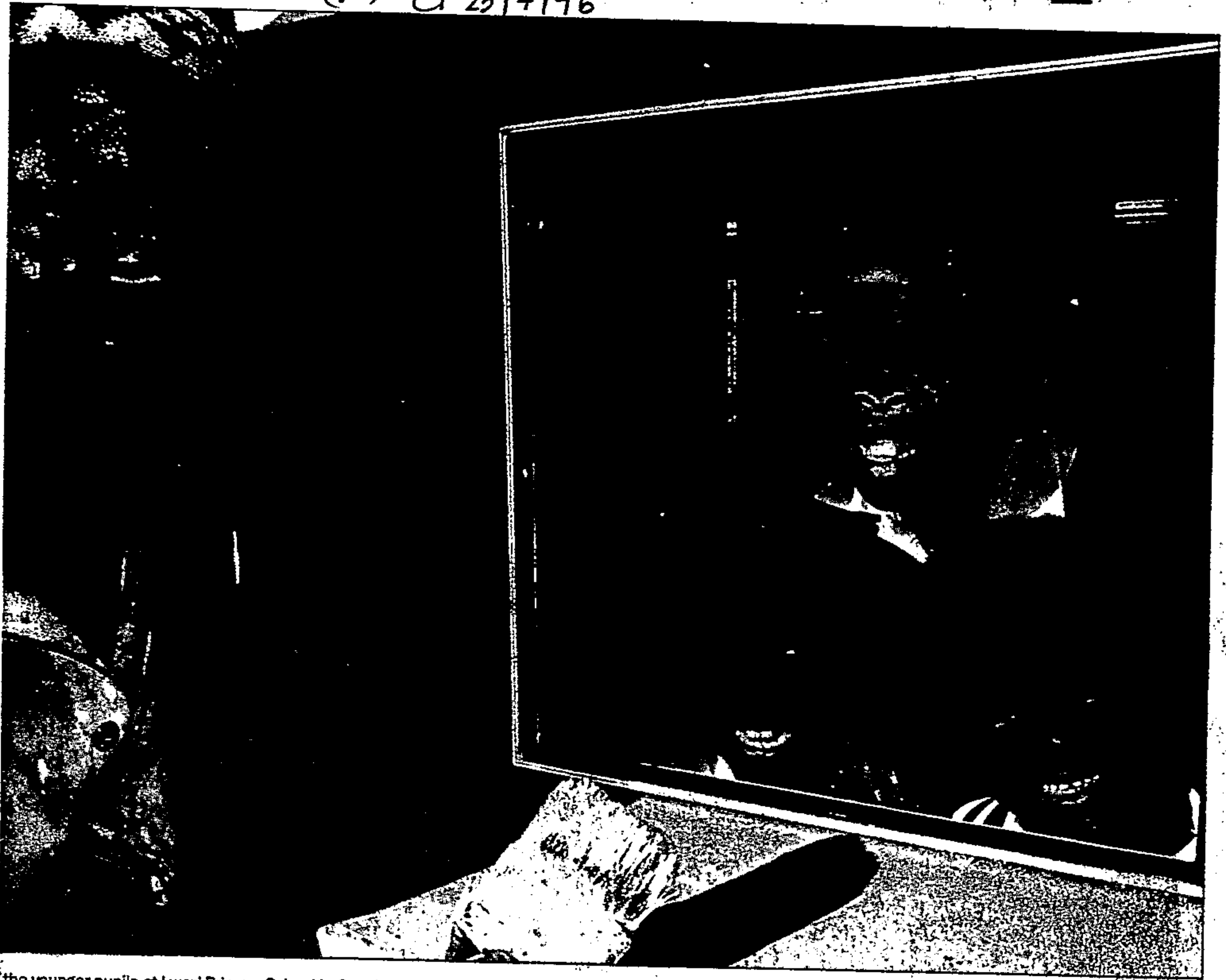
Mrs Nomakhaya Monakali. Lwazi Primary, said for years had used a prefabricated house up to 70 children who were in progress.

"Since the government have been given four more classrooms — things are much better but they are much, much better," said Monakali.



# Schools for W Cape

(50) CT 23/7/96



the younger pupils at Lwazi Primary School in Guguletu inspect their new classroom with painter Mr Paul Daniels.

PICTURE: ANNE LAING

School in Guguletu, Mrs Nomakhosi Mbane, said the whole community was waiting for the classrooms to be finished.

"Even the adults want to know when they will be able to come in for adult basic education classes. For many of the children the school is much smarter than their homes and they are very proud of it."

Since she joined the school 20 years ago Mbane said she had seen teachers cope with the overflow of pupils by accommodating them in a local church hall and later a building owned by the Red Cross.

"I don't think we would ever have got these new facilities from the old government — this is all because of the RDP."

Mrs Nomakhaya Monakali, principal of Lwazi Primary, said for years the school had used a prefabricated storeroom to house up to 70 children while school was in progress.

"Since the government changed we have been given four more teachers and now classrooms — things are not perfect but they are much, much better," said Mrs Monakali.

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**THE BIG Sale**

# R36-m uplift scheme to spread education in the Western Cape

(50) AAG 24/7/96

## Plans target deprived communities

ESANN de KOCK  
Education Reporter

EDUCATION in the Western Cape has been boosted by a R36 million grant "for the advancement of a culture of learning" in the province.

This was announced yesterday by Western Cape Education Department chief Brian O'Connell.

The money, mainly from the former Reconstruction and Development Office, will be used to:

- Repair and renovate neglected and dilapidated schools in deprived areas.
- Upgrade laboratories in former Department of Education and Training (black) schools.
- Promote a "culture of learning".
- Introduce school governance programmes in deprived communities.

Mr O'Connell said the project was being undertaken by the education department, but the facilities would be designed and built by the provincial Department of Transport and Works.

He indicated that the national education department had allocated R2,25 million for paving and site works and about R35,2 million for new classrooms, as part of the schools building programme.

Mr O'Connell pointed out these were also RDP funds which had been transferred to the province earmarked for the easing of classroom shortages.

About R23 million will be

spent this financial year on projects planned and initiated by previous departments.

He said 10 schools costing R45 million were being planned and designed as part of the Integrated Serviced Land project. Most of them would be situated in squatter communities.

Mr O'Connell said this was an RDP presidential lead project administered by the provincial Department of Housing.

Three schools would be built on a 50-50 funding basis by the Independent Development Trust and the Western Cape Education Department at a total cost of R11 million.

These projects, Mr O'Connell said, had been planned by the former department of education and training and the funds had been rolled over from the previous financial year by the former department.

The upgrading and provision of school facilities in the Western Cape was financed largely by RDP funds.

Mr O'Connell said the programme the education department was engaged in would be planned for the next 24 months and was aimed at addressing the educational needs of people in the most deprived areas.

Francois Booyse, chief director of professional auxiliary services in the provincial Education Department, said the department hoped to start implementing some of the projects during the current financial year.

The building of new schools might well have the effect of giving relief in redeployment.



# School funding dries up

*Soweto 25/7/96*  
(50)

By Muzi Mkhwanazi

THE Council for Black Education and Research School at Funda Centre in Soweto has closed down due to lack of funds.

Founded by well-known academic Professor Eskia Mphahlele in 1979, the school offered alternative education to that provided by the Nationalist Party government.

The school was now offering computer literacy courses. It also ran a library for blind people.

Mphahlele said yesterday that they had no alternative but to close because the fees that students paid for the courses could not sustain the day to day running of the school.

## Pay the staff

"We began well but some of the students could not pay for the courses and we had to pay the staff from their fees because of dwindling private sector funding," he said.

Mphahlele added that people were not used to paying for education even if it was designed to earn them bread. "So in some cases students never paid for the services offered.

"We had even to close the library for the blind because it was too expensive for the centre to run. We had to tape text books for blind students and the material used cost us a lot of money," said Mphahlele.

"It is sad to see the institution break down simply because there are no funds. My heart bleeds because so much money is being stolen daily from banks and yet there is no money to fund projects designed to help and empower people," he said.

O'CONNELL ACCUSED OF 'SELLING OUT'

# Education chief forced to abandon speech

(50) CT 25/7/98

**WESTERN CAPE** Education Department chief Mr Brian O'Connell was prevented by hecklers from delivering his speech to a gathering of teachers and principals yesterday. Education Writer **CAROL CAMPBELL** reports.

**H**ECKLERS forced Western Cape Education Department chief Mr Brian O'Connell to abandon his speech at a Kuils River high school yesterday after they accused him of "selling out" teachers by agreeing to job cuts in the province.

O'Connell's talk, scheduled for De Kuilen High School, was part of a roadshow encouraging teachers and parents to accept that teacher job losses in the province were inevitable, but the microphone was "hijacked" by members of the audience.

O'Connell said afterwards that he had tried to reason with the hecklers, but they became abusive and accused him of "selling out" teachers.

"As soon as I got to the podium, this group of people let rip.

"I told them that if they valued

democracy they would let me speak, but they refused to listen to me. They also became extremely personal in their abuse."

O'Connell said he realised he would not be able to give his talk (the same one he delivered at the Baxter Theatre a few days ago), so he left the hall with the two education department officials who had accompanied him.

"The decision to rationalise education is a national policy based on very sound reasoning and it cannot be reversed."

He appealed to teachers to accept the decision and not to upset parents by presenting a "damaging view" of education in the province.

The principal of De Kuilen, a Mr Brandt, said his school had simply provided a venue for the mass meeting of local teachers, princi-

pals and school governing bodies. "It was organised by the department and none of the protesters were from my school."

The school hall accommodated about 350 people but the group who caused the upset was "in the minority" — it is believed they numbered about 70.

"I think most people were upset about what happened as they felt it was not the proper way of resolving a problem. It's a pity this had to happen because it is not good for our country or education."

Late yesterday, a teacher who attended the meeting said the upset was orchestrated by the Teachers' League which was part of the far left-wing New Unity Movement, a political group whose main interest is supposedly to uphold educational standards.

During the apartheid years they were believed to have played a major role in providing coloured children with a better than average schooling. However, they are now regarded as a "radical" fringe group whose power is dwindling.



# Peace Corps to assist rural schools

(50) Star 26/2/96

BY PRISCILLA SINGH

The United States Peace Corps has landed in South Africa and its first project will be to assist schools in rural areas with training and support programmes.

Earl Yates, the director of the local Peace Corps, said they were here at the request of the South African Government, to share their resources. The corps, established in 1961, is made up of American citizens who volunteer to share their expertise with developing countries.

The Peace Corps has been allocated \$800 000 (R3,5-million) for the 1996 fiscal year, to begin work in South Africa.

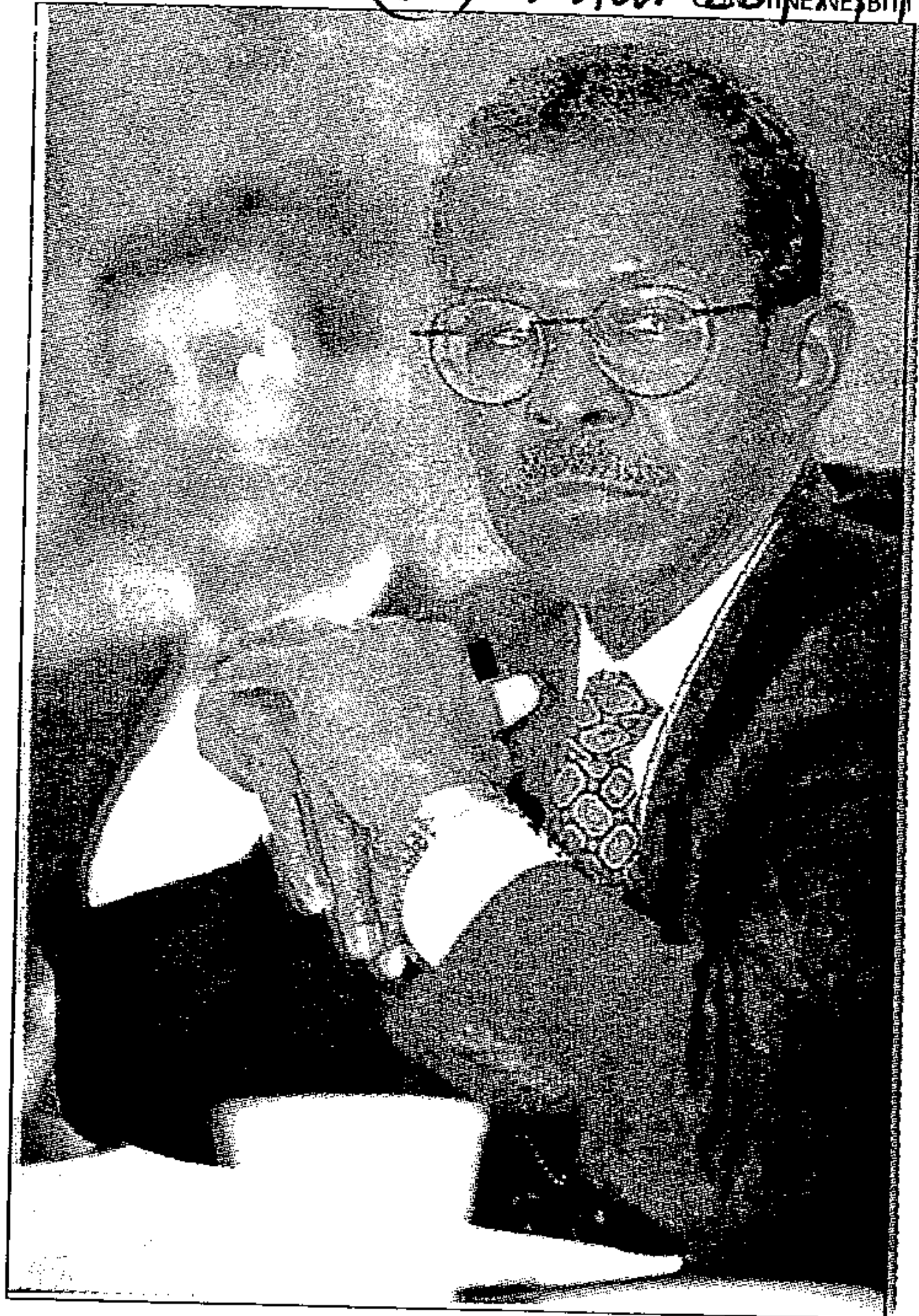
They will focus on education, in particular primary schools in Northern Province and Mpumalanga, where Yates said their services were needed most. Other areas of need are to be identified soon.

Yates, speaking at the US Embassy in Pretoria yesterday, said the first group of 30 volunteers was expected in January next year, to be followed by another team in October.

"The educational programme sees the Peace Corps volunteers striking a relationship with teachers and principals and, through observation, helping them upgrade their skills.

"The volunteers will themselves not teach pupils, but will assist them, together with the teachers, in whatever way they can," said Yates.

He said the demographic profiles of Northern Province and Mpumalanga were similar to countries in which the Peace



Earl Yates ... director of the US Peace Corps in South Africa.

Corps had worked before.

Yates and his staff are setting up structures for the volunteers. They have to make the areas secure so "volunteers can work in relative safety to carry out their objectives effectively", he said.

Yates will be responsible for all Peace Corps operations in SA and, in co-operation with the Government and various NGOs, will determine geographical areas and fields in which volunteers could be deployed.



# Black farm schools hit by arsonists

By Lulama Luti

**T**HE black farming community in Free State has been living in fear over the past three months following a spate of attacks in which farm schools have been set alight, some completely gutted, by unknown people.

Because of the freezing conditions, pupils at some of the schools visited by *Sowetan* this week have been sent home.

Police have identified six farm schools in the Ficksburg, Senekal and Rosendal areas of eastern Free State which were burnt, some razed to the ground.

At Caledonia Primary School children now sit on plastic chair frames and bricks outside the charred remains of their four-classroom school.

As temperatures plummeted to around zero degrees, pupils were told not to come to school yesterday.

Pupils from Somerhoogte Primary on the farm Jakkalsfontein, whose four-classroom school was completely destroyed by a fire on May 31, now share classes with those at Harmonia Middle School, which was also partially damaged on the same day.

Somerhoogte principal Mrs Julia

Makaoenyane said there had been no schooling since the building was set on fire about seven weeks ago.

"The schools in the province closed on June 21 for the winter holidays, but we have not had any classes since June 1 because of the fire.

"Standard 5 pupils had all their books destroyed in the fire. So were teaching aids and everything else that belonged to the school," said Makaoenyane.

## Promised help

She said the department of education had promised to help, "but we have not received anything yet".

"When schools reopened on July 16 we still had no teaching equipment and children had no books and we had to send them home. We only started teaching on Wednesday this week," she said.

While police are still hunting for the suspected arsonists, a teacher and a farmer have several theories regarding the attacks.

According to Mr Jan du Preez, of the farm Katerina in Senekal, the Pan

Africanist Congress might be responsible for the attacks.

"The slogan, 'True Freedom - Black Power', is it not a PAC (slogan)? They were quite active in Lesotho and it Lesotho is not far from here. If they want to attack white farmers that is okay. But why destroy black schools. That does not make sense to me," said Du Preez.

However, the teacher, who cannot be named for fear of reprisals, said there had been moves by black people to buy farms in the area recently.

Some of the farmhouses that have also been burnt in the area are uninhabited. The teacher said there had also been moves by the Free State government to buy the farm schools and place them under their control.

The schools are still owned by farmers whose influence includes having a say in the appointment of teachers.

Police spokesman Captain Solly Mosia told *Sowetan* yesterday that police were investigating the arson attacks.

Police had also taken steps to safeguard other schools in the area.



Brothers Monk (standing) and Awu Motaung, pupils at Caledonia Primary School near Ficksburg, stand inside the charred remains of what used to be their school. Yesterday they were sent home because the cold weather made it difficult to study outside.

PIC: VELI NHLAPHO

(50) Sowetan  
26/7/96  
Free State farming communities living in fear after spate of attacks



# Problems of 11 national languages in focus

South Africa's top linguists are to wrestle with the practicalities of 11 official languages at a conference in Midrand this weekend. **Marion Edmunds reports**

**F**ORMER Robben Islander Dr Neville Alexander has to unravel one of the tightest knots tied by the politicians of the post-apartheid order.

At a crucial conference on Saturday, Alexander and the 40 members of his Language Plan Task Group (Langtag) will report on ways to raise all 11 official languages to equal standing.

The results of Langtag's endeavours could pave the way for a national language plan.

The African National Congress hailed as a political breakthrough earlier this year the clause in the new Constitution which makes all 11 official languages equal. However, it is no secret that — whatever the philosophy — in practice some are more "equal" than others. Afrikaans enjoys a greater currency than other languages in the public service and the countryside. English is fast dominating as the language of the workplace, commerce and decision-making, leaving indigenous languages in the dust. Even Cabinet has its meetings in English; certainly Peki and Venda never get a word in.

What is to be done to raise the status of the other languages to meet constitutional requirements? How will the state communicate with the people in all 11 languages, as it has promised? How many South Africans understand President Nelson Man-

delas speeches these days? More than 700 delegates will wrestle with these and related questions in Midrand tomorrow when Alexander and Langtag report back on their six months' research and discussions since receiving their brief from the Arts and Culture Ministry.

The central and controversial question is whether South Africa should have a government-funded national language plan, and if so, what impact on public communication and expression it should have.

Alexander and his team have isolated the problems that stand in the way of developing indigenous languages to a level where they can be used as languages of commerce and power. He says the biggest challenge here is to get black people to bring their languages out of their homes and churches and into the workplace:

"The question is whether African languages are capable of service as instruments of modernisation in the technological and scientific fields and in education... We think that they should be. A lot of people think it is enough to speak their language at home only and that is an idea we must really knock on the head as far as I am concerned."

## The central and controversial question is whether South Africa should have a government-funded national language plan

Another practical step is to group languages sharing features, and produce, for example, government documents in Xhosa, with a short Zulu glossary for those words which are different in the two languages.

Alexander, personally, supports the practice of harmonising indigenous languages into main streams, thereby reducing 11 to six: an Nguni cluster, a Sotho cluster, Venda, Tsonga, English and Afrikaans. But, Alexander knows that this raises problems for some mother-tongue speakers, especially those who feel their language could be marginalised.

"There is a very strong lobby emerging around so-called marginalised languages" — specifically Tshivenda, Xitsonga, IsiNdebele and Siswati.

50  
M+G 28/6 - 4/27/96

Alexander said this week. In preparation for a concerted language awareness campaign to be launched at the conference, Alexander suggests practical solutions to aid the development of indigenous languages, especially in situations where vocabulary is lacking.

One is to draw up a glossary of technical terms which can be shared by all indigenous languages, to fill in the gaps where English comes to dominate at the workplace.

Another practical step is to group languages sharing features, and produce, for example, government documents in Xhosa, with a short Zulu glossary for those words which are different in the two languages.

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"There is a very strong lobby emerging around so-called marginalised languages" — specifically Tshivenda, Xitsonga, IsiNdebele and Siswati.

"Any attempt to regionalise those languages will find quite a bit of resistance... My personal view is that one will have to appeal to people to be reasonable."

Pleas for reason will probably be made frequently during the next months of debate, because language decisions rouse passion, both political and personal, as well as questions of cultural identity. Further, politicians are quick to use language questions to mobilise political and ethnic support.

South Africa has the example of Afrikaans, which was built up by National Party governments and civic bodies for political reasons and then foisted on a multilingual nation, leading to enormous bitterness in all communities.

Reflecting on the past, Alexander is fairly confident that Afrikaners will eventually accept that their language is now only one of 11.

"We need to appeal to the Afrikaners leadership to see Afrikaans as one of the most powerful languages of a number in Africa rather than as a competitor against English, a world language... Once they accept that, they would have made the epistemological break with the Afrikaans past... I think the new generation is accepting this."

It's likely the conference will agree to a national language plan because the need for a uniform policy is great; a coherence in the ways languages are used in government, education and the public broadcaster will go some way towards helping all South Africans to understand what is going on in the often confusing new South Africa.

Should Langtag's final proposals be accepted by the government, it is likely that the Pan African South African Language Board will oversee the implementation of that plan for the next few years. And while the task is daunting — given ethnic sensitivities towards language, and a shrinking government purse — Alexander is upbeat in his conference statements.

"The historical and constitutional context in which we are setting out to draft a national language plan is the most favourable for any nation in the second half of the 20th century. South Africa is in the midst of a rapid and deep-going transition... For a few more precious years, the country will resemble nothing so much as one vast social laboratory..."

Eight subcommittees will report to the Langtag conference tomorrow, each dealing with a different complexity or problem to be tackled. They will report on:

- Literacy
  - Language as an economic resource
  - Language in the public service
  - Language in education
  - Heritage languages and special language systems (such as sign language)
  - The development of South African languages
  - Equitable and widespread language services
  - Language equity
- Deadline for submissions for Langtag's final report is July 7, more than a week after the conference. The report will go to Minister of Arts and Culture Ben Ngunabane at the end of July.



# Change or face govt action, warns Bengu

(50)

'It is imperative that new order in tertiary education comes into play, transformation is not negotiable'

BY ADAM COOKE  
AND SUSAN MILLER

Star 30/7/96

Tertiary institutions have been warned by the Minister of Education to transform or face government intervention.

Delivering the keynote address at the opening of the National Summit of Higher Education in Johannesburg yesterday, Sibusiso Bengu said he would be "forced to intervene" where institutions were unwilling to transform.

He said it was imperative that the "new order" in education come into play: "Transformation is not negotiable," he said.

Bengu refused to give details or name institutions which could be affected by intervention, but said government action would be guided by the principles of democracy enshrined in the constitution.

One of the major weapons available to the minister is the ability to withhold the government subsidy or part of it from individual institutions. All tertiary institutions are dependent on government funding for their survival.

In terms of the recently amended Technikons Act of 1993, the minister can also appoint four individuals to a technikon council.

But sources say it would be unprecedented for the minister to intervene on campuses. They point to the recent William Makgoba controversy at the University of the

Witwatersrand, where the minister ignored calls for him to intervene.

"Intervention would be a very rash move by the minister, especially considering the fact that there is no common understanding of what transformation means," a well-placed source said.

Addressing all major stakeholders in tertiary education, Bengu said he was hopeful the summit would reach agreement on a framework for transformation.

"The transformation of institutions is the primary responsibility of the institutions themselves, under the Government," he said.

He said the report of the summit would be handed to him in the next three weeks.

"After I have received the report it will be presented to the president and the Cabinet, and members of the public will be invited to comment on it before I release the green paper by October 30," said Bengu.

He said the ministry would hold further bilateral meetings with stakeholders and would ask the standing committees in the National Assembly and the Senate to arrange further public hearings.

He expected these to be concluded by the end of November and the new white paper on tertiary education to be approved by the Cabinet by the end of this year.



# Teaching a lesson of equality in education

CT 30/9/96 (52)

**THE** quality of school education in South Africa will in future not be as good as it was for white schools during the apartheid era. Education writer **CAROL CAMPBELL** analyses some of the momentous changes that are taking place in our schools system.

**T**HE sudden loss of thousands of teachers in the Western Cape is a crisis which has never faced a community anywhere else in the world.

Overnight classes will swell to twice their size and the few remaining teachers will have to learn to cope with dwindling resources and more work.

The natural reaction for any community facing this type of "catastrophe" is to lash out and hold on to the little they can but, said the head of the province's education department Mr Brian O'Connell, there can be no going back.

The question he is asked over and over again by people from all walks of life is "Why?"

Why must we lose our teachers when the country needs them more than any other profession to ensure economic growth and the social upliftment of so many millions of people?

He does his best to explain but the message is clear — the transformation of our society to a non-racial democracy will be very, very tough.

The only way to understand and appreciate what the government is doing for education is to look at South Africa as a whole. That means remembering every child in every community in the hills of the Transkei, the harsh wastes of the Northern Cape and the suburbs of Cape Town.

Teachers in Cape Town are losing their jobs so that there will be money to educate desperately poor children in the townships and rural communities throughout South Africa.

If these teachers, whose jobs are threatened, could move to the communities who needed them — yes, even more than they are needed now — they would guarantee themselves employment and be part of the solution rather than a problem.

But they can't all do that. Some are married women tied to the city for their families' sake, most wouldn't speak the language of their new pupils and who wants to live in Babanango anyway? That is why the government has to cut the number of teach-

ers in the Western Cape. The national scale is unbalanced and this province is the one which has to be made lighter.

So — if you don't need teachers in this province why educate them here? The closure of four teacher training colleges in the Western Cape was greeted with outrage by some students who claim the colleges are national assets which should be used to train teachers for the whole country.

Already hundreds of student teachers from the needy Eastern Cape and beyond have passed through Hewat College in Athlone, South Cape College in Oudtshoorn and Good Hope College in Khayelitsha — but just because a prospective teacher was born in Queenstown doesn't mean he has any intention of going back there to teach.

When many of these students get to Cape Town they find they like the big city and they stick around looking for work when they graduate, adding to the growing number of "excess" teachers in the city.

The government knows that the best way to keep a teacher in a community is to educate them nearby as they are likely to stay to teach the local people. To do this you need colleges in these communities, not 1 800km away in Cape Town.

The provincial MEC, Mrs Martha Olickers' decision to turn the four closed teacher colleges into community colleges is the first step by a provincial government to make a recommendation by the National Commission on Higher Education a reality.

These colleges can take the pressure off universities to admit so many academically and financially disadvantaged students by offering them certificated courses by using the National Qualifications Framework (NQF).

The aim of the NQF is to encourage and recognise lifelong learning in all sectors be it business, universities or community colleges. Although some universities are unhappy about recognising "credits" achieved at community colleges the idea is to give more people the opportunity of achieving their dream of a degree.

A student can register for a course at a community college

and, if s/he shows potential, move on to university. Instead of "picking students off the street" a university would have a better idea about a student's potential and need not waste valuable resources on someone not cut out for that type of tertiary study.

The community colleges will also teach those without a proper formal education (and those who have a matric) skills so that when they hit the job market they have something to sell.

From the NQF will come the South African Qualifications Authority which will direct the process of setting national academic standards, control accreditation and ensure the high quality of the NQF qualifications are maintained.

All this is, of course, in the pipeline with dozens of reports, green papers, white papers and new legislation coming through all the time.

In the next five years it should all be a reality. But to get back to schools — besides the "teacher crisis" the next major legislation to go through Parliament will be the Schools Bill which should be approved by the cabinet in the first week of August.

This legislation outlines how schools should be run and, most importantly, how they should make up their governing bodies.

The two controversial aspects of this legislation will be the expropriation of school land given to the old Model C schools just before the government changed hands in 1994.

To raise money and keep fees low these schools have been selling off "their property" to developers — for millions.

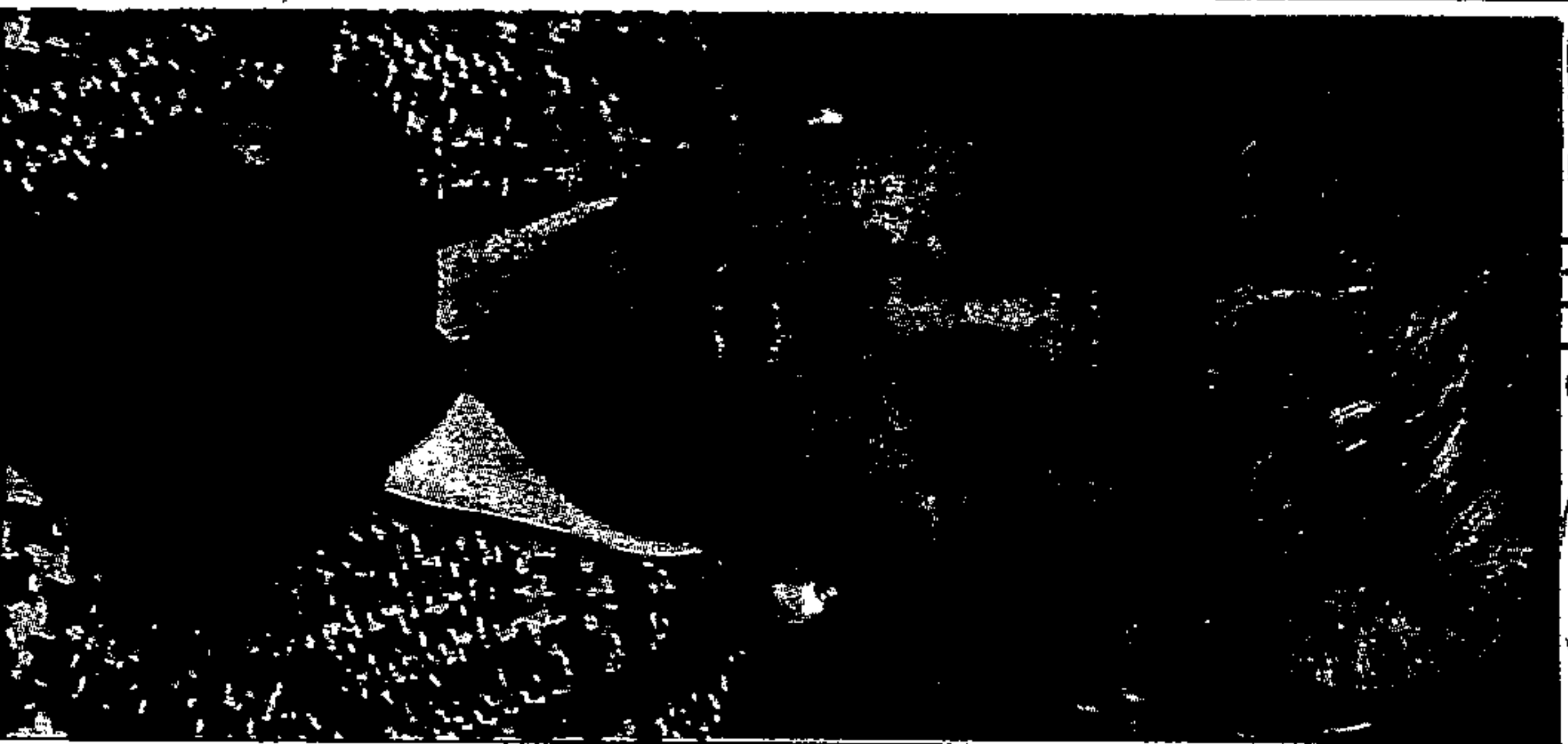
*The only way to understand and appreciate what the government is doing for education is to look at South Africa as a whole. That means remembering every child in every community in the hills of the Transkei ...*

The government legislation will stop this by forcing schools to keep their rugby and soccer fields for the purpose they were intended.

The Schools Bill might also stop schools from employing their own teachers over and above those already employed by the government.

If this is passed by Parliament, which is unlikely, it will prevent the richer government schools from clinging to old privileges.

At the end of the day it is time to accept that the quality of school education in South Africa



**MARTHA OLICKERS:** Took the first step in turning into reality the recommendation of the National Commission on Higher Education.

will not be as good as it was for white schools under the apartheid government.

The real improvements will be at Lwazi Primary School in Guguletu or the village school in Brin-lushoogee in the Eastern Cape.



# Bengu warns education institutions

BD 30/7/96  
(50)  
Kevin O'Grady

EDUCATION Minister Sibusiso Bengu issued a stern warning to tertiary education institutions yesterday that he would "intervene and drive them towards transformation" if they did not show willingness to fall in line with SA's democratic values.

At a government-sponsored conference on transformation in Johannesburg, Bengu said: "Institutions that are still resisting change must ... know that they are forcing us to intervene ... and we will not hesitate to do so if it becomes necessary."

Government had "a responsibility and a duty" to intervene in any sector of the education system, including higher education, to ensure resources were used effectively and efficiently to the benefit of all SA's people, he said. "Any suggestion or attempt to exclude us as government from institutions of higher learning is a futile exercise."

As the public representative responsible for ensuring tertiary education received adequate resources, he was also duty bound to intervene in situations which would lead to the destruction of public funding at higher education institutions, Bengu said.

It was his duty to ensure that "all institutions become accessible to all (and) that they conduct their business in a democratic and transparent way".

The conference, which continues today, was an attempt to obtain commitment to transformation "so that we can avoid situations where transformation is forced on institutions as it may become necessary if stakeholders cannot find one another on this matter".

Complex relations in institutions needed to be ordered in a way that would allow for meaningful engage-

Continued on Page 2

## Bengu

BD 30/7/96  
(50)  
Continued from Page 1

ment. "In our view, the kind of conflicting relations that seem to be prevalent at the moment will not benefit anybody.... Instead they will make the whole system collapse," he said.

Delegates to the conference, including representatives of stakeholders in higher education, discussed a draft framework agreement on transformation drawn up by the education department that, if accepted, would bind institutions to a definition of transformation and a timetable for change.

However, early indications were that it would be rejected by some staff

and student organisations as "too vague". Other organisations said they were prepared to negotiate an amended agreement.

The document allows for the continued use of police to handle conflict on campuses after agreed-upon mediation and arbitration processes had been used or if an institution's management judged any situation to be a threat to property or person.

The provision is likely to be another point of contention, with the Pan Africanist Students' Organisation's Clarence Hadebe opposing the use of the SAPS, saying this would be "non-negotiable". An amended agreement is to be presented to delegates today.

Picture: Page 3



EDUCATION - GENERAL

1996

Hansard

## QUESTIONS

schools in 1994 was 171 692 for all provinces.

Indicates translated version.

For written reply:

(68)

White Children

(b) (i) 103 838.

(ii) 45 991.

Private schools: children enrolled

53. Sen W F MNISI asked the Minister of Education:

(iii) Information for 1995 is not available.

How many (a) Black and (b) White children were enrolled at private schools in (i) 1985, (ii) 1990 and (iii) 1995?

S88E

The MINISTER OF EDUCATION:

The latest information available is for 1994 and was not collected according to racial classification; the total number of children of all races in private schools in 1994 was 171 692 for all provinces.

Black children

Teacher/pupil ratio in schools

(a) (i) 48 332.

(ii) 55 007.

131. Sen W F MNISI asked the Minister of Education:

(iii) Information for 1995 is not available.

The latest information available is for 1994 and was not collected according to racial classification; the total number of children of all races in private

What was the teacher/pupil ratio in (a) primary and (b) secondary schools in each province as at the latest specified date for which information is available?

The MINISTER OF EDUCATION:

Table

Teacher/Pupil ratio in Primary and Secondary Schools for Public Ordinary Schools, Special Schools and Private Ordinary Schools according to Province for 1995

Province	Teacher/Pupil ratio		
	Primary Schools	Secondary Schools	Total
Eastern Cape <sup>1)</sup>	1:48,71	1:28,38	1:41,63
Free State	1:33,21	1:29,87	1:32,00
Gauteng	1:31,23	1:23,87	1:28,07
KwaZulu-Natal <sup>1)</sup>	1:41,14	1:29,76	1:37,04
Mpumalanga	1:38,06	1:32,68	1:36,11
North West	1:33,63	1:25,09	1:30,33
Northern Province	1:37,87	1:34,64	1:36,57
Northern Cape	1:29,22	1:22,94	1:27,19
Western Cape <sup>1)</sup>	1:26,37	1:20,64	1:24,31

<sup>1)</sup> The latest available information is for 1994.



- Simoneau Primary Farm School —
- Dordrecht
- Pinegrove Farm School —
- Dordrecht
- Morrison Farm School —
- Indwe
- Grootkraal Farm School —
- Dordrecht
- Swemipoort Farm School —
- Dordrecht
- Amavundle Junior Secondary School
- Sterkspruit
- Barkly Pass Farm School —
- Elliot
- Tsomo Valley Primary Farm School
- Elliot
- Meredith Farm School —
- Ugie
- Bridwe Farm School —
- Ugie
- Ncota Farm School —
- Malear
- Zanethemba Primary Farm School —
- Patensie
- Boshoek Primary Farm School —
- Alexandria
- Mondplaas Primary Farm School —
- Humansdorp
- Siseko Primary Farm School —
- Port Alfred
- Baddaford Farm School —
- Fort Beaufort
- Nobuhle Farm School —
- Port Alfred
- Skietrug Farm School —
- Alexandria
- Beacon Hill Farm School —
- Grahamstown
- Imiti Primary Farm School —
- Addo
- Oukdene Farm School —
- Fort Beaufort
- Rockwood Primary Farm School —
- Addo
- Daggie Farm School —
- Uitenhage
- Steenbokvlakte Intermediate Farm School —
- Uitenhage
- Glendowan Farm School —
- Grahamstown
- Amanzi Farm School —
- Uitenhage

(2) A total of 2 500 classrooms are to be built before the end of 1996. Contracts to build 1 880 classrooms have already been awarded and contracts to build the other 620 classrooms will be advertised during 1996. In addition to the above, 2 000 emergency classrooms are also being provided. These are already under construction.

Mr K M ANDREW: Madam Speaker, may I thank the hon the Minister for the information. Arising from his reply, I would like to ask him whether, given the fact that before the end of this year the Western Cape is required to reduce the number of teachers in its employ by 6 000, by way of either voluntary severance packages or redeployment, he is satisfied that if they were to choose redeployment, there are classrooms for them to teach in in other provinces. Is he not going to end up with more teachers than classrooms? What sort of co-ordination has been done to ensure that one does not end up just causing disruption without being able to have an equivalent benefit?

The MINISTER OF EDUCATION: Madam Speaker, my response to the question is that I am indeed sure that there is sufficient co-ordination being worked out. However, I want to say that this is a different question altogether. The hon member may put it on the Question Paper and will respond to it fully.

*Business interrupted in accordance with Rule 199(3) of the Standing Rules for the National Assembly.*

**Schools in Langa/Guguletu/Nyanga: teacher/pupil ratio**

\*8. Mr K M ANDREW asked the Minister of Education:

Whether any schools in (a) Langa, (b) Guguletu and/or (c) Nyanga have more teachers than the number allowed in terms of the proposed 40:1 ratio for primary schools and 35:1 ratio for secondary schools; if so, (i) which schools and (ii) what is the average teacher/pupil ratio at schools in these towns?

N1094E

**The MINISTER OF EDUCATION:**

- (a) Yes
- (i) Mokone Primary School
- Moshesh Primary School

(ii) The average teacher/pupil ratio for these schools is 1:29,04.

(b) Yes

- (i) Bongo Lower Primary School
- Iketlo Primary School
- Intshinga Primary School
- Lecholonolo Primary School
- Litha Primary School
- Luzuko Primary School
- Siviwe Primary School
- Siyazingisa Primary School
- Songeze Primary School
- Vukukhanye Primary School
- Vuyani Primary School
- Fezeka Secondary School
- I.D. Mkize Secondary School
- Intshukumo Secondary School

(ii) The average teacher/pupil ratio for these schools is 1:34,00.

(c) Yes

- (i) Walter Teka Primary School
- Oscar Mpetha High School

(ii) The average teacher/pupil ratio for these schools is 1:34,23.

There is a total of 10, 20 and seven schools in Langa, Guguletu and Nyanga respectively. The average teacher/pupil ratio for the other schools in Langa, Guguletu and Nyanga with fewer teachers than the number allowed in terms of the proposed 1:40 ratio for primary schools and 1:35 ratio for secondary schools are 1:40,9, 1:43,4 and 1:45,7 respectively.

**Sarafina II: person requested to return money**

\*9. Mr A J LEON asked the Minister of Health:

- (1) Whether a certain person, whose name has been furnished to her Department for the purpose of her reply, has been requested by her Department to return any of the money given to him in connection with the production of *Sarafina II*; if not, why not; if so, (a) what amount was he requested to return and (b) on what grounds was he requested to return this amount;
- (2) whether any of this money has been returned; if so, what amount; if not, why not;

(3) whether her Department is taking any steps to ensure the return of the money; if not, why not; if so, what steps?

N1095E

**The MINISTER OF HEALTH:**

- (1) (a) R656 334,97
  - (b) R197 999,87 had not been justified as having been spent on the project.
- R27 335,10 was unauthorised expenditure by Committed Artists.
- R431 000 was used for studio at his home.

(2) Yes—R441 411,62 was returned.

(3) Yes.

(a) a letter of demand for payment of R656 334,97 was sent to him.

(b) When we failed to pay the full amount we sent him another letter indicating that he failed to pay full amount which resulted in the termination of the contract.

(c) The recovery of all the remaining amounts is being dealt with in the context of reconciliation of accounts and winding down of *Sarafina II*.

**Agreement between education department/teachers' unions**

\*10. Mr M J ELLIS asked the Minister of Education:

Whether he or his Department has undertaken an investigation so as to determine whether the provision in the agreement between his Department and various teachers' unions preventing teachers in the Western Cape who have accepted retrenchment packages from accepting teaching jobs in future is consistent with the provision in the Constitution granting all citizens the right to choose their trade, occupation or profession freely; if not, why not; if so, what are the relevant details?

N1096E

**The MINISTER OF EDUCATION:**

The matter currently is being investigated. A legal opinion is being sought and further action in this regard will depend on the outcome of the legal opinion when obtained.

QUESTIONS

†Indicates translated version.

For written reply:

Closure of schools (5D)

250. Sen A J WILLIAMS asked the Minister of Education†

Whether any schools under the control of his Department were closed during (a) 1995 and/or (b) the first four months of 1996; is so, (i) which schools, (ii) in which province is each such

school situated and (c) what was the total (i) number of pupils enrolled at, and (ii) potential capacity of, such schools during each of the above-mentioned periods?

S404E

The MINISTER OF EDUCATION:

(a) to (c) The Department of Education does not control any schools since the provincial education departments are responsible for schools. See attached table for information received from six provinces.

Information on schools closed during (a) 1995 and (b) January to April 1996 according to Province

Province <sup>(1)</sup>	Number closed	Schools closed during 1995			Schools closed during January to April 1996			
		Which Schools	Pupils Enrolled before Closure	Potential Capacity	Number Closed	Which Schools	Pupils Enrolled before Closure	Potential Capacity
Western Cape	12	Artios NGK Primary	14	70	4	De Hangen SSKV Primary	43	70
		Augsburg Agricultural (Annul-gannied with Clanwilliam HS)	118	150		Lekkerwater NGK Primary	38	105
		Bosiesvlei NGK Primary	17	70		Sicewep NGK Primary	44	140
		Gardwood Preparatory (Annul-gannied with Koos Sadië Primary)	290	450		Wadif LB Primary	22	70
		Gouma Primary	14	175				
		Groote Schuur Hospital Pre-Primary	83	—				
		Kapteinshoof Primary	5	70				
		Koebé NGK Primary	8	35				
		Maitland Primary (Annul-gannied with Orange Primary)	224	300				
		Rooihooie NGK Primary	18	35				

		Ruitbos NGK Primary					
		Vanwyksdorp Primary	Farm Schools				
Free State	22	4	196	1 000	43	Farm Schools	312
Mpumalanga <sup>(2)</sup>	24	Mainly Farm Schools	Less than 15 per School	1 or 2 Class-rooms			1 880
Northern Cape	Some <sup>(3)</sup>				Some <sup>(3)</sup>		
KwaZulu-Natal	None				None		
North West	None				None		

(1) No response has been received from Gauteng, Eastern Cape and Northern Province.  
 (2) The 24 schools closed refers to the period January 1995 to April 1996.  
 (3) These schools, situated in the rural areas, were merged due to the dwindling numbers.

9



INTERPELLATIONS

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

(52)

Pan South African Language Board: composition as regards official languages and gender

1. Ms N M TSHEOLE asked the Minister of Arts, Culture, Science and Technology:

- (1) Whether the Pan South African Language Board is fully representative in its composition as regards speakers of the eleven official languages and gender; if so, what are the relevant details; if not,
- (2) whether he intends remedying this imbalance; if not, why not; if so, when?

NI242E:INT

The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY: Madam Speaker, the Pan South African Language Board, popularly known as PansALB, is widely regarded as an important mechanism to manage the language diversity of South Africa in a positive way. In fact, the establishment of PansALB has created great expectations amongst all persons interested in language matters. It has been hailed as a cornerstone in our passage towards democracy, with the potential to enable South Africa to devise the most democratic and efficient language policies in the world.

The Pan South African Language Board Act, Act 59 of 1995, is the appropriate yardstick with regard to evaluating the composition of PansALB. According to my reading of the Act, it makes clear provision for a balanced composition without being exceedingly prescriptive. Section 5(2) stipulates that the members of the board shall be broadly representative of the diversity of the South African community. Even with regard to the performance of the administrative work of the board, section 10(9) stipulates:

When making an appointment in terms of this section, the board shall seek to ensure that the staff of the board is broadly representative of the South African population.

According to my count of the PansALB members, six of the 13 elected members, ie 46%, are

female. I therefore believe that PansALB is strong on matters of gender representivity.

With regard to the representation of official languages in PansALB, I would like to argue that representativeness is a relative concept, and that it certainly never was the intention of the Act to prescribe that each official language be represented on the board. A close perusal of section 5 confirms that so-called ethnolinguistic representation should not be used as a criterion in compiling the board.

In fact, I would like to argue that section 5 is consonant with the broad ideal of the Pan South African Language Board, as its name, enshrined by the Constitution, so clearly indicates. If the aim had been to compile the board on strict ethnolinguistic grounds, a more suitable name for such a board might surely then have been the "South African Languages Board".

Section 5 uses the principle of portfolios as criterion for appointment to the board. This avoids sectoral representation in the strict sense of the word. I find this a viable solution, since I am convinced that direct representation on the basis of ethnolinguistic factors alone will inevitably lead to undue ethnolinguistic centrism which could conceivably even increase the potential for language conflict in South Africa.

Ms N M TSHEOLE: Madam Speaker, while one appreciates what the hon the Minister has said with regard to the absence of ethnolinguistic stipulations in the Act, one would perhaps have expected the hon the Minister to have referred to the representation of the board in terms of the official languages, even if the Act does not make stipulations in this regard.

Complaints have already been raised by the community with regard to the composition of the board, referring to the fact that most of the members on the board are speakers of the languages which had not been disadvantaged in the past. How does the hon the Minister intend to remedy the situation if the Act itself does not stipulate representation on the basis of languages? How is this going to be remedied in order to satisfy the people whom the board is supposed to represent?

\*Mr L LOUW: Madam Speaker, regarding the composition of the Pan South African Language Board and the question whether the board is fully

representative in terms of gender and of the speakers of the 11 official languages, it is important to look at what the Pan South African Language Board Act, and in particular section 5 of the Act, provides in relation to the composition of the board.

It is very clear from this section that expertise was viewed as a first priority with the drafting of the Act, and not language or gender. The Act provides that the 13 members of the board must include several experts, including, for example, an interpreter, a translator, a terminologist, a language teacher, language planners and a legal expert with specific knowledge of language legislation.

Even under the further requirements it is clearly stated that these persons should be fit and proper persons for the offices held by them, that they should be South African citizens, that they should be broadly representative of the South African community and that they should be supportive of the principle of multilingualism.

There are seven males and six females, as the Minister has already pointed out with regard to the gender of the 13 members of the board. I do not believe that the hon Mrs Tsheole can have a problem with that.

Regarding the language representation, according to my information there are three English-speaking people, four Afrikaans-speaking people, four Zulu-speaking people and two Tsonga-speaking people on the board. The fact is that if expertise is taken into account, it is an impossible task to compose a board which represents all 11 official languages in the country. After all the board's members are appointed on the grounds of their expertise and knowledge, and not on the basis of their mother tongue. The aim with the Pan South African Language Board was to appoint a knowledgeable, effective board, regardless of the gender and language use of the persons concerned. This is a criterion which the FF can live with.

The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY: Madam Speaker, I would like to thank the hon member from the FF for pointing out a very fundamental issue regarding the appointment of this board. It was never the intention to create a balance in terms of languages or races of this country, but rather to get expertise. Many of the members of this board speak a number of languages, especially African languages. Some of them are professors of African

languages at universities. That issue has therefore been taken care of.

Of course, I am not arguing that language and ethnicity are not important and real features of South African life. The Pan South African Language Board Act also acknowledges this fact in section 8, which makes provision for language bodies to promote the interests of various languages, also nonofficial languages. Such bodies can act as agents of authority with respect to standards, lexicography and the provision of university courses. In addition, this section also provides for the establishment of provincial language committees to advise the board on regional language matters.

Since I am of the opinion that the Senate committee, which appointed the board, paid careful attention to the required criteria in terms of the Act, I do not intend to take any action with regard to the present composition of the board. In fact, I am perfectly happy that the composition of the board reflects the diversity of our society without paying lip service to ethnolinguistic factors. I believe that the Pan South African Language Board in its present form will unquestionably be able to see to the development and harnessing of all our country's languages, especially the historically marginalised languages. I would certainly urge the hon member not to encourage head counting in terms of ethnic issues whenever we choose representative bodies.

Dr M W SEROTJE: Madam Speaker, I agree with most of the things the Minister has said, and especially with his statement that the question of representivity is relative. I think the main issue we are trying to address is something that may become very difficult in the future, namely perceptions. We are trying to suggest that it is very important that, right at the beginning, we indicate our willingness to meet the challenge of representivity as far as possible. I know that it is a relative matter.

Also, it would be unfortunate if—there have already been indications of this in the newspapers—the Pan South African Language Board were to emerge already steeped in controversy. The hon the Minister will recall that the issue of language in our country has been a hot potato. We are trying to turn it from being a hot potato into becoming an instrument of empowerment for our people. It is because of this that we are requesting hon members to think about the question of



representivity and suggesting that it should be addressed with great sensitivity.

The other matter is the manner in which the board is composed. At the present moment this gives the impression that to a large extent the department will still be in control of the board, because the person who is charged with the responsibility for language in the department is also a member of the board. We are trying to find a way to correct this without causing unnecessary ripples.

Lastly, as I said at the beginning... [Time expired.]

Ms N M TSHOLE: Madam Speaker, I would also like to add my voice to the debate. I appreciate the issues which have been raised by the hon the Minister. However, when one looks at the issues stipulated under section 5 regarding the composition of the board, one finds provision made for the appointment of two members, one an interpreter and the other a translator. Perhaps it is issues like these which should have been taken into consideration. Is there such a vast difference between the roles of the interpreter and the translator that they should both be appointed members of the board?

Another issue linked to that is section 5(3), dealing with the composition of the board, where it is said that five members have to have special knowledge of languages. This requirement is not properly stipulated. We know that it probably covers disabilities—one can assume that—but it is not very clear what the section is referring to. As a result, in the appointment of members of the board this has led to the neglect of certain issues such as the ones that were raised here. That is why one would like to know if the Minister is really aware of these things. The board should not become embroiled in a controversy, something which was associated with the old language boards.

**THE MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY:** Madam Speaker, while I understand the concerns of the two colleagues who have just spoken, I would once again like to appeal to them to be careful not to encourage precedents that might really trouble us in this country.

We are trying to accept cultural and language diversity and to protect it as the Constitution demands, but we are not elevating ethnic differences to a point of principle. If every board that is appointed in this country were to take the

direction they are suggesting—where each time when this is done representatives of group interests will ask whether their own members have been appointed—that would create endless problems.

On the other hand, I could, of course, not overrule the Senate committee whose task it was to appoint the board. I looked at the composition and concurred with them that the people appointed met the criteria that are stipulated in the Constitution. It is imperative that we understand the conflict potential between the major and the marginalised languages in this country.

I therefore sincerely trust that we will move away from undue ethno linguism which is reminiscent of the apartheid dispensation's treatment of language. I want to appeal to all parties to join hands with PansALB in maintaining and promoting all our languages and the self-image and cultural pride of all our speakers. This board has to break new ground in South Africa, make multilinguism a reality and wipe out our legacy of ethno linguism. They deserve all the support and encouragement they can get. We owe it to our languages and their speakers. I request that members do use the flames of fanaticism when it comes to language, because that could be a basis for a very unstable South Africa.

*[Handwritten mark]*

Debate concluded.

**Crime prevention programme: gang activities**  
2. Mr A FOURIE asked the Minister for Safety and Security:

Whether any progress is being made with the implementation of the Government's crime prevention programme, with specific reference to drug-related gang activities in the Western Cape; if not, why not; if so, what progress?

NI241EJINT

**THE MINISTER FOR SAFETY AND SECURITY:** Madam Speaker, the National Crime Prevention Strategy directs the directors-general of our criminal justice departments to give priority attention to crime categories which are of particular concern to our people.

In the case of the Western Cape, gang-related criminality was designated a priority crime deserving special attention. The national Commissioner of the SA Police Service also highlighted gang-related crimes as a category to be given

special treatment in terms of the annual police plan.

In 1995 two units were established to focus on gang-related crimes. These are the Visible Gang Unit, which has 57 members, and the Gang Investigation Unit, which has 22 members. Steps were also taken to establish and expand the State's capacity to gather intelligence on gang-related criminality by detailing a special Piece unit for the purpose of gathering intelligence on the gangs. The two units dealt with 364 cases of gang-related violence between January and July 1996. Of these, 287 were solved, which represents a 78,84% success rate. During the same period Sanab, while investigating cases relating to narcotics involving the gangs and others, made a total of 1 029 arrests.

Between December 1995 and July 1996 the Anticorruption Unit, which is made up of seven members, received 88 complaints, out of which 21 case dockets were registered against police officers. Fourteen police officers were charged in seven of the cases. A further nine cases have been fully investigated and the dockets are with the attorney-general for his decision. The remaining five are still being investigated.

**Mr A FOURIE:** Madam Speaker, the declaration of the so-called sacred war by People Against Gangsterism and Drugs on the gangs and the drug lords requires the scrutiny of this Parliament. The question in the hearts and minds of every single law-abiding citizen in this country is: Who is in charge of the maintenance of law and order in South Africa? Is it Pagad or is it the Hard Livings of Rashaad and Rashied Staggie? Is it the 60 gangs with their 80 000 members, or is it what we all hope, the Minister and the SAPS? If the mechanisms and actions announced by the Minister this afternoon are true, the question is: Why only now?

Crime has reached such proportions, especially for the 1 million affected Cape Flats residents, that even the most law-abiding citizens of this country are today considering taking the law into their own hands. Even with all the sympathy in the world for the moral high ground which an individual or organisation may occupy in its fight against prostitution, drug peddling, liquor smuggling or dealing in stolen goods, this country cannot afford anarchy or any indication whatsoever that our SAPS has lost control in combating and eradicating crime.

Firstly, irrespective of Minister Valli Moosa's evaluation, speculation about the involvement of the Islamic paramilitary, Libyan-trained and Pakistan-trained Qibla, with possible MK links in the days of the struggle against apartheid or the radical Muslim Hizbollah or Hamas, sends quivers down the spines of many South Africans. [Interjections.]

Secondly, if it is in any way true that the Staggie brothers have been arrested seven times in the past two years, but that their cases were thrown out of court because of, as speculation has it, the mysterious disappearance of the police dockets, then it is late in the day for South Africa. Minister Dullah Omar will have to answer to that.

Our serious concern is a simple one: Is the Minister in full control of the South African situation? We raised this very disturbing and serious issue of crime in the discussion of the Minister's Budget Vote. We even raised it in the discussion of the President's Budget Vote, and yet instead of improvement, we see a serious deterioration of the crime picture, as borne out by the present situation.

**Mr D H M GIBSON:** Madam Speaker, the persons responsible for the criminal justice system in South Africa are the Minister for Safety and Security, the Minister of Justice and the Minister of Correctional Services. The criminal justice system in South Africa is failing at the moment. Therefore those three hon Ministers are failing, and it is the job of this House to hold them accountable. Until they start co-operating, until they co-ordinate their activities and until the fight against crime is elevated to the position where it should be, the number one priority in South Africa, crime and violence in South Africa will increase. This country and our young democracy simply cannot afford this.

I want to make it absolutely clear that the DP does not support vigilantism. I would like to challenge Gregory Rockman to say whether he agrees or disagrees with that. We believe too strongly in the rule of law ever to support illegal activities by people who take the law into their own hands. Along that path lies anarchy.

That hon Minister for Safety and Security must share part of the blame. We want to know why the gangs rule in the Cape Flats. Why is it that the community knows who the gangsters are, the press knows who the gang leaders are, the zealots know who the gang leaders are, the police know



# School governing bodies will obtain power to determine fees

Kevin O'Grady

WIDE-ranging powers — including those to determine, charge and enforce payment of school fees — will be given to public school governing bodies soon in terms of the SA Schools Bill released by Education Minister Sibusiso Bengu yesterday.

The legislation allows governing bodies to employ extra teachers from privately raised funds until the end of next year, by which time new legislation should be formulated.

The Bill, approved by the Cabinet last week, follows months of constitutionally required negotiations on changes it proposes to the rights, powers and functions of governing bodies. It is expected to become law by the year end. All immovable property previously owned by Model C and other state-aided schools will revert to the state in terms of the Bill but, contrary to proposals in the draft Bill published earlier this year, the schools' use of it is guaranteed provided it is used for bona fide educational purposes.

For the first time, schooling is made compulsory for all children aged seven to 15. Provincial education departments may lengthen but not lessen the period of compulsory schooling. Parents who do not ensure their children attend school can be convicted and fined or jailed for three months. Corporal punishment is outlawed, with a warning that any person convicted of imposing such punishment will be "liable to a sentence which could be imposed for assault".

The Bill lists the governing bodies' duties and additional powers for which the bodies can apply. The additional powers include:

- Determining admission and language policies, subject to the Bill and provincial laws, and provided that no racial discrimination is practised;
- Administering, maintaining and improving property;
- Determining school times, extracurricular curricula and subject options in terms of provincial curriculum policy;
- Determining policy for religious observance; and

## Schools (50)

Continued from Page 1 BD 15/8/96

load funding will be redirected."

The Bill provided for a "partnership" between school communities and the state by which communities would "contribute in cash or in kind" to maintaining and improving their schools, over and above funding supplied by government in terms of a formula which would be used to calculate funders of teachers; capital expenditure needs; maintenance, expansion and running costs; and the size of each school's funding and facilities backlog. Bertelsmann said it was unlikely that all children of required age would initially attend school because of a lack

of facilities in rural areas. However, it was the responsibility of provincial education MECs to ensure facilities were made available.

Presenting the Bill, Bengu said the constitutionally required negotiations — in which 1 000 written submissions were received and more than 30 000 people attended public meetings — were a "blocking mechanism" insisted upon at the World Trade Centre negotiations in 1993 by "people who feared the future". The negotiation process had become "a magnificent democratic conversation about educational transformation" that had resulted in broad agreement.

The parliamentary education portfolio committee will hold public hearings on the Bill from September 2-4. It will then be tabled in Parliament for promulgation.

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Continued on Page 2

Recommending, to the provincial education department, the appointment of teachers and non-teaching staff.

Advocate E Bertelsmann, head of the legal team that advised Bengu on the legislation, said although governing bodies would be permitted to charge school fees with the approval of the majority of parents, "we foresee the majority of schools will, in the first years at least, have to rely on the state. When parents can shoulder part of the



# Education doldrums

*Sametian 15/8/96 (50)*

**T**HE TRANSFORMATION of higher education in South Africa has been one of the most talked about issues in political circles. It has become the centre of debate at seminars, conferences and forums of different shades.

The recent National Education Summit outside Johannesburg was one of the forums where transformation came under scrutiny. But this summit did not survive the fate suffered by all similar gatherings before it, either.

It also failed dismally in coming up with a strategy to resolve the problems that might see the country in flames again. It was yet another damp squib. But why did this summit fail?

The answer lies in the mode of political discourse and practice around transformation which currently prevails in the country.

We, in the Azanian Student Convention (Azasco), believe that the Ministry of Education is failing to provide leadership and that it will continue to fail because their discourse and practice are wrong.

Our observation around the thinking and operation of the ministry is that it lacks the political will, let alone the clarity, to solve the problems in institutions of higher learning.

Firstly, contrary to the widely held belief that this country is free, the ministry operates on the basis of appealing to the benevolence of those still in control of these institutions.

The ministry does not show the will to deal authoritatively with the conservatives and liberals who are, by and large, keeping the institutions of higher education as their fiefdoms and bastions of white power.

Secondly, the ministry seems to lack an ideological grounding from which to launch transformation. A clear example of this is the Draft National Framework Agreement document which was rejected at the summit.

The document was punctuated with liberal ideology. That liberals are still controlling the line of thinking in this country became evident.

But perhaps the main reason lies in the third factor. According to Azasco, Minister of Education Dr Sibusiso Bengu plays too much of a balancing act.

In fact, this practice runs through almost all Government structures. There is this great phobia to avoid offending white people, be they liberals or conservatives.

There is a sickening practice of making sure that each move is approved by a so-called progressive, a liberal and a conservative.

If you do not believe this, just have a look at the composition of the National Commission on Higher Education (NCHE).

In there you will find liberals and conservatives who are known for resisting change in

The Ministry of Education lacks the clear vision and political will to transform tertiary education to suit new conditions, argues **Console Tleane**. What needs to be done to correct the situation?



**Education Minister Sibusiso Bengu ... his ministry is accused of lacking the political will to resolve problems in institutions of higher learning.**

their own institutions, sitting on very strategic sub-committees.

Obviously, they will push for the maintenance of the *status quo*. No wonder the NCHE report has been rejected by students.

The above factors logically pose a challenge to us to ask the question: what is transformation and how should it be approached?

While we may not be able to fully elucidate what transformation is, the following might suffice.

Transformation of higher education is the fundamental overhauling of the system of higher education at both institutional and national level, with a view to changing the present system into a people-centred and controlled operation for the benefit of the whole country and to maximally contribute to human development.

To achieve this, we need a clear political or ideological analysis and vision to practically realise this.

of change.

If there is to be any change, the forces of change should overthrow the forces of maintenance.

Secondly, the ministry needs to take itself seriously. The paralysis of the ministry only serves to provide proof to those of us who believe that the present Government is in office – not in power.

In the final analysis, it seems to us that what will really save higher education from the doldrums will be a strong Government that will not give in to the protestations, appeals and the fears of liberals.

Whether the present Government is capable of this remains to be seen. After two years in office, Azasco has its doubts as to whether this Government will make it.

*(The writer is president of the Azanian Students Convention.)*

The following, among other things, need to be transformed: institutional government (how the institution is to be run), curriculum content and delivery, and the ethos of the organisation.

Recent events have only shown the dismal failure of the Government to address itself to transformation.

For now, those of us who are involved in the education struggles have lost all faith in the Ministry of Education.

If there is anything which can be done, this is what we think should be done. Firstly, the ministry needs to develop a political will, decisiveness and resoluteness.

The ministry needs to understand that there are only two forces in the struggle for transformation. These are the forces of maintenance and the forces



# It's the death knell for apartheid education

(50) Star 15/8/96

Parents face fine or jail if children do not go to school

By **PATRICK BULGER**  
AND **ADAM COOKE**

**E**ducation Minister Sibusiso Bengu yesterday introduced a new law to force parents to send their children between the ages of seven and 15 to school, or face a fine or up to three months in jail.

The South African Schools Bill signals the death knell for apartheid education by introducing compulsory schooling and by taking away from school governing bodies the right to exclude children because of race.

But the draft law, which will be scrutinised in the National Assembly and the Senate before being passed into law, leaves the disputed Model C system largely intact. The immovable properties of Model C schools, widely regarded as "privatised apartheid", will now become the property of the state once more.

The bill gives governing bodies a large degree of discretion

over matters such as school facilities, fees, religious instruction and language.

Although no child can be turned away from a school on the grounds of inability to pay fees, governing bodies are free to levy school fees and may take legal action against parents who refuse to pay the fees. The governing body may grant parents an exemption from paying fees. The bill also provides for independent schools and for state subsidies for independent schools.

It stops short of creating a situation, once feared by opponents of nonracial education, that the new government would reintroduce highly centralised control of schools. The bill makes provision for public schools on private property, such as farm schools.

The bill outlaws corporal punishment, and teachers who insist on beating their pupils will open themselves to a charge of assault.

Kevin Nkoane, a specialist at Wits University's Centre for Edu-

cation Policy Development, said the approach was also politically more saleable, "especially to poorer communities as it is more democratic and allows parents themselves to decide on whether to pay fees or not".

Johan de Jager, chairman of Gauteng's Association of Governing Bodies, said he was relieved to see educational principles had, in the end, driven the new policy.

He said areas that had been identified as impractical in earlier drafts had now been given serious attention: "The system is now more workable."

One aspect that has not yet been resolved, however, is the position of the about 5 000 teachers employed in Model C schools over and above the quota allowed by the Government.

The extra teachers have been given a reprieve until December 1997 and negotiations until then will be conducted to establish exactly what status extra teachers will enjoy, if any.

# Proposed law will enable state to expropriate Model C school land

**POLITICAL WRITER**

ALL land given to Model C schools by the previous government will revert to the state with immediate effect when the new South African Schools Bill becomes law.

The schools will continue to have use of the land for educational purposes, but it will no longer be their property.

This will put an end to the practice — prevalent in the Western Cape — of schools selling off surplus land to provide funds for paying additional teachers.

The bill will make education compulsory for children between seven and 15 years old — and schools will be able to prosecute parents for not paying fees.

Children may not, however, be refused entry by a school on the grounds that their parents are not paying fees.

Parents will be able to seek permission from a school's governing body for exemption and appeal to their provincial education department head if their application is turned down.

The legislation, which could be passed by Parliament by the end of the year, allows for parents to be sentenced to up to three months' imprisonment for failing to ensure that their children attend school.

At a press conference yesterday Education Minister Mr Sibusiso Bengu drew attention to the shift away from support for entirely free and compulsory education.

He pointed out, however, that each school's governing body could determine for itself whether to impose fees. "Some schools may not impose fees at all ... depending on the community's circumstances."

Acting national education director general Mr Trevor Coombes said his department was negotiating with the Justice Department to refer the non-payment of fees to the small claims courts.

The governing bodies of public schools will be elected, with a majority drawn from parents. It will set language, admission policies, religious observances and the rate of school fees.

This means school fees will differ from school to school.

CT 15/8/96 (50)



# Department raps ruse to keep schools white

Star 19/8/96 (50)

Superintendent-general warns that packing classes with small children isn't going to fool the authorities

By ADAM COOKE

Traditionally white primary schools are protecting their privileged status by making entry into those schools difficult for black children, say Gauteng education department officials.

The department's superintendent-general, James Maseko, has warned in a circular that schools filling their capacity by illegally beginning a pre-school year should carefully consider the implications.

The department's deputy director-general: policy and administration, Enver Motala, confirmed reports from district directors that certain schools were preventing access to black children.

"There are schools that are making it difficult for black students to get in. This is not acceptable or constitutional," he said. He added that the province was undergoing a detailed process of consultation with all parties in an attempt to sort out the complex issue of early childhood development policy.

The national interim policy for early childhood development has been released, but under Gauteng's legislation the compulsory reception year or Grade 0 proposed in that policy has not been approved for budgetary reasons.

Meanwhile, Johannesburg-

based education department officials, who preferred to remain anonymous, said schools and parents were ensuring that entrance to traditionally white schools was extremely difficult because they were worried about "maintaining standards".

"This is not just a Gauteng issue - it is a national issue," said one development officer. She added that department representatives were not able to check on whether each school was employing this "devious method of racial discrimination".

"There are many loopholes in the system which enable privileged primary schools to keep the status quo in their schools and remain untouched by the changing face of education," said another development officer.

A number of government schools are starting a pre-school year, otherwise referred to as Grade 0 or the "reception year", to fill their schools and thus prevent black children of school-going age from entering.

According to the department officials, schools were accepting white 3 and 4-year-olds to fill these pre-schools. This gave them the excuse to block black children from entrance to the schools under the pretext that they were full.

Under the recently released schools bill, all public (govern-

ment) schools have to accept any child of 7 years or older to their schools unless the school is full.

Another reason given by the officials for starting pre-schools was to maintain a high teacher-pupil ratio: "When the teacher-pupil ratio was introduced, primary schools realised they could be hit by severance packages as they had many teachers. They were also scared that their teachers would be absorbed into other schools - so they began making pre-schools," said one.

Maseko says in his circular that facilities in the department's schools are being used for pre-school educare classes "without consulting the department and without careful consideration of all the implications involved".

He urged schools to "set matters right as soon as possible" because the running costs (of water and sanitation) of these pre-schools on government property were being billed to the department.

But the development officers took this further, saying the schools were starting pre-primary classes with the intention of keeping black children out.

Primary school principals consulted last week said a number of schools had started educare facilities during the relaxation of legislation in 1993-4.

# Racially troubled Groblersdal school being monitored

By ADAM COOKE

In an attempt to resolve continuing problems at Groblersdal's troubled Hoërskool Ben Viljoen, police have established a low-profile presence on the premises.

In addition, local inspectors have established a system through which to monitor the "host of reported racial incidents" at the school.

Peter Maminza, spokesman for the Mpumalanga Education Department, said police had been called in to try and keep a close watch on the large number of racial attacks at the school.

The traditionally white Afrikaners

school has been under the spotlight since the beginning of the year, when black pupils were separated from their white classmates and were not allowed to wear the school's uniform.

Parents have repeatedly claimed their children are being physically and verbally abused by the white pupils, apparently without being reprimanded by teachers.

"Police presence at the school is not like it was in the 1980s. If you go there now, you will not even notice them," said Maminza.

He said the area's circuit officer, who represents the department at a local level,

had instructed the school principal to supply him with a report of each racial incident on the school grounds.

"We are also interested in the steps that are taken by the principal after each incident," he said, adding that there had been questions relating to the principal's handling of certain cases.

He referred to a recent incident at the school in which a black pupil found the bloodied head of a cat in his school bag; "From our preliminary report it is clear that the principal got pupils to remove the head and clean the bag. And that was all he did; there was no follow-up to the

incident," he said.

Maminza said it appeared that little was done to investigate such incidents and "we want to see what is informing his judgment on these cases".

He contrasted this treatment with the expulsion of a 13-year-old black boy from the school after he allegedly grabbed a white girl's breasts. The boy was later reinstated by the department after it was found there were no real grounds for his expulsion.

Repeated attempts to get comment from the school board this week were unsuccessful.

50 STAR 20/8/96



# Cuts raise demand for private schools

**PRIVATE SCHOOLS'** waiting lists are growing, but top government schools are confident of continuing success, Education Writer **CAROL CAMPBELL** reports.



CF 20/8/96 (50)

**PARENTS** — alarmed at the huge loss of teachers in the Western Cape — wonder if it is worthwhile leaving their children in government education. Many are trying to place their children in private schools — but the principals of the top government schools are confident that the changes in education will not affect their tradition of success.

The long waiting lists for the handful of places at private schools show that parents are prepared to pay almost anything for a top-class education for their children.

However, the exodus of pupils from government schools may be premature as the Schools Bill, released last week, would guarantee parents a say in their children's education.

The head of the Western Cape Education Department, Mr Brian O'Connell, said the country could not afford to allow top public schools like Westerford or SACS to "fall" because, if these did, the new South Africa would fall too.

"To succeed with education we have to be creative in what we teach and how we teach it."

Mr Tharai Maseleku, a special adviser to Minister of Education Dr Sibusiso Bengu, said children educated in the public system would be truly part of the new South Africa. "This is where the real integration of our community will take place and it is important to support government schools."

Mrs Mary van Blerk, principal of Rustenburg Girls' High School, said that in assessing the quality of government education, schools should be looked at individually.

Those with a well-established "culture of learning" would continue to run well, if the school community adapted quickly to changes and did not panic.

School could match any of the sport and cultural programmes offered by private schools.

"The only problem is that teachers might not be willing to become involved in these activities if they see that their colleagues at a different school are paid the same salary but go home at 2pm and not 5pm."

However, Clarke added that this was unlikely as the commitment of teachers at top Cape Town schools was beyond question.

Although Van Blerk, Clarke and other principals remain confident in the face of changes, large numbers of parents have lost faith in government education and believe it too big a gamble to take with their child's future.

A measure of their anxiety and the demand for places at private schools is given in a letter written to a prospective parent by Herschel School and shown to the Cape Times by principal Mrs Pamela Duff: "We cannot register your child for a place at the school until she is born."

Mr Olive Watson, head of Bishops, said the school received 30 applications a week on average.

The fees at Herschel and Bishops are high. Those at Bishops are R18 700 a year for a high school day scholar and R14 500 at Herschel for a day pupil in Sids 8, 9 and 10.

"The perception that only the wealthy send their children to independent schools is wrong," Duff said. "Average people make real sacrifices to give their children this type of education."

The teacher/pupil ratio at Herschel is 1:15 and at Bishops, 1:12. The schools have state-of-the-art facilities and secure futures.

At Herschel, even the youngest girl has access to computers and most pupils have an e-mail address. The school has a theatre for music and drama and an indoor sports centre.

"At Bishops, a boy can choose to do golf or sailing in addition to traditional sports like rugby and cricket," said Watson.

"The school is also building an outdoor education centre on the



**PUBLIC PRIDE:** The quality of education at Rustenburg Girls' High School in Rondebosch is still excellent despite teacher cuts. These pupils in teacher Ms Anne Roux's class are working on an art project.

## Public vs private schools

**CHANGES** in government education are making many parents consider placing their children in private schools.

- Before switching to a private school, parents should "shop around" for a good government school — a school's standards need not drop just because money is tight.
- Fighting teacher cuts in the Western Cape is no good — the decision was taken at national level and was supported by the majority of teacher organisations.
- Parents who send their children to independent schools are "paying twice" as these schools are given far less money by the government. Parents' tax payments are used to pay schools.
- In terms of the Schools Bill, the parents of government school pupils will be able to decide how much they should pay in school fees — this will be done through the school's governing body.
- Independent schools guarantee small class sizes — but government schools, because of staff cuts, are having to increase class sizes.
- Government schools account for 98% of all schools in South Africa.

farm of one of its old boys near Villersdorp."

There is a perception that these schools are "out of touch" with the real South Africa. Both have scholarships for disadvantaged pupils and encourage their pupils to become involved in projects that benefit the broader community.

The morale of the teachers is good because they have not been exposed to the government axe. The small classes mean problems are picked up and sorted out quickly.

In the new South Africa, it is the

parents' choice where their children go to school. As in Zimbabwe after independence, the number of private schools is expected to burgeon — making these a real option for parents.

However, even these schools are likely to offer education of varying quality.

The best advice to parents is to shop around and to encourage their children to work diligently as it will be the conscientious and the achievers who secure places at the top schools, whether private or public.



**TOP QUALITY:** Herschel pupil E. Roberts is guided through his computer lessons by teacher Mrs. Robert Wernsch. Classes at the school are kept as small as possible.



# 'No easy answers'

M+G (BM) 21-27/10/96 (143)

A year in the making, the Labour report calls for still more negotiations on job creation, reports **Madeleine Wackemagel**

**W**HAT it lacks in clarity, it makes up for in substance. The 250-page Labour Market Commission report attempts to cover every aspect of labour and macro-economic policy, but may end up pleasing nobody. Indeed, economists were concerned that it failed to give sufficient backing to Finance Minister Trevor Manuel's growth strategy, unveiled last week ago.

But the commission faced a tough challenge: how to reconcile the extreme income inequalities and high unemployment prevalent in South Africa with low levels of productivity and output — all in the context of a falling exchange rate and prices.

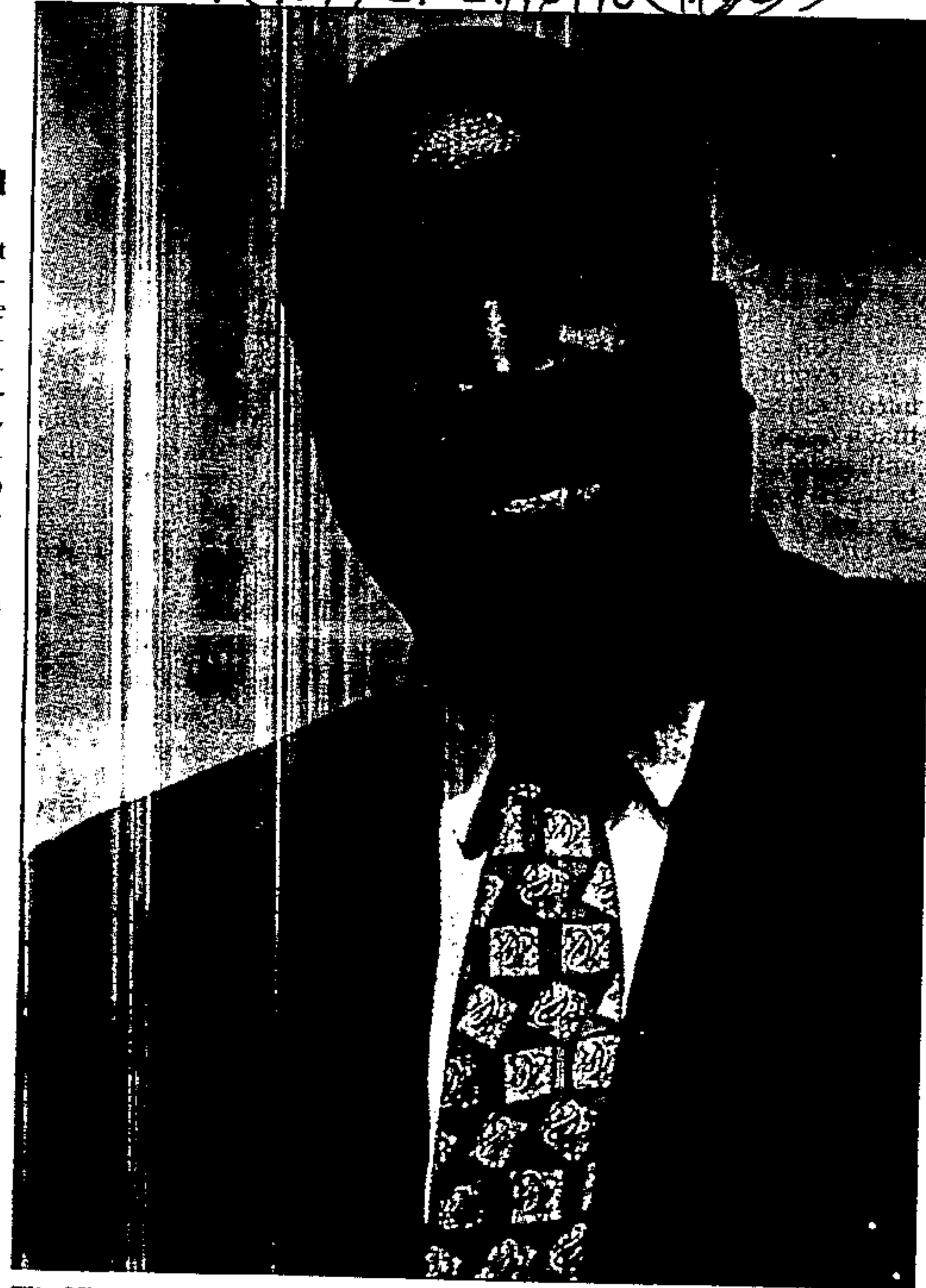
"There are no easy answers," says Zunaidi Zolota, acting general manager of the National Institute for Economic Policy. "Investors must be able to operate and plan ahead with a given level of wages and prices. Plus, international competition will soon force down wages. But the need for some wage flexibility must be balanced against the need for social redress, otherwise we end up perpetuating the extreme inequalities in South Africa."

Amid repeated calls for action, not more words, economists were wary of yet another academic treatise: "We need whole-hearted support for Manuel's growth plan — for the sake of the country. We can't afford to fiddle around any more," said one analyst.

There was relief that the commission, appointed by Labour Minister Tito Mboweni, did not recommend a national minimum wage, although it did support a sectoral approach and regional minimums, says Azar Jammine, chief economist at Econometrix. "The report is reasonably favourable, not entirely pro-labour and not completely anti-

business. But it does not address all the issues, in particular, the need for labour flexibility to get job creation off the ground."

**ECONOMISTS ASSESS THE GROWTH PLAN — PAGE B2**



**Tito Mboweni: To appoint an internal committee to assess the Labour Market Commission report**

PHOTOGRAPH: HENNER FRANKENFELD

The commission is well aware that "labour market reform alone will not secure the realisation of society's twin objectives of job creation ... and the elimination of discrimination in access to this employment ... these objectives require complementary growth-oriented and labour-absorbing macro-economic and industrial policies ... It requires co-ordination between the social partners — business, labour and government."

Thus it calls on the president to

urgently convene a jobs summit and seeks a "nationally negotiated accord around wages, prices, investment and other macro-economic variables".

The commission, co-chaired by Dave Lewis and Moss Ngoasheng, adviser to Deputy President Thabo Mbeki, is well aware of the need to strike a balance between the conflictual aims of labour and capital and sees the National Economic Development and Labour Council as the natural home for such discussions. But it fails to spell out the workings of the accord, while placing a heavy emphasis on the need for a negotiated settlement.

The South African Chamber of

## ILO questions job numbers

Lynda Loxton

**A** CONTROVERSIAL study suggests South Africa's unemployment rate is not the highest in the world and averages 20% against the 32% quoted by most experts.

The International Labour Organisation (ILO) study recognises that unemployment is a problem, but is not the Sword of Damocles that has sent various government departments and unions scurrying around for solutions.

The ILO report rejects notions that South Africa suffers from "structural unemployment" as hazy and elastic and slams the figures produced by the most widely quoted October Household Survey as "distorted and an exaggeration".

It is hesitant about giving its own estimate on unemployment, but claims "one would not be far wrong in 'guesstimating' an unemployment rate of about 20%. Such a level is serious, but well short of the figure of 32% cited by politicians, economists and the media.

Blacks, youths and women should be granted special assistance "both in the labour market and through tackling barriers to their labour force entry and their access to employment," it says.

The report also warns about the likely short and medium term effects on unemployment of rapid trade liberalisation and market reform.

Business highlighted the potential inconsistencies between the commission's findings and Manuel's call for labour market flexibility. It recommended caution on the accord, too. "The efficacy of such an accord ... will have to be carefully assessed. An essential prerequisite would be a common economic vision between business and labour, which is unfortunately not yet in place."

Mboweni will now appoint an internal committee to assess the report, with a firm commitment on what the government will accept by the year-end.

'Emphasis on jobs', PAGE B3



# Severance packages to kick-off group's project

**CAROL CAMPBELL**

A GROUP of Cape Town teachers, unhappy with staff cuts at government schools, have volunteered to take severance packages so they can start up their own private school in the Southern Suburbs next year.

The teachers, all heads of department at top local high schools, are calling their school Cedar House and plan to take in 75 high school pupils from Std 6 to 9.

The new principal, Mr Dave Campbell, currently the head of the English department at Camps Bay High School, said the school would focus on academic quality by keeping classes small and providing top-notch teachers.

"This won't be an elitist school but we will aim to develop each child's full potential by giving a solid academic grounding," Campbell said.

Although the school won't offer sport and has a fairly limited subject choice, Cape Town parents are queuing up to enroll their children, Campbell said.

He said the school's board of direc-

tors — the teachers — were still looking for premises and were considering several options in the Wynberg/Bergvliet area.

The business mind behind the project is Professor Trevor Wegner from the University of Cape Town's commerce faculty. With Campbell, Wegner was one of the main drivers behind the project and will be on the board of directors.

They will draw salaries through a system of profit-sharing — in other words, the more successful the school the better their pay packets.

School fees at Cedar House will be R12 000 a year, and parents who want to secure a place for their child are being asked to pay a R500 deposit.

Applications for 1997 are being accepted and selection will take place during September.

Campbell said the school would run from 8am to 3pm. Pupils would not be required to wear formal school uniforms but discipline would be maintained.

Inquiries can be made at (021) 61-3325 or 61-7460 or 0881231397 (toll-free).

ET 20/8/96

(50)

# 'No easy answers'

MtG (PM) 21-27/6/96

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But the commission faced a tough challenge: how to reconcile the extreme income inequalities and high unemployment prevalent in South Africa with low levels of productivity and output — all in the context of a ceiling on wages and prices.

"There are no easy answers," says Zunan Mholla, acting general manager of the National Institute for Economic Policy. "Investors must be able to operate and plan ahead with a given level of wages and prices. Plus, international competition will soon force down wages. But the need for some wage flexibility must be balanced against the need for social redress, otherwise we end up perpetuating the extreme inequalities in South Africa."

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'Emphasis on jobs', PAGE B3



Tito Mboweni: To appoint an internal committee to assess the Labour Market Commission report

PHOTOGRAPH: HENNER FRANKENFELD



# 'No room' policy plunges pre-schools into a crisis

(50) Star 2/18/96

By ADAM COOKE

As parents rush to get their children into well-equipped, previously white only primary schools, the province's private pre-primary schools have been plunged into crisis, according to educationalists.

The Gauteng Department of Education (GDE) is restructuring its Early Childhood Development (ECD) policy in a drive to halt a growing trend that has seen many historically white primary schools protecting their privileged status by making it difficult for black children to enter.

The department recently admitted that a number of primary schools had prevented black children from entering on the pretext that their facilities were filled to capacity. But department sources said these schools were opening pre-schools in order to fill empty classrooms, thereby giving the appearance of being full.

Gauteng's ECD policy specialist, Norma Rudolph, said the department wanted to move away from the past system where inspectors controlled services to "develop the capacity of the community to run its own schools".

She said the department was looking for policy suggestions from all stakeholders.

Rudolph said the present situation could not continue and talks were in progress to find a solution.

Meanwhile, private pre-schools have recorded a growing influx of black children because parents are finding it increasingly difficult to have their children accepted at public (Government) pre-schools.

"It's very difficult to get your child into a government school if he or she has not been through that institution's pre-school," said GDE district development officer Hilda Laka. She added that this resulted in public schools "taking many of the young ones away from private institutions".

Another department source said the comparatively high number of black children in private pre-schools was testimony to the fact that government schools were barring blacks from entering.

## Pre-schools were filling empty space

Principal of a private pre-school on the East Rand, John Swanepoel, said he had seen a drop from 68 to six after-care children in the space of a year. He said private institutions could not compete with government schools when they opened up pre-schools and after-care facilities.

According to education department sources there are a vast number of unregistered pre-schools.

"Parents are desperate to get their children into any pre-school because education is now the guiding light, but many unregistered private schools are get-rich-quick set ups that exploit the sentiment," said Laka.

# Law to defeat school inequalities

ET 21/8/96

(50)

**THE PASSAGE OF THE Schools Bill during the current session of Parliament will see the dismantling of one of central pillars of apartheid, writes CAROL CAMPBELL.**

**W**HEN future generations of South Africans look back on the country's history, the year all children were given the same education by the government is sure to be regarded as one of the greatest achievements.

The Schools Bill, negotiated and fought over for months, is due to be passed by Parliament in its present session and once it is law all South Africa's pupils, irrespective of their race, will finally be treated as equals.

This legislation is a major milestone for our government because it successfully dismantles one of the strongest pillars of apartheid — segregated education.

What sets the Schools Bill apart from so much else in education is that, for once, all political parties and others involved are happy with almost everything it lays down.

Discussion about the Schools Bill started in April 1995 when Wits University's Professor Peter Hunter was given the job of investigating the best system for school education in South Africa.

He faced the tough job of finding ways to whittle away white privileges and meet black expectations without upsetting the education apple cart.

In September last year the Hunter Report was released for debate and nearly a year later, after input from every quarter, South Africa will have a new school law.

What the Schools Bill does — although the government would

never admit it — is to take everything that was good about the Model C system and give it to all schools.

Schools will be encouraged to have governing bodies on which parents, teachers, the school principal, the pupils and, if they like, members of the community meet regularly to discuss school issues.

Those schools where parents do not have the management expertise to run the school will be guided by the provincial education department.

Reasonable fund-raising by schools will be encouraged to supplement the basic education the government will provide.

Parents will jointly have to decide whether they are going to charge school fees and, if they do, how much.

If a parent refuses to pay fees it will be up to the governing body to take the necessary steps to ensure they comply.

Obviously if a parent is too poor to pay exceptions can be made but, whatever is decided, the child's right to go to school will never be interfered with.

The one big change the old Model C schools can expect will be the expropriation of the school land given to them by the previous government — a gift which was widely regarded to be an underhand way of allowing previously white schools to hang on to their assets.

When these schools were given the land they started selling off their sports fields to raise money to employ more teachers, maintain their school buildings and build sports centres and new classrooms.

In the Western Cape 41 schools were given permission by Minister of Education Martha Olckers to sell off property. They had to ask her

permission because it was given to them on condition it was used for education.

This selling off of school land has upset the new government because it regards it as valuable state property, which should have been sold instead so the money could be used to help poor schools in the townships or rural areas.

However, some of the old Model C schools, especially in Cape Town, have used the money to build squash courts and computer centres — where only a few kilometres away children don't even have a classroom to learn in.

The new Bill tackles basic education for children from seven to 15 years old or to Std 7 — whichever they reach first. Just how legislation will apply to pupils in senior high school is unclear.

The decision by the Ministry of Education not to tackle the prickly issue of what to do about teachers employed by governing bodies at the expense of parents was a wise one.

Instead they have voted to give themselves a year's "breathing space" and will decide these teachers' future at the end of 1997.

The South African Democratic Teachers' Union (Sadtu) wants these teachers to be put on the state's payroll and for schools to refund the government their salaries and benefits.

If implemented, this suggestion would not only create a bureaucratic nightmare but also stop poorer schools from employing teachers who are happy to work for salaries lower than the government norm.

The wealthier schools already pay their teachers the same salaries as their government counterparts. If this suggestion by Sadtu is intended to stop the old Model C schools

from employing extra teachers and so offering their pupils a better education, it is bound to backfire.

Socialists in the education ministry have warned that schools should not take their extra teachers for granted because their future is far from decided but, whatever happens, these teachers are unlikely to lose their jobs.

There are ways round all laws — but to say just how this could be done would be giving away school secrets.

One issue which has confused many parents on first reading of the bill is that while governing bodies can determine admission, language and religious policy for a school they cannot discriminate against a child because of race or creed.

This clause simply acknowledges a child's right to be taught in its mother tongue and allows governing bodies to select children for their school based on school readiness tests, where they live in relation to the school, and whether they are suited to the type of education the school offers. But they cannot be excluded from the school because of race or inability to pay fees.

Until the bill is passed into law integration at public schools will remain voluntary.

After that any school which tries to exclude children because of the colour of their skin, such as Potgietersrus Primary School, will be breaking the law.

Education Minister Dr Sibusiso Bengu has promised the ins and outs of this new legislation will be fully explained to the public in a comprehensive information campaign.

Meanwhile, South Africans can rest assured that the fundamental legislation for a new education system in South Africa has been reached fairly and honestly.



# Schools face axe

## Cut to subsidies could mean end of many Gauteng institutions

By Victor Mecoamere

**S**IXTY-AND schools, including about 60 Roman Catholic schools in Gauteng, could be forced to close down or increase fees following the Gauteng government's decision to cut subsidies by 30 percent.

One such school, Holy Trinity High School in Ateridgeville, which is one of 14 in Pretoria, holds an urgent meeting with parents at the school tomorrow to inform them of the cuts and to discuss the implications.

About 54 Catholic schools in Johannesburg, and more than 700 other private schools in the province, face the same fate, which could lead to about 300 000 children being out of

**‘The Government should close fly-by-night schools because they do not deserve aid’**

school.

Deputy head of policy and administration in the Gauteng department of education Mr Anvar Motala said yesterday: "The essential and simple reason is that we do not have in the budget the amount which we may have had in the previous years. In terms of the Constitution, our obligation is with the public sector."

Trinity principal Miss Albertina

Dhiamini told *Sowetan* yesterday that she was disappointed by what she described as the Gauteng department of education's "about-turn" on the matter.

"The government made a commitment that in January this year there would not be any subsidy cuts," said Dhiamini. But we received a letter last Wednesday informing us about the sudden cut. It is an unexpected about turn."

Dhiamini said her school would not survive after the subsidy cuts. "We will be forced to increase school fees, which I am sure the parents cannot afford, or resort to getting support from the private sector, which is hard to obtain lately."

A parent who has a child attending the school said the subsidy cuts were

like punishment for the Roman Catholic Church schools' refusal to be "part and parcel of apartheid during the struggle for liberation in South Africa".

The director of the Independent Schools Council, Mr Mark Henning, said the subsidy cuts were "a great pity, and will surely force most of the schools to close down".

The night principal of Studywell College in Briamfontein, Johannesburg, Mr Johan Oberholzer, said his school's expansion plans, including free literacy and vocational education for "about 30 to 40 streetkids", would be affected.

"But we will continue to provide quality education," he said.

Mr Aggrey Klaaste, Editor-in-Chief of *Sowetan* and *New Nation* and

chairman of the Sparrow Education Trust and Education Africa, said yesterday: "The Government should save the bridging and church schools because they provide quality education. They helped to bridge the education dilemma in the past. They also prepared children to go to more advanced, mainstream schools."

Executive director of Sparrow Education Trust Miss Jackie Gallagher said the Government should close "fly-by-night" schools because they did not deserve state aid.

"We will be losing about R400 000 this year as a result of the cuts. And much more next year, which could force us to think about retrenchments and other critical alternative measures," said Gallagher.

(58) Sowetan 21/8/96

# Dismay and a welcome for school subsidy cuts

(50) Star 23/8/96  
BY ADAM COOKE

The decision to cut subsidies to private schools in Gauteng by up to 30% has been met with dismay by the sector, while public schools have welcomed the move.

National director of the Independent Schools Council Mark Henning said the move appeared to be a short-term solution that would hurt all schools.

"We can appreciate the difficulties faced by the Education Department, but the cut will lead to the closure of some valuable schools," he said.

The 307 private schools in the province were informed last week that the Gauteng department of education (GDE) would be cutting their subsidies by between 10% and 30%.

The department's deputy director: policy and administration, Enver Motala, said the GDE had no constitutional obligation to fund these schools.

"We inherited this system from the past and we have continued to assist private schools to provide continuity. But now we cannot afford to do it," he said.

Motala added that cuts in the budget, accompanied by the department's drive to enter as many children of schoolgoing age into institutions as possible, ruled the subsidies out.

But Henning said that while the state spent R2 277 a year on each child in a public school, the approximately R1 000 spent on a child in a private school was money well spent.

He said the schools worst hit by subsidy cuts would be those in the townships and the inner city, many of which "are doing great work in difficult conditions".

But the president of the SA Federation of State-Aided Schools, Dr Hennie van Deventer, said the cut-backs were necessary if every child was to be given the chance of schooling. "The more children who have access to schools and facilities, the better for our future," he said, adding that all available money needed to be channelled into public schools.

The subsidy cuts are effective immediately and private schools are expected to increase their fees to compensate for the loss of the subsidy.



## SCHOOLS BILL

## BENGU BOWS TO REALITY

FM 23/8/96

(50)

Introducing the final version of the SA Schools Bill to the media last week, Education Minister Sibusiso Bengu accused those who, at Kempton Park, managed to get some constitutional protection for the rights of State schools' governing bodies, of the desire "to protect privilege for as long as possible."

It was a gratuitous and unjustified jibe. But comparing the Bill with its earlier version reveals why he made it. Reality has beaten Bengu — and he cannot accept defeat gracefully.

Last year the ANC's education policy document promised compulsory fees would not have to be paid for pupils compulsorily attending public schools. The Hunter report, however, declared that that was impracticable.

If State school spending were to be equalised, funds available for the previously well-provisioned and educationally effective white and Indian sectors would be disastrously insufficient. Something like the fee-paying Model C option, introduced a few years earlier by the National Party, would therefore have to be allowed.

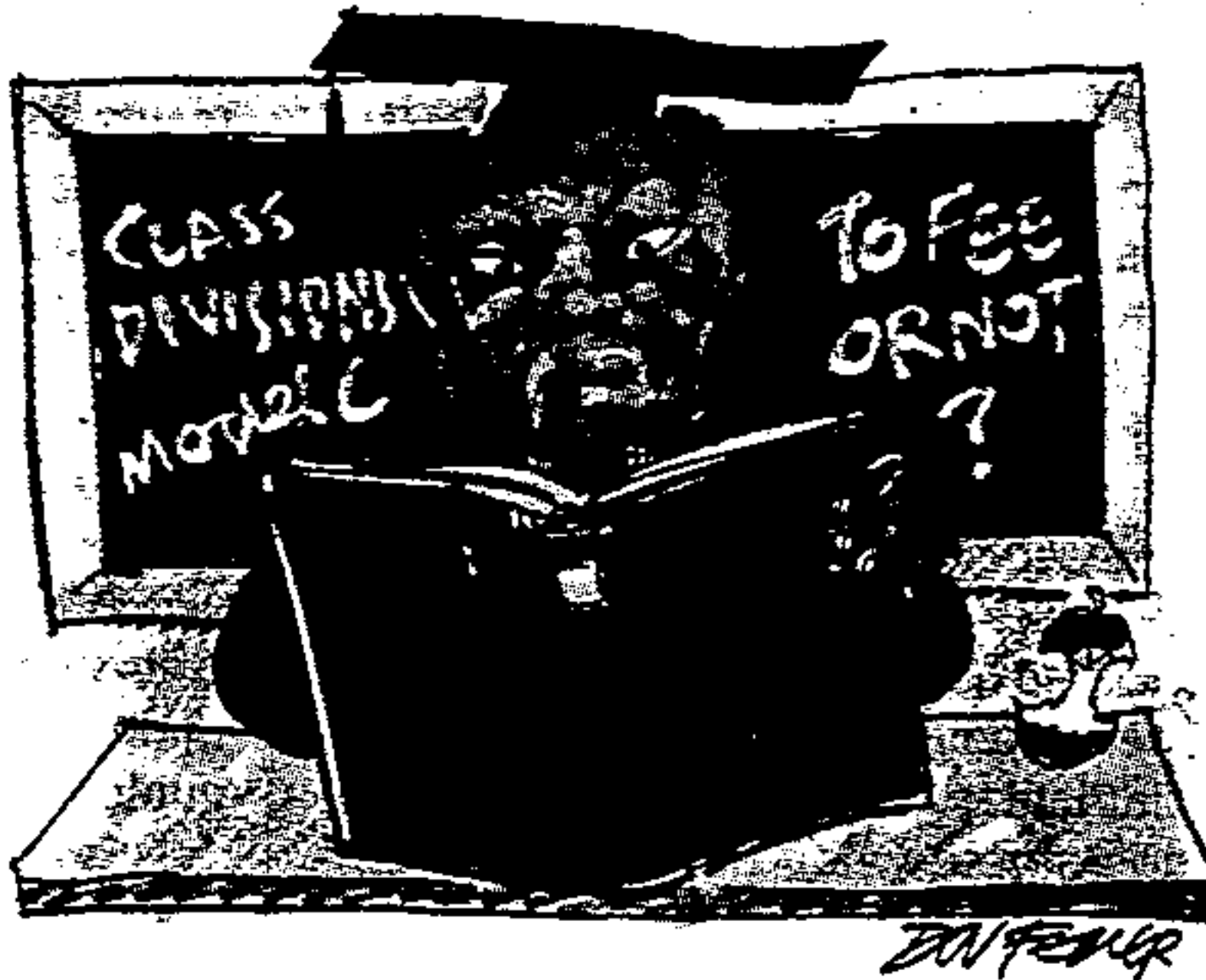
The Model C concept, however, was abhorred by the ANC, mainly because it would maintain, perhaps even increase, class differences in State education. Both the earlier and the present Schools Bill therefore said no pupil could be kept out of a public school through parental failure to pay fees. The earlier version added that fees could not even be imposed by a governing body unless a majority of parents had "agreed on equitable procedures for the exemption of parents who are unable to pay fees."

The latest version states: "A governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality

of education provided by the school." Allowing for full or partial exemption from fees is, moreover, no longer compulsory but merely within the power of a governing body. The right to sue a defaulting parent is also specifically allowed.

The Bill shies away from dealing with the contentious issue of "extra" teachers directly employed by public schools on mutually agreed terms and paid for out of their fees and other income. It merely says that they may not be employed beyond end-1997.

Socialists, presumably believing such



teachers are found only in affluent Model C schools, would have them paid as much as their State-employed colleagues to reduce their numbers. But as National Professional Teachers' Organisation of SA executive director Huw Davies points out, thousands of teachers are employed in black community schools and paid for directly by their communities. Will provinces be able to afford the cost of putting them on their payrolls should communities find their salaries unaffordable?

Another looming storm cloud concerns teacher redeployment and school promotion posts. The latter are defined as head of department, senior head of department, deputy principal and so on.

Earlier this year, an agreement was reached to equalise posts across the board so that, for example, a 1 000-pupil

black school would have the same number of deputy principals as a white school of comparable size. That meant reducing the number of deputy principal (or whatever) posts in white schools and increasing them in black schools.

Black teachers were delighted at the supposed improvement in their promotion prospects. They had, however, forgotten government's undertaking to re-deploy supernumerary white and other teachers to disadvantaged schools.

When the penny dropped a week or so ago in the Western Cape, black teachers in the bargaining chamber protested. So, too, it can be safely forecast, will black teachers in Gauteng and KwaZulu-Natal, where large-scale redeployment is required. "There's a disaster of astronomical proportions on the horizon," Davies warns. "It will be not just an administrative nightmare but a political problem too."

Chances are, then, that government will reconsider redeployment — which is feasible in few cases, anyway — and renew its appeal to foreign donors to fund severance packages. If it succeeds, many well-qualified and experienced teachers could find themselves able to afford to work for relatively low salaries. That would help the private school sector grow still more rapidly.

Now there's an outcome that Bengu probably hasn't anticipated. ■

## POLICE CORRUPTION &amp; CAR HIJACKING

## LICENCE TO STEAL

Police said they would this week crack a car theft ring that has been stealing and reselling vehicles in KwaZulu-Natal. But they remained vague about plans to stamp out police collusion in re-licensing stolen vehicles (*Current Affairs* August 16).

Corruption within some police vehicle theft units and licensing offices in Gauteng and KwaZulu-Natal seems to be fuelling the high rate of vehicle hijackings and thefts in these centres.

In the KwaZulu-Natal case, police

NEWS NATIONAL

Parents protest schools subsidy cuts

*Lawson 27/8/96*

*(56)*

By Victor Mecomere

ANGRY parents of children who attend Roman Catholic schools in Gauteng have vowed to engage in mass action to protest against a proposed 30 percent subsidy cut to private schools.

At a special and heated meeting at the Holy Trinity High School in Atteridgeville, Pretoria, last Thursday night, parents resolved to start sending petitions to the government from yesterday. They would also march on government education offices to force authorities to rescind this decision.

"We as working parents demand that the government should rescind this decision. The government has no right to cut the subsidy because we are also tax payers in this country. The new Constitution states clearly that every child has a right to education. By cutting the subsidy, the government is denying our children that right."

"Catholic schools fought against apartheid for a democratic order in this country. And this is the reward we get for our efforts," angry parents charged. Public schools were overcrowded and the decision to cut subsidies would "banishes our children to the streets".

The first step in the planned mass action would be a memorandum and petitions to the Gauteng MEC for Education, Mrs Mary Metcalfe. Metcalfe yesterday said the GDE was "paying full attention" to the matter and meetings were being held "around the crisis".

About 60 Roman Catholic Church schools are among hundreds of State-aided schools which may be forced to increase school fees, consider cost-saving measures such as retrenchments or close down as a result of the cuts.



# Launched by five African women ministers, Fawe takes the lead in female education

Star 2/8/96

(50) (255A)

The brainchild of Fay Chung, the Forum for African Women Educationalists (Fawe) was launched by five African female ministers of education aiming to establish a network of senior education policy-makers to speed up the pace of attaining education for all.

Backing Chung, who was at that time Zimbabwe's minister of education and currently serves as Unicef's chief of education, were Seychelles' current Tourism Minister Simone de Comarmond, Ghana's present Tourism Minister Vida Yeboah, Gabon's Education Minister Paulette Moussavou-Missambo and Burkina Faso's former Education

Minister, Alice Tiendrebeogo.

Chung said her idea of meeting to compare problems and successes was conceived at a World Bank meeting for 40 African ministers of education in Manchester in 1990.

The first Fawe general assembly was attended by 19 female education policy-makers. Today, Fawe's membership includes 46 education ministers and university vice-chancellors from 27 countries in sub-Saharan Africa.

No bra-burning exercise, Fawe has also forged partnerships with 19 male ministers of education in Africa, who have shown commitment to girls' education.

Nineteen chapters have been launched to support policy initiatives at national level.

Fawe has links with governments, NGOs, donors (including the Rockefeller Foundation which has been the leading agency in supporting Fawe work programmes), media and religious organisations, professional groups, communities and parents, all focussed on helping Africa move towards education for all and the elimination of the gender gap in education.

South Africa's representative on the 12-strong executive committee is University of Cape Town deputy vice-chancellor Dr Mamphele Ramphele.

# Ben Viljoen's racial conflict gets uglier

CP 4/8/98  
By JEFFERSON LENGANE

"LEER BETER... dom kaffir."

These words were written on the script of a black Std Six pupil who failed a maths test at the Ben Viljoen High School in Groblersdal.

The Std Six pupil had obtained five percent for maths in his quarterly exams in April.

A copy of the script, which was sent to the circuit inspectorate, is in the possession of City Press.

This happened a month before the school was plunged into a row in which a 13-year-old black boy, also in Std Six, was expelled for allegedly touching the breasts of a white Form Three girl.

Meanwhile, the boy at the centre of the "breast touching" row, Edwin Letsela - who was reinstated at the school - on Wednesday made a dramatic find: a dead cat's head tucked into his schoolbag.

The following day his parents found a note slipped under their main door with a grim message: "Your son is a little scoundrel and is abusing the new government."

"If your boy had been white and had done it (breast touching) to a little black girl, he would have been kicked out of the school at once, stoned and necklaced.

"The white girl's mother - like you - has little between the ears and no sense of values, norms and respect. Place him (Edwin) in another school because we are watching him.

"Let him look around him (sic)

(50)  
every moment of day and night. We are going to corner him. Hyenas will eat him," concluded the note, which was signed "Road Racer".

Edwin was in tears when he spoke to City Press on Friday.

"When I returned from morning break on Wednesday I tried to take books out of my bag in preparation for the history lesson, and I found a cat's head dripping with blood inside my school bag.

"I immediately reported the matter to the History teacher, who told me to throw the head away where no one would see it. I threw it away and later reported the matter to the principal," said the distraught boy.

The saga follows Edwin's expulsion from the school on May 22 after he allegedly touched the breasts of a Form Three white girl.

After his readmission, the school's governing council threatened to charge him with trespassing if he continued his schooling there. The threat was not carried out following the intervention of the province's department of education.

Mpumalanga MEC for Education David Mabuza said the threatening letter was a matter between the governing body and the family and that the family may take any legal action they deem fit.

"As far as the boy's safety at the school is concerned, the department has offered full-time police protection for the boy and the department will take up the cat's head issue with the school," he said.

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# LEARNING A LESSON

EARLIER this year Britons were exposed to extraordinary events at a school in Nottingham.

They involved rebel Richard Wilding, 13, who, among his many infamies, threatened to clout a teacher with a chair and twice had to be removed from the school by police.

But the real drama began when Richard's parents successfully overturned the school's decision to expel him and the teachers responded with threats of a strike if they ever saw him again.

After a battle lasting several weeks, Richard's parents backed down and removed him — but not before the furore had focused attention on several important issues: discipline, parental responsibility and the school's obligation to provide an education.

With the spectre of children like Richard Wilding still lurking in the background, British education authorities announced this week that they are considering making "behaviour contracts" formal policy.

The contracts, which outline agreements between parents, pupils and schools, have been informally implemented at some institutions but this could now be taken further.

The contracts could provide lessons for

**The British government is using 'behaviour contracts' in an attempt to bring stability to the classroom, writes ANDREW TRENCH**

South African education authorities battling to bring a culture of learning back to schools.

The problems in schools in South Africa, and in particular in Gauteng, were highlighted by a recent report commissioned by the provincial education ministry from the University of the Witwatersrand's education policy unit.

Among the issues identified as contributing to the dire state of education in the province was a lack of trust and respect among pupils and teachers.

On the one hand pupils accused the teachers of being incompetent; on the other, teachers charged pupils were unaccountable and ill-disciplined.

A lack of parental involvement in schools was also determined to be a detrimental factor in some schools. In this regard, the report recommended that relationships of trust and respect be built up between schools and parents and that teachers, pupils, school management and parents agree collectively on school and classroom rules.

The recommendations are not far off the contracts being considered in Britain, but while accepting the principle of co-operation between all parties, the report does not go into specifics.

The British contracts give an idea of what South African equivalents might be. For example, a typical contract at a secondary school would include parents:

- Ensuring children get to school on time and that they are properly equipped;
  - Making sure the school knows of problems that might affect a child's work or behaviour; and
  - Supporting the school's behaviour policies.
- For its part, the schools would:
- Care for the child's safety and happiness;
  - Ensure the pupil achieves high standards through developing good working relationships with the child; and
  - Keep parents informed on the child's progress at school.
- Pupils would be expected to:

- Attend school regularly and on time;
- Wear a school uniform and be neat in appearance; and
- Do all classwork and homework as well as they can.

A British education ministry spokesman stresses the contracts are more symbolic than anything else and do not have any legal status. However, what they do is to acknowledge education starts before pupils enter the school gate and continues when they leave it.

The Conservative Party's Parents' Charter stresses that "discipline begins at home" and the Labour Party has gone so far as to propose parents be compelled to attend counselling sessions so that they can deal with their offspring.

The British authorities recognise that the contracts have to be specific to each school — a course that South Africa would be wise to follow.

But while the contracts concept is broadly regarded as a fine idea, the British government stresses that it is being considered as part of a wider policy to address school problems.

What has not been discussed, though, is what comment behaviour contracts make about the state of a society that feels the need for them.

ST 4/8/96

(50)



# Technikon launches adult learning centre

SHARKEY ISAACS  
Staff Reporter

A MAJOR pioneering effort to bring education to adults in Cape Flats townships has been launched by the Peninsula Technikon, which has opened the Somafho Adult Learning Centre in Guguletu. The step sees the first adult learning institution become a reality in South Africa, which has high

employment rates and 7,5 million functionally illiterate adults.

Pentech rector Brian Figaji, speaking at the opening of the centre, described Somafho as a pioneering educational "milestone" in training provision for disadvantaged adults in South Africa.

The centre was the first step in a new direction after apartheid.

The mistakes of the past had left many South

Africans out of the education process, through excessive gatekeeping and selective entry requirements.

The high unemployment rate had been exacerbated by the lack of basic education and training.

Mr Figaji said the centre was a visible grounding for the strategic objectives of the technikon to fostering lifelong learning and offer programmes for educationally disadvantaged students.

He said learning institutions and facilities were often sited far from where prospective learners lived and worked. The problem was made more acute by an erratic public transport service, especially in times like the current tax conflicts.

"The deficiencies in our provision of education and the scope of the problem have become evident with the lack of proper career guidance and counselling, especially for adults, lack of information about financing one's learning, and the lack of access to finance for part-time studies.

"There is also a need for educational institutions and organisations to be friendly to users since courses are often offered at times and in ways that do not take learners' life circumstances and needs into account," Mr Figaji said.

The buildings in which the centre is housed was built to house migrant workers during the days of apartheid, and the University of the Western Cape leased the hostel for a short while when it became vacant.

Pentech, together with several funders, including some from overseas, has now taken over the complex and turned it into the country's first adult learning centre.

**LEARNING CENTRE:** Pupils of Fezeka High School visit the new centre, left, which offers extra tuition for senior pupils, and for adults from basic education to tertiary level.



Pictures: SHARKEY ISAACS, The Argus.



# Torch of education lit at Marconi Beam

ARLs 6/8/96

(50)

**JUDY DAMON**  
Staff Reporter

WHEN Eida Mahlentle moved to Marconi Beam she brought hope to distraught parents who could not afford an education for their children.

Thanks to her hard-fought-for gains, the squatter camp got its first official school in 1993 - and the residents of the camp thanked her when they named it the Eida Mahlentle Community School.

The success of the school, the pupils of which do not pay school fees, gave Marconi Beam a primary and high school, literacy classes and night classes for adults.

Ms Mahlentle, 62, has been a teacher since 1957, starting off which a school for Crossroads which she started from scratch. She left her Crossroads home in 1991 and settled in Marconi Beam after her daughter and granddaughter were killed.

"When I came to Marconi Beam I saw children jiving in the shebeens and they were not in school. I contacted the principal of Langa High, who said they could accommodate some of the children. But parents could not afford the transport costs.

"Golden Arrow Bus Services agreed to reduce the fares and children attended school. But barely into the second term of the school year most of the children were back on the streets."

So she called a meeting with the parents and listed all the names of the pupils who wanted to go to school. "When I saw that list the only answer was to open a school here," she said.

In 1993 Ms Mahlentle started classes for Sub As to Std 5s in a

bare and dilapidated church. They had nothing except for a few chairs and papers.

The little they had, burned to the ground in February 1993 - and Ms Mahlentle went from door to door begging for sponsors. "Finally Berry Pieterse from Home Builders gave me a tent to operate in." (Classes were growing and they had only three teachers, two of whom were qualified.

The Cape's vicious winter destroyed the tent and the school lost everything for a second time.

Then Ms Mahlentle noticed an unfinished church not far from where the tent had been and once again went out looking for sponsors.

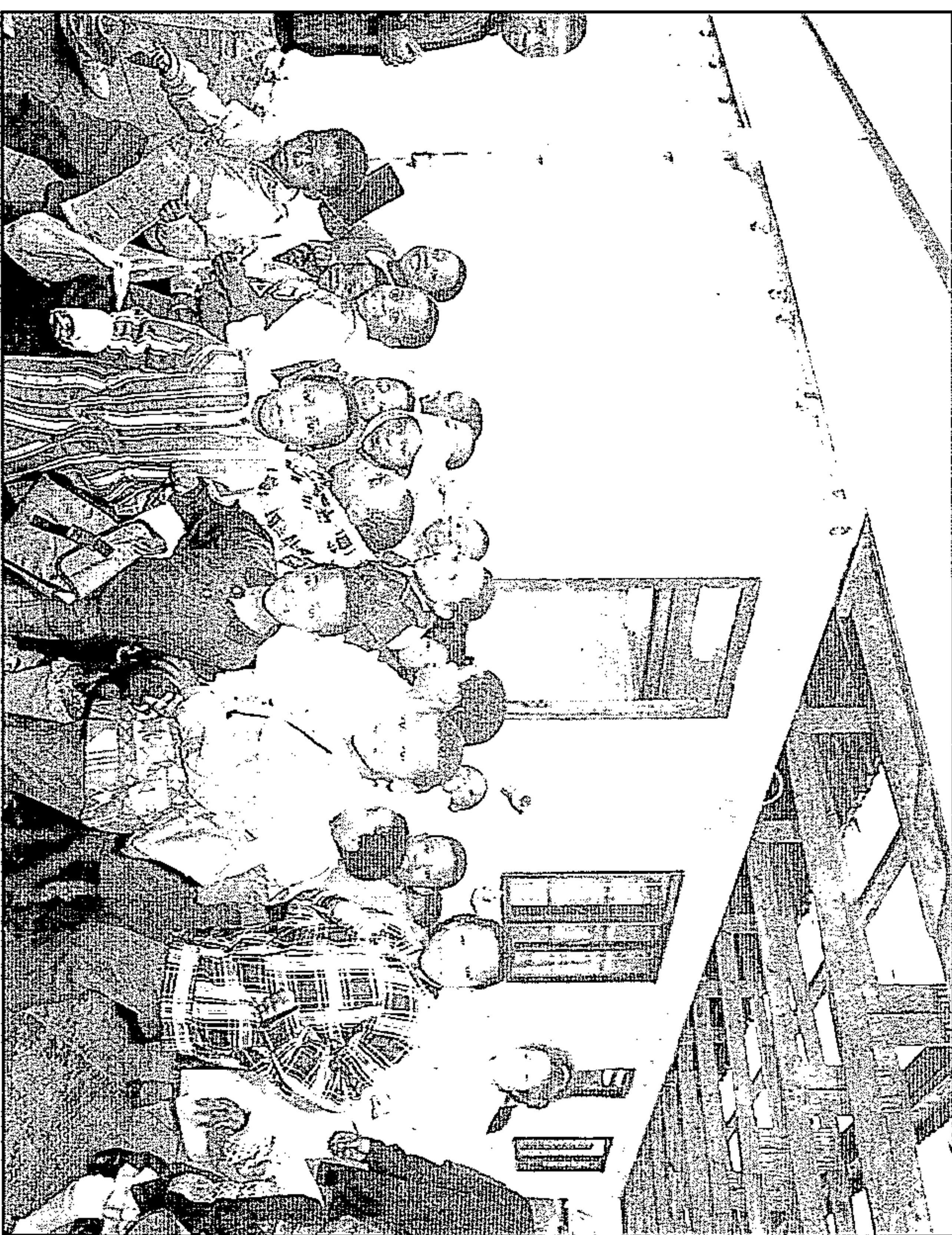
Lumber City finally supplied her with the necessary building materials and the school was in operation again in the Native African Mission Church. With the help of a friend, Dorothy Guest, Ms Mahlentle was awarded subsidies by the Department of Education and her school finally became official.

Sponsors from the private sector surfaced and the school could finally afford necessities such as books, desks, stationery and salaries for the teachers. More and more pupils enrolled but the church became too small.

"I was prepared to go from door to door when Martin Holland from LandRovers told me that I would not make money this way. He suggested we start a forum that will involve many people in the school."

The Milnerton Community Liaison Forum was born and so were more sponsors.

Eric Pretorius from Reader's Digest donated R4 000 and eight containers were bought from Saf-



**SCHOOL'S OUT:** Pupils at The Eida Mahlentle community school in Marconi Beam squatter camp go for lunch, while fellow high school pupils complete their assignments in the classroom.

Picture: JACKLESTRADT.

marine. The containers were transformed into classrooms and in March 1994 were ready for use. By then Ms Mahlentle had sponsors in the form of many major companies in the private sector including

American-based firm Lance Bailey and Associates, which still donates \$2 000 (R8 600) into the school's account each month.

The school is also government funded.

The school is also government funded.

The school is now bursting at the seams with more than 630 eager pupils. Next year Ms Mahlentle wants to extend it on a new site in Milnerton which will have classes up to matric.

The school is also government funded.

## More spent on W Cape pupils

ABOUT three times more was spent on each pupil in the Northern and Western Cape during the past financial year than on pupils in the Northern Province, Education Minister Dr Sibusiso Bengu said yesterday.

Including capital expenditure, R3 434 was spent per pupil in the Western Cape and R3 695 per pupil in the Northern Cape. (50)

However, the per capita expenditure in the Northern Province was R1 176 during the 1995/6 financial year, he said in reply to a question tabled in the National Assembly by Mr Mike Ellis (DP).

ET 7/8/96



# Police to monitor (50) racism

## in school

M+G-8-15/8/96

Joshua Annupadhi

**P**OLICE have been called in to ensure the safety of 35 black children at Ben Viljoen High School in Groblersdal in Mpumalanga following complaints by their parents that they have been physically and verbally abused by the school's 630 white children.

Department of Education representative Lucas Mello said this week that police would constantly monitor the situation, although they would not do so in a high-profile manner — plain-clothes officers would observe the school and would remain low-key.

Racial tensions between the school's all-white governing body and black parents surfaced two months ago after 13-year-old Edwin Letsela allegedly touched a white pupil's breast.

The boy was expelled by the school's governing body, despite his defence that he was pushed and accidentally touched the girl's breast as he tried to steady himself. His father, Dr Majoro Letsela, complained he was not consulted before his son was expelled, and added he didn't think a child touching another pupil's breast warranted expulsion. The girl and her parents have never been publicly identified.



Victims of vicious racism: Edwin Letsela and his father, Dr Majoro Letsela

PHOTOGRAPH: SIDDIQUE DAVIDS

After futile attempts to get Edwin back into the school, Letsela approached the Department of Education. Edwin was re-admitted at the beginning of this term.

Since Edwin's reinstatement, both he and his father have received threats. Last week Edwin found the head of a cat in his school bag. He said when he reported it to the administrator, he was told to throw the head away and the bag was washed immediately by a school official.

Last week his father received an anonymous letter in Afrikaans posted from Pretoria, warning him to watch his son. "Ons soek hom!!! *Dr gaan hom kry!* (We're looking for him. And we're going to get him)," the letter said. Letsela has now had his telephone disconnected because of repeated death threats and racial abuse.

Letsela said the breast-touching incident brought into the open "practices of blatant racism" orchestrated by a few rightwingers determined to preserve the well-equipped school for white Afrikaans children only.

Letsela said the school did not openly prevent the pupils from being enrolled, but he and other parents had "struggled" to get their children accepted.

Parents were first told the children must, like the rest, study in Afrikaans, although they came from an English primary school. Only after the Department of Education's intervention, a month into the academic year, was a compromise reached and the first English class accommodating the 35 black children set up.

Black parents met this week and

appealed to the department to swell the number of black children to at least 500, saying this was the only way of fighting racism and getting black parents elected on to the governing body.

The parents say the pupil to teacher ratio at the school is 19 to 1, compared to the more than 50 to 1 ratio at the nearest school in the township 5km away. Parents also called for the governing body to be dissolved in order to form a new "democratic body," and for principal Fred Polgieter to be dismissed for turning a blind eye to racism.

School board chair Tenuus Greyling said Edwin's expulsion had nothing to do with racism, and that it was "a normal disciplinary action". However, he admitted there may be racial problems, adding "normal disciplinary steps were being taken to stop this".

**ANC slates  
lack of (50)  
facilities in**

**E Cape**

ARC 8/8/96

BISHO. - About 90 per cent of schools in the Umzimkhulu and Ntambankulu areas in Transkei were dilapidated or "non-existent", the African National Congress chairman of the reconstruction and development programme standing committee told the Eastern Cape legislature.

Presenting the committee's findings after its visit to the Transkei area, Mike Xego said the situation at the schools demanded that temporary structures be provided immediately.

He said roads in the area were a disgrace, while in some cases roads were built without compensation being made to the people to whom the land belonged.



# Where the new SA is still a fairy tale

CT8|8|96

**PUPILS** at the Stockwell Primary School near Ashton walk up to eight kilometres to school every day barefoot and shivering in thin shirts and sweaters. In the afternoon, they walk the same distance back. But their teachers are trying to make a difference to these half-starved children. **DIANE CASSERE** and photographer **BENNY GOOL** went to investigate.

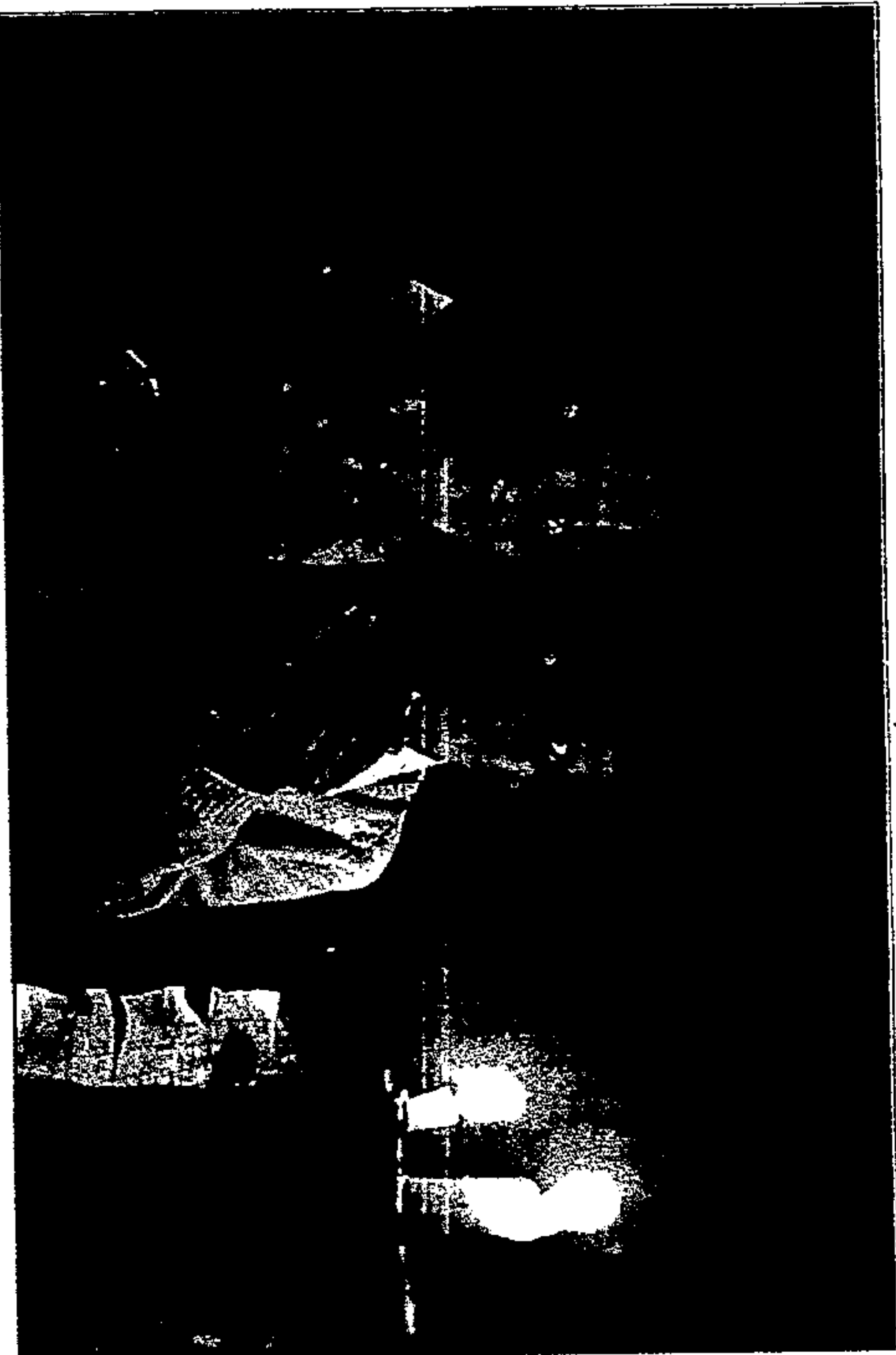
IT is 6.30am on a chilly winter morning in Ashton, near Robertson, and we are waiting for the pupils of Stockwell Primary School to come down the Swellendam Road on their way to classes.

With us is Mrs Felicia Abrahams who has Jan Pieterse, 12, with her. He often spends nights at her house to avoid the long walk to school and she is buying him some basic items, like long pants and a jersey to wear to school in place of the shorts and thin top he is wearing. He has no shoes and Abrahams has started a "lay by" to get him some.

The school's principal and teacher of standards two, three and four (there is no five), Mr Andre Swanepoel, joins us later and shows us where many of the school's 47 children live: the farms are just over eight kilometres away and the closest about three.

By 7am all the children are on their way. Swanepoel says it takes them about 70 minutes on average to get to the school, and classes start more or less at 8am or when everybody gets there. "Break detention" for lateness in the morning, as in city schools, cannot be a consideration because of the conditions these children live in.

There is also no question of these children not wanting to go to school, where they are given



**GETTING READY:** In the cold morning by candlelight, Jan and Willemina Pieterse get ready to set off on a five-kilometre walk to school.

lunch; their parents work in near feudal conditions under which they are paid between R35 to R75 a week, according to the two teachers. Says Abrahams: "The biggest evil here is alcohol. What little they have, they spend on drink, not on the children."

Swanepoel says that some of the farms still practise the dop system — paying labourers in part with wine. There is little interest from the local farmers in the school and its children.

In our group is Jan Pieterse and his sister Willemina, 10, brother and sister Barend, 7, and Anne, 12. Piaatties, cousins Nicholas, 12, and Nicholas, 11, Jacobs and Jan

Adonis, 7. The two Piaatties children have the furthest to walk.

Because the gravel hurts the feet of those children without shoes, they walk on the tarred shoulder of the busy Swellendam road. Trucks and cars whizz past them at high speed and I fear for their lives, but somehow they make it every day.

Abrahams, who reaches the sub A, sub B and Std 1 children, and Swanepoel take the children on outings to Cape Town, Worcester and other places of interest, but only one or two of the farmers whose lands the parents work on ever respond to requests for sponsorship for these trips.

"One local farmer, a Mr Bewiss

Challinor, organised two or three sponsors among the farmers and they had water brought to the school. Before that, we had none. We have now been able to start a garden as well," said Swanepoel, who lives in Montagu and has been at the school for five years.

The mayor of Ashton, Mr Rashid Sayid, also helps where he can and donates milk to the school two days a week. "The other food the pupils get — bread, peanut butter and jam, and "milkshake" mixes — comes from the Peninsula School Feeding organisation, says Swanepoel. The Robertson Municipality supplies mitchmeal, sugar, powdered milk and golden syrup, so lunch is por-

ridge about twice a week.

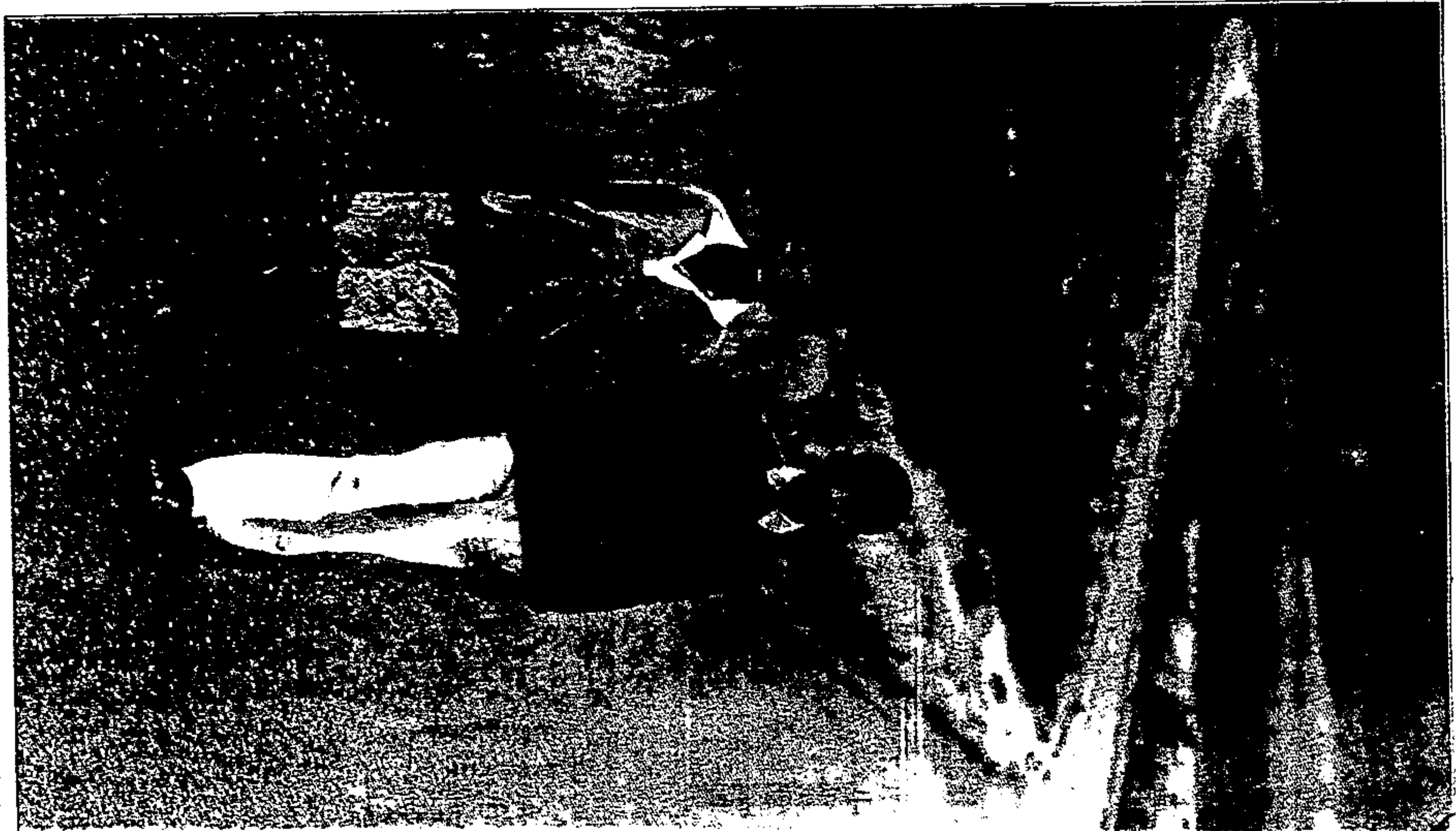
Asked if it is difficult to walk to school on cold, winter mornings, the children say that it is worse in the summer when it is already hot when they set out and scorching when they go home.

"They often fall asleep at their desks in the summer because they are so tired from walking," confirms Abrahams.

Teaching the children about personal cleanliness is also a battle, she continues. "The parents often come home late from work and don't tell them to wash themselves and their clothes. Pupils often come to school dirty, and we wash them.

"We also keep a brush and comb in the classroom."

The countryside the children walk through is beautiful and many of the farms, prosperous. But for the children of Stockwell Primary, the promise of the new South Africa is just a fairy tale.



**BAREFOOT:** Cousins Nicholas (left) and Niccolas Jacobs on the long walk to school — cold, hungry and shoeless.

Give us a shout before the

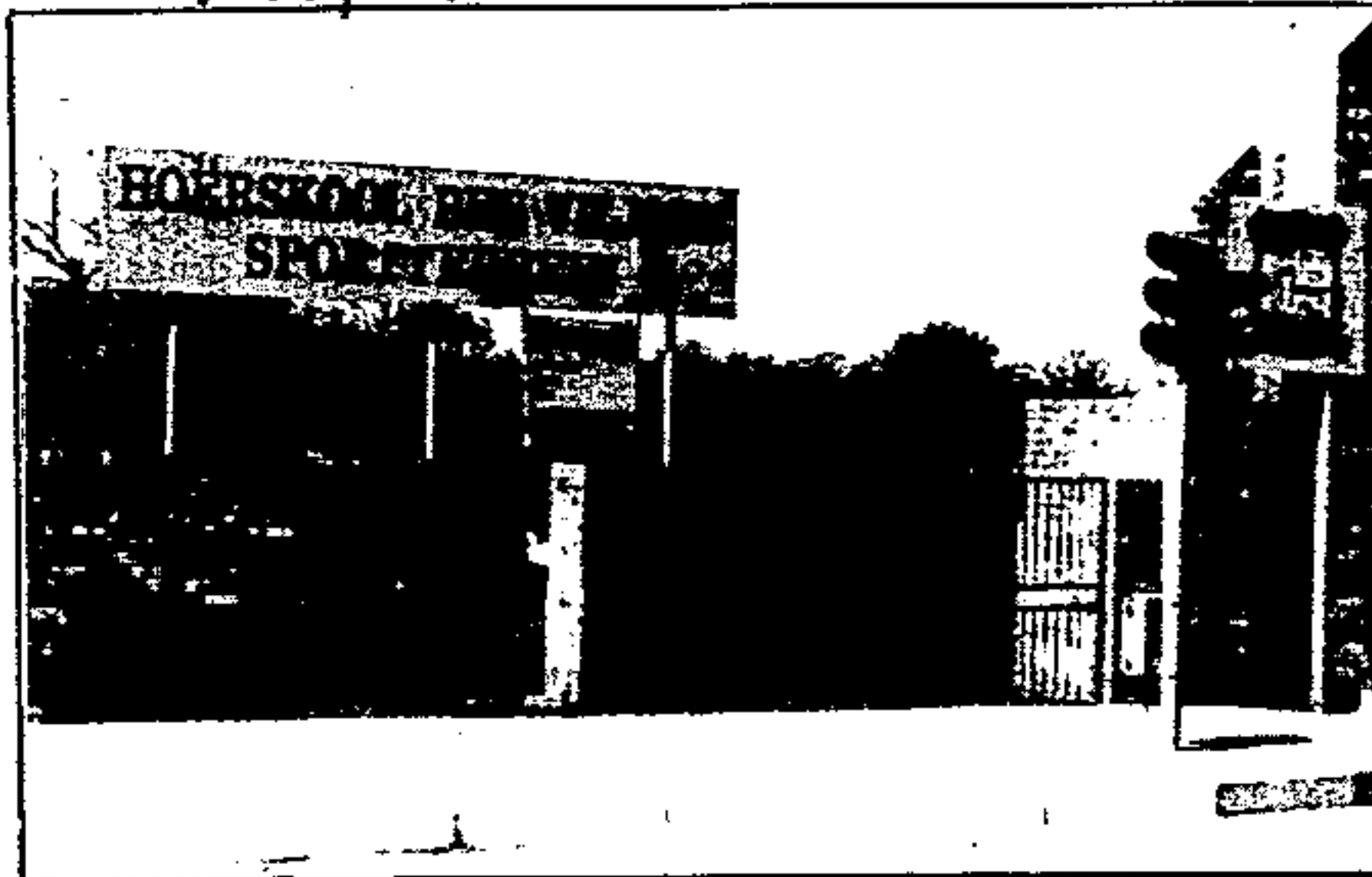
Deafening roar greets

Altmann's symphony

# Child waits for hyenas to bite

(50) CP 11/8/96

Assistant Editor CHARLES MOGALE (right) visited the town where little Edwin Letsela lives in fear of his life after an 'accident' at school turned very, very nasty.



'PROGRESSIVE' ... Edwin's school, Ben Viljoen Hoërskool, allegedly has separate classes for white and black kids.

YOU COULD describe Groblersdal as a little conservative dorpie pretending to be more verkramp.

And if the absence of apartheid signs is a sign of progress – and many will argue it is not – then Groblersdal is certainly progressive.

In many ways, it is a Potgietersrus waiting to happen.

Nestled between the former homelands of KwaNdebele and Lebowa (now respectively Northern Province and Mpumalanga), Groblersdal has been, by all accounts, as much part of the new South Africa as any other town in the country.

Separate entrances to bars and bottlestores have disappeared. Hotels accept black patronage. Blacks live in town. There are, we were told, even a smattering of mixed couples, although we saw none.

But the town has its troglodites. At the time of writing, the world is waiting to see if they have a bite to match their bark.

At the centre of the storm is a 13-year-old black boy, Edwin Letsela, a Std 3 pupil at the Ben Viljoen Hoërskool.

Locals say the black-white ratio is 35 to 900. It is also said black pupils are taught separately from their white colleagues. Principal FJ Potgieter would not talk to the press, so the claims could not be confirmed.

Edwin's "crime" was touching the breasts of a white colleague at his school two months ago. His explanation was that while the pupils were changing classrooms, a stampede developed. He slipped and groped out for balance. In the process, he touched the breasts of a form three white girl.

Edwin's father, Dr Major Letsela, said the boy was not even aware of the magnitude of his alleged crime.

"He came home and just went to sleep. When he woke up late in the afternoon, he gave his mother an envelope which he thought was just a normal newsletter from the school. To

our shock, we discovered that it was a letter expelling him," Letsela said.

Attempts to get him readmitted were an on-off multi-pronged saga involving parents, the school and its governing body, and the Mpumalanga education department.

While the furore was playing itself out, the parents of the white girl, the Snygans, buried the hatchet. She approached the Letselas and said that "as Christians" they would not like to see a child thrown out of school.

But the school's governing body, led by lawyer Steven Grobler, is digging its heels in.

Grobler was said to be out this week, but his righthand man in the governing body, MJ Greyling, confirmed that charges of trespass had been laid against little Edwin, and the matter would be pursued.

"It is just like when you commit a murder, and the family of the victim says it forgives you. Justice still has to take its course. We are waiting for

the courts to decide," he said.

According to Greyling, Edwin conceded "in writing" that he had deliberately fondled the breasts of the white girl – a claim Letsela described as a lie.

"What does a 13-year-old boy know about touching breasts? Edwin is still a child. When he and his twin sister (Edwina) wash, they walk around naked. I don't know what this fuss is all about."

Mother Salaminah is sick with worry over the safety of her child.

But the Letselas were told that the matter would not be taken further.

"When we went to the police to ask for protection for Edwin, we learned that the chief prosecutor had declined to charge our boy," said Letsela.

Meanwhile the Letselas have been receiving telephone death threats. The threats became so incessant they decided to cut their line. Recently a note slipped under their door threatened that "hyenas" would corner Edwin.

Last week Edwin found the head of a dead cat, still dripping blood, in his school bag.

Said Letsela: "I talked to my son: I told him life is like that. He is learning the hard way."

Life goes on in Groblersdal. Khaki-clad farmers still ride alone in the cabins of their bakkies while their farmhands sit in the back. Blacks still vow that "apartheid is dead here."

Last week, representatives of the department of education and black parents met to discuss the future of the Ben Viljoen Hoërskool.

A source at the meeting said they decided to send more black children to the school next year. "It must reflect the demographics of the community here," the source said.

Meanwhile Edwin waits to be charged with trespassing – for going to school.

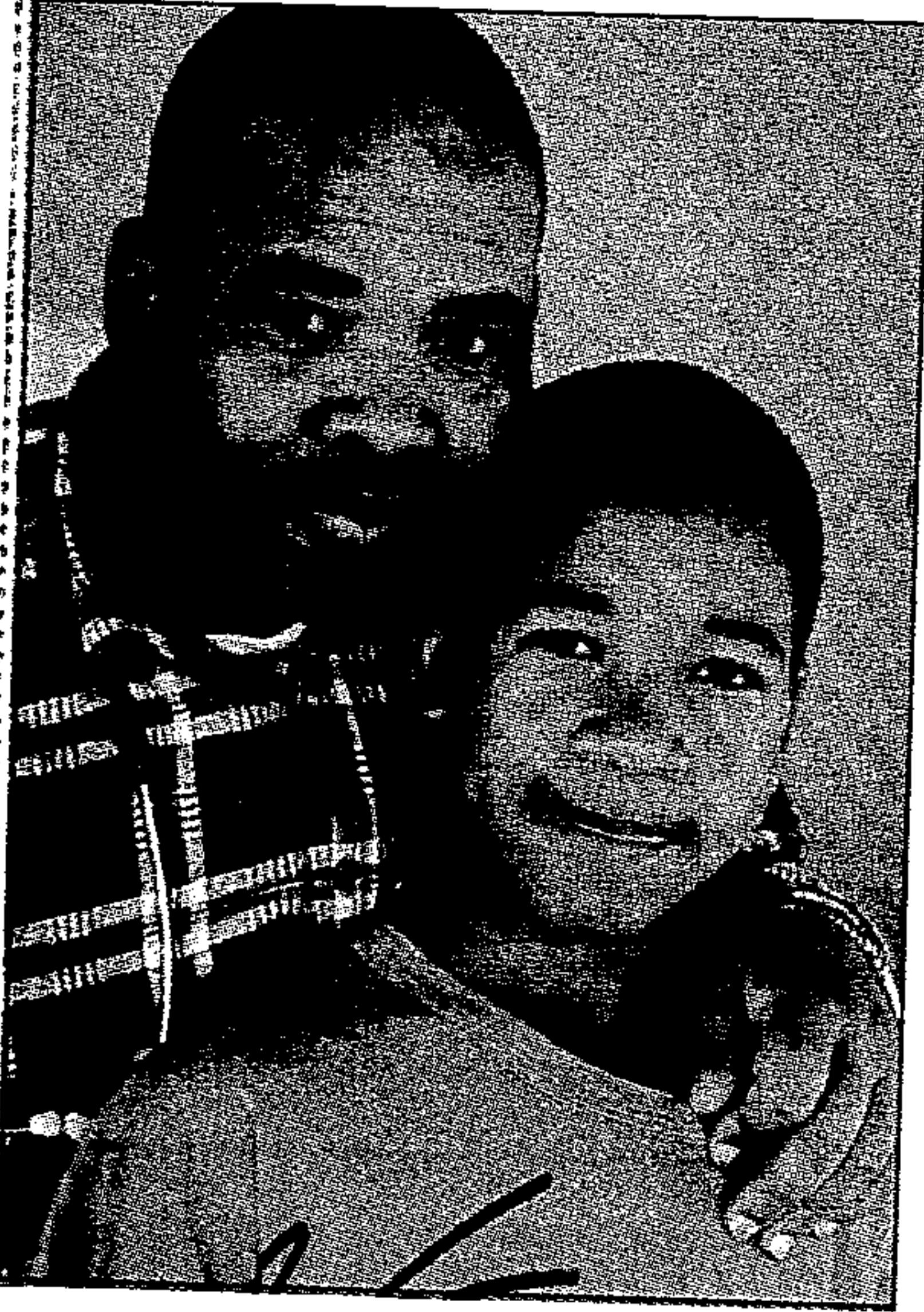


# Tough going at race school

By CHRIS BARRON

ST 11/8/96

(50)



A SOBERING LESSON... Major and Edwin Letsela are tired of racism  
Picture: JAMES SOULLIER

BLACK parents who won a battle to get their children accepted at a previously all-white high school in Groblersdal in Mpumalanga are now considering removing them because of intimidation.

Since March, when authorities at Ben Viljoen Hoerskool grudgingly accepted black children, parents have seen their dreams of a better education for their children disintegrate.

Their children, mostly 13-year-olds lumped together in an English-medium Std 6 class, often return home with stories of intimidation by white Afrikaans pupils, who form the majority at the school.

Parents say their children are kicked, pushed, chased and sworn at every day.

David Rachidi, 13, found a note scribbled on a maths exam he had failed. It read: "Al bietjie beter, dom kaffir" ("Do a bit better, stupid kaffir").

The principal, his teachers and the school board have all been apparently powerless to stop the intimidation, which reached a new high last week when Edwin Letsela, 13, found a cat's head in his bag.

He was told to throw it away and get on with his work. In the absence of any action by school authorities, circuit inspector Johannes Hlatshwayo called in the principal, Fred Potgieter, and demanded a detailed report on the incident.

It was due on Thursday, but by late Thursday afternoon he was still waiting.

The incident was only the latest disaster to have befallen Edwin since his father, a doctor who moved to Groblersdal last year, enrolled him at the school.

In May he was expelled for allegedly grabbing the breasts of a white female pupil. Edwin, not a school bully type, claimed he was pushed into her.

The girl's mother, Toy Snygans, said she had met Edwin and thought he was "a nice, quiet, shy kid who would not have done this on his own. He definitely did it, but it was a dare," she said this week.

Snygans said the incident had been exaggerated and used "for political ends".

The furore following Edwin's expulsion clearly embarrassed the school. A meeting was hurriedly arranged at which an apology was extracted from him and accepted by the Snyganses, who agreed to his readmission.

Letters were sent to them by the school board chairman, confirming that "this is a final settlement and no action must arise out of the incident".

Days later, Edwin's parents received another letter from the chairman, demanding that they remove him. They ignored it, and he remains at the school.

Last week his father, Dr Major Letsela, received another, this time anonymous, letter. "Your boy is a little rascal (*klein bliksem*) and is abusing the new government," it read. "Put him in another school because we're watching him."

Letsela said this week he had received so many threatening phone calls at his surgery that he had discontinued his phone service. The harassment of his son had become so regular that he was considering leaving the town.

"There is no other school here that offers the facilities Ben Viljoen does, so we'd have to move somewhere else," he said.

Another parent, Tommy Rachidi, said that in spite of the lack of good options, "frustration may make us take our children away". Other black parents felt the same way, he said.

Neither the principal nor his deputy was available for comment, while the school board chairman, Tinus Greyling, said what happened at the school had "nothing to do with you" because it was "not a government school".



## The MINISTER OF HOUSING:

(1) Yes. During 1994 the German Minister for Economic Co-operation announced that a grant of 50 million Dm (some R135m) had been made available for farm worker housing (agri-villages).

(2) Yes. Following a number of negotiations with the German Government it was agreed that the scope of the grant (50m Dm) be broadened to focus on rural housing. Various proposed rural housing projects were investigated with the assistance of consultants funded by Germany. Following from the investigations and the negotiations with the German representatives it has been agreed to use the grant to establish a Rural Housing Loan Fund (RHLF). The terms and conditions of the setting up of a RHLF and the transfer of the funds to the RHLF have been negotiated with the Kreditanstalt für Wiederaufbau (KfW).

The functions of the RHLF will, *inter alia*, be the following:

- It will fund pilot lending schemes for housing purposes at wholesale level in rural areas, through appropriate intermediaries, to (poor rural) households not earning more than twice the prevailing minimum subsistence level (MSL), presently ± R1 740 per month.
- Provide wholesale financing to qualifying intermediaries satisfying the criteria of the Fund, for purposes of on-lending to borrowers in rural areas, eligible under the criteria of the Fund and mainly in the market eligible for government housing subsidies.

The RHLF will be managed by the National Housing Finance Corporation on an agency basis and will have its own distinct legal identity (Section 21 company). A board of directors will be appointed to accept ultimate responsibility for the fund. The role of the Board will include:

- Deciding on loan and default policy;
- appointing and overseeing the Fund Manager;
- appointment of auditors;
- approving disbursements and monitoring

ANSARD

progress and performance of retail lenders.

It has been agreed that the RHLF will be managed on business principles and that interest rates will be market related. This is in line with the recommendations of the Interim Report of the Commission of Enquiry into the Provisions of Rural Financial Services (the Strauss Commission).

The Department of Housing has appointed the National Housing Finance Corporation to establish the Section 21 company and to prepare lending criteria for consideration by the Board of Directors. As soon as the final inter-governmental agreements have been signed the funds will start flowing to the RHLF.

## Pan South African Language Board

637. Mr T C NTSIZI asked the Minister of Arts, Culture, Science and Technology:†

(a) How many members does the Pan South African Language Board comprise; (b) who are the members of this Board; (c) what are the objectives of the Board and (d) what does the total cost of the Board per year amount to? N1145E

The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY:

(a) In terms of Act 59 of 1995 the Board has 14 members.

(b) Dr N Alexander  
Dr S M Beukes  
Ms Q Buthelezi  
Ms Z K Desai  
Dr L T du Plessis  
Adv P Geldenhuys  
Prof N C P Golele (Chairperson)  
Ms K Heugh  
Mr M B Kunalo  
Prof M Kunene  
Ms K Marais  
Prof C T Msimang  
Dr J D van Schalkwyk

The Chief Executive Officer is *ex officio* member of the Board but has no right to vote. The post has not been filled yet.

(c) In terms of Act 59 of 1995 the objectives of the Board are as follows:

(i) To promote respect for and ensure the implementation of the principles referred to in section 3(9) of the interim Constitution;

(ii) to further the development of the official South African languages;

(iii) to promote respect for and the development of other languages used by communities in South Africa, and languages used for religious purposes;

(iv) to promote knowledge of and respect for the other provisions of and the constitutional principles contained in the interim Constitution dealing directly or indirectly with language matters;

(v) to promote respect for multilingualism in general; and

(vi) to promote the utilisation of South Africa's language resources.

(d) An amount of R11,27 million has been made available for the 1996/97 financial year.

**Government Garage: vehicles hired from private companies**

645. Mr M J ELLIS asked the Minister of Arts, Culture, Science and Technology:

Whether any vehicles were hired by the Government Garage in Cape Town from private companies during the period 1 June 1995 up to the latest specified date for which information is available in order to provide ministerial staff attached to his Department's offices in Cape Town with vehicles; if so, in respect of each car so hired, (a) by which member of the ministerial staff was the vehicle used, (b) for (i) how many days and (ii) what purpose was it hired and (c) what costs were incurred during that period in respect of (i) daily rental and (ii) mileage? N1153E

The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY:

Yes.

(a) Driver of Deputy Minister

(b) (i) 289 days

(ii) Vehicle was used for shuttle purposes between the residences of the Deputy Minister and her Ministerial driver.

(c) (i) R33 034

(ii) No payment was made for mileage as a certain amount of free kilometres were allocated to the Ministry by the car hire firm. The free kilometres allocated were not exceeded.

(a) Office of the Deputy Minister (Private Secretary, Administrative Secretary, Registry Clerk, Typist, Messenger)

(b) (i) 93 days

(ii) Vehicle was used by the Office of the Deputy Minister only on the days they were obliged to work overtime.

(c) (i) R9 545

(ii) No payment was made for mileage as a certain amount of free kilometres were allocated to the Ministry by the car hire firm. The free kilometres allocated were not exceeded.

## Transcriptions of court proceedings

648. Mr D M BAKKER asked the Minister of Justice:†

(1) (a) What are the names of the organisations which at present have the contracts to make the transcriptions of court proceedings in the Republic; (b) what are the tariffs of each such organisation in this regard; (c) what is the total amount paid by his Department in the past year for the transcription of court proceedings and (d) when will the existing contracts expire in each case;

(2) whether his Department has investigated the possibility of economy measures in this regard; if not, why not; if so, what are the relevant details? N1158E

The MINISTER OF JUSTICE:

(1) (a) and (b) See Annexure.

(c) For the 1995/96 financial year R11 116 034 was spent.

(d) The contracts expire on 30 June 1997.

(2) Yes, economisation measures have been investigated and implemented. Court recording machines are only supplied to sub-offices of the Department that qualify in terms of the norm of 1 000 criminal and civil court hours per annum.



**HANSARD**

- GSPF—Government Service Pension Fund
- TEPF—Temporary Employees Pension Fund
- ASPF—Authority Service Pension Fund
- ASSF—Authorities Service Superannuation Fund
- VGSPF—Venda Government Service Pension Fund
- VGSSF—Venda Government Service Superannuation Fund
- CCPF—Ciskeian Civil Servants Pension Fund
- TGSPF—Transkeian Government Service Pension Fund
- TGEPF—Transkeian Government Employees Pension Fund
- BGSPF—Bophuthatswana Government Service Pension Fund

the total amount still owed by individual taxpayers (i) in each income category and (ii) in total in respect of the (aa) 1993/94 and (bb) 1994/95 tax years?

**THE MINISTER OF FINANCE:**

N578E

- (a) Total amount of tax paid by individual taxpayers
- (aa) 1993/94 tax year: R37 487 897 362
- (bb) 1994/95 tax year: R44 207 728 145
- (b) Total amount of tax owed by individual taxpayer
- (aa) As at 28 February 1994: R1 931 176 274
- (bb) As at 28 February 1995: R2 183 874 967

(a) (i) The table below reflects the amounts of tax assessed in each income category for taxpayers on register whose assessments were processed during the tax year. Details of the taxpayers who pay Standard Income Tax on Employees (SITE) and to whom assessments are not issued, are excluded from the tables.

(aa) 1993/94 tax year

Income category	Tax paid (R)
0 — 5 000	2 909 144
5 001 — 10 000	14 546 368
10 001 — 15 000	36 781 896
15 001 — 20 000	85 319 733
20 001 — 25 000	145 353 479
25 001 — 30 000	208 143 027
30 001 — 35 000	271 762 636
35 001 — 40 000	330 685 850
40 001 — 45 000	400 470 947
45 001 — 50 000	537 053 497
50 001 — 60 000	1 907 238 511
60 001 — 70 000	2 201 201 050
70 001 — 80 000	2 065 583 614
80 001 — 90 000	1 793 264 561
90 001 — 100 000	1 478 689 584
100 001 — 150 000	4 022 932 886
150 001 — 200 000	1 672 670 740
200 001 — 250 000	939 393 635
250 001 — 300 000	598 940 700
300 001 — 400 000	705 129 052
400 001 — 500 000	386 198 236
500 001 +	1 200 724 074
<b>Total</b>	<b>21 004 993 220</b>

**THE EXECUTIVE DEPUTY PRESIDENT:**  
The RDP funds are used to support the formation of Government and are thus made available only to Line Departments and Provinces for approved projects. Hence none have been provided directly to youth organisations. Funds have, however, been made available for a number of projects that will impact on youth (Culture of Learning, Provision of Sports Fields and Recreation Facilities, Youth Colleges, etc) and official development assistance is being received for several youth-directed projects, mainly managed by the Department of Welfare.

**Tax: amounts paid/owed**

330. Mr K M ANDREW asked the Minister of Finance:

What (a) was the total amount paid and (b) is

**HANSARD**

\*Data i.r.o. 81.4% of all registered taxpayers is reflected in the table.

(bb) 1994/95 tax year

Income category	Tax paid (R)
0 — 5 000	1 756 974
5 001 — 10 000	8 498 950
10 001 — 15 000	22 130 500
15 001 — 20 000	52 100 456
20 001 — 25 000	90 918 294
25 001 — 30 000	135 200 889
30 001 — 35 000	183 377 675
35 001 — 40 000	232 503 067
40 001 — 45 000	274 389 404
45 001 — 50 000	361 273 487
50 001 — 60 000	1 383 005 216
60 001 — 70 000	1 873 806 175
70 001 — 80 000	1 952 871 707
80 001 — 90 000	1 778 726 757
90 001 — 100 000	1 522 536 238
100 001 — 150 000	4 021 506 084
150 001 — 200 000	1 486 048 419
200 001 — 250 000	738 748 356
250 001 — 300 000	423 215 254
300 001 — 400 000	479 418 242
400 001 — 500 000	252 439 716
500 001 +	748 606 833
<b>Total</b>	<b>18 023 078 693</b>

\*Data i.r.o. 57.0% of all registered taxpayers is reflected in the table.

(b) (i) Details of tax outstanding are not kept in income categories and can therefore not be furnished.

**Persons declared bankrupt**

331. Mr K M ANDREW asked the Minister of Justice:

How many persons were declared bankrupt in each division of the Supreme Court in (a) 1993, (b) 1994 and (c) 1995?

N579E

**THE MINISTER OF JUSTICE:**

Province	1993	1994	1995
Bisho	1	3	4
Bloemfontein	409	265	183
Grahamstown	253	184	120
Cape Town	603	418	348
Kimberley	67	31	43
Mmabatho	9	7	6
Pietermaritzburg	358	274	163
Pretoria	1 894	1 544	1 977
Umtata	5	6	3
Thohoyandou	0	1	0

**Education: per capita expenditure on pupils**

334. Mr M J ELLIS asked the Minister of Education:

What was his Department's per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils at (i)(aa) public, (bb) government, (cc) community and (dd) State-aided schools and (ii) State-aided farm schools during the latest specified period of 12 months for which information is available?

N582E

**THE MINISTER OF EDUCATION:**

Provincial education departments are responsible for the provision of school education. The national Department of Education, therefore, has had no expenditure on schools. As a result of the provincialisation of former executive education departments and the existing fragmented information sources, the provincial education departments have not yet been able to provide the necessary information. The national Department of Education is, however, attempting to verify incomplete preliminary data and a further reply will be provided to the hon member when reliable information becomes available.

Preliminary information provided by the provincial education departments in respect of the per capita expenditure on public ordinary school education for the 1995/96 financial year, including and excluding capital expenditure, is provided in the following table according to province:

Preliminary information on the per capita expenditure on public ordinary school education in 1995/96 according to province

Province	Per capita expenditure on public ordinary school education in 1995/96 (in Rand)	Including capital exp. (l)	Excluding capital exp. (l)
North West	2 110	2 082	
Mpumalanga	1 738	1 667	
KwaZulu-Natal	1 976	1 831	
Eastern Cape	1 897	1 731	
Gauteng	2 939	2 845	
Western Cape	3 434	3 420	



Northern Cape	3 695	3 660
Northern Prov	1 176	1 163
Free State	2 265	2 110
All provinces	2 079	1 984

- (1) Capital expenditure includes land acquisition, new buildings and other land improvements, new equipment and new media collections, as well as the maintenance of buildings.

Police dockets not presented on trial date

335. Mr D H M GIBSON asked the Minister of Justice:

- (1) Whether an investigation has been undertaken into the allegation that 462 police dockets were not presented at the Mitchell's Plain Magistrate's Court on the date of trial between October 1995 and January 1996; if not, why not; if so, whether the dockets concerned have been identified; if not, why not; if so, what are the relevant details;
- (2) whether the names of the investigating officers concerned have been established; if not, why not; if so, what are the relevant details?

NS583E

The MINISTER OF JUSTICE:

- (1) It is correct, and a matter of serious concern that certain elements in the SA Police have been involved in not presenting police dockets at the Mitchell's Plain Magistrate's Court between the dates indicated, viz. October 1995 and January 1996.

However similar malpractices have been observed in the period before October 1995 and after January 1996.

The Internal Investigation Unit of the SA Police is investigating the matter. I myself as Minister have been approached by members of the SA Police, Mitchell's Plain, whose good work is undermined by corrupt practices of certain other elements on the force.

Members of the public cannot understand why many cases are withdrawn, why cases often collapse for lack of evidence and why often bail is granted in very serious cases. Our own investigation reveals that

overwhelmingly it is a result of the sinister activities of some elements in the SA Police who through manipulation of dockets, witnesses and evidence achieve the objectives of criminals to escape justice being done.

On occasion these rogue elements have drawn petty clerks or interpreters in courts into their net.

To ensure that these activities are suppressed and eradicated—at least the level of our courts, various control measures, are being implemented and the Attorney-General is keeping a close watch over the situation.

- (2) Yes. The Attorney-General, Cape Town, reports that 652 dockets have to date been identified, involving seven police stations. Investigations are continuing.

- (3) In the vast majority of cases the names of the police investigating officers have been identified. The process of identifying of names is continuing and has therefore not been completed.

It is my view that drastic action should be taken against the police officers involved. Only in this way will the good name of innocent dedicated members of the S.A. Police services be preserved.

#### Tender Board

344. Mr L D CHUENYANE asked the Minister of Finance:

- (a) (i) When was the Tender Board established, (ii) how many members are, currently serving on the Board and (iii) what criteria and guidelines were used in selecting or appointing the members of the Board and (b) in respect of each of the provinces, (i) how many tenders in total have been allocated to date, (ii) how many of these tenders have been allocated to Black businesses and (iii) what were the amounts of the (aa) highest and (bb) lowest tenders that have been allocated to (aaa) Black and (bbb) White businesses?

NS96E

The MINISTER OF FINANCE:

- (a) (i) 1 January 1996  
(ii) 19

- (iii) • South African citizen

- Equal representation by State (user departments), business, labour and other experts
- Affirmative action approach

- Attainability and availability of candidates to attend meetings on a regular basis
- Knowledge and experience of the tendering system in general

- Ability to communicate and negotiate in order to actively participate in discussions and contribute within the framework of their specific fields of expertise and experience
- Members of provincial tender boards not to be considered
- Business and labour preferably to be represented by umbrella organisations
- Range of experience
- Major user departments as state representatives

	1/1/95-	1/1/96-
Pretoria	1 275	348
Bloemfontein	53	18
Kimberley	10	2
Pietermaritzburg	268	42
Grahamstown	47	14
Cape Town	402	116
Bisho	11	4
Mmabatho	27	7
Venda	0	0
Umtata	3	4

- (ii) Not applicable to companies.

- (b) Masters of the Supreme Court:

	1/1/95-	1/1/96-
Pretoria	600	230
Bloemfontein	31	14
Kimberley	6	2
Pietermaritzburg	77	33
Grahamstown	15	8
Cape Town	170	69
Bisho	10	3
Mmabatho	22	6
Venda	0	0
Umtata	2	2

- (b) In terms of section 187(1) of the Constitution of the Republic of South Africa, 1993, procurement of goods and services by provincial governments is regulated by provincial legislation. Statistics of procurement at provincial level is therefore not available at national level.

- (i) to (iii), (aa), (bb), (aaa) and (bbb) Fall away.

#### Companies liquidated/declared insolvent

345. Mr R H GROENEWALD asked the Minister of Justice:

- (a) How many companies in each of the provinces were (i) liquidated and (ii) declared insolvent during the period 1 January 1995 up to the latest specified date for which information is available, (b) how many of these companies were placed under compulsory liquidation and (c) how many of these companies so (i) liquidated and (ii) declared insolvent were small businesses?

NS97E

The MINISTER OF JUSTICE:

- (a) (i) Masters of the Supreme Court:

	1/1/95-	1/1/96-
Pretoria	788	402
Bloemfontein	120	39
Kimberley	15	1
Pietermaritzburg	232	89
Grahamstown	103	26
Cape Town	292	100

Total number of Closed Corporations liquidated

	1/1/95-	1/1/96-
	31/12/95	7/6/96



# Education to focus more on economic needs

(50) ET 2/9/96

**A MAJOR SHAKE-UP** in the funding of higher education is on the cards, writes **CAROL CAMPBELL**.

**H**IGHER education institutions which produce graduates who benefit the economy's national and regional needs will receive the lion's share of funding from the government, if a report handed to Education Minister Dr Sibusiso Bengu recently is passed into law.

The report is the end result of 18 months of research by the National Commission on Higher Education (NCHE), requested by President Nelson Mandela to formulate a plan to revamp higher education in South Africa.

The report suggests that institutions which endeavour to meet the development needs of the country - focusing on engineering, medicine and technology - be rewarded with subsidies for larger numbers of students.

University of Cape Town academic secretary and NCHE commissioner Mr Jon File explained that when insti-

tutions applied for funding, it was proposed that they submit three-year plans to a new "Higher Education Council" so their needs could be assessed.

Institutions would not automatically receive funding for as many students as they saw fit to admit, but would work within a national plan, worked out by the minister with the Higher Education Council.

"In the current system institutions are given a lump sum to spend as they see fit.

"Our suggestion is that they propose to the council what their student numbers are and what they

are studying - from this their funding will be worked out.

"To ensure the higher education sector was able to meet goals like improving facilities at previously black institutions and helping poor students gain access to tertiary courses, special 'earmarked funding' was also suggested.

"Institutions won't just be handed the money but will have to undergo a full audit so their exact needs can be accurately assessed.

"After this the institution will have to submit a full proposal explaining exactly what they will do with the money.

Government research grants and new facilities would also be catered for by earmarked funding.

A major aspect of the proposed higher education system will be the formation of a 30-member Higher Education Forum made up of people in business, staff, students, university principals and others involved.

This forum will advise the minister on major policy issues.

Alongside the Forum will be a smaller Higher Education Council (of about 12 members), whose

members will be nominated by stakeholders within and outside higher education. The people on the council will be chosen by the minister.

The task of the council would be to help the minister implement policies proposed by the HEF and agreed to by the minister.

Bengu said yesterday the report would be released as a green paper soon and he hoped to have finished all consultations with the public by the end of November.

After this the ministry would draft a white paper which he hoped would get cabinet approval before the end of the year.



**NEW PLANS:** Dr Sibusiso Bengu

CP calls for <sup>(50)</sup>  
white schools

CAPE TOWN — The CP yesterday asked a parliamentary education committee that schools legislation be amended to allow for state schools for Afrikaners.

CP representative Daan van der Merwe said he could not pretend that children of other races would be welcome in an Afrikaner school.

"The Afrikaner is white and I want a school for the Afrikaner people ... Just give the Afrikaner his schools, with his ethos, then you will have the Afrikaner off your back."

Earlier this year police were deployed at a school in Potgietersrus to prevent white parents from barring black children from enrolling.

He said the Afrikaner was not being racist in demanding the right to maintain its cultural identity. "In America you have the black caucus, and there's nothing wrong with that. But when a white person tries it, you're a racist."

— Reuter.

BD 3/9/96

Heavyweight joins Sandton boycott

LIBERTY Life Properties, the biggest ratepayer in Sandton, would refuse to pay an "outrageous" rates increase due this week, MD Wolf Cesman said yesterday.

"Our rates bill is millions of rands a year. We believe the rates increase is outrageous and unconstitutional, and we will refuse to pay it."

The stand comes in the wake of a rates increase of up to 180% imposed by the eastern metropolitan substructure since July 1, but due on September 4.

Another major company, Absa Props, said it was taking legal advice and was at present not paying the increase.

"We have a considerable property portfolio and the rates increase will have a significant impact on our tenants," GM Mike Joubert said.

"It is premature to say we will refuse to pay the increase. We are first taking legal opinion."

Joubert said Absa Props would pay the increase in rates into an interest bearing account in the interim.

Cesman said Liberty Life Properties did not have problems in other areas in Johannesburg where rates increases had been reasonable.

"But we have a lot of difficulty with Sandton where rates assessments have almost trebled."

"We have taken a decision to pay the council the same rate in the rand as previously, based on the provisional value of properties."

"This calculates at about a 20% increase."

The action by major property companies came on top of a growing boycott by ratepayers against rates increases of up to 465% in some areas. The Bryanston Ratepayers' Association estimated 80% of Sandton ratepayers were refusing to pay the increase. — Sapa.

Comair

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HOLY FAMILY COLLEGE  
 91 YEARS OLD  
 WILL THERE BE ANOTHER BIRTHDAY?

SCHOOLS  
 FACE  
 AXE  
 HOOT  
 IF YOU  
 SUPPORT US

WHY US?  
 WHY NOW?  
 SUBSIDIES  
 CUT BY  
 30%

PARKTOWN CONVENT SCHOOL

Holy Family College students protest against the 30% cut in their school subsidy in Oxford Road, Parktown, yesterday.

Pictures: ROBERT BOTHA

# Pupils raise voices about subsidy loss

(50) BA 3/9/96  
 Normaevda Mathiane

PUPILS of Holy Family College — formerly Parktown Convent — staged a placard demonstration in Parktown yesterday to protest against a 30% cut in the school's government subsidy.

This week had been earmarked for festivities at the school to mark its 91st anniversary. Instead, pupils stood on Johannesburg's Oxford Road with banners reading: School faces axe, Hoot if you support us, and Don't cut our subsidies.

Holy Family College deputy principal Barbara Collins said that in addition to the 30% reduction in the state subsidy this term, there were rumours that a further 20% cut was in the pipeline.

Collins said that the college, which was started in 1905 and had produced leading SA personalities such as anti-apartheid campaigner Helen Suzman, might not have another birthday to celebrate.

The children of a number of leading politicians, including Safety and Security Minister Sydney Mufamadi, Gauteng Health MEC Amos Masorido and MP Aubrey Mokwena, attended the school.

Collins said the college authorities were doing everything in their power to lobby government to provide financial assistance and had undertaken various fundraising activities.

College principal Alastair Smurthwaite said the average parent at Holy Family was a teacher, a nurse, a clerk, artisan or small businessperson. "We do not have the option of raising fees substantially to make up the shortfall," he said.

# Educationists and farmers voice doubts about schools bill

(50) Star 3/9/96  
By **PATRICK BULGER**  
Parliamentary Correspondent

Cape Town - The new South African Schools Bill before Parliament did not adequately ensure the redress of past imbalances in school funding, education policy units attached to major universities said yesterday.

The Network of Education Policy Units told the first day of hearings held by Parliament's portfolio committee on education that while the bill provided for the possibility of redress, it did not make it obligatory.

The bill creates the legal framework for establishing a single, nonracial school system and will introduce compulsory schooling for children up to the age of 15. Due to be passed in the current session of Parlia-

ment, the bill is being seen as a victory for the proponents of Model C schools in that it gives parents and school governing bodies wide powers within the framework of national legislation aimed at introducing equality between formerly racially divided schools.

At the same time, the bill promotes the redress of past inequalities by shifting funds from richer to poorer schools.

The university educationists, drawn from the universities of the Witwatersrand, Fort Hare, Durban-Westville, Natal and the Western Cape, welcomed the bill but raised some objections.

The bill proposes that employers of children of school-going age should face jail terms of up to three months, an envisaged school registration fee should be dropped, religious

worship in schools be excluded, the code of conduct be extended to all school stakeholders, the prefect system be dropped and that all children in the proximity of a school be allowed to attend that school.

In its submission, the SA Agricultural Union welcomed the bill but warned of possible disagreements between farmers and the Government if an attempt were made to expropriate the land on which the country's farm schools with their 488 073 pupils were situated.

Natal Agricultural Union president Graham Macintosh described the expropriation of all property on which schools were situated as the property equivalent of detention without trial.

He proposed that rentals should be charged by the farmers who would rather close the

schools than have the property expropriated.

"If a unilateral decision to expropriate is taken, such an expropriation will certainly meet with serious opposition from the farming community," the union said.

Macintosh warned that the proposed school governing bodies may be an over-elaborate way of governing schools and pleaded for the system of school managers to be retained.

The Conservative Party, represented by former CP MP Daan van der Merwe, argued against the bill on four grounds: Christian-based education, mother-tongue education, culture, and insufficient control by parents. He said the bill enjoyed "no legitimacy among Afrikaners".

Hearings on the bill continue today.



# 'Disabled need regular schools'

**CAROL CAMPBELL**  
EDUCATION REPORTER

DISABLED children should be able to go to "regular" government schools where they would grow up to feel part of the community and get a good education without major expense to the state.

SA Federal Council on Disability representative Mrs Michelle Velknap made this request to the parliamentary Standing Committee on Education yesterday when she presented the organisation's submission at the final public hearings on the Schools Bill.

"The question should be: how do we develop a system of regular education that is sufficiently flexible to respond to the needs of a wide diver-

sity of pupils?" she said.

One MP raised the issue that public school teachers might not be properly trained to teach disabled children but Mrs Washeila Sait, the national co-ordinator of the Disabled Children's Action Group, said there were many teachers in special schools who were not "specially trained".

Sait said disabled pupils were being unfairly treated because a principal in a regular school tended to see the wheelchair before he saw the child in it.

The chairperson of the standing committee, Dr Blade Nzimande, said the way disabled people had been treated by the government was a "serious indictment on our party" (the ANC).

"We must not use the excuse that there are no resources — this matter must take priority."

In another submission to the committee, the Christian group known as the Brethren asked that their children be allowed to leave a class or abandon learning material which was offensive to their conscience or the religious beliefs of their parents.

They asked the committee to make it clear how a pupil could get an exemption from attending class.

Some MPs were concerned that Brethren children might miss out by cutting themselves off from technology, but several committee members said afterwards they respected the Brethren's religion and the quiet, clear way they put their request across.

~~(50)~~ (50) CT 3/9/96

# Independent schools will fight subsidy cuts

Star 4/9/96

(50)

Hardest hit by the reductions introduced by the govt  
on August 8 will be religious and inner-city institutions

By ADAM COOKE

The rising tide of resistance to the Gauteng government's 30% subsidy cut to independent schools has seen schools mobilising parents and teams of negotiators meeting with government to thrash out the problem.

Parents are being kept up to date with the latest developments and Catholic schools have called for parents to demonstrate their "objections to this high-handedness".

Hardest hit by the cuts, which were introduced to the province on August 8, will be the religious and inner-city schools - institutions that have developed a reputation for high quality and accessible education in areas ignored under the old government.

Central to the debate is the sentiment expressed in a recent letter to parents of Catholic schools by the Gauteng Catholic Education Negotiating Team (Cent) that "historically the Catholic schools have played a leading role in the education of the disadvantaged in South Africa".

Religious schools, according to the Catholic Bishop's vicar for

education, Brother Michael Burke, were persecuted under the old government for being among the first non-racial institutions in the country. He said the subsidy cut put the sector under even greater pressure from the present government.

He said it was generally accepted that a subsidy cut was unavoidable because the budget could not meet the demand: "But it should have been introduced in a more informed way."

## Catholics now being forced into elite group

Cent said independent schools were led to believe the cuts would be introduced gradually and schools would be given adequate notice after consultation.

Instead, the cuts were introduced retrospectively two-thirds of the way through the schools' financial year. "This is a shattering blow to the entire Catholic school network ... many of these schools are now threatened with closure.

Others will be forced to raise fees, thus excluding all but the wealthy parents," the Cent letter said.

Head of the Gauteng Department of Education's (GDE) policy and administration, Enver Motlala, said reducing subsidies was the only way the province could meet its legal obligations to the present budget.

He said the GDE had already gone R500-million over its budget for this year.

"Our primary responsibility is to develop public schooling," he said, adding that long term policies would be developed by the end of October.

Burke said religious-based schools did not aim to be elitist, but because there were now only two categories of school - public and independent - they had been forced into a category associated with wealth and elitism.

The Joint Liaison Committee, established in 1976 and including in its ranks Jewish, Islamic, Catholic, private and inner city school representatives, has already held a series of meetings with the provincial government on the issue. Further meetings with Education MEC Mary Metcalfe are planned for this week.



*Ston*

## Schools cannot use academic ability as admission criteria

(50)

~~2000~~ *4/19/96*  
Cape Town - Academic ability could not be used as a reason to turn away children from public schools, Gauteng education MEC, Mary Metcalfe, told Parliament yesterday.

She was giving evidence, to the parliamentary portfolio committee on education, on the new South African Schools Bill.

Metcalfe was among several education MECs who raised concerns about access to public schools.

In terms of the bill, school governing bodies may determine admissions policy but may not turn away children because of their inability to pay, or any other factor.

Metcalfe told the committee that the recent Supreme Court judgement on Gauteng's school legislation meant children could not be turned away on the grounds of language proficiency.

The issue of access to public schools is looming as a major issue among ANC-affiliated education groups which fear school governing bodies may have been given too much say over admissions policies.

In another submission, the Independent Schools Council said it welcomed the bill, which it said retained the acceptance that centres of excellence needed to be retained. - Parliamentary Correspondent.

# Olickers walks the tightrope with arts and education

CHRIS BATEMAN

IT'S not without a trace of bitterness that Education, Training and Cultural Affairs MEC Mrs Martha Olickers announces her belief that South Africa will soon have the world's largest per capita population of highly qualified jobless people.

She's overseeing a process aimed at "equalising" the Western Cape with the other eight provinces — one in which she has to shed 12 000 teachers from her payroll over five years, lay off Capab's full-time artists and watch fiscal autonomy snatched from under her nose.

Of her beloved arts and culture, she says angrily: "Instead of phasing in an outreach programme to neglected communities, there's almost a demolition of existing art forms and councils by Pretoria."

Provincial powers are "being ridden over roughshod".

"We'll have even fewer powers under the (proposed) new constitution — we're heading for mediocrity instead of non-racial excellence," she says.

Her job, however, is to carry out the interim constitution.

Firstly, her task was to combine four education departments into one non-racial unit while splitting the assets of the old Cape Province into the three new provinces (Northern, Eastern and Western Cape).

She ushered in the country's first provincial Education Act (November 1994), forcing (ANC-led) Pretoria to grant the (NP-led) Western Cape educational autonomy after it had declared her department competent to manage and administer all provincial functions. "They didn't enjoy that very much," she says with pride.

Then came her early battles with the ANC-dominated teachers' unions — most of them hugely suspicious of this "boere tannie" they had been saddled with after the April '94 election — but perhaps curious at the first woman MEC to be appointed in the NP in 83 years.

Her first step into this mire of suspicion came less than a month into office.

Olickers said publicly that there was "little to talk about when it

comes to teachers striking", adding: "I think it's immoral... salaries and conditions are important but not important enough to punish a child — I will not look kindly on it."

The South African Democratic Teachers' Union accused her of deliberately and irresponsibly "closing the door" on them and called for her resignation.

This meant a rough ride for her in dealing with her representative Strategic Management Team (SMT) — tasked with helping to restructure the four education departments — and it also set the tone for her dealings with teacher bodies.

In spite of this, her SMT was the first local provincial government department to complete its report and she achieved the best matric results in the country for the first non-racial matric exams.

Olickers leaned heavily on a team of highly competent and skilled officials distilled from the merged departments — but being

the country's first MEC to test the uncharted waters of the new dispensation often led to her becoming the public whipping girl.

Teacher union negotiations on cutbacks were only recently concluded, cutting down her "equalisation time" (five years to slash 12 000 teachers) to just three years.

And national Education Minister Dr Sibusiso Bengu allocated her funds as if she had reached the required 35:1 pupil/teacher ratio for high schools and 40:1 ratio for primary schools.



With 85% of funds going to teachers' salaries, Olickers found herself hamstringing as education and the Labour Relations Council slugged it out over retrenchment, redeployment and the grading of schools.

With the March retrenchment deadline for 6 000 teachers missed, the six extra salary months have cost her R350 million, which was not budgeted for.

At the end of this month, 4 200 teachers are expected to take the

voluntary severance package, leaving Olickers to shift another 1 800 off her payroll by December.

The teachers have the option of being "redeployed" to another province — but many neighbouring MECs haven't got their acts together — while a move would break up families or "force single women to rural areas", she says.

She has closed four teachers' training colleges. The remaining students won't find jobs because the 1 800 senior graduates must get their first bite at any post before the December gullotine falls.

To aggravate matters, Pretoria has decreed that no teacher who takes the package can be re-employed by the state — prompting Olickers to challenge local teachers to contest this in court.

"If the Western Cape economy grows and we generate our own funds for education, they could re-enter the system, say, after five years," she suggests.

In arts and culture, the central government's White Paper means Capab must shed all full-time performers and apply to the new National Arts Council along with

NGOs and arts groups to fund any production it mounts.

All cash in future will be for "core infrastructure" of playhouses — Pretoria-speak for the Nico and its administrative, support and cleaning staff.

Olickers, a former Grahamstown mayor, is deeply unhappy about this. "Any cultural or artistic activities must be paid for out of our own budget," she complains.

Perceiving Cape Town as the country's cultural hub, she sees the city heading towards mediocrity and becoming Afrocentric as it rebuilds the "demolished" structures which once hummed with skill and internationally acclaimed (often Eurocentric) performances.

Her plan is to find the R50m a year needed to "keep what we have going".

She has her exco's blessing and will badger its members, including Finance MEC Mr Kobus Meiring, to agree to just one percent of the entire budget going to arts and culture — which she plans to sell to them as "an export product".

**TOMORROW:** Police Services (and former Housing) MEC Mr Gerald Morkel.



# Teachers disagree with schools Bill

Tim Cohen

CAPE TOWN — Teachers' organisations presented submissions to the parliamentary education committee yesterday spelling out areas of sharp disagreement with the SA Schools Bill, which proposes a major overhaul of the SA education system.

The SA Democratic Teachers' Union strongly opposed a key aspect of the legislation on school funding, saying the "user fee" model would perpetuate inequalities in education.

Poor communities which needed quality education would find that they could only afford very basic standards.

The "user fee" model was developed by consultants who argued that a decline in funding for previously privileged schools would encourage middle-class parents to

pull their children out of the public school system, the union said.

It believed that parents should contribute money to their children's schools, but that these contributions should be on a voluntary basis. The union said because resources were limited, they should not be spent on public schools.

However the National Professional Teachers' Organisation of SA said it did not have major problems with the funding formula, but opposed the Bill's proposals on corporal punishment.

The organisation said while it was committed to the elimination of corporal punishment, it was not certain the prohibition of such practices at this stage could be unequivocally endorsed.

The committee will hear other submissions before it debates the legislation next week.

(50)

Sowetan  
5/9/96

# Plans to act against subsidy cut

The department's decision is brought about by a shrinking budget

By Victor Mecoamere

**L**EADERS OF CATHOLIC SCHOOLS in Pretoria will meet today to discuss strategies to exert pressure on the Gauteng department of education after its decision to cut subsidies to private schools.

One of the moves is an ongoing collection of petitions, and a planned march on the department offices in Johannesburg.

Petitions have already been collected from at least 60 Catholic schools in Gauteng.

Meanwhile, irate parents at a meeting at Loretto Convent in Queenswood, Pretoria, this week resolved to approach Members of Parliament in their respective areas on this issue.

## Not doing job

They said they had the power not to vote for the MPs when they were not effectively doing their job.

Sister Marion, Mother Superior of the Loretto Sisters, said they also intended taking up the matter with the

World Council of Churches.

She said the Government wanted to see the schools close down.

The subsidy cuts have been condemned by parents, teachers and pupils, who view the move as a way of condemning many children to the streets, compelling schools to increase fees, forcing retrenchment of staff and even closing down certain institutions.

## Shrinking budget

MEC for education Mary Metcalfe and deputy head of policy and administration Anvar Motala said that the cuts had been influenced by a shrinking budget, the mushrooming of more private schools which qualified for subsidies, and the fact that the department's obligation was with public schools.

Metcalfe has suggested that children from private schools that closed could easily be accommodated in public schools.

Parents said many public schools were already overcrowded. They accused the Government of ignoring the plight of their children, who had the right to education.



# Pupils want schools reopened

CT 5/9/96

(50)

## EDUCATION REPORTER

SCHOOLCHILDREN of a Mitchells Plain school, closed this week because of riots against teacher cuts, want their school to be left alone by protesters so they can start examinations today.

- Beacon Hill Secondary School was closed last Friday after three days of protests by an angry crowd, mostly pupils from other schools, who demanded the school abandon its "right-sizing committee". The committee was formed by the schools' governing body to identify and then

axe "excess" teachers. The school is expected to open again today.

At least 15 other Mitchells Plain schools were disrupted by protests against teacher cuts. The head pupil of Beacon Hill, Farouk Timm, said most pupils did not know which side to take. He said they did not want to lose teachers nor did they want to miss lessons.

"We just hope that if we decide to carry on with exams tomorrow, this decision will be respected by pupils at other schools," he said.

Yesterday Mitchells Plain community leaders and the mayor of

Cape Town, Mrs Theresa Solomon, met children and the police to try to resolve the crisis. Police Director for Mitchells Plain John Kleyn said many of the people involved in unrest action were not even aware of what the protest was about.

"Of the 16 people we arrested on Tuesday, five were gangsters — they were just there to join in the fun."

The principal of Beacon Hill, Mr Archie Lewis, said the school did not want the education department to choose which teachers to axe because the school community had a much better idea of its needs.

# Church schools lash out at government

Kevin O'Grady

CHURCH schools in Gauteng yesterday accused the provincial education department of undermining their religious freedom by cutting private school subsidies by 30%, saying they had received better treatment from the old NP government.

SA Association of Muslim Schools spokesman Ebrahim Patel said that the treatment of church schools by the ANC government was "making a mockery of criticism of the erstwhile apartheid regime".

Church schools which opposed the old government were now receiving lower subsidies than they had from the NP. "In the name of freedom, we are now being penalised," Patel said.

"The freedom to have Muslim schools in SA was short-lived under the present government," he said at a briefing by a committee representing various independent and religious

(50) BD 6/9/96  
school organisations.

SA Board of Jewish Education chairman Jeffrey Bortz said religious freedom was being impaired by the cuts. "Prejudicing schools of a religious base affects religious freedom, and we see this as anything but equitable."

The committee said the decision to cut subsidies had plunged many of Gauteng's 307 independent schools into crisis and would result in some schools closing and others being unable to pay their teachers.

The closure of schools and the raising of fees to counteract the effects of the cut would drive more children into the public school system, where there was already a shortage of classrooms, the committee said.

This would cost the state more, as independent schools received between R1 092 and R1 638 a pupil after the cuts, compared with R4 232 at former Model C schools.

Chris Thorpe of Indec, an associa-

tion of inner city independent schools in Pretoria and Johannesburg, said the massive demand for places at private schools was a vote of confidence in the sector and a vote of no confidence in public schooling.

Education MEC Mary Metcalfe said the shortage of classrooms in Gauteng was not primarily in the urban areas served mainly by independent schools, but in rural areas and informal settlements. Pupils forced to leave private schools could easily be accommodated in public schools, she said.

She committed herself to negotiating a new subsidy policy by October and to discussing the possibility of some independent schools becoming public schools.

However, she said: "We will not be increasing the slice of the budget that goes to private schools."

There could also be "no public school which is reserved for a particular faith", she said.



'RDP FAILED TO CAPTURE POPULAR IMAGINATION'

# New N Cape school a cause for national celebration

*ET 6/9/96*  
**THE RDP** has begun to deliver schools, clinics and other essential services but the programme has disappeared off the agenda since the closure of the RDP office. It is almost as if RDP is dying a slow death — the last thing a transforming South Africa needs. **BARRY STREEK** writes.

**C**OMMUNITIES, however poor, who get their act together will get more development assistance and RDP funds than other areas — and simply blaming the apartheid past is no excuse for lack of action.

These were two important lessons to be learnt from President Nelson Mandela's visit last week to Ikhutseng in Warrenton in the Northern Cape to officially launch the construction of a new 25-room school.

The marketing of the RDP — essentially, delivery of basic services to poor people — has faltered, particularly since the closure of the RDP office. The hard fact is that the physical transformation of South Africa, the breaking down of gross inequality, is not capturing popular imagination. The vision of a New Deal or a Marshall Plan to capture the imagination of the people and the commitment of the nation is simply not there.

Take the Warrenton experience, next year, for the first time ever, every child in the town will be able to go to school. This year there is a shortage of 728 places.

It should have been a cause for national celebration and for setting an example to the rest of the country, but it wasn't. The rest of the country didn't notice.

Last week, a report on the implementation

of the RDP in the Eastern Cape was tabled in Parliament, detailing RDP spending.

This was the area where the defunct Bureau for State Security (Boss) warned nearly 20 years ago that conditions were so bad that revolutionary reaction was inevitable.

Projects worth R1 million at 37 Eastern Cape schools are under construction and a further R2,7m at 16 schools in tender stage, multi-million rand urban renewal projects in Port Elizabeth and East London are under way, R10m is being spent on upgrading 16 hospitals in the former Transkei, R61,5m has been allocated for municipal upgrading in 11 towns, and further plans worth R49,4m in 49 towns still have to be implemented.

The report said 29 clinics had been approved for construction, 39 clinics and 42 schools had been electrified for the first time, and 108 domestic electrification projects had been completed.

This is dramatic stuff. It is starting to transform one of the poorest provinces in South Africa. Basic services, generations overdue, are being brought to the people.

There is a long, long way to go, but it is beginning to happen, and yet it is neither capturing the attention of the media nor the imagination of the public. Indeed, I can't

recall a single newspaper story on the Eastern Cape RDP report.

The fact is that the RDP, or some RDP, is beginning to become reality but it has disappeared off the agenda. The issue needs to be addressed urgently. Leadership and vision is needed to drive the RDP and it has disappeared with the closure of the RDP office.

The Warrenton experience was instructive on how to get reconstruction projects going.

Mr Moremi Boichoko, a teacher and chairperson of the Ikhutseng School Building Trust, said his organisation was representative of nine different political, community and educational structures in Warrenton.

It met for the first time on March 22 this year after protests and marches against overcrowding in Warrenton schools. The protesters claimed that the education authorities had failed to fulfil promises of building extra schools in the greater Ikhutseng townships.

So, the community mobilised. They lobbied the provincial government, particularly Education MEC Ms Tina Joemat. So convincing was their case that Shell South Africa agreed to build the new R3,7m school.

The people of Warrenton had fought for what they wanted, and they weren't going to be fobbed off by promises and nice political talk. The presence in Warrenton last week of Mandela, ministers, MPs and MPLs, diplomats and the media emphasised their victory — and should send a message to all other communities where reconstruction needs to be carried out.

(50)

# Schools Bill gets a card of mixed scores

(50) ST 8/8/96

MARITZBURG school principal Musa Shezi is under pressure from parents who demand corporal punishment for their children. But the secretary general of the Congress of South African Students, Vuyiso Tyhahlisu, will hear none of it.

If the South African Democratic Teachers' Union has its way, "five-star" private educational institutions will no longer be subsidised by the state. But the Suid-Afrikaanse Onderwysersunie strongly rejects this view of funding.

While the Afrikanerbond agrees with Shezi's National Professional Teachers' Organisation of South Africa that legislators should not be in a hurry to spare the rod, it disagrees with Cosas about the amount of influence pupils should have on the governing of schools.

These are some of the issues that have arisen during this week's parliamentary hearings on the South African Schools Bill, which will establish for the first time a single national public school system based on the rights and responsibilities of pupils, their parents and teachers.

The legislation proposed by Education Minister Professor Sibusiso Bengu has largely been welcomed but, as the public hearings showed, intense debate is raging on some key aspects of the Bill.

In its submission, Sadtu welcomed the introduction of compulsory education for children aged between six and 15, but noted that Cosatu, of which it is an affiliate, was opposed to children under 16 being allowed to work.

The teachers' union also supported the Bill's provisions for legal steps to be taken against parents who do not ensure their children attend school.

However, committee members were concerned that issues outside the education debate were being raised by the union's recommendation that people who employ children of school-going age during school hours be fined up to R10 000 or six months in prison.

For instance, to be weighed against the union's proposal is the fact that for some poor families, their children's meagre earnings are the only means of survival.

Another contentious issue is the Bill's provision for the funding of independent schools.

Views range from Cosas's insistence that there is "no middle road — independent schools should fund themselves or become public" — to the Independent Schools Council's argument that these schools are entitled to equitable funding.

The council's national director, Mark Henning, told the parliamentary committee there was a need for subsidisation of public and independent schools, albeit according to different scales.

He said independent schools were of economic benefit to the country and potential investors often indicated they would bring money to South Africa provided their children could attend such schools.

"Of many reasons for subsidising private schools, perhaps the most compelling is that part subsidisation represents a bargain to the state — education in accordance with the core curriculum at satisfactory scholastic standards and at half the price of educating a child in a public school," he said.

Sadtu has softened its stance and proposed to the committee that independent schools which provide quality education to under-privileged communities should continue to receive subsidies.

A ban on any state funding would signal the collapse of, for example, Roman Catholic schools

**MARK HENNING**  
For private schools

which operate in many poor communities.

Shezi, Naptosa's vice-president, told the committee the union wanted to stop physical abuse of pupils but it was not certain a blanket ban on corporal punishment was appropriate at this stage.

"It may, in specific instances and under particular conditions, prove to be necessary," he said.

The Onderwysersunie was more blunt.

"The fact that the minister does not heed the overwhelming insistence of the broad spectrum of South African communities to have a disciplinary mechanism (such as corporal punishment at their disposal) is incomprehensible.

"We sincerely believe that the minister is not in touch with the wishes and needs of the education communities and that in future this policy (should) be revised."

While Sadtu argued for equal representation of teachers, parents and students on the governing bodies of high schools, Naptosa was wary of giving school children that much power.

It said in its submission: "Naptosa is of the opinion that it is imperative that it be stipulated that learner members of a governing body not be involved in any processes which affect the selection, interviewing, appointment or disciplining of staff."

The Afrikanerbond said pupils serving on governing bodies should be consulted but their right to be heard should be confined to matters affecting them directly.

The Onderwysersunie commended Bengu for the compulsory code of conduct for scholars, while Cosas said, predictably, there should also be a code for teachers and parents.

After this week's public hearings, the portfolio committee's task is to try to accommodate all the contrasting views.

The debate on a single education system for all the country's children has generated strong differences of opinion, and some surprising areas of agreement.  
**CYRIL MADLALA**  
reports



**SIBUSISO BENGU**  
Education Minister





# Schools Bill hearings show committee system at best

8-21 9/9/96 (50)



## PARLIAMENT REVIEW

By Patrick  
Bulger

Parliament's standing and portfolio committees are the engine rooms of the parliamentary process, especially now that the emphasis has shifted away from plenary sessions of the National Assembly and the Senate to committees which are open to public and media alike.

As the celebrated economist John Kenneth Galbraith so acutely observed, the committee is designed to represent the collective wisdom of its members and to act as a brake on the untested preferences of the individual. The wilder and more cavalier notions of individuals are processed in the committee, where they are then transformed into something acceptable to the committee members at large.

The result is a compromise which, like processed food, tends towards blandness and uniformity. Hence the observation that, while committees are seldom great innovators, their capacity for inaction limits their margin of error.

The parliamentary committee performs much the same function. Its primary aim is to process the legislation that comes from the executive, and render it into something which is

acceptable to the legislators and their political parties. This type of compromise is ideally suited to South Africa's ongoing negotiation about issues on which there are clear political, racial and economic divides.

Also in this spirit, committees are empowered to hear evidence on proposed legislation. Last week's three-day hearings on the South African Schools Bill were a good example of the committee system at its best.

Diverse groups like the Afrikanerbond, the Congress of South African Students, the South African Democratic Teachers' Union and the South African Agricultural Union gave evidence before the members of the portfolio committee. In doing so, they gave the legislators food for thought and helped draw their attention to potential future problem areas thrown up by the bill.

Less obviously positive is the role played by parliament's portfolio committee on justice, which is an important clearing house of the anti-crime legislation being generated by Justice Minister Dullah Omar's office.

## Legislators given food for thought

Some time ago, the committee began to busy itself with the non-prosecution of hotel magnate Sol Kerzner who at one stage was wanted in the former Transkei on corruption charges arising from his alleged payment of a R2-million bribe to former Transkei Prime Minister, George Matanzima.

The committee now wants to question former state president F W de Klerk and justice minister Kobie Coetsee on the matter, raising the prospect of the committee becoming something of a mini-Truth Commission.

Later, the committee announced that it may have to sit through the recess to process some of the urgent anti-crime legislation that has come its way - work it should in fact be doing during sittings, with time to spare.

Now the committee has every right to act as a check on members of the executive arm of government, but whether it should concern itself with past issues is a moot point. Surely the country's prosecuting authority should come to a decision one way

or another on Kerzner, and Parliament's committee should restrict themselves to what they can usefully do, namely process legislation and keep the executive in check.

It would be a pity if Parliament's committees were to demean their standing by conducting what some rightly regard as politically-inspired vendettas.

In the plenary sessions that did take place, two important bills were passed - The Electoral Commission Bill and the Marketing of Agricultural Products Bill.

Some readers may be pleased to know that while Parliament dithers on important issues like crime, the institution itself is not immune from the crime wave. According to a list of goods stolen from Parliament now in circulation, some 83 items have recently gone missing from MPs and workers. The list is the usual catalogue of cell-phones, laptop computers (including the author's), fax machines and cheque books.

One unusual item is the theft of "copper ridings" - value R6 500. Stolen between 22/6/96 and 19/7/96 from the roof of Parliament". What next? The front gate? The statue of Louis Botha?



# School closure could end Khotso's dreams

By ADAM COOKE

If ever there was a beaming face that hides a story, it's that of Khotso Dijana - the 14-year-old boy whose obese frame has been turned away by numerous Johannesburg public (government) schools unwilling to accept the responsibility he brings with him.

And now, after a lengthy, soul-destroying search for a suitable school, his independent (private) school is facing closure.

Khotso spent nearly a year between 1994 and 1995 going from one public school to the next.

"I could always see from the reaction of the principals when they saw me. They all gave excuses but they wouldn't take me because of my size," said an eloquent Khotso.

Eventually, in desperation, the delightful 247kg boy and his mother set out from Soweto in the family car: "We went from street to street looking for a school to take him," said his mother, Nibaleng Dijana, a receptionist in Krugersdorp.

But then, driving down Oxford Road in Parktown, Khotso saw the school: "I knew it would become my home," he said.

The school was Holy Family College, a 91-year-old Catholic in-

stitution that faces closure following the announcement by the Gauteng department of education that subsidies to independent schools will be cut by up to 30%.

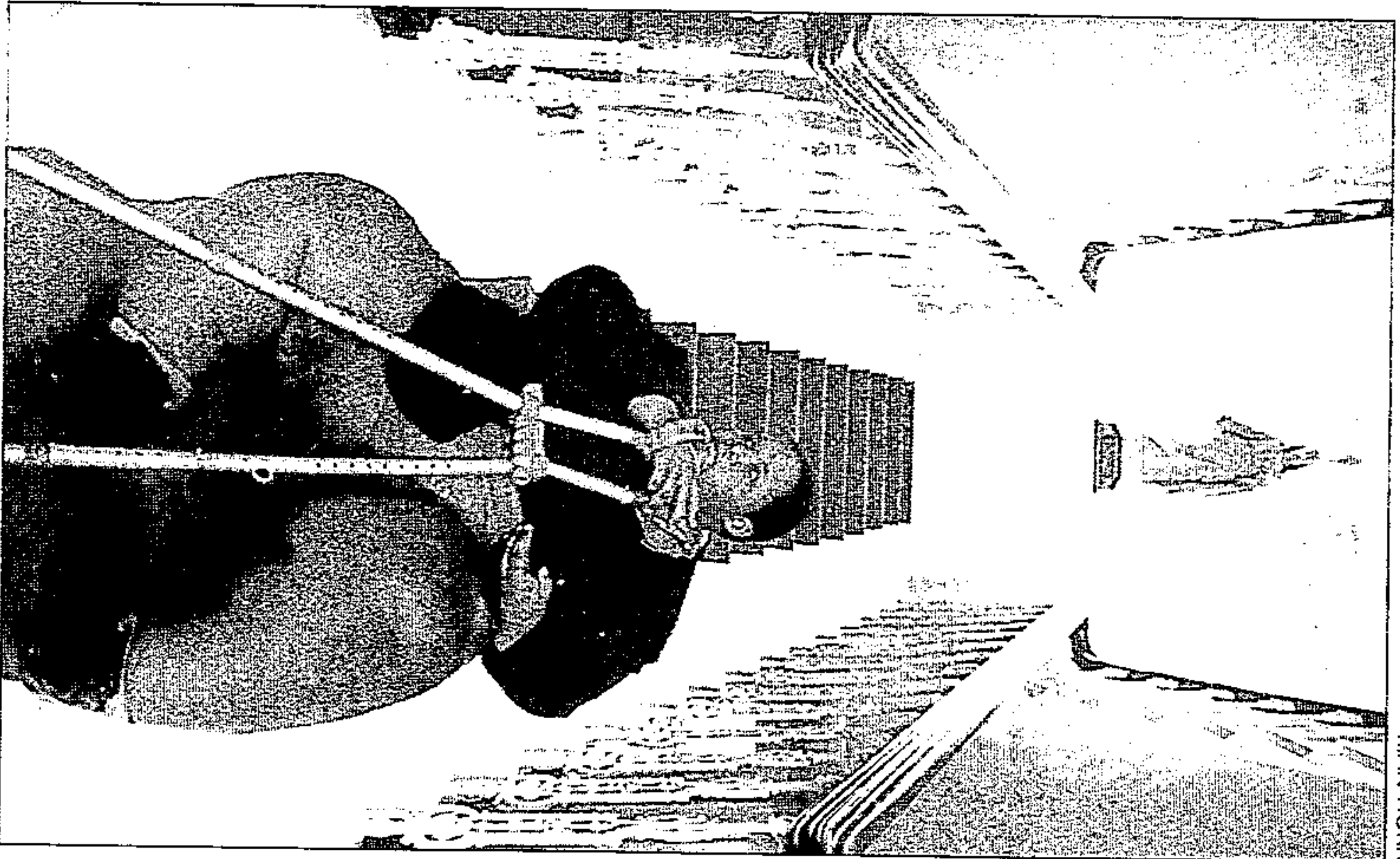
It has gone out of its way to accommodate him, changing its timetable to give him the extra minutes he needs to get to class, and giving his mother leeway in paying his fees. "The school has taken him in with its warmth. Now again he laughs and smiles. He is a happy boy," said Dijana.

This Std 7 pupil grew up on the streets of Orlando with a disease that puts him in sharp physical contrast with his slim mother: "Since birth he has had a weight problem. The doctors and specialists don't seem to have any idea what it is. They call it Rapid Gross Obesity," she said.

In his years attending township schools, he bore the brunt of mockery and abuse: "If ever tso-tsoes ran through school all the teachers and pupils would scatter and my Khotso would be left behind, unable to move at their speed," she said.

It was this kind of trauma that forced this single mother to look for a new school for her son.

"And now if the school closes we might have to start searching again," said Dijana.



RIAN HORN

Khotso Dijana... this sufferer from Rapid Gross Disease fears if the Holy Family College closes he will be unable to attend school.

# Metcalfé stands firm on cuts in subsidies

By ADAM COOKE

The debate around the Gauteng education department's decision to cut subsidies to independent (private) schools by up to 30% is continuing to heat up.

At a media conference in Johannesburg last week, education MEC Mary Metcalfé said the growing furor was a sign of educational policy being put into practice. She said she looked forward to a "lively and vigorous debate on the role of private schools in South Africa in this time in our history".

At another media conference in Johannesburg, the Joint Liaison Committee (JLC), which represents independent schools, reiterated its dissatisfaction with the move on subsidies.

"Many independent schools are facing an immediate and very real cash crisis - we cannot do without that funding," said Catholic representative on the committee, Brother Jude Pieterse.

The subsidy cuts were announced early last month in an attempt to introduce a "more equitable" education policy to improve public schooling.

The JLC responded by saying many schools would be forced to close or increase fees.

The committee also said the cuts were unexpectedly introduced in the fourth quarter of the academic year, throwing school budgets into disarray.

But Metcalfé was clear that discussions on the issue had been under way since her administration took power in 1994.

"We (GED) have had our budgets cut progressively since 1994, but we have not cut subsidies to independent schools in either the 1994/5 or 1995/6 financial year."

She said about 100 new schools were needed in the province immediately to house children currently not in school.

Metcalfé added that the reduction had actually been 8% in the current financial year - "a modest cut in terms of the pressures we face".

But, she said, an additional 19 private schools qualified for the government subsidy this year after being approved by the former education departments.

This had led to available resources diminishing and accounted for the increase to about 30%.

A workshop held last week looked at various models to identify suitable subsidy frameworks and, Metcalfé said, a "differentiated subsidy system" could be an option.



# Private schools seek Govt partnership

(50) *Howe* 10/9/96

## By Victor Mecomere

THE Gauteng Department of Education should consider some kind of partnership with the inner city schools, the Inner City Schools Association has said.

ICSA members Mr David Harrison, Mr Thabo Johnson and Mr Nigel Blackmore, added to the attack

on the GDE's decision to cut subsidies to private schools by 30 percent (and a further 20 percent next year), saying the cuts would banish thousands of pupils to the streets.

The stranded children would add to the 80 000 pupils who are without classrooms in Gauteng, said the three men whose association represents 14

schools in the Johannesburg CBD, and is unaffiliated to the Joint Liaison Committee, the mother body of about 300 Jewish, Catholic, Islamic and other private schools in Gauteng.

Harrison, Johnson and Blackmore said the GDE should enter into an agreeable partnership with their association. "It should be a partnership that

takes advantage of our expertise and ability to produce the best results," said Blackmore and Johnson. "This partnership should be worked out upon discussions with the Government."

They argued that their schools had produced better matric results than public schools over the years. "We have produced double or more than the

pass rates of end of year matric results over the years," said Johnson.

"The Government spends more money for education in the public schools than it does in private schools," said Blackmore. He said they had even taken in children of returning exiles when there was no space for them in public schools.

# Private schools face closure

*Source: 13/9/96*

(50)

By Victor Mecoamere  
and Sapa

IT WILL BE A SAD DAY when private schools close down because of the recent decision by the Gauteng Department of Education to cut subsidies to schools, said Brother Jude Pieterse of the Catholic Education Negotiation Team yesterday.

He was reacting to the imminent closure by the end of the year of five Catholic schools in Johannesburg if the GDE does not rescind its decision to cut subsidies by up to 50 percent.

## Shrinking budget

Reasons that were given for the subsidy cuts, which have affected 307 schools in Gauteng, include a shrinking budget and the registration of 19 more private schools which qualified for

## Subsidy cuts of up to 50 percent threaten schools

subsidies.

Pieterse, whose organisation is an affiliate of the Joint Liaising Committee, said: "It will be sad to see schools being closed down when they could continue to provide quality education."

Catholic Institute of Education director Sister Brigitte Rose Tiernan said some of the schools that are affected are Lima Primary School, Lourdes Primary School and Immaculata High School, all housed in one building in Diepkloof, St John Berchman's School in Orlando East and the Holy Family College in Parktown.

She said the schools would not be able to continue if educa-

tion MEC Mary Metcalfe did not reconsider the subsidy cut.

"I believe the Holy Family College is already raising funds to prevent closure" Tiernan said.

A number of schools in Pretoria - most of them Catholic schools - also faced closure because of the subsidy cuts.

Angry parents have signed petitions and have threatened marches to the offices of the GDE because they felt that the government was turning its back on the role they played in education during the apartheid years.

A GDE spokeswoman said negotiations with independent schools were continuing. "We have not reached a dead end," she said.



PRIVATE SCHOOL SUBSIDY CUTS

## GAUTENG SPITES ITS FACE

(50) FM 13/9/96  
Behind the 30% subsidy cut for independent schools announced by Gauteng's Education Department lies an aversion to such schools. A media release it issued last week makes this quite clear. Though it recognises that "private schools have very different histories and starting points," it observes that "they are all a product of our apartheid history."

It then takes a swipe at "schools for rich children whose parents simply have no confidence in a public school system. As a matter of fact, they have little confidence even in this democratic government or its future. There is primarily a rejection of the ability of this new democracy to meet with the extremely individualistic and private expectations of parents who cannot see this government doing so."

Senior ANC figures, many of whom send their children to SA's most expensive schools, will be bemused by that observation. Far less affluent parents,

*Continued on page 48*

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## 48 CURRENT AFFAIRS

*Continued from page 43*

whose ability to keep their children in independent schools has been seriously threatened by the subsidy cut (and a further cut promised for next year), will be angry that their claim to a reasonable part of the educational budget is being ignored.

Much has been made by Gauteng education MEC Mary Metcalfe of the fact that her budget has declined in real terms in the past two years. At the same time, she points out, the number of independent schools is steadily rising.

The total amount earmarked for independent schools in Gauteng must nevertheless, she adds, remain fixed. She suggests that schools unable to survive the cut could become public schools.

The idea is fatuous. The amount paid by Metcalfe's department for each pupil in public schools is R3 047/year. The amount paid to independent schools for pupils up to and including Std 8 is R1 560/year.

Despite this low level of subvention, black parents are increasingly opting out of State-provided education. In Pretoria, the number of inner-city independent schools serving them is now about 50.

Chris Thorpe, of the Independent Education Council, says they are all full. "Our constituency comprises the emerging middle class of the former disadvantaged communities. Those parents are paying taxes and therefore should receive a (unreduced) subsidy."

The Western Cape's Education Department goes further. It's "moving towards the principle of equity, and this means that each child will receive the same amount, regardless of the institution he/she studies in."

In explaining why there has to be a 30% subsidy cut, the Gauteng Education Department says the number of independent schools in the province has increased from 288 to 307 — or 6%. It neither defends its curious mathematical reasoning nor explains why its request for an allocation to independents this year of R182m was reduced to R129m.

The financial straits Gauteng education is in result from there being many more pupils than expected — the result of migration from rural areas — and from a decision by the Financial & Fiscal Commission to shift a greater proportion of tax receipts to the poorest provinces. Gauteng and Western Cape lose heavily.

Independent schools point out that though the Eastern Cape gets the lowest per capita allocation for pupils in public schools (R1 913/year), it's still almost double the amount Gauteng proposes to give independent schools this year.

Metcalfe must persuade independent-school parents of the equity in that. If she cannot, they may suspect her real aim is to drive those who, in recent years, have fled her public schools back into them. ■

# 'Gutter education': Pupils march to Parliament

EDUCATION REPORTER

(50)

ARG 13/9/96

Anger over teacher rationalisation in Western Cape schools had thousands of pupils from Cape Flats schools on the march to Parliament.

They handed a memorandum to Selby Mbatha of the president's office during yesterday's march.

The pupils have thrown their weight behind teachers who have marched to Parliament several times in protest against rationalisation and redeployment.

The pupils said the Department of Education was robbing them of their teachers and rationalisation would result in chaos and a state of education that was "below the present gutter education we are getting".

In a memorandum to the National Ministry of Education, the pupils said rationalisation would result in:

- An increase in failures and school dropouts.

- Increased unemployment, gangsterism and crime.

- Individual pupils with problems not being helped by teachers with huge workloads.

- Conflict among teachers because of right-sizing committees that were responsible for implementing the rationalisation process.

The pupils said their education "is still exposed to racism and autocratic decisions".

They were not consulted on rationalisation and "will exercise our right to protest against this undemocratic situation".

One pupil said if the Government had the money for the Olympic bid, it should have money for education too.

"We are already getting gutter education. We now feel that our education is going down the drain," said Mark Schrakker of Spes Bona High School in Athlone.

Lebohang Khabela from the same school said the Government should employ more teachers instead of taking present staff away.

"When the department redeploys teachers the teacher-pupil ratio will grow from 1:40 to 1:80," he said.

The Education Department's Tim Gordon had not responded at the time of going to press.



there, under supervision. If one goes to the UK, one sees that UK doctors themselves have to train for three years before they can be principals in a private practice.

AN HON MEMBER: That is a lie!

THE MINISTER: This is not a lie. Since 1981 that has been the situation. [Interjections.] The problem with the NP people is that they have been so shut up in South Africa that they do not understand what is going on in the world. Yet they want to talk about it. [Laughter.]

Secondly, doctors are not being conscripted. The NP should stop talking about the conscription of doctors. [Time expired.] [Applause.]

Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply:

Executive Deputy President:

The People's Servant discontinued

\*1. Mr J J DOWRY asked the Executive Deputy President:—

- (1) Whether his Office has discontinued the appearance of the new publication *The People's Servant*; if so, for what reasons;
- (2) whether he will make a statement on the matter? N1213E

THE DEPUTY MINISTER IN THE OFFICE OF THE EXECUTIVE DEPUTY PRESIDENT:

(1) No. The office of Deputy President Mbeki was not involved in the decision to discontinue the publication in question.

(2) The chief management of the South African Communication Service (SACS) decided some time ago to transform its "Infospec" newsletter, aimed at senior civil servants only, into a publication titled *The People's Servant* and aimed at all public servants holding the ranks of director and lower.

Taking into account that there are 1,2 million civil servants in South Africa, the SACS decided that *The People's Servant* should have an initial print order of at least 100 000 copies per issue. It was calculated

that an eight-page publication in tabloid format, appearing on a monthly basis, would cost the SACS more or less R664 340 per year.

However, it was finally decided to discontinue this publication temporarily due to severe budget restrictions. The SACS nevertheless hopes to go ahead with the said publication once the required funds become available. However, the continuation of this publication as well as others is to some extent also dependent on the report of the Task Group on Government Communications, which will be submitted to Deputy President Mbeki later this year.

\*2. Mr L LOUW—Executive Deputy President.† [Question standing over].

News agency for Government

\*3. Mr P W COETZIER asked the Executive Deputy President:†

- (1) Whether he or his Office is at present considering the establishment of a news agency for the Government; if so, (a) why and (b) what will be the cost thereof;
- (2) whether he will make a statement on the matter? N1217E

THE DEPUTY MINISTER IN THE OFFICE OF THE EXECUTIVE DEPUTY PRESIDENT:

(1) No. On previous occasions Deputy President Thabo Mbeki has made it clear that neither he nor his office is considering the establishment of a news agency for the Government. In response to a question by Mr S C Vos I pointed out, only last week, and I quote: "Recommendations regarding such a policy are expected to emanate from the report of the Task Group on Government Communications, which will be submitted to the Deputy President Mbeki later this year".

(2) No.

Ministers:

Question standing over from Wednesday, 19 June 1996:

University: consultants

\*4. Mr M F CASSIM asked the Minister of Education:

HANSAARD

- (1) Whether two members of the council of a certain university, the name of which has been furnished to his Department for the purpose of his reply, who had been appointed as consultants, have claimed approximately R5 million from this university; if not, what is the position in this regard; if so, what are the relevant details;
- (2) whether he or his Department has undertaken any investigation into the matter; if not, why not; if so, (a) what were the terms of reference given to the persons conducting the investigation and (b) when will a report on the matter be made available?

N965E

THE MINISTER OF EDUCATION:

(1) Three members of the council were appointed as consultants. The total amounts each claimed are as follows:

Fees	Expenses
R2 064 250	R444 368
R1 674 350	R 88 544
R 73 500	R 4 998

(2) An investigation into the matter is being considered. Available information on the matter has been collated.

New questions:

State Language Services: members of PansALB

570

\*1. Ms N M TSHEOLE asked the Minister of Arts, Culture, Science and Technology:

- (1) Whether permanent employees of the State Language Services may be members of the Pan South African Language Board (PansALB); if not, what is the position in this regard; if so, why;
- (2) whether the chairperson of the Board is employed on a part-time basis; if so,
- (3) whether, in view of the magnitude of the work involved and the role which the PansALB has to play in nation-building, the chairperson will be sufficiently able to cope with his or her duties; if so, to what extent? N1184E

THE MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY: Madam Speaker, the PansALB is an independent entity established by an Act of Parliament. In this regard the Constitution prescribes that the Senate shall present legislation to the South African Parliament in order to establish the PansALB. This was duly done and the board was nominated and approved by Cabinet. Prof Goede is the part-time chairperson of the board.

A member of the State Language Services, which is a service of the Department of Arts, Culture, Science and Technology, was nominated by the Senate committee in charge of this process to serve on the PansALB.

The Constitution further stipulates that one of the functions of the PansALB will be to promote the development of multilingualism in the country through the provision of translation services. The person nominated to serve on the PansALB is a deputy director in the State Language Services division. It is important to note that the PansALB does not possess, control or have direct access to the State Language Services which are necessary to effect the translation function of the board. Therefore to have a member of the department involved in this type of service was logical as far as the department was concerned, and we assented to the appointment of this individual.

Ms N M TSHEOLE: Madam Speaker, arising from the Minister's reply, I would like to know whether the presence of a person such as the deputy director of the State Language Services as a member of the board will not interfere with the monitoring role of the board, which it has in terms of section 8(1)(d) of the Act. Furthermore, does the Minister see the appointment of such a person as mentioned in the question who is employed by an organ of the State as not interfering with the provisions of the independent, impartial functioning of the board covered under section 4(1) and 4(2) of this Act.

THE MINISTER: Madam Speaker, it is almost impossible for one person to indicate, or influence or sway the members of this board. They are professional people in their own right, experts in different aspects of languages, and surely they will use objective criteria in coming to any conclusion.

However, over and above that, they do need access to the services of the State Language Services when it comes to translation.



Also, the appointment and nomination of this person was made by the Senate committee which independently, without any influence from the department, nominated this person. As far as I am concerned there is no conflict of interest. I think that his will merely serve to strengthen the effectiveness of the PanSALB.

### SA Revenue Services: unpaid taxes

\*2. Mr I. M. GRIFFIN asked the Minister of Finance:

- (1) Whether, with reference to certain particulars which have been furnished to his Department for the purpose of his reply, the South African Revenue Services expect to be successful in collecting the amount of R9 billion in unpaid taxes; if not, why not; if so, how;

- (2) whether any control measures have been or are to be implemented to prevent the movement of illegal goods; if not, why not; if so, when?

N11851E

The MINISTER OF FINANCE:

- (1) Yes. The South African Revenue Service (SARS) expects to be successful in collecting that portion of the R9 billion unpaid tax that is still recoverable and at this stage is confident that the target of R1,5 billion arrears tax set in the Budget for this year will be met.

The South African Revenue Service is being reformed in totality and its operational systems are being upgraded to ensure greater efficiency. Some of the aspects which have an immediate and direct influence on collection of arrears taxes are:

- appointment of staff to vacant posts;
- reprofiling of functions to concentrate on areas which will result in the greatest benefits;

- the seconding of personnel to the Johannesburg and Sandton area, where the greatest shortage of personnel is experienced;

- improvement of computer technology.

- (2) Improved controls concerning goods removed in transit through the RSA were introduced during March 1996 and have

proved to be effective. These controls are being monitored on a continuing basis and further refinements were introduced during July and August 1996.

Furthermore, 11 experienced British customs officers have arrived to assist in customs investigations of high risk goods as well as the specialised training of staff.

It is also planned to increase the number of consignments stopped for physical examination from the present ±3,2% to the internationally accepted norm of 5% in the near future.

### Soldiers involved in politics

\*3. Mr R S MOLEKANE asked the Minister of Defence:

- (1) What is the policy on the involvement of soldiers in politics;

- (2) whether his attention has been drawn to media reports concerning certain senior military officers, some of whom are officers in the citizen force, allegedly being involved in demonstrations to secure the release of a certain criminal from prison; if so, who are these officers;

- (3) whether these officers are currently serving in the South African National Defence Force; if so,

- (4) whether any action has been or is to be taken against these officers; if not, why not; if so, what action?

N1186E

The DEPUTY MINISTER OF DEFENCE:

(Reply partially laid upon Table with Leave of House):

- (1) The involvement of soldiers in politics is governed by the following laws:

- (a) *The Constitution of the Republic of South Africa*

- (i) Section 21 grants every citizen of the Republic of South Africa the right to participate in political activities.

- (ii) Section 33 makes provision for the rights entrenched by section 21 of the Constitution to be

limited by law of general application. Such limitations are contained in the Defence Act (Act 44 of 1957).

- (iii) Section 179(5)(c) states: "No person shall qualify to become or remain a member of a local government if he or she is disqualified in terms of other law". Such disqualification is contained in the Defence Act.

- (iv) Section 226(6) states: "No member of the permanent force shall hold office in any political organisation".

- (v) Section 227(2)(c) states: "The National Defence Force shall refrain from furthering or prejudicing party-political interests".

- (b) *The Defence Act, Act No 44 of 1957 as amended*

- (i) Section 14 states: "No member of the Permanent Force may be elected as a member of Parliament or any prescribed public body".

- (ii) Section 126B places a prohibition on members subject to the Military Discipline Code from participating in strikes or performing any act of public protest.

- (iii) Section 2 of the First Schedule to the Defence Act determines that the Military Discipline Code is applicable to members in service or performing duty in the South African National Defence Force.

In the White Paper on Defence accepted by Parliament on 14 May 1996, paragraph 46 states: "Military personnel shall not attend political meetings in uniform save where they are on official duty".

- (2) and (3) The SA National Defence Force is unable to establish whom the media report was referring to. It has been ascertained that no serving members, i.e. Permanent Force members, were involved in the reported demonstration. If the media reports were correct it is possible that officers referred to could be members of

the part-time forces and as such are entitled to participate in political activity such as demonstrations as long as they are out of uniform and not in service. It is also possible that those referred to could have been former members of the SA National Defence Force.

- (4) No action has been taken because no serving Permanent Force members were involved in the demonstration.

The Minister of Defence wishes to assure this House that he will not tolerate the participation of any member in uniform in political demonstrations.

Dr B E NZIMANDE: Madam Speaker, on a point of order: I want to request that you make a ruling as to whether it is acceptable for a member of the DP, the hon member Douglas Gibson, to wear an SACP tie in this House. [Laughter.] [Applause.]

Mr D H M GIBSON: Madam Speaker, on a further point of order: I understand that the SACP has been taken over by the neo-liberals. I therefore feel quite comfortable wearing the tie that Dr Nzimande gave me! [Laughter.]

### SA: signatory to conventions

\*4. Mr M F CASSIM asked the Minister of Environmental Affairs and Tourism:

Whether South Africa is a signatory to and active participant in the (a) London Dumping Convention, (b) International Convention for the Prevention of Pollution from Ships and (c) International Convention for the Intervention on the High Seas in cases of oil pollution casualties; if not, why not; if so, in each case, (i) from what date and (ii) with what result?

N1187E

The MINISTER OF ENVIRONMENTAL AFFAIRS AND TOURISM:

Yes. South Africa is a signatory to all three of these Conventions.

- (a) South Africa was a signatory to the 1972 Convention, but only ratified it in 1978. The convention is brought into force locally in terms of the Dumping at Sea Control Act, Act 73 of 1980, which came into force on 23 April 1982.

We participate actively in the bi-annual meetings of the Contracting Parties to the



QUESTIONS

Indicates translated version.

For written reply:

(a) How many times did members of staff of his Ministry go on overseas trips funded entirely or partially by the State in the latest specified calendar year for which information is available and (b) what was the (i) purpose, (ii) cost to the State, (iii) destination and (iv) duration of each such trip?

391. Mr P G MARAIS asked the Minister of Education: N7011E  
The MINISTER OF EDUCATION:

(a)	(b)		Destination	Duration
	(i)	(ii)		
Times staff went on overseas trips	Purposes	Cost to the State		
1	Accompanied the Minister	R4 544,12	Zimbabwe	2 Days
2	Accompanied the Minister	R41 156,39	United Kingdom, France and Netherlands	14 Days
3	Accompanied the Minister	R55 318,34	Australia	13 Days
4	Accompanied the Deputy Minister	R23 826,89	United Kingdom	6 Days
5	Commonwealth Youth Minister's Conference	R13 010,00	Spain	5 Days
6	UNESCO Conference	R10 892,00	Seychelles	7 Days
7	Education Conference	R16 819,38	Washington—NY	6 Days

Note: 1995 Calendar year.

Percentage of illiteracy (50)

The MINISTER OF EDUCATION:

441. Mrs T J MALAN asked the Minister of Education:  
(a) What percentage of the (i) African, (ii) Coloured, (iii) Indian and (iv) White population, and (b) (i) how many members and (ii) what percentage of the economically active population, were classified as illiterate in each of the provinces in December 1995?  
N756E

(a) No official classification on illiteracy is available. The following table showing the percentage of the population 15 years and older with standard 5 or less was obtained from the report, *ABE: Capacity Building Research*, published by the University of Natal earlier this year. The Central Statistical Service October Household Survey, 1994, is quoted as the source of the information. A provincial breakdown of these figures is not available.

Table: Percentage of the population 15 years and older with no formal schooling, having obtained between Grade 1 to Std 5 or between Std 2-Std 5 in 1994

	Total population 15 years and older	No formal schooling	Grade 1-Std 1	Std 2-Std 5
African women	9 623 870	15,6%	4,2%	27,5%
African men	8 898 795	12,3%	4,6%	27,6%
Coloured women	1 221 787	7,2%	3,2%	28,4%
Coloured men	1 133 940	6,7%	3,7%	26,1%
Asian women	375 715	6,9%	1,6%	15,9%
Asian men	360 401	1,3%	0,7%	8,5%
White women	2 068 362	0,4%	0,04%	1,5%
White men	2 012 201	0,3%	0,03%	1,1%
Total women	13 289 736	12,2%	3,4%	23,2%
Total men	12 405 338	9,5%	3,7%	22,6%
Total both	25 695 071	10,9%	3,6%	22,9%

(b) Figures on the level of education of the economically active population are not available.

Public Service and Administration White Papers

594. Mr I J PRETORIUS asked the Minister for the Public Service and Administration:

- Whether his Department has released any White Papers since 27 April 1994; if so, when, in each case;
- whether any comments have been received on these White Papers; if so, what was the (a) nature and (b) extent of such comments in each case;
- whether any steps are envisaged with regard to such comments; if not, why not; if so, what steps?

N1046E

The MINISTER FOR THE PUBLIC SERVICE AND ADMINISTRATION:

- Yes, one White Paper was released. The White Paper on the Transformation of the Public Service was published in Government Gazette No. 16838, Volume 365 on 24 November 1995.
  - yes, comments were received from directors-general, the Public and Provincial Service Commissions, national departments, provincial administrations, em-
- The directors-general prioritised the following issues as a vital basis for the final version of the White Paper and for the on-going process of transformation:
    - The need for the implementation of the vision contained in the White Paper.
    - The need for a national audit of the Public Service.
    - The need for greater managerial autonomy.
    - The need to make the system more output-orientated.
    - The need for a five-year plan for right-sizing the Public Service.
    - The need for a comprehensive communication strategy.
    - The need to devise and introduce performance measures.
  - The Public and Provincial Service Commissions welcomed the first draft of the



# Teachers get to grips with change in the classroom

(50)  
CT 619196

**FOR** 27-year-old history teacher Mr Bienjamen Isaacs, the first year among predominantly white teachers was, in a word, "horrible". Actually, two words. "Horrible, horrible," he says, thinking back three years ago when he first joined the staff at Cape Town High. But that was then.

"Now I can say with confidence that we have very diverse political ideologies at Cape Town High and that is accepted by everybody.

"It's one of the few schools where you're not forced to subscribe — overtly or covertly — to a particular philosophy. In that sense it's a really good school, as opposed to many other schools at which you are expected to follow a certain line."

To illustrate, he uses the example of a recent six-a-side soccer journey at the school.

"One team was mostly coloured, the other just black. One teacher commented that the sides were based on cultural lines.

"I thought about that and decided I don't actually have a problem with it. The important fact was that they were playing, interacting with each other, even though the teams were different culturally.

"What you had were kids mixing freely. And it was wonderful to appreciate that the playing fields have been levelled. That's what's important, and that's where backward-thinking people got stuck."

But his first year at the school was "horrible".

"Some of the teachers then, used to be quite racist in their conversation and it was obvious that that kind of conversational style was quite normal. All kinds of assumptions were being made ..."

What were the problems of a predominantly white teaching body serving the needs of coloured and black kids with different backgrounds?

"Many teachers are not aware of what's going on in the townships and the problems and types of danger the kids face there and on trains."

English teacher Mr Barry Liknatzky sees the school as "quite a mix of South Africa, really, probably a more representative one than any other school".

Mr Liknatzky was teaching at Alexander Sinton High School in Athlone. For him, integration at school is not so alien. "The irony is that at Sinton, classes were usually in the teens then. Now there are 46 in one class, and all the others are in the 30s.



**BIG CLASSES:** Mr Barry Liknatzky

"So numbers are the thing, really, that makes it difficult to pay individual attention. In 1990 white schools were asked if they wanted to be 'open', they took a referendum among parents, and schools that voted 'no' were closed.

"Those that voted 'yes' got the changes in 1991. Well, it's been nothing strange to me, I'd been doing it for years. But a lot of people did find it very strange."

How did it affect white teachers?

"Well, many white teachers have only known other people in the form of servants or servants children, and for someone like that it was nervousness about what might happen. Now people are thoroughly accustomed to it, one way or another.



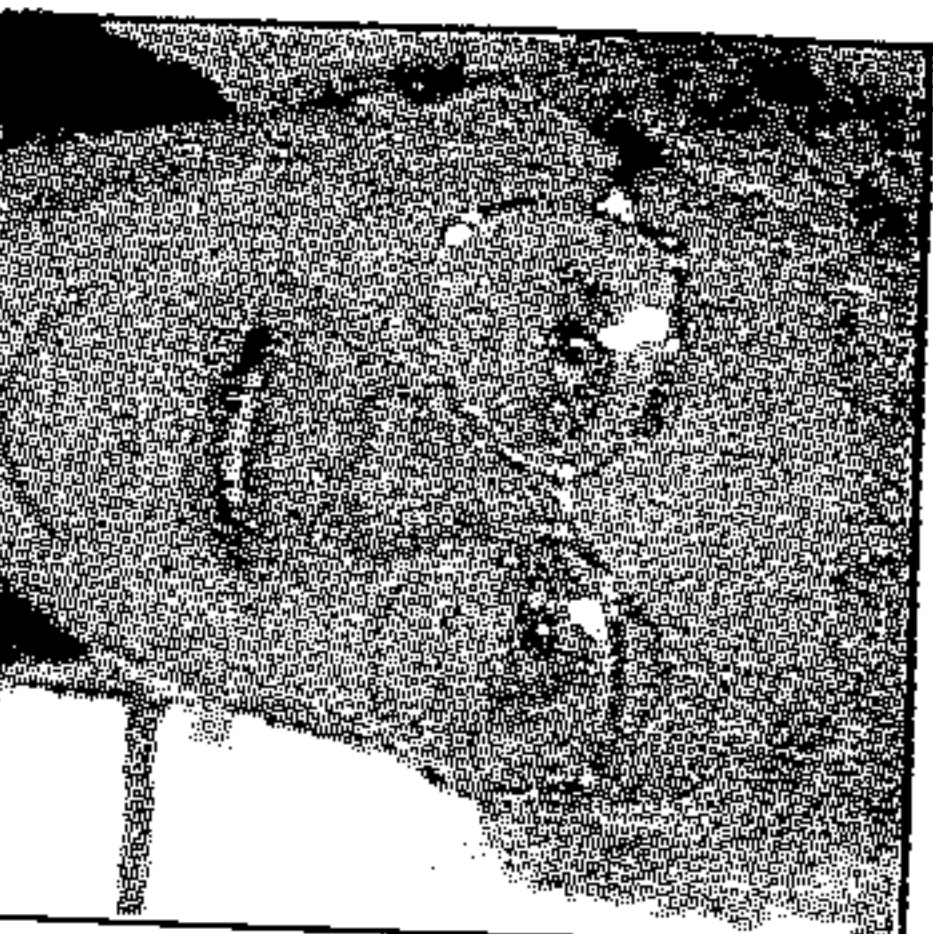
**MIXING:** Mr Bienjamen Isaacs

"Language deficiency is the big problem as far as the 30% African component is concerned. It's a serious problem, some people don't understand English.

"If they can understand it when it's spoken, they can't write or read it. We had a bridging course but that has fallen away this year because there aren't the staff to run it. And next year the roll will be bigger, but the staff will be smaller."

Maths and science teacher Ms Judith Crosswell finds that black pupils still don't mix freely with other groups.

"And that's okay, because they help each other. In class, I say to them 'as much as possible don't talk Xhosa if you can help it, because in your mind you are then translating the science ques-



**NATURAL:** Ms Judith Crosswell

tion into Xhosa, working it out and having to retranslate it."

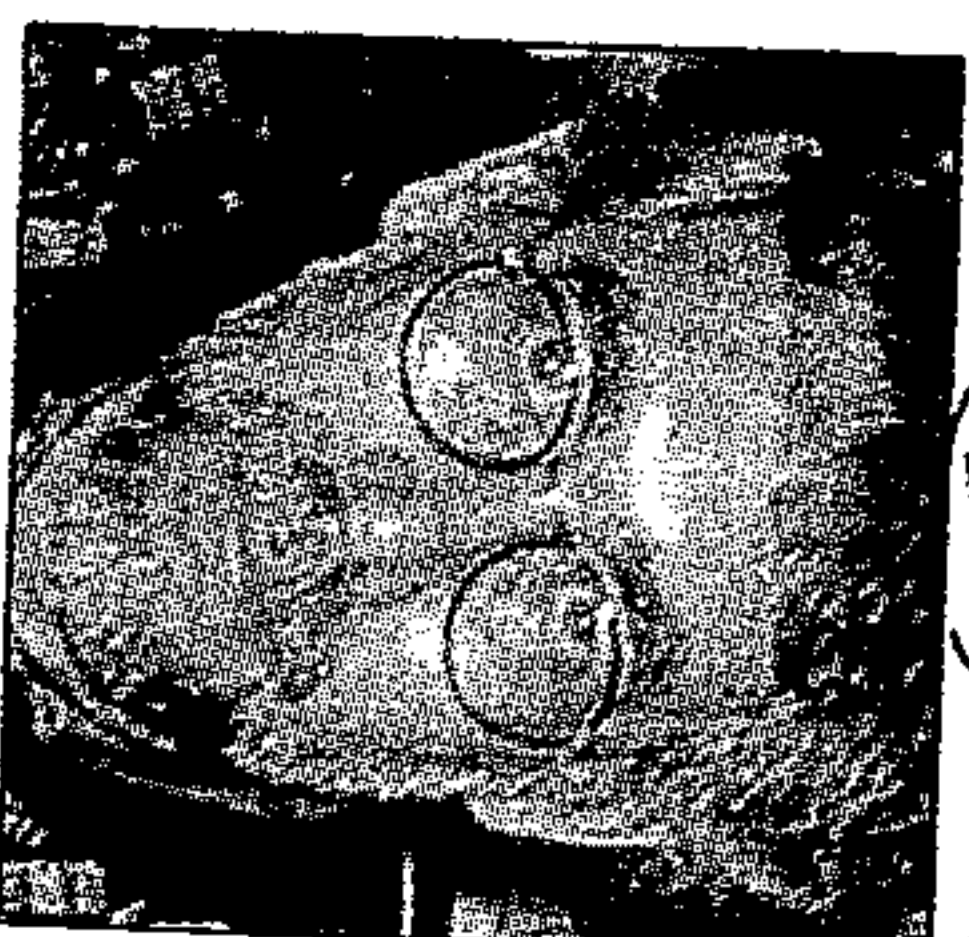
"So they sit more or less together and back each other up, and usually when they ask a question it's a communal one, where they've all been working on something. But there's no racial tension or anything — it's 'like seeks like', sort of thing.

"With coloured and white children there's less of a division; they mix a lot more easily.

"When the first wave of black kids came in, everybody was pussyfooting around and saying 'what're we gonna call them?'"

"And then a couple of black kids just came up to us said 'why don't you just call us black.'

"The children themselves seemed to integrate very easily,



**DIFFICULT:** Mr Cedric van Dyk

hardly noticed the difference."

Ms Crosswell views the divisions in the playground as "a natural one".

"You get cross-racial friendships, not many, and I just think that it must happen naturally.

"That's a start and we must have those things. People will see that and start accepting it as a norm."

Was it difficult for white teachers to accept these changes?

"Actually, I've been quite impressed with our Afrikaans-speaking teachers because they really had a lot more adjustment to make than any of us and they've done it really well.

"I think everybody was willing to make that change. Nobody reacted negatively, and if they did,

they did it very, very privately."

How have teachers now come to grips with coloured and black culture?

"I don't think we have yet, you know, I think that's quite a difficult thing."

She explains:

"One of the two kinds of black pupils who come here is from a black (township) school who've been taught mainly in their mother tongue. When they get here they have very, very low English skills.

"The other, lucky, children have been sponsored by some employer and have been through the white primary school system, and those children are almost European when they get here.

"They have no problem. They integrate much easier, they are much more free and easy, but the others who've come from a black school have their biggest problem with English.

"So we've had to change our teaching quite a lot. In science, what we do more now is that we have one-word answers at the beginning of Std 6 so they don't have to string a sentence together.

"Then slowly you start giving them phrase answers and then just occasionally at the end of the test, a sentence that they have to

put together."

I ask about the comments of many white and coloured pupils that their black compatriots were "very loud" in their communication.

"I asked one of the kids and he said that in their culture, if somebody is mumbling to someone else, then it's considered to be very rude, and there's a suspicion they might be talking about you, so they talk in a normal voice."

Then she laughs. "But here they don't talk in a normal voice — they just yell. Maybe it's because there are more of them, I don't know."

Deputy principal Cedric van Dyk describes the transformation period at the english-medium Cape Town High as "difficult... we have disadvantaged kids and we're struggling to address it".

"We are hamstringing because as staff have gone, posts have closed.

We have a strong Muslim community and we have two teachers who represent that community. But where we would possibly have liked our staff to reflect more closely the integrated nature of the school, it has been impossible. Few African teachers have applied for posts."

He pauses. "... I think time will change that..."

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**WORKING FOR DEMOCRACY**





# Parents pay more for education

## EDUCATION WRITER

SOME former white or Model C schools are "losing" as many as 15 teachers in the cutback of posts, but many of these teachers will stay in their jobs because parents will pay their salaries.

Many parents are voting to pay higher school fees so they can keep their teachers.

Initially, the SA Democratic Teachers' Union was against schools employing teachers, saying

the wealthy would get a better education and that teachers in these jobs could be exploited. However, it is now accepted that schools will be allowed to continue employing teachers.

Westerford High School principal Mr Alan Clarke said recently that parents had agreed to almost double the school fees to about R3 600 a year — the extra income would be used to employ more teachers.

Mrs Mary van Blerk, principal

CT 16/9/96

of Rustenburg Girls' High School in Rondebosch, said schools with a "well established" culture of learning would continue to run well if the community adapted quickly to change.

At Sacs in Newlands, 12 teachers have applied for the severance package — even though the school did not need to lose teachers.

Sacs principal Mr Gordon Law said several new teachers would be employed to keep the teacher: pupil ratio below 1:30.

(50)

# ANC wants school admission tests to go

(56)

**A SYSTEM** in which high-flying schools cater for the academically advantaged and lesser schools take all the pupils who fail admission tests is undesirable, says the ANC.

**BARRY STREEK** and **CAROL CAMPBELL** report.

**A** BAN on admission tests and entrance exams is among a number of proposed ANC amendments to the South African Schools Bill, to be tabled and debated in Parliament this morning.

The ANC is also to propose that provincial legislatures should have ultimate say over school admissions policies to ensure that no one is excluded on unfair grounds, that private owners of schools should not have an automatic right to serve on controlling bodies and that the "poorest of the poor" cannot be excluded from schools because their parents cannot pay fees.

This was disclosed yesterday by the chairperson of the National Assembly's portfolio committee on education, Dr Blade Nzimande.

Mr Sam Pienaar, the president of the Suid Afrikaanse Onderwysersunie, said yesterday that parents, even those who were poor, should not be discouraged from paying school fees, because the government could not foot the bill for all education in South Africa.

He said it was wrong that a few paying parents be expected to subsidise the children of non-paying parents.

Pienaar said there were children at his school in Bellville whose mothers were domestic workers, but always paid their fees on time.

"I agree that no children should be excluded from a school because they are poor, but each case should be looked at individually."

On the issue of a school's language policy, he emphasised that it should be up to a community to decide what the medium of instruction in their school should be — but that this should not be used to exclude children on the

grounds of race.

"Before parents enroll their child at a school they should be aware of the medium of instruction at the school."

Nzimande said the ANC would table an amendment to ensure "there should be no admission tests whatsoever for public schools".

"They should not be introduced because they are in conflict with the policy of compulsory education," he said.

The ANC did not want a system of high-flying schools and lesser schools which took all pupils who did not pass the admission tests.

However, this proposal should not be confused with placements tests for gifted children or children with learning problems to determine which school was most appropriate.

Mr Mike Reeler, spokesman for the South African Teachers' Association, said admission tests should not be used to exclude children from a school but they were useful in picking up a child's weaknesses or strengths.

"Admission tests are especially valuable in assessing if a child is ready to go to school and it would be ridiculous to ban them outright."

He agreed that no children should be excluded from a school because they were unable to pay fees or were "academically disadvantaged".

"A school is there to serve a community, and children in the immediate geographic area around the school should be guaranteed a place first."

Nzimande said the question of admissions should ultimately lie with the education authorities

ET 16/9/96  
in the provinces.

The practical responsibility for admissions would remain with school governing bodies, but if there were disputes these had to be resolved, as a matter of state policy, by the provincial authorities.

Controlling bodies had to strike a balance between admission policy and language policy, but these should not be used to exclude people.

"It is the responsibility of the state to ensure that no one is excluded unfairly. We must ensure that these powers are not abused."

Nzimande said funding issues were at the heart of the redress measures, because with more than 40% of blacks unemployed and 48% of households earning less than R10 000 a year, it was clear there could be no compulsory education if the poorest were excluded from schools because they could not pay school fees.

Poor people could pay fees but their children should not be excluded from schools if they could not do so.

"We want to create consistency more than anything else. We have to accept the reality we have to deal with — and the ANC is committed to this."

"To implement free and compulsory education we must include the very poor."

Nzimande said private owners of public schools, such as churches and farmers, were automatically guaranteed representation on governing bodies, but this was undemocratic.

In practical terms, owners would be in governing bodies, and agreements to give effect to this could be reached, but this should not be an automatic right. Nzimande said.

The committee meets in Parliament this morning to start discussing the proposed amendments.



# Expat's R450 000 gift for Cape pupils

Washington – Disadvantaged students in Cape Town will benefit from a US\$100 000 (R450 000) gift from a South African businessman now living in the United States.

The businessman – who spoke on condition that he remain anonymous – said his gift was motivated by President Mandela's call for South African expatriates to help the new South Africa achieve its goals.

The money is being channelled through the New York-based South

African-American Organisation (SAAO) which serves as a vehicle for South Africans in the US to contribute to the new South Africa.

The R450 000 will be the basis of a grant to a new educational trust formed to develop education and leadership training projects.

A spokesman for the organisation said the initial grant would set the ball rolling for the Cape Programme for Educational Excellence (Capex), aimed at improving educational opportunities and skills for disad-

vantaged students. He said part of the grant would be channelled immediately into three projects:

- An after-school curriculum enrichment programme for disadvantaged students.

- A new library for Thandokhulu secondary school in Mowbray.

- Providing facilities at the Stormont Madubela elementary school in Guguletu, which is housed in nine discarded containers provided by the Canadian government in 1987. – Sapa

(50) ART 16/9/96

## DP seeks probe of cuts in Gauteng school subsidies

Kevin O'Grady

BD 17/9/96 (50)  
 THE DP in Gauteng asked the Human Rights Commission yesterday to investigate the Gauteng education department's recent retrospective 30% cut in subsidies to private schools, saying the schools' constitutional right to administrative justice had been infringed. DP provincial legislative member Jack Bloom said in a letter to the commission that the education subsidy cuts contravened section 24 of the interim constitution which guaranteed every person "lawful administrative action where any of his or her rights or interests is affected or threatened".

Bloom said there was a case for believing also that the constitution's equality clause had been contravened because of the difference in public funds available to private schools (between R1 092 and R1 638 a pupil after the cuts) and public schools (R3 047 a pupil).

The Gauteng School Education Act, which said the department would not terminate or reduce subsidies unless the owner of the private school affected was given an opportunity to make written representations giving reasons why the subsidy should not be reduced or terminated, had also been contravened, Bloom said.

"In general, the requirements of simple administrative notice have not been met in terms of due notice to schools which are now placed in an extremely adverse position at this late stage in the school year," Bloom said.

He said members of the joint liaison committee, which represents Christian, Muslim and Jewish private schools, met the department in May and was told "no information could be provided regarding their subsidy payment for the year".

"At a second meeting on July 1, the committee was first informed that their subsidy would remain the same and then, following a tea break, was told that the first of four payments during the year would be the same as last year but that no such assurance could be given for other payments.

"As may be gathered, it was therefore a considerable shock to be informed on August 8, two-thirds of the way through the school year, that the subsidy was to be cut by 30% overall, with the second, third and fourth payments adjusted accordingly," Bloom said.

## Cash-strapped local gov

Linda Ensor

CAPE TOWN — Local governments were seriously under-funded and the R800m intergovernmental grant would be increased from next year's Budget, Provincial Affairs and Constitutional Development Minister Valli Moosa revealed yesterday.

He told a joint sitting of the portfolio committee on constitutional affairs and the select committee on constitutional and provincial affairs, public service and administration, that the existing grant had been determined "without regard for the present context and needed to be revisited".

After the meeting, Moosa said he had held discussions with Finance Min-

ister Trevor Manuel and it was the grant would be increased next year.

Reports from members who visited the provinces to investigate the state of local and metropolitan government spoke of the pervasive financial problems they faced, and called for urgent government intervention.

Some transitional rural councils, which are totally dependent on grants, were in danger of coming to a halt because of a lack of finance, the committees heard.

The Pietersburg council reported that it would collapse within a week if government did not step in.

Some members believed an integrated development strategy should be implemented to allow small municipalities to share resources such as the

## SA Schools Bill changes tabled

Tim Cohen

CAPE TOWN — The ANC yesterday tabled changes to the SA Schools Bill which would strengthen the position of scholars and educators and ban the prefect system, but left untouched key provisions on school funding.

The ANC's proposals to the parliamentary education committee on school funding were in stark contrast to submissions of some teachers and scholars bodies who objected to the Bill last week.

The SA Democratic Teachers' Union and other organisations staunchly opposed the legislation on school funding, saying the "user fee" model would perpetuate inequalities in education.

But the ANC proposed only that the Bill should be strengthened in order to protect the interests of parents unable to pay fees.

A threshold for school fees, to be decided by the education minister, should be introduced, the ANC said.

Another amendment proposed that the ratio of parents to teachers and pupils on a school governing body be changed from the "majority" specified in the Bill to a "relative majority".

The ANC was also concerned that there were no guidelines for governing bodies' constitutions. It believed guidelines would be necessary to ensure that school governing bodies operated uniformly.

Effectively this would mean that while parents would still constitute the biggest bloc in the makeup of the school governing body, they would be outnumbered by educators and pupils combined.

The organisation proposed a ban on admission tests at public schools, which it said it feared could be used as a method of excluding pupils from certain schools.

The ANC said it wished to delete the reference to a prefect system because the existence of parallel structures of student organisation with elected scholar representatives "could lead to conflict". It also suggested that the functions of the representative council of learners should be spelt out in the legislation.

The ANC said attempts should be made to safeguard against the "unnecessary criminalisation" of parents who transgressed the provisions on compulsory attendance for the first time.

The ANC was of the opinion that an administrative provision needed to be built into the Act to deal with non-attendance which would ensure that parents were not subjected to a fine or imprisonment in the first instance.

On public schools, the ANC said it could not accept that a public school should have a private character. All public schools were subject to the general provisions of the Bill. Consequently the ANC felt that a public school could not be exempted from the general provisions of the Bill simply because it stood on private property.

The ANC said that concern had been expressed during hearings of the Bill that the words "management committee" were a politically insensitive term and they should be reviewed.

Other organisations make their proposals today.



# 138 000 tackle Gauteng GDE

(50) Sowetan 17/9/96

By Victor Mecoamere

**M**ORE than 138 000 petitions have been collected by the Catholic Education Negotiation Team, which is pressing the Gauteng department of education to rescind its decision to cut subsidies to private schools.

Subsidies have been cut by 30 percent. A further 20 percent cut is expected to be implemented next year.

Principal of the Holy Trinity High School in Atteridgeville Miss Albertina Dhlamini said 138 000 petitions from concerned parents, whose children attend Catholic schools in Gauteng, have been collected.

Members of the Methodist, Lutheran and Anglican churches had also shown an interest to join the cause "to fight for the continued viability of private schools.

## March against subsidy cuts for private schools on cards

"We feel it is a valuable community support," she said.

A march on the GDE is still on the cards, but Dhlamini could not say when this would take place.

A subsidy payment which was supposed to have been withheld this year would be made this year.

The team is presently pressing for a negotiated reversal of the decision to cut subsidies to private schools and emergency funding for schools that face closure.

Some of the schools likely to close down at the end of this year are Soweto-based primary schools Lima and Lourdes and the Immaculata High School in Diepkloof, the St John

Berchman's School in Orlando East and the Holy Family College in Parktown.

The team is seeking a system of differential funding for private schools, which would see schools receive funds proportional to the fees that they charge.

It is negotiating this, and other important issues, together with other representatives of the Joint Liaison Committee, which represents most of the the 307 private schools in Gauteng.

The GDE, led by MEC for education Mrs Mary Metcalfe, is cooperating with the JLC on the discussions.

Metcalfe has said that the GDE will not be able to rescind the decision to cut subsidies.

FEATURE **NEWS**

**By Gumisai Mutume**

SOUTH Africa is probably the only country in the world whose coins bear inscriptions in 11 languages.

That is because it has 11 official languages, all competing for equitable use. Awkward as it may seem, the country may even have to tinker with its bank notes in order to write the name of the Reserve Bank in each of the 11 languages.

"Our notes were designed along the symmetry of two languages: English and Afrikaans," notes Daan Naudé of the Reserve Bank. "So they may have to be redesigned to incorporate all the languages."

Why all the fuss? South Africa is in the middle of a dynamic that has seen apartheid fall, different races living in apparent harmony and a new draft constitution that seeks to guarantee the rights of all social groups – including homosexuals, the first in the world to do so.

Part of this experiment to create "the world's greatest nation" involves upgrading the status of African languages – disadvantaged under apartheid – and enable South Africans to learn and operate in their mother tongues.

Zulu, Xhosa, Afrikaans, Northern Sotho, English, Tswana, Southern Sotho, Tsonga, Swati, Venda and

# Giving all S Africa's languages a fair deal

*(50) Sowetan 17/9/96*

Ndebele make up the 11 official languages.

At one end of the scale is Zulu, the widest-spoken mother tongue (22 percent of the population). At the other is Ndebele, the language of 1.5 percent of the country's 40 million people.

In terms of the constitution language is a fundamental human right and the state has to facilitate the protection of that right as well as modernise and develop these languages, including sign language.

But the complications involved in developing 11 languages are many.

While the constitution declares that the country's various languages are official, "there is no clear agreement on what the status 'official' really means", says language expert Kheithiwe Marais.

It could mean a language of record or that everyone has the right to be served in their mother tongue at an official level; it could also end up in



**Dr Ben Ngubane ... he appointed a team last year to develop a language plan.**

tokenism where documents are merely made out in all languages for symbolic

purposes, she notes.

Ensuring that the nine previously neglected languages really develop could mean giving them the type of attention Afrikaans has benefited from.

In the past 300 years Afrikaans developed out of a Dutch base with a mixture of elements from other European, Asian and African tongues. But massive financing and the establishment of Afrikaner institutions have turned it into a full language.

"It developed out of a political will," says Marais. "It became an issue; resources were lobbied around it and that is what we need to promote the disadvantaged languages."

Marais is part of an eight-member team appointed last November by then Arts, Culture, Science and Technology Minister Dr Ben Ngubane to advise him on developing a national language plan.

Their findings are contained in a

report, *Towards a National Language Plan for South Africa*, whose recommendations include the launching of awareness campaigns and putting pressure on the media to give equitable space to all the languages.

It calls for the setting of feasible time frames such as stipulating that a secondary school student should be able to write his fifth-year exam in any of the languages by the year 2010.

Yet difficult questions remain: Will it really be possible to afford full participation of African languages at all levels of government and in the private sector?

At the national level, the bias is clearly in favour of English and some experts wonder how this can be overcome in a country where the majority of people cannot operate proficiently in English.

"If I walk into any official building I expect to see signs in all official languages yet this is still to happen," says researcher Mpho Mothokoa. "It also means that all government documents must be written out in the 11 languages if we are to take the language policy to its logical conclusion."

"It is indeed a noble idea to have 11 official languages but our Government has a lot of noble ideas, and they always end up as such – noble ideas." – Sapa-IPS.



# Changes to education bill ease access to public schools

Star 17/9/96

(50)

Under pressure from its allies, the ANC has proposed a series of amendments which will include free and compulsory schooling

By PATRICK BULGER  
Cape Town

The ANC, facing pressure from its education sector allies, yesterday proposed changes to the South African Schools Bill before Parliament which will have the effect of providing easier access to public schools.

The amendments to the bill which will introduce free and compulsory schooling were tabled at Parliament's portfolio committee on education.

If accepted, they would strip proposed school governing bodies of the exclusive power to determine admissions policy at public schools, including admissions tests to gauge a pupil's academic ability.

The changes were first hinted at at recent public hearings when ANC-allied education groupings argued that the power given to school governing bodies to insist on admissions tests were contrary to the constitution's guarantee of access to public schooling.

Among those who gave evidence in support of scrapping the admissions tests was Gauteng Education MEC Mary Metcalfe, who said the "overall framework for admission must be the responsibility of Gov-

ernment". The ANC's education study group said in a submission that the bill had to "ensure that there are no abuses of power by

governing bodies in regard to the politically sensitive matter of admission to public schools".

"The governing body of a public school must not administer any test related to the admission of a learner to a public school, or authorise, or direct

the principal of the school or any other person to administer such a test."

“  
**It must ensure that there are no abuses of power**  
”

The group also argued that an "administrative process" needed to be put in place in order to avoid the criminalisation of parents who face a fine or imprisonment for failing to send a child to school.

The ANC also accepted a proposal by the Congress of South African Trade Unions that "sanctions be imposed against any person (other than a parent) who, without just cause, prevents a learner, who is subject to compulsory attendance, from attending a school".

The ANC wants a standard expulsion procedure to be set down in the bill, the scrapping of the prefect system, guidelines for governing bodies and the introduction of a threshold to determine at what level school fees should be charged.

## DP refers school subsidy cut to Human Rights Commission

By ADAM COOKE

The storm over the Gauteng department of education's decision to cut subsidies to independent schools continued yesterday when the Democratic Party referred the issue to the Human Rights Commission.

The DP's Jack Bloom said the step had been taken on the basis of legal advice that the "circumstances of this retrospective and drastic subsidy cut" were contrary to "the constitutional rights of administration of justice".

The department cut subsidies to independent schools by up to 30% last month, saying its primary concern was to develop public schooling. It said cuts to the province's education budget had been absorbed, but private schools' subsidies had not - a situation that could no longer continue.

According to the DP, the issue has been "bungled most grievously" because the department failed to provide independent schools with basic information on the timing of the cut.

It went on to say it was "in-

excusable" that the joint liaison committee, which represents nearly all independent schools, was informed of the extent of the cuts so late in the year.

Earlier this month, the committee said the schools might be forced to close.

Speaking as a representative of Muslim schools on the committee, Ebrahim Patel said subsidy cuts were impairing religious freedom. He said parents were being denied the right to place their children in a school of their choice.

The DP claimed yesterday the

cuts contravened section 24 of the interim constitution in terms of administrative justice, which sets out the rights of people to "procedurally fair administration" where their rights or interests are affected.

The DP is also challenging the decision to cut subsidies in view of the the Gauteng Schools Education Act of 1995. The act states that subsidies can be cut only if the department has given the owner of the school an opportunity to give reasons why the subsidy should not be reduced.

CUTS A RIGHTS ISSUE, SAYS ANC

# Schools must retain the cane — ACDP

(50) (50) ET 17/9/96

WHILE THE ANC argues that corporal punishment in schools will be deemed unconstitutional by the Constitutional Court, the African Christian Democratic Party wants it retained for serious misconduct. Education Writer **CAROL CAMPBELL** reports.

GIVING a child a hiding at school was an infringement of their human rights and, in abolishing corporal punishment, South Africa had shown itself to be an international leader in protecting children, ANC MP Ms Naledi Pandor said yesterday.

Speaking at a meeting of the National Assembly's education committee, to "informally" discuss amendments to the South African Schools Bill, Pandor said a British boy was in the process of taking his parents to court for violating his human rights by smacking him and cases like this should not be forgotten when passing new legislation.

She was responding to a request from Mr Louis Green of the African Christian Democratic Party (ACDP) that corporal punishment be allowed in schools "in the case of misconduct of a serious nature".

Green said: "Many countries like the USA (in some states) and Zimbabwe do not regard corporal punishment

in schools as 'cruel and inhuman' punishment.

"The prohibition of corporal punishment in the bill seems to be based on the incorrect assumptions that it is unconstitutional and the Constitutional Court will rule it to be so.

"The Constitutional Court has not made a ruling on the matter and the prohibition of corporal punishment therefore appears to be premature."

Mr Randall van der Heever, the spokesman for the ANC, said the circumstances that led to a student being suspended or expelled from a school had to be clarified in the bill so that the same rules could be applied consistently at all schools.

The new bill needed to lay down an expulsion process and a period of suspension had to be agreed on, so that "this form of punishment would not be abused", he said.

The ANC also recommended that no school governing body be allowed to run "any" admission tests on prospective pupils, because this could lead

to an "abuse of power" by governing bodies.

The party's suggestion that the section on a language policy for schools be dropped completely from the bill is expected to raise much debate, especially from the National Party and Freedom Front, when the groups meet this morning to formalise changes to the bill.

There is a strong feeling, especially among Afrikaans speakers, that a community should be allowed to decide the medium of instruction at its school and that this right be formalised in legislation governing schools.

Van der Heever said the clause should be wiped out because it was "covered by the Constitution Bill".

After the meeting National Party spokesman Mr Renier Schoeman said his party would put their amendments to the bill on the negotiating table this morning.

"We refuse to be rushed through this legislation in the same way the National School's Policy Bill was pushed through Parliament.

"This is too important and too much consensus has been reached at great effort throughout the country for us to allow one or two submissions to destroy that good work," he said.



## Commissioners tell of prison corruption

Linda Ensor

CAPE TOWN — The lenient sentences meted to two of the seven prison warders charged with negligently allowing four right-wing prisoners to escape from Diepkloof prison in March this year were sharply criticised by members of the portfolio committee on correctional services yesterday.

Details of the sentences emerged during a briefing by national and provincial commissioners on corruption in the prisons service. The presiding magistrate at the disciplinary hearing last month found one man guilty of being absent from duty and fined him R300 which was suspended for one year. The other man received a suspended fine of R100. Both men continued to work at the prison. The escaped awaiting-trial prisoners had not yet been apprehended.

National prisons commissioner Henk Bruyn explained that under the Correctional Services Act's disciplinary code, negligence was a disciplinary offence for which prison officials could not be discharged. He believed it should be a dischargeable offence and hoped the committee would approve legislation in this regard.

In his briefing on corruption, Bruyn said staff were corrupted and intimidated by criminal gangs both in prison and in the community to take goods, such as drugs and money, into prison.

It emerged that there were problems of control at the medium security section at Diepkloof which housed 4 200 unsentenced prisoners.

Gauteng prisons commissioner Braam van Zyl said 14 cases of corruption by Diepkloof prison warders had been discovered over the last two years. Another problem was the "disappearance" of prisoners when they were sent to court. It appeared a syndicate of prison warders was assisting them. Prisoners were also believed to be swapping identities.

Western Cape prisons commissioner Steven Karabie outlined a history of corruption at Pollsmoor and Victor Verster prisons. Victor Verster was being run by a very junior acting commanding officer after the entire management went on sick leave in one week in June when confronted with a report on the problems at the prison. More than 30 members of staff at the prison were on indefinite sick leave at present.

## Labour courts 'delayed'

CAPE TOWN — Labour Court Judge President, Judge John Myburgh, launched a scathing attack yesterday on the justice and public works departments, saying their inefficiency was helping to delay labour courts being set up.

A dispute between the Judicial Service Commission and the National Economic, Development and Labour Council (Ned-lac), both of which are to make recommendations to President Nelson Mandela on the appointment of judges, had remained unresolved for seven weeks, causing fur-

ther delays, Myburgh said.

He was appearing before the National Assembly's labour committee.

He had sent many letters to Cabinet ministers, the directors-general of several departments and their deputies requesting that the problems be sorted out.

The letters had been ignored, and subsequent meetings also failed to yield conspicuous results.

A justice department official responsible for ordering books for the courts not done so. This meant the order

## NP joins subsidy cuts protest

Kevin O'Grady

THE NP joined a wave of protest yesterday against education MEC Mary Metcalfe's decision to slash subsidies to private schools by 30%, threatening many church and inner city schools with closure.

Gauteng NP MPL and education spokesman Juli Kilian added her party's voice to the DP's demand that Metcalfe rescind the decision immediately because it violated citizens' constitutional rights to administrative justice.

Schools were informed of the retroactive cuts only last month. The way the department had handled the issue raised "many questions about (its) ability to budget responsibly and demonstrates a total lack of insight into the financial planning of institutions in the private sector", she said.

The dismissal of teachers in some schools because of the cuts was imminent and "would have a catastrophic effect on students during the most critical phase of the academic year".

"The MEC clearly has no empathy

or sensitivity for the dilemma facing students in the run-up to the year-end exams and for their parents, who simply cannot afford retroactive hikes in school fees," Kilian said.

Nomavenda Mathiane reports that the Gauteng education standing committee was asked to treat Johannesburg inner city schools as a special case. School officials accompanied by parents told the committee their schools were not elitist.

Excelsior High School principal David Harrison said some teachers had not been paid for two months. Schools faced cash flow deficits and banks were now reluctant to deal with them.

A widow from Diepkloof, Nomsa Xulu, said she worked three days a week and the rest of the week sold vegetables to support her children at private schools as no education was taking place in Soweto's public schools.

Sapa reports DP MPL Jack Bloom said he could not understand why Metcalfe was not delighted with the growing independent school sector, as it lifted a financial burden.

## Assembly limits redrafting of constitution

David Greybe

CAPE TOWN — The Constitutional Assembly decided unanimously yesterday against reopening negotiations on the whole constitution.

This, together with the outstanding issue of international mediation, could spell the end of any chance of the IFP reversing its 18-month boycott of the assembly at its national council meeting at the weekend.

"There will be no opening of other issues," assembly chairman Cyril Ramaphosa said after the assembly meeting. "We

are going to concentrate on those issues sent back by the Constitutional Court."

The assembly agreed to establish two subcommittees to deal with the sections sent back for redrafting. One would deal with collective bargaining, states of emergency, the public service commission, public protector and auditor-general; the other with provincial powers, local government and the amendment of the constitution.

The subcommittees would meet next Wednesday for the first time. They will have until October 7 to complete their work and table a progress report in the consti-

tutional committee. On October 11 the committee must table an amended constitutional text for assembly approval.

The timetable would give the Constitutional Court time to certify the constitution this year, and for implementation to begin on schedule on January 1.

Failure to meet the October 11 deadline meant the Court would have to consider certification next February. However, ANC negotiator Pravin Gordhan was confident that if the parties showed the "same spirit and determination" as during previous negotiations, they would meet the deadline.



# 'Relief in sight' for independent schools

Star 18/9/96

(5D)

Rethink on subsidy cuts after Metcalfe reveals errors in former Transvaal Education Department's budget

By ADAM COOKE

A hint of a lifeline was thrown to independent schools yesterday when the Gauteng department of education revealed that errors had been picked up in the old department's budget.

At a debate in the provincial legislature Education MEC Mary Metcalfe said "there is relief in sight" for the independent school sector, adding that her department was considering changes to the "value of the subsidy cuts".

She said the errors were discovered after scrutiny of the former Transvaal Education Department budget figures for 1995-6 and her department would "make

good" some cuts.

"Information which was passed on to us by the old department was discovered to be faulty and inaccurate," she said.

Her department would also respond openly to subsidy applications from independent schools and might be able to assist them.

The department cut subsidies to independent schools by up to 30% last month, saying its primary concern was to develop public schooling.

The cuts were necessary, according to the department, because the province's education budget was shrinking.

But Metcalfe's discovery of the errors throws the present budget into disarray, leaving her with the

task of trying to work out subsidies with faulty information.

The Democratic Party, National Party and Freedom Front have condemned the proposed cuts, saying they infringed on the rights of individuals under the interim constitution.

Speaking for the DP, Jack Bloom said it appeared that public pressure had produced an about-turn by Metcalfe's department because it had now agreed to rethink its stance on subsidy cuts.

Metcalfe said the matter would be finalised at a meeting with the education portfolio committee this weekend it was hoped a new provincial subsidy policy would be on the table next month.

## ANC and NP set to clash over amendments

By PATRICK BULGER  
Parliamentary Correspondent

Cape Town - The ANC and the National Party appear to be heading for another major clash on education - this time over ANC amendments to the South African Schools Bill that will scrap tests for admission to state schools.

Last year, the two parties clashed over education legislation which was eventually referred to the Constitutional Court for a ruling.

Although the two parties have been in broad agreement on the new legislative framework for public schools proposed by Education Minister Professor Sibusiso Bengu, ANC amendments introduced this week will strip school

governing bodies of the right to set admission tests to decide who will enter a school.

Education portfolio committee chairman Dr Blade Nzimande, during a committee meeting to consider the ANC amendments, which are in line with the proposals from ANC-aligned education bodies, said the issue of admissions was "very problematic" and that a public school should "never reject any learner who applies, unless the school is full".

The issue of governing bodies abusing admissions provisions was less important than the principle that "every public school must accept any child", he said.

He criticised schools that "pat themselves on the back" when their pupils achieved distinctions

because those schools tended to admit only exceptional students.

A proud public school was one that took a child "from the sticks" and turned him into a distinction-achieving student.

ANC committee member Randall van den Heever said he was concerned that the NP "wanted to display political brinkmanship" by not committing itself on the proposed amendments.

NP education spokesman Renier Schoeman said the bill before the committee was a "moving target". The NP was not prepared to "shake out of our sleeves an opinion on every one of these amendments".

He said the NP was holding back until it could gauge the full extent of the amendments.



# 'Error' adds R13-m to coffers for education'

*Star 19/9/96*

*(50)*

BY ADAM COOKE

An extra R13-million has been discovered in the Gauteng education department's coffers, giving hope to independent schools facing the crunch, according to Democratic Party MPL Jack Bloom.

Education MEC Mary Metcalfe's office could not confirm Bloom's statement, but said the MEC was getting legal advice and that certain areas of the old Transvaal Education Department's budgets had been found to be incorrect.

This means the department will be reviewing its present budget,

and possibly reallocating funds.

Bloom said that after a debate in the Gauteng legislature on Tuesday, Metcalfe had told him an extra R13-million had been discovered in the budget because of errors in previous calculations.

The revelation could have great spinoffs for independent schools which were told last month they would face a retrospective 30% cut in their subsidies.

Bloom said although independent schools were still not out of the woods, the extra money could lighten the burden of the cuts.

Metcalfe hinted at possible relief for the independent sector

during the debate, saying "we will make good" some of the cuts.

The Star has also received letters written by the Human Rights Commission's senior legal officer, Liesl Gerntholtz, informing Metcalfe that the commission is investigating complaints made against the department.

The letter, also sent to Director-General of Education Dr Chabani Manganyi, asks the two officials to treat the matter as urgent.

The complaints said the move to cut subsidies had infringed on the constitutional rights of individuals and was contrary to the Gauteng Schools Education Act.

# R13-m could save schools<sup>(50)</sup>

*Sowetan 20/9/96*

By Victor Mecoamere *not word*

THE RECENT discovery of an extra R13 million in the coffers of the Gauteng department of education could save more than 300 Gauteng private schools facing possible closure after the 30 percent cut in subsidies.

According to Mr Jack Bloom of the Democratic Party, Gauteng MEC for education Mrs Mary Metcalfe told him on Tuesday that an extra R13 million had been discovered in the budget due to errors in previous calculations.

Metcalfe's spokesperson, Ms Subethri Naidoo, yesterday confirmed the MEC was seeking legal advice on the R13 million because of "many possible implications".

However, Metcalfe said that certain areas of the old Transvaal Education Department budgets had been found to be incorrect. This could prompt the Gauteng Department of Education (GDE) to review its budget and possibly re-allocate funds. Some of the proposed alternatives are an investigation of private schools rumoured to be listed on the Johannesburg Stock Exchange. These schools could lose their allocations to non-profit making private schools.

The GDE has said the subsidy cuts had been precipitated by a shrinking budget and the registration of 19 more schools which qualified for subsidies.

## Subsidy cuts controversy

The Joint Liaison Committee (JLC) and the Inner City Schools Association (ICSA), who are opposed to the subsidy cuts together with the National Party and DP, have played a role in the events that led to this latest development in the subsidy cuts controversy.

Sixty Catholic schools in Gauteng affiliated to the JLC have collected more than 138 000 signatures in a petition to force the government to rescind its decision. Several schools are making final arrangements to stage a march on the GDE in Johannesburg this week.

Parents were scheduled to meet at the Holy Trinity High School in Atteridgeville last night to discuss protest action plans.

About 32 schools represented by the ICSA approached the Education Standing Committee in the Gauteng Legislature this week claiming the cuts were unconstitutional. Supported by the NP and DP, the schools labelled the cuts "an act of administrative injustice, lacking transparency and consultation".



# Cape education crisis worsens

By NORMAN WEST — Political Reporter

**A FLOOD of pupils from other provinces to schools in the Western Cape has fuelled the financial crisis caused by teacher cut-backs.**

This is according to acting Minister of Education Kobus Meiring. Speaking during a snap debate at a special sitting of the Western Province Legislature on Friday, Meiring said the influx of pupils was difficult to put into figures but an investigation had already been launched.

In terms of an agreement reached by teacher unions and the Ministry of Education at national level, he said, a macro-plan had been agreed to in February in which the teacher to pupil ratio would be 40:1 for primary schools and 55:1 for high schools.

The agreement meant the posts of 5 821 educators became redundant. It also meant that should those teachers leave, it would effect a saving of R467,8-million. To date 4 636 applicants for teachers' severance packages have been approved of which 2 661 will quit at the end of this month and the rest at the end of December.

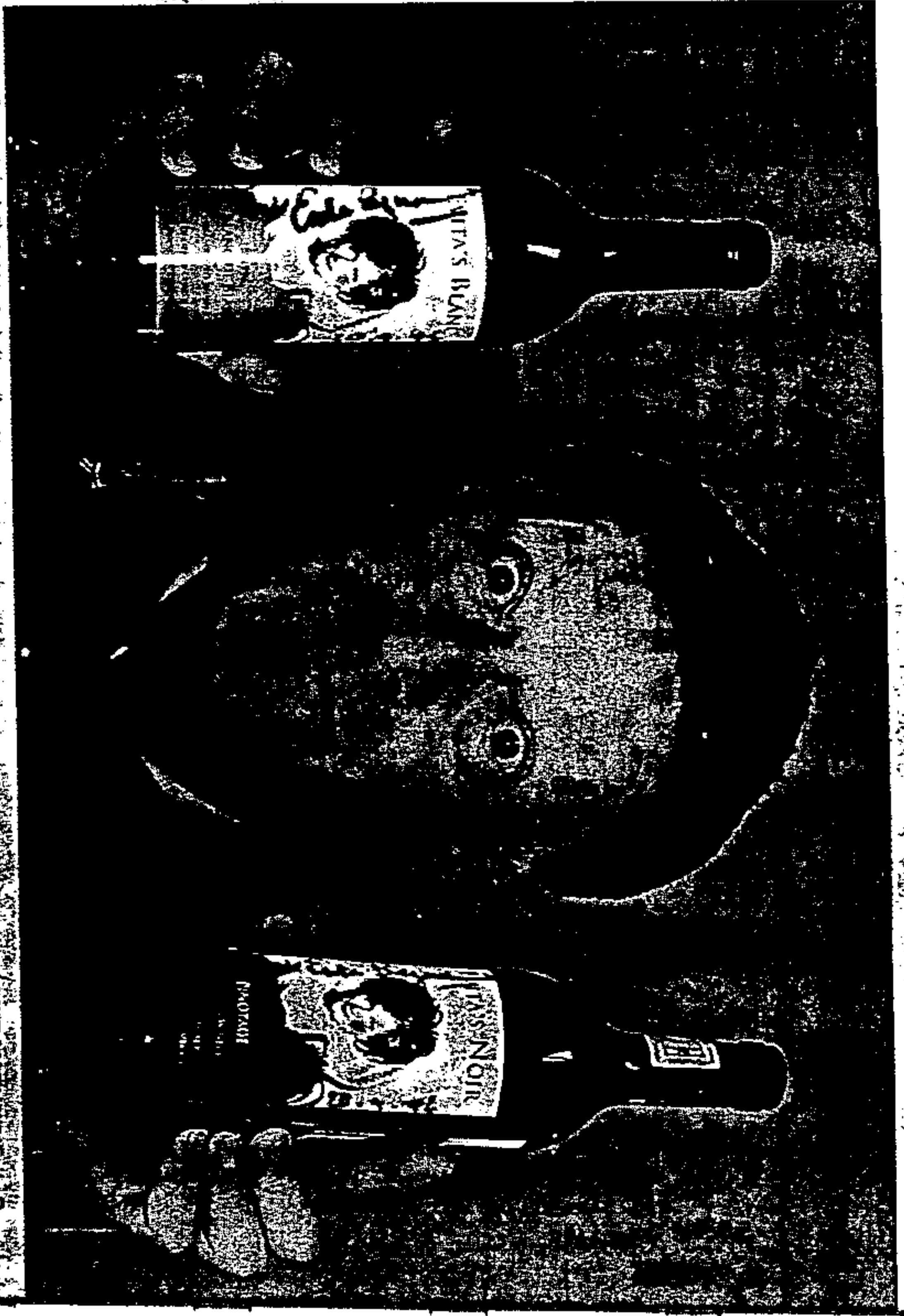
Meiring said agreements reached at national level meant that:  
● No educator would be re-employed.  
● Redundant educators would be expected to be carried above quota with suitable placements could be found.  
● It was not presently feasible to re-deploy teachers to other provinces.

He warned that this meant that redundant educators who have not opted for severance packages would have to be kept on at Western Cape schools, resulting in over-spending of another R111-million. Meiring painted a bleak picture for education in the Western Cape if, according to indications, the province received about the same amount as last year for education.

"This would have a severe disruptive effect on our schools and would severely hamper our ability to render acceptable education to our children," he warned.

Financial constraints include:  
● A backlog of 13 per cent for books.  
● The cost of library books per pupil was R76, but if the budget was not increased only R35 per pupil would be available.  
● If transfer payments for transport and boarding were not increased, it would mean many secondary pupils would have to walk long distances.

● At least 574 new classrooms were needed to cope with pupil increases.



## Mokaba steps into fishing row

By JESSICA BEZUIDENHOUT

DEPUTY Environment and Tourism Minister Peter Mokaba has intervened in the row over fishing rights. Mokaba this week called on the fisheries quota board to consider a moratorium on the allocation of the rights.

His intervention followed a meeting with representatives of the Informal Fishing Sector who are opposed to the allocation of fishing rights until a restructured allocation system comes into place. Andy Johnston, Informal Sector spokesman, said it was

hoped that application hearings scheduled for next week would be "stalled" until a more acceptable allocation mechanism is developed. An industry source, however, said that the quota board is to meet tomorrow to discuss the deputy minister's request. It was highly unlikely that the process would be delayed because it was important for economic activity to continue while talks about restructuring of the Quota Board were underway, a Fisheries Department source said.

Johnston said a large number of self-interest groups were using the names of fishermen on their applications for fishing rights. "Once these are granted, such groups simply forget about the fishermen, politicians and public servants."

The Western Cape and big businesses have always been favoured in the allocation of fishing rights and at one stage the Eastern Cape stake in the total allowable catch was as low as nine per cent. Eastern Cape fishermen simply wanted to protect their rights and resources, he said.

**FRUIT OF THE VINE:** Evita Bezuidenhout, the alto-ego of playwright and actor Pieter-Dik Uys has something new to wine about: her own brand of Cape's favourite tipple. The wines, Evita Noir, a 1995 Pinot Noir, and Evita Blanc, a 1996 Pinot Blanc, made by the Mannre Winery, are only available in Durbanville.

And fresh from her triumph at this year's annual Darling Festival, which this year included a first for the first time — Evita has set for the first time — in the town's station building. The theatre will regular weekend shows. For book details call Tony Bradshaw (02241) 3145

PICTURE: AMBROSE PETERS

# R28m may still be on hand for private school subsidies (50)

Kevin O'Grady

BD 23/9/96

THERE should be an additional R28m available for Gauteng education department subsidies to private schools this year, according to figures provided by the department on Friday to a committee representing church and inner-city private schools.

Independent Schools' Council and Joint Liaison Committee spokesman Mark Henning said confusing information was being provided about the department's decision last month to cut subsidies by 30%, retrospective to April, and because of this, the committee "does not regard the matter as closed".

He said the department had told the committee that R143m was spent on private school subsidies in the 1995/96 financial year after having earlier put the figure at R158m. The department had also told the committee that the subsidy cut for 1996/97 meant that only R128m would be available.

"A simple calculation shows that R143m reduced by 30% is R100,1m. The 19 new schools that have had to be subsidised have been allocated R2,762m which the department indicated came out of the R100,1m.

"This means that, on their own figures, the department has more than R28m available for subsidies for independent schools this year," Henning said.

Education MEC Mary Metcalfe announced on Friday that her department would find emergency funds to help about 100 township and inner city private schools facing possible closure because of the subsidy cuts.

She said schools could apply for help and that each application would be considered on the basis of need.

Neither Metcalfe nor her spokesman could be reached for comment on the discrepancy raised by Henning or on a comment by DP education spokesman Jack Bloom last week that an extra R13m had been found in the department's coffers which could be used to save Gauteng's more than 300 private schools.

Several private schools are facing closure while others have said they will be unable to pay their teachers without implementing steep fee increases.

Five Catholic schools could close by the end of the year unless Metcalfe reviews the cuts, said Catholic Institute of Education director Brigid Tiernan.

Both the DP and the NP have hit out at Metcalfe's decision, saying it denied those involved their constitutional right to administrative justice.



## ANC PLAN TO ABOLISH SCHOOL PREFECT SYSTEM

# Education proposal uproar

CT 25/9/96

(50)

**EDUCATION PORTFOLIO** committee chairman Dr Blade Nzimande said those who opposed the abolition of the prefect system, did not realise how strongly black students felt about the use of prefect bodies during the apartheid era to impose the "will of the authorities".

**T**HE ANC's planned replacement of the traditional prefect system at high schools with representative learners' councils by 1998, is expected to turn a raging debate over the future of South Africa's education system into a heated row.

National Assembly education portfolio committee chairman Dr Blade Nzimande confirmed last night the ANC had brought an amendment to the South African Schools Bill which would exclude a reference in the legislation to the existence of prefect bodies.

The system which has a proud tradition particularly at white schools, including KwaZulu-Natal's oldest state schools, was inherited from the British secondary school system.

The new fully-elected representative councils would be elected by pupils at high schools from Std 6 upwards. The pupils would also be represented on the governing bodies of high schools in terms of the legislation.

The multi-party education

committee, dominated by the ANC, must still decide exactly what proportion pupils would make up of the governing bodies.

Nzimande said last night the committee would continue its debate on the bill on October 13 and 14, during which the prefect issue would be discussed.

He said many of those who opposed the abolition did not realise how strongly black pupils felt about the use of prefect bodies during the apartheid era to impose the will "of the authorities", including principals and undemocratic school committees.

Nzimande said the ANC had also put forward an amendment to the bill on the structure of the governing bodies, to ensure that parents "at least" constituted 50% of their total representation.

But NP education spokesman Mr Renier Schoeman said it was critical that parents should make up an overall majority, as they had to take responsibility for their children and the raising of extra funds.

Schoeman, a former deputy



**CHANGES:** Dr Blade Nzimande

education minister, said there were a number of examples of prefect systems which were "perfectly" democratic, but were at the same time a useful tool to instill discipline.

Schoeman said there was no reason why the elected representative council should not designate (or elect) prefects to carry out disciplinary functions.

Nzimande, however, said those coming from privileged schools

often did not understand the problems black pupils faced. In the past prefects were used as spies for the apartheid regime.

It was critical that pupils should democratically express their views, not only about the running of the schools, but also about the curriculum. This was better than using punitive methods, such as a prefect system, to administer a school.

He himself had realised when he was at high school that much of the coursework was "rubbish", including the history and biology syllabuses.

While national and provincial education authorities would determine norms and standards at all schools, people should not fear democratic input from pupils, he said.

● Another area of contention between the ANC and NP is the appointment of extra staff at schools which wish to do so. The bill rules this out from the beginning of 1998.

The ANC says the appointment of extra staff would undermine standards, as there would be no way to determine their suitability and qualifications.

In addition, the ANC argues, it could undercut the negotiating clout of unionised staff. — Political Writer



# Hearings into violence at schools begin

26/9/96  
(50)

BY MIKE MASIPA

All 10 witnesses testifying at the first public hearings of the inquiry into school violence that left at least 19 schoolchildren dead in KwaThema, Springs since May last year have asked to testify in camera for fear of intimidation.

The witnesses told commissioner Clive van der Spuy they feared intimidation by the perpetrators of the hitman-style killings of schoolchildren. Their request was granted.

The inquiry was ordered by Gauteng Premier Tokyo Sexwale in the wake of renewed violence earlier this year.

The latest spree saw the slaughter of five pupils from Laban Motlhabi High School last week. The fifth pupil was gunned down after a weekend funeral service for two other victims of similar deaths.

The situation at the school was tense yesterday as teachers and other members of staff met to discuss the latest developments.

Commissioner Raymond Fort said although the commission was mandated to investigate the violence dating from six years ago, it would not hesitate to extend the terms of reference to cover the pre-1990 years.

The first to give evidence were two boys, who were escorted by heavily armed police officers.

A group representing the Congress of South African Students also held lengthy discussions with Van der Spuy.

The commission is scheduled to make a preliminary report to Sexwale on October 10.

The premier will then decide whether to make the findings public.



Sad farewell ... empty chairs in a school hall after the the funeral for two of pupils of Laban Motlhabi High School who were killed in new attacks in KwaThema last week. The other three young victims are expected to be buried this week.



# Give everyone a chance

(50) Sowetan 26/9/96

**S**OUTH Africa is becoming immersed in an intense debate over a proposal to unshackle its language ties with English and Afrikaans.

A Government-commissioned panel of linguists say there has to be a deliberate effort to weaken the dominance of these to promote the nine other official languages.

And, they say, no one should be compelled to learn or to use any particular language. The panel admits that the costs of developing languages may seem prohibitive but will be worth it because of the long-term benefits to those who suffered from past policies.

The panel, known as the Language Plan Task Group, headed by Cape Town academic Neville Alexander, was appointed in November 1995 and published its report last month.

The issue is very sensitive. Early this year President Nelson Mandela had to intervene after a parliamentary committee proposed that the military drop Afrikaans as a language of command in favour of English.

Says the panel: "Colonial and apartheid language policy, in concert with socio-economic and socio-political policy, gave rise to a hierarchy of unequal languages which reflected the structures of racial and class inequality that characterise South African society."

The Government must make the public service end the "frequent abuse of power through language practices".

## Historical developments

According to committee member Qedusizi Buthelezi: "We also proposed a set of guidelines for all public servants to use languages other than English in national, provincial and local government forums on a regular basis."

Committee member Khethiwe Marais says by declaring 11 languages official, South Africa was effectively telling its citizens that no language is superior to any other.

"But historical developments and previous social struggles have made it possible for English and Afrikaans to become dominant languages and that must go."

The panel proposes immediate changes to ensure that language becomes a fundamental human right and is seen as a resource and not a problem.

"No person should be prevented from using the language of his or her choice within the bounds of reasonableness. The democratic state is duty-bound to protect this right and to assist citizens if impediments to the exercise of their right arise."

To achieve this, the Government has to undertake public campaigns, get the message across in schools, and use incentives to

As a result of historical developments English and Afrikaans have become dominant languages. **Tag Williams** discusses ways of ensuring that South Africa's other languages take their rightful place...



Language committee member Khethiwe Marais ... language must become a fundamental human right.

encourage employers and workers to learn additional languages.

"All this can be done almost immediately," says Susan Nkomo, head of the Social Sciences Research and Development Forum.

"All we need is for the Government to show commitment."

The committee also recommends that pressure be put on the state and private media to promote other official languages, including sign language.

The South African Broadcasting Corporation and 82 community radio stations have already cut down heavily on English and Afrikaans.

The SABC has revamped its services and broadcasts 700 news bulletins daily in most of the 11 languages, while many community stations use the most common language in their areas.

"Universities and technical colleges must start working and should commission and support research units involved in the development and elaboration of African languages," says Nkomo.

Also, education departments should make their courses relevant, inspiring and articulate.

"This is particularly important in the case

of training courses for interpreters and translators," adds Buthelezi.

The panel says the public service must translate all important documents into all the official languages since this "has an important bearing on the enhancement of their status".

The study suggests that plain language in government publications must be used since it is "costly and undemocratic to publish documentation which is comprehensible only to the elite".

Afrikaners complain that their language, spoken by about seven million people, is being sacrificed for English in schools, in the electronic media and in gov-

ernment.

Wilmore Fortuin, an official of the ruling African National Congress in Durban concedes: "Every South African has the right to his or her mother language whatever that might be. This includes Afrikaans".

## Comprehensive plan

"The majority of coloureds in the Western Cape use Afrikaans as their home language. The ANC says, give each citizen the chance to practice his own language and culture the way the Constitution dictates."

The trouble is that Zulu, Xhosa, Setswana, Sepedi, Ndebele, Venda, Shangaan and Sesotho are the most widely spoken languages but are the least used in business and Government. The new Government has to work out a comprehensive plan.

"We are in the midst of a rapid and deep-going transition from a racist, patriarchal and authoritarian past to an anti-racist, anti-sexist and democratic future," says the committee.

The committee's report is set to spark more debate when it is presented to Parliament and other interest groups. Already it has set a tone, showing a South Africa that resembles a vast social laboratory of 11 official languages. - *Africa Information Afrique*.

# SA falters as science slips to the bottom of the class

By CHRIS BARRON

SOUTH Africans are nitwits when it comes to matters scientific and technological, according to a recent publication by South Africa's scientific watchdog organisation, the Foundation for Research Development.

Levels of general knowledge in natural and environmental sciences are embarrassingly low compared with Western countries, it says.

With average scores of 42 percent as against more than 62 percent by the likes of Britain, Canada and New Zealand, we are left flailing pathetically in the wake of 17 out of 20 countries tested.

What gives added cause for alarm, suggests the foundation in its publication, SA Science and Technology Indicators, is that these 17 countries are all trade competitors. South Africa won't be able to compete in their league if its general scientific and technological literacy levels remain so much lower than theirs.

The organisation also points out that South Africa's poor showing owes a lot to the former government's policy of excluding the vast majority of the population from access to proper science and maths education.

On the scientific front generally, South Africa is a long way behind the international pack, and it is losing ground steadily, warns the foundation.

Government funding for research and development has halved in less than 10 years, and only seven percent of the funding it does provide goes to universities and technikons. As a result the kind of equipment necessary for research is not keeping pace with research needs.

In addition to diminishing research funds, the foundation blames the "brain drain".

Emigration and a reduction in the number of skilled immigrants left South Africa with a net loss of 857 scientists and engineers in 1994. In 1990 the country had 3.3 scientists and engineers per 1 000 people, as opposed to the likes of Japan which in 1987 had more than 71 per 1 000, Canada which in 1986 had more than 63 per 1 000, and Britain which in 1991 had 53 per 1 000.

While "winning nations" stress technical training, says the foundation, South Africa "does the opposite".

Individual skills are not adequately matched with the country's needs, and the development of human resources is "increasingly wasteful".

The foundation stresses that science and technology are among the eight most critical factors for success in terms of world competitiveness, which in turn means socio-economic development, job creation and national wealth.

The warning lights, the foundation suggests, have never been brighter.

(50) (50) ST 29/9/96



# Vandals add to crisis in township schools

## *Offices damaged, teachers stay away*

SABATA NGCAI  
EDUCATION REPORTER

Crises at two schools - in Khayelitsha and Guguletu - deepened when they re-opened yesterday after the holidays.

Guguletu Comprehensive Secondary School was vandalised, allegedly by pupils, during the holidays and at Bulumko Secondary School in Khayelitsha classrooms were locked and no teachers turned up.

At the Guguletu school vandals had forced their way in through a security gate, ransacked the administration offices, broken windows and smeared black ink over floors and furniture.

Recently teachers at the school suspended more than 180 matric pupils who went on the rampage damaging school property and holding teachers hostage after demanding money for a matric ball.

The suspended pupils were told to re-

apply for admission, but only just more than half have done so.

Principal Bongani Xhotyeni said he was sure some of the suspended pupils were responsible for the damage.

Mr Xhotyeni said he believed pupils wanted to get hold of application forms filled in by other pupils and destroy them.

He said the forms contained sensitive information about the involvement of some of the suspended pupils in the havoc before the school closed.

In spite of the vandalism, teachers stood firm on their decision that all suspended matric pupils should re-apply for admission, he said.

Pupils vowed to fight the suspensions.

The pupils alleged their attempts to arrange a meeting between the parents and student organisations to overturn their suspension was thwarted by a lack of co-operation from teachers.

(50) ARG 2/10/96

The crisis at Bulumko Secondary in Khayelitsha stems from incidents last term when pupils hit teachers with bricks, smashed their cars and held them hostage after they failed to agree during a meeting of parents, teachers and pupils to the abolition of corporal punishment.

The pupils said the meeting followed the injury to a pupil when she was severely caned by a teacher.

The teachers, who were locked into the administration building, were freed by police, who teargassed the pupils.

During the holidays teachers held discussions with the Western Cape Education Department. Pupils were also at the school yesterday to discuss further action.

The new drama comes just months after an uproar at Masiyile Secondary School in Khayelitsha when pupils went on the rampage demanding the resignation of the principal, who they said was a witch.

# Allegations of nepotism against education chief

(50) Star 3/10/96

By EDWIN NAIDU

Allegations of nepotism over the awarding of a contract by higher education chief Professor Itumeng Mosala to a close "comrade" have surfaced following the release of an auditor-general's report yesterday.

The report said Mosala, chief director of higher learning in the Department of Education, failed to follow tender procedures when awarding the contract for a summit which took place at Fourways, Sandton, in July.

According to the findings, Mosala had not received authorisation to spend R80 000 on the summit and the former Azapo president did not comply with State Tender Board directives when giving the contract to Durban-based promotions company Conference Link.

He was also accused of failing to inform his superiors that his personal friend Strini Moodley, a former Azapo publicity secretary and Robben Island colleague, was a partner in Conference Link.

The controversy over

the contract erupted days after the summit, when director-general of education Dr Chabani Manganyi asked the auditor-general's office to probe allegations of nepotism and unfair practices which surfaced during the higher education indaba.

He confirmed that the summit, of which Mosala was the chief organiser, had incurred about R80 000 in unauthorised expenditure.

According to the report, Manganyi said Mosala had claimed to have obtained quotations for the conference and not called for tenders because of time constraints.

However, Manganyi said Mosala had more than a month to make the arrangements.

"In terms of the Exchequer Act and Treasury Instructions, accountability for the unauthorised expenditure now has to be determined," he said.

He added that Mosala would be given the opportunity to respond to the report before the department asked the state attorney to determine accountability.



# Very process of learning is set to change

**S**A EDUCATION will soon be transformed as education and training are brought together under the national qualifications framework and the SA qualifications authority.

That systems need fundamental change cannot be denied: most children were appallingly disadvantaged under apartheid education and the country still gets a horrendous return on the large percentage of the budget allocated to education. Training will have to be exceptional if we are to compete in the global economy.

The new framework, due to come into effect on January 1 next year, will centralise and standardise the assessment and awarding of all qualifications. It will radically alter secondary, tertiary and industrial education and profoundly affect the very process of learning.

New Zealand has moved some way down the same path and questions are beginning to be asked. In an article last year in the September edition of the journal North and South, Jenny Cunningham suggests the New Zealand Qualifications Authority (NZQA) has hoodwinked the nation.

How does the New Zealand system work? There, a unit standard, the fundamental component of a qualifications framework, is a section of material from the curriculum of any subject, organised into a logical, manageable package. This is taught and the student tested on it. If the student achieves the standard, he or she earns credits which are recorded on an individual Record of Learning in the authority's database.

The authority acts as a kind of learning bank into which learners deposit credits which accumulate until they form bigger qualifications — national certificates and diplomas. This will provide the framework for accessible, lifelong learning. The system is seamless and standards are portable.

What then are the problems that some New Zealanders maintain are arising?

The first is a lack of understanding and open debate. Cunningham maintains that, although the framework is a monumental revolution that has been five years in the creating, few educators have commented on it. This is because it has been planned behind the scenes and its

shifting and obscure nature has made it hard to grasp. Many at the highest levels, who comprehend its theoretical and practical aspects, and who have deep misgivings about the huge power the authority wields, keep low profiles for fear of antagonising it.

Warwick Elley, professor of education at Canterbury University, sees important benefits in the New Zealand system, but believes that the scheme is "stupidly, seriously misguided" because of one fundamental flaw — the application of a vocational assessment procedure to academic subjects. This will lead, Elley believes, to a focus on things that can be reduced to unit standards and the ignoring of important objectives like problem-solving skills, critical and original thinking and creative writing.

Fear of making critical analyses in universities, and the suppression of public debate, are the first pitfalls we must avoid as SA enters the new system.

New Zealand's first pilot unit standards in mathematics were impossible to do. Sixth form mathematics was divided into 97 little pieces and each had to be tested three times. Students were allowed to re-sit as often as they liked, but by the end of the first term no one in a top academic school had passed a single unit.

The standards were then revised, but still have serious drawbacks. The teacher must teach the elements that make up a unit standard, set a test, and then meticulously record each student's ability to master the unit. If a student has not mastered all the skills in a unit, the whole unit must be redone. Each re-sit is meticulously recorded: in a class of 35 recording alone takes about 90 minutes a week.

There are other disadvantages. To try to prevent constant re-sits, teachers keep the content of unit standards as basic as possible, so bright children are not challenged. Content, quality and comprehension come second to churning through the units.

A new education framework comes into effect next year. Mark Henning says we must avoid New Zealand's mistakes

The move is away from any external check such as a public examination. It is alleged that "relevant" assessment standards are resulting in some schools that were previously regarded as mediocre producing more unit standards than schools renowned for good results.

Unit standards do not provide for merit. No one gets grades. Alison Gerrhoefer, a member of New Zealand's Education Forum and of the Prime Minister's Enterprise Forum, maintains that letting students study standards where they will do just enough to pass is a fast route to developing a climate of mediocrity. She believes assessment for each subject should be designed to suit that subject. Like many others, she

favours a dual system combining unit standards with more traditional assessment procedures, the route followed in Australia.

The second series of pitfalls that we need to guard against, then, are those of impossible or unsuitable classroom practices and mediocrity in assessment.

The third involves the cost of the system. In New Zealand students start up their record of learning by paying the qualifications authority a "hook-on" fee of \$25 and thereafter each credit costs a dollar. A full year in secondary school is estimated to cover unit standards worth around 120 credits. In a province with 115 000 secondary students annual fees amount to around \$13.8m. It is estimated schools will

(50) BD 7 10196

need, too, teacher-time out of classrooms, computer hardware and software, support-staff time and records rooms — at a cost of about \$15 000 a school each year.

This year's qualifications authority budget is \$32m. It has cost \$194m to run since its establishment in July 1990. The framework has cost \$34.6m. Those planning the system in SA must calculate the costs and know, in advance, where the money will come from.

The fourth set of pitfalls concerns the bureaucracy required to manage the system. Doug Myers, chairman of New Zealand's Business Roundtable, has described the authority as a "bureaucratic monster". Roy Sharp, Auckland University deputy vice-chancellor, has called its staff "evange-

lists", and John Morris, headmaster of Auckland Grammar School, has described the framework as a "monstrous lurch forward into chasms of confusion".

These are strong words from responsible people. SA must carefully assess the size and cost of the bureaucracy needed to maintain the system.

Finally, there is a deeper concern. The philosophical roots of the framework can be traced to the post-modernist/constructivist educational theory of the 1960s. Constructivism is pupil-centred learning: the pupil "constructs" his or her own body of knowledge with the teacher as facilitator.

If schools are obliged to drop exams and adopt unit standards, classroom learning will become a building-block procedure. If the system is enforced at university level, universities fear that they will lose administrative autonomy and intellectual freedom.

The framework is designed to remove barriers.

It is a move away from systems that rank student against student, instead testing students against standards: what they ought to know about a subject.

The framework is designed to remove failure, a word that is not contained in it. Students are not ranked and the route for the bright or ambitious is that of quantity. Many New Zealanders are for it; many others are eager that a dual path be followed.

What, they ask, if the efforts to eradicate differences do not work? What if students find re-sitting unit standards as unappealing as eating the same food over and over? What if pupils are not ranked but institutions are and employers start looking at where you came from and not at the quantity of credits on your record?

There are people who believe the framework is too inflexible to provide the skilled and adaptable business and labour force required to be competitive in the 21st century.

SA is committed to its framework and it might be exactly what is needed. Vigorous debate, wide consultation and careful monitoring will, however, be essential if we are to avoid the problems that some feel are besetting the New Zealanders.

□ Henning is national director of the Independent Schools' Council.



Poor facilities and overcrowded classrooms are two of the problems which need to be addressed at schools.



# Black, coloured schools build bridge

SABATA NGCAL  
EDUCATION REPORTER

(50)  
ARL 8/10/96  
Tentative efforts to bring together black and coloured schools have begun with 23 schools in Mitchell's Plain, Nyanga, Guguletu and Crossroads forming an interim forum to help confront problems "with one voice".

Student representative council members from each of the schools met at a workshop in Mitchell's Plain yesterday.

The interim structure, the first of its kind on the Cape Flats, includes a representative from each of the schools and will operate for a year, after which a permanent forum will be elected.

The Institute for Democracy in South

Africa (Idasa) facilitated the workshop.

Research by Idasa in the Western Cape last year showed communities and pupils were concerned at deep racial divisions which "still existed at schools and between race groups".

The initiative is part of Idasa's diversity programme, whose objective is to bridge the gap in schools of different races and bring about co-existence.

It is expected to be used by the pupils as a platform to confront their problems with one voice and bring down levels of violence in many schools.

Recently several schools on the Cape Flats have been in turmoil, with pupils going on the rampage, damaging property and holding teachers hostage.



# Subsidy cuts reduced

By Victor Mecoamere

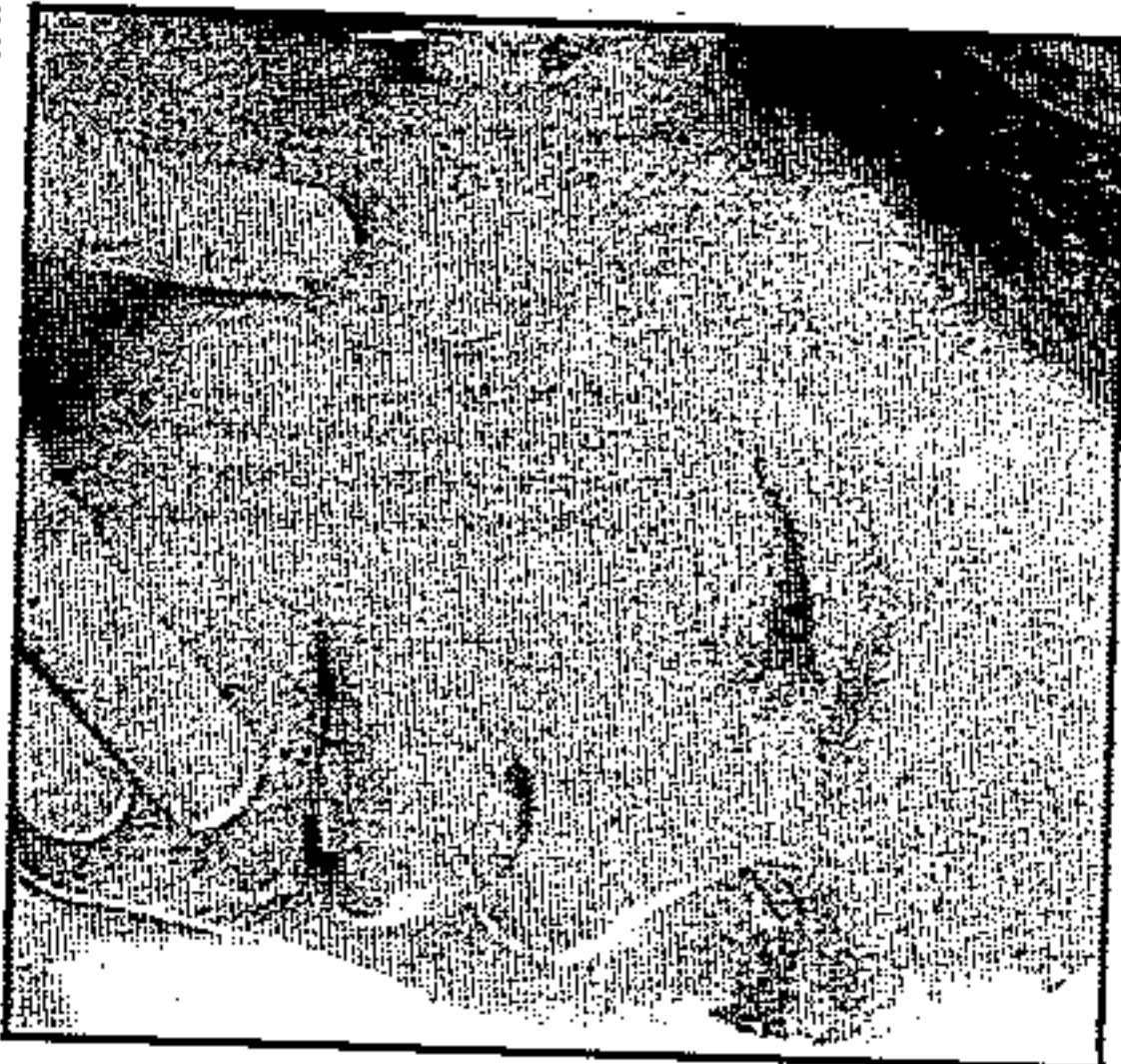
**T**HE Gauteng Department of Education's announcement yesterday of a ten percent cut in subsidies to private schools instead of an initial 30 percent, has ended months of uncertainty that included possible fee increases, retrenchments and closure of certain schools.

Local MEC for education Mrs Mary Metcalfe announced at a Press briefing in Johannesburg yesterday that subsidies to private schools would be cut by 10 percent and not 30 percent as initially indicated.

Metcalfe said the reasons for the cuts were a shrinking budget, 19 more private schools which qualified for subsidies and "increased pupil numbers". She also discovered budgetary inaccuracies in the old Transvaal Department of Education but did not disclose the amount.

However, Mr Jack Bloom of the Democratic Party claimed that the extra money was R13 million.

Private schools welcome new figure after initial 30 percent reduction plan



Mary Metcalfe

Representatives of 307 Jewish, Islamic, Catholic, inner city and other private schools yesterday welcomed Metcalfe's 10 percent cut.

Mr Mark Henning of the Independent Schools Council said the

announcement of a 10 percent cut, "instead of a whopping 30 percent reduction, is a fair development showing that the figures have been put right".

The announcement of the 30 percent cuts by the GDE two months ago was opposed by the Inner City Schools Association, representing some 32 schools and the Joint Liaison Committee (more than 200 schools from the Jewish, Catholic and Islamic communities).

## Rejected

They also rejected Metcalfe's suggestion that pupils from schools that closed down due to the cuts, could be absorbed into public schools. They argued that Metcalfe had conceded that more than 60 000 pupils were without classrooms and that more than 100 new schools needed to be built.

Metcalfe yesterday said she was

relieved that the matter had now been amicably settled. She added that "the behind the scenes negotiations with all the concerned parties have helped bring about a positive result".

The schools welcomed her proposal that certain schools be turned into public schools.

Metcalfe also vowed that steps would be taken to ensure that schools that were listed on the Johannesburg Stock Exchange forfeited their allocations as subsidies were only given to non-profit making institutions.

## Petitions

Joint Liaison Committee affiliates and the Catholic Education Negotiating Team had collected petitions containing 180 000 signatures from pupils, teachers, principals and parents from 60 Catholic schools and had threatened to march on the GDE to protest against the 30 percent cuts.

Private schools' representatives however, exercised open mindedness and chose extensive negotiations rather than mass action.

(52) *Lawyer 11/10/96*

# Gauteng independent schools breathe sigh of relief as proposals for subsidy cuts are eased

By ADAM COOKE

(50) Star 11/10/96

Independent schools breathed a sigh of relief and welcomed Gauteng Education MEC Mary Metcalfe's announcement yesterday that planned cuts to their subsidies would be 10%, not 30%.

The national director of the Independent Schools Council, Mark Henning, said he was delighted with the decision and looked forward to working with Metcalfe on future policy relating to subsidies.

Metcalfe announced yesterday the old education administrations, which ran the budgets until April, had provided them with incomplete information on their spending.

This led to the apparent availability of more funds.

The 30% cut caused a stir in the independent sector which claimed many schools, especially religious-based and inner city schools, would be forced to close their doors.

Metcalfe said yesterday that independent schools were being sent letters to inform them of the

revised subsidy payments in this financial year.

She added that the letters would also give information regarding subsidy payments for 1997.

"We are very pleased. It seems

softened the immediate cash-flow crisis.

Cent said all Catholic schools had been put in a difficult situation because the cut was introduced retrospectively, leaving schools unable to budget for such a reduction.

The statement added, however, that some Catholic schools were still in a grave financial position and would need to find emergency funding urgently.

Metcalfe said the constitution recognised the rights of independent schools to provide a unique ethos or religion, but she added: "This year they need to tighten belts in the same way as public schools are having to tighten their belts."

She said her department was, in consultation with the independent school sector, considering a "differentiated subsidy policy" which would see poorer independent schools receiving higher subsidies.

Henning was hesitant on this issue, saying his organisation would look at any discrimination in funding very seriously.

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They have to  
tighten their  
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public sector  
”**

fair that we should get such a cut in the light of the department's overall 10% cut in funding from the national Government," said Henning.

The Catholic Education Negotiating Team (Cent) agreed to the decision and also expressed its pleasure, saying the move had



(50) GT 13/10/96

# Bishop warns of Bill's threat to church schools

By CARMEL RICKARD

AT LEAST 300 of the 400 Catholic schools in South Africa will close if the government's new education Bill is passed in its present form.

That's the warning of Archbishop Wilfrid Napier, speaking on behalf of the Catholic bishops and educators. Their official reaction, shared by representatives of the 400 schools, follows the release of the latest draft legislation this week.

Napier said the changes in the new draft were a "parody of the democratic process".

While an earlier draft, formulated in August, contained a number of safeguards which the church schools felt were essential, these have been scrapped in the October version. In particular, the clauses which have been left out are those which protect the "special character" of church or religious schools.

Napier said the result would be that Catholic schools, which had operated successfully for over 100 years in a partnership between the government and the churches, would have to shut their doors.

"The church, while committed to partnerships for the reconstruction of education, is not prepared to run institutions without clear provisions, in law, for nurturing the ethos and special character of such schools."

Napier said the fate of church schools in other parts of world which had not been given these guarantees, proved the wisdom of this view.

"Once any church institution loses its basic reason for existing and its distinctive character, the church has no option but to put the grounds and buildings to some other use."

He predicted that the result would be to cause great suffering to many thousands of students, parents and guardians, as well as "loss and impoverishment" to South Africa's efforts to provide good schooling.

Napier said representatives of church schools had spent many fruitful hours in discussion with the drafters. However, the politicians appeared to have undone much of this work, thus raising "serious questions about the democratic intentions of our legislators".

# Caning furore: School deserted

(50)

*Negotiations under way*

ARG 14/10/96

**SABATA NGCAL**  
EDUCATION REPORTER

Pupils at Bulumko Secondary School near Khayelitsha, who chased out their teachers three weeks ago in a row over corporal punishment, are set to start writing their end-of-year exams - but haven't completed their syllabuses.

The stand-off came when teachers refused to agree to the pupils' demand that corporal punishment at the school be abolished. Pupils argued that teachers used caning not as a method of discipline but to inflict pain.

Pupils attended school, without their teachers, for about two weeks but most have now deserted their classrooms.

At the time of the furore, teachers ran for their lives when raging pupils hurled bricks at them and smashed their cars. The

violence came when teachers and pupils could not reach agreement on the issue of corporal punishment. The meeting included parents.

Last week a handful of pupils sat dejectedly outside their classrooms saying they would continue their studies without the help of teachers. Std 9 and matric pupils are attending Saturday morning classes at Joe Slovo Secondary School.

The Western Cape Department of Education said negotiations between parents, teachers and pupils to persuade the teachers to go back to work were continuing.

Last year the Constitutional Court ruled that corporal punishment was a breach of the Interim Constitution. This ruling and a white paper on education and training calling for the abolition of corporal punishment in schools prompted three provinces, Gauteng, the Western Cape and Northern Province, to outlaw caning.

## When schooling is torture ...

**EDUCATION REPORTER**

**Corporal punishment brutalises society and teaches violence to children, says Nomfundo Walaza, a clinical psychologist who was herself harshly caned as a child.**

Ms Walaza said that, during her school days in Langa, a cane was soaked in water before the pupils were hit.

She likened caning to torture: "When someone hits you with a stick on the soles of your feet so that you can't walk, or canes you on your hands so that you can't write, that's a form of torture."

Ms Walaza lives in Observatory and has worked as a senior counsellor at Cape Town's Trauma Centre for Victims of Violence and Torture for the past two years.

She said corporal punishment taught children to respond to violence with violence. "Violence begets violence and brutalises society."

In Cape Town's black townships there has been resistance to the abolition of caning at schools since it was outlawed last year by the Constitutional Court.

Parents and teachers argue that they were caned at school and grew up into disciplined adults.

Ms Walaza said parents did not know the details of the methods used by the teachers to punish children.

"They are not aware of the humiliation and loss of self-esteem the children have to

go through. Sometimes, even if they know, they decide to turn a blind eye because the teachers will tell a parent to remove the child from school.

"To black parents, a teacher is always right and knows everything. It is only when a child gets back home with scars that a parent understands the seriousness of the situation."

Ms Walaza said corporal punishment had become the norm in black communities and would take time to eradicate.

"People should be educated about the effects of corporal punishment and violence in society. It is important to teach parents and teachers that communication is the first resort.

"You assert your power as a parent and teacher by communicating with the child and I don't believe a culture of learning should be complicated by violence."

She blamed apartheid for chaos in black communities. The apartheid system had told people to relinquish power and hand it over to others. The school was a microcosm of the dynamics of apartheid society - oppression and subjugation.

She said parents were resisting the abolition of corporal punishment because they were worried about what would take its place.

"They feel a child behaves well and improves at school when caned. It is up to the state to put in place proper mechanisms to fill in for corporal punishment."



## AECI could face further claims from fire

Samantha Sharpe

CAPE TOWN — AECI could face significant new agriculture-related claims arising from the sulphur fire at its compound near Somerset West in December, following indications that livestock in the area might be suffering long-term harmful effects.

The Anglo American-controlled chemical company has already paid out R12m to fruit and vegetable farmers. Now several livestock farm-

ers in the area say they might be forced to lodge new claims after indications that breeding stock — ranging from pigs to crayfish — have been affected by the fire.

AECI group communications manager Mike Blizzard said the chemical group had received about 100 claims from the agricultural community in Somerset West, of which about 70 had already been serviced.

Of the 8 200 claims submitted about 7 800 had been settled, repre-

senting total payouts of about R6m.

A commission of inquiry into the sulphur fire incident is scheduled to start at the end of this month.

(56) 30 11/10/96

# NP fires late salvo at new Bill

(50) BD 15/10/96

Tim Cohen

CAPE TOWN — The NP launched a late attack on the SA Schools Bill yesterday, saying the legislation, which will fundamentally change SA's education system, was open to constitutional challenge because of changes proposed by the ANC.

In a day of factions and at times emotional debate in the parliamentary education committee, NP education spokesman Renier Schoeman presented a legal opinion which said the committee had no right to make changes to the Bill.

"The absolute irony of the situation is that we are defending (Education Minister Sibusiso) Bengu's Bill from disembowelment by the ANC."

Schoeman's argument was based on a document given to the NP by a concerned parent who was involved in the consultation process required by the interim con-

stitution. According to the legal opinion, section 247 of the constitution required bona fide negotiations with existing school governing bodies.

The SA Schools Bill was the product of those negotiations and on the assumption that agreement was reached as a result of the "costly and prolonged process ... it goes without saying that the government is bound by it".

Consequently no changes to the Bill were permitted after its introduction and amendments brought by the ANC were invalid, the legal opinion found.

The decisive role of parents in the Bill had been weakened to such an extent that "a meaningful partnership between school, state and parent/community will be ripped out," Schoeman said.

Education department deputy director-general Trevor Coombe said that the department had checked the legal opinion

with its legal experts who had found it to be "ridiculous".

The education department had discharged its constitutional responsibilities by holding a genuine negotiations process, and the Bill was the department's response to those negotiations rather than being the product of the negotiations.

He said the constitutional provision involved could not have intended to exclude the parliamentary process for a responsibility which was government's as a whole.

Education committee chairman Blade Nzimande said the NP was overstating the extent of the amendments, while ANC MP Randall van den Heever said the NP was trying to subvert the authority of Parliament.

The hearings continue today. The Bill is expected to be passed during the current session of Parliament in time for implementation next year.



# NP threatens to take schools bill to top court

By PATRICK BULGER  
Cape Town

A heated row over the future governance of South African schools erupted in Parliament yesterday.

The National Party hinted strongly it would take the South African Schools Bill to the Constitutional Court in protest against ANC moves to reduce the powers and functions of parents and school governing bodies.

NP education spokesman Renier Schoeman clashed repeatedly with Parliament's education portfolio committee chairman Blade Nzimande over the ANC amendments which he claimed undid the negotiations conducted earlier this year between Model C schools and the Department of Education.

These negotiations were conducted in terms of section 247 of the

interim constitution. The section was intended as a safeguard for Model C schools against the incoming Government, which has long stated that Model C schools were "privatised apartheid" and that they should become public schools.

The ANC amendments to the South African Schools Bill limit school-governing bodies' powers to set fees and admission tests and to determine language and religious policies of a public school.

These were originally contained in the bill as introduced by Education Minister Sibusiso Bengu but were removed after public hearings in which ANC-aligned education lobbies argued against them.

According to the NP's legal opinion, the amendments were "in violation of the constitution as they are aimed at nullifying the result of negotiations that took place in terms of

(50)  
Mar 15 10 196  
section 247 and which were ratified by the Cabinet". Schoeman said the committee should declare itself on the section 247 negotiations.

Democratic Party education spokesman Mike Ellis described the diminution of the powers of the governing bodies as "far from acceptable".

The ANC's Randall van den Heever said the ANC was in favour of parents having a majority on school-governing bodies. The bill gives parents a majority of one over the combined voting power of other parties represented on governing bodies, such as teachers and pupils.

The committee also postponed a decision on the fate of a clause that upholds the right of a public school on church property to retain its religious character. The Catholic Church in particular is against the removal of the provision.

# ANC muscles through schools Bill

Tim Cohen

BD 16/10/96 (50)

CAPE TOWN — The ANC muscled the SA Schools Bill through the parliamentary education committee yesterday without support from other parties, heralding the start of a fundamentally changed education system.

The Bill ends the era of Model C schools, the prefect system, caning and the power of the education department over many schools in black areas.

In its place is a system which reduces the power of parents slightly in former Model C schools but increases it substantially at other schools, allowing school governing bodies rights regarding admissions policy and school fees.

In a late amendment the ANC supported changes to the Bill which it said ought to satisfy objections by a variety of church schools aimed at ensuring they retained their religious character.

All parties supported a DP proposal that would require the consultation of governing bodies in programmes de-

signed to train the governing bodies.

The Bill faced strenuous opposition from the NP on the final day of a consultation process that has taken more than a year. The Bill was also opposed by the Freedom Front and the ACDP. The DP, IFP and PAC abstained in order to consult their party caucuses but indicated they might support the Bill.

NP education spokesman Renier Schoeman said it was with regret that his party was able to support only 26 of the Bill's 62 clauses.

He repeated the NP's charge that the Bill was a "drastic deviation" from the Bill initially presented following the consultation process.

After the ANC had intervened in the process the final version of the Bill had fundamentally disturbed the balance between the state and parents achieved in the initial Bill, he said.

Schoeman relied largely on a change in the title of a section defining the "functions" of a governing body which originally described the "pow-

ers" of the body. This change was symbolic of the shift toward the education department, he said.

ANC MP and education committee chairman Blade Nzimande charged that the NP did not want to see a changed education system at all. Despite the lack of support from other parties, the Bill catered for all SA children, he said. ANC members acknowledged that the party's election promise of free and compulsory education was effectively not catered for in the Bill, which envisages the enforcement of school fees if parents can afford them.

The party argued that it was allowing parents to contribute financially if they wished, while it had created a stepping stone towards a free and compulsory system. The system was "pro-choice" on fees, according to ANC MP Randall van den Heever, taking his cue from the abortion debate yesterday.

The Bill does not provide for a prefect system but ANC members said it did not prohibit this either.



# Schools could soon be equal: bill negotiates first hurdle <sup>(60)</sup>

Star 16/10/96

Parliament's education committee has given the nod to the new measure, but there are still a few hold-outs

By **PATRICK BULGER**  
Cape Town

Schooling in South Africa is entering a new era. With the passing of the South African Schools Bill by Parliament's education committee yesterday, all schools and pupils could soon find themselves on an equal legal and funding footing for the first time.

"We now have a bill aimed at transforming education," said Blade Nzimande, the committee chairman and ANC MP.

The bill was passed in the face of vehement opposition from the National Party which again hinted it might take the bill to the Constitutional Court.

The ANC insisted on retaining new amendments not contained in the original bill

proposed by Education Minister Sibusiso Bengu. These included measures that transferred some powers and functions from school governing bodies to the provincial education authorities.

However, the ANC did relent on a clause opposed by the Catholic Church which said its 400 state-funded schools faced closure unless they were able to retain their essential religious character.

In a last-minute turnabout, the ANC acknowledged the role the Catholic schools had played in promoting nonracial education.

ANC MP and educationist Randall van den Heever said the Catholic schools had held out

against becoming government schools during the apartheid era.

He said the ANC wanted to bring the Catholic schools on board and to retain their ethos of a culture of learning.

NP education spokesman Renier Schoeman said his party supported 26 of the bill's 62 clauses.

He said, however, that the ANC's amendments had undone the process of consultation which had led to the drafting of the bill.

"ANC-supporting organisations had made an orchestrated attack on the bill," he said.

The concept of a partnership between the state and parents would be disturbed by the removal of the powers of governing bodies, he said. The party voted against the bill.

DP education spokesman

Mike Ellis abstained from voting but said the party was likely to vote in favour of the bill once the party's caucus had discussed it.

The IFP and the PAC also abstained from voting.

The African Christian Democratic Party opposed the bill on the grounds that it did not sufficiently cater for home schooling and because it outlawed corporal punishment.

The Freedom Front opposed the bill, saying it would negatively affect Afrikaans-language schools.

The bill will go forward to the National Assembly on October 24 and the Senate at the end of the month.

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**Govt aims at transforming SA education**  
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# Schools Bill sparks uproar

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17/10/96

THE SA Foundation for Education and Training yesterday rejected the Schools Bill passed by Parliament's education committee on Tuesday and said it was not legitimate.

"Should Parliament pass the Bill in its present form, the new legislation would be illegitimate and unacceptable in many education circles," the foundation said in Pretoria. It criticised changes to the Bill, which it said deviated from previously negotiated draft legislation.

"Parents and school management bodies have been stripped of their original powers, marginalising their role to that of rubber stamps of the education authorities," it said. The foundation called on Education Minister Sibusiso Bengu to review the Bill before putting it before Parliament.

The South African Schools Bill, designed to redress the imbalances in State schooling brought about by decades of apartheid, was approved by the National Assembly's education committee on Tuesday.

The Bill provides for only two categories of school - public and private - which will mean the end of the Model C system, and lays down ground rules for equitable funding, admission and language policy.

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Yesterday the Conservative Party also rejected the Bill and threatened to embark on passive resistance and civil disobedience should it be enacted.

In a statement in Pretoria CP education spokesman Mr Andrew Gerber said it seemed inevitable the Bill would become law, despite objections from several quarters.

"The whole commotion proves there is no sense in holding talks with the African National Congress," he said. "Not a single concession has been made in all the months of discussions with the Government."

He said Afrikaners were left with no option but to resist what he described as an unfair education dispensation. "The CP has declared itself willing to embark on passive resistance and civil disobedience rather than subjecting our children to a heathen education."

The National Party, which with the Freedom Front and the African Christian Democratic Party voted against the measure, said it would weigh up its options before deciding what action to take. - Sapa.

## Metcalf has to go - NP

By Victor Mecoanere and Sapa

THE National Party in Gauteng has asked for the immediate resignation of education MEC Mrs Mary Metcalfe for what they called the general sloppiness of the Gauteng Department of Education's staff and the lack of security at several matric examination centres.

NP spokeswoman Ms Juli Kilian said Metcalfe's "arrogant dismissal of warnings against inefficiency and incompetence with regard to arrangements for the matric examinations proved once again that she will turn a blind eye to real problems and cover up deficiencies with dogmatic political rhetoric".

The Democratic Party, although not calling for her resignation, blamed Metcalfe for a "mix-up" in exam papers in Pretoria.

DP Gauteng spokesman Mr Jack Bloom said Metcalfe's department had sidelined "old hands" for inexperienced and inefficient newcomers.

### Equal access

Azanian Students Movement president Mr Aslam Tawana yesterday said that the lack of equal access to facilities and equipment had not yet been addressed.

Examinations started badly on Monday, with a general lack of security at several writing centres. Computer science question papers arrived an hour late at the Johannesburg College of Education in Parktown.

The NP said a reporter from an Afrikaans newspaper had successfully posed as a school official to obtain exam papers from a GDE office in Braamfontein.

GDE superintendent-general Mr James Maseko said the examinations, which were "being run provincially" for the first time, could not have proceeded without incident. Maseko added that only four of the 18 districts involved in the examinations experienced problems.



# Schools Bill sparks uproar

50

Lawyer 7/10/96

THE SA Foundation for Education and Training yesterday rejected the Schools Bill passed by Parliament's education committee on Tuesday and said it was not legitimate.

"Should Parliament pass the Bill in its present form, the new legislation would be illegitimate and unacceptable in many education circles," the foundation said in Pretoria.

It criticised changes to the Bill, which it said deviated from previously negotiated draft legislation.

"Parents and school management bodies have been stripped of their original powers, marginalising their role to that of rubber stamps of the education authorities," it said.

The foundation called on Education Minister Sibusiso Bengu to review the Bill before putting it before Parliament.

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# Democratic Party gives conditional support to new SA Schools Bill

(50) ARG 19/10/96

CLIVE SAWYER

POLITICAL CORRESPONDENT

The Democratic Party, which early this week abstained from voting on the controversial South African Schools Bill, has given it conditional support.

The bill, approved by the National Assembly committee on education shortly after the African National Congress introduced a battery of amendments, lays the groundwork for eradicating the vestiges of apartheid in schooling.

It provides for two categories of school, public and private, with a special provision allowing religious schools, on application, to receive public funding.

The bill was opposed by the National Party, Freedom Front and Inkatha Freedom Party, for reasons including claims of significant diminution of the powers of parents over schools.

The DP representative on the committee, Mike Ellis, abstained from voting at the time, saying the party had not had enough time to study the amendments.

Yesterday he said the original version of the bill had satisfied the DP demands that communities should be responsible for their own schools and there should be as much devolution of authority to governing bodies as possible.

The ANC's amendments seemed severe at first, but would not substantially alter the spirit of the bill, Mr Ellis said.

"The amendments were largely cosmetic and there is little doubt the ANC was playing to their gallery by appearing to be making important changes, but in reality changing very little."

The original bill had scrapped the name 'Model C', but at the same time gave Model C powers and functions to all public schools.

Mr Ellis said the DP did not, however, accept all the amendments to the bill.

The party would have preferred a greater representation of parents on governing bodies, rather than the "50 percent plus one" formula introduced by the ANC.

The DP also wanted governing bodies to be able to administer admissions tests.

Another concern was that more authority had been given to provincial education MECs over issues like fees, admissions, and exemptions, taking it away from schools. But schools would continue to have a wide range of authority, including the right to establish their own admissions policy and the right to collect school fees.



# Minister warns parties not to delay schools bill

(50) Star 19/10/96

Durban - The Government would brook no opposition to the recently approved South African Schools Bill, Education Minister Sibusiso Bengu said yesterday.

Addressing a media briefing in Durban, Bengu said the bill, approved by the National Assembly's education portfolio committee on Tuesday, had the support of the Cabinet.

"We warn those parties opposed to the bill not to repeat the same mistake by trying to delay the education transformation process, because that would be a futile exercise," he said.

On Tuesday the National Party, which, with the Freedom Front and the African Christian Democratic Party, voted against the measure, said it would weigh up its options before deciding to act.

The bill has been designed to redress the imbalances in state schooling brought about by decades of apartheid.

It provides for only two categories of school - public and private - which will mean the end of the Model C system, and lays down ground rules for equitable funding, admission and language policy.

The bill has also repealed

several apartheid-era education laws, including the Coloured Persons Education Act and the Education and Training Act drawn up in 1979 for black schools.

On Wednesday the SA Foundation for Education and Training rejected the bill and said it was not legitimate.

The foundation called on Bengu to review the bill - which would be debated in Parliament next week - before putting it before Parliament.

On the question of the matric examinations, Bengu said all possible steps had been taken by provincial education authorities to discharge their constitutional obligation in an efficient and effective manner.

He said that for the first time in South Africa, matric exams would be administered by the provincial education departments in line with the constitution.

"It is indeed significant that 20 years after the Soweto uprisings, all our children will now write the same examinations and I have been assured that security, monitoring and quality assurance mechanisms have been set up to ensure that the integrity of the examination is upheld." - Sapa

# SA's Schools Bill passes first test

ST 20/10/96

(50)

By RAY HARTLEY  
Political Correspondent

ON TUESDAY afternoon, just before tea, education committee chairman Blade Nzimande's patience finally ran out. Using a loud bleeping device, he drowned out the pleading of the NP's Dr Tertia King.

His voice raised to a high pitch, he warned: "You better just listen to me as chairperson here. You are defying my authority and that must be stopped."

The source of King's pleading and Nzimande's impatience was the Schools Bill — after the Constitution, possibly the most emotionally loaded transforming legislation to find its way to Parliament.

Following months of toing and froing between Parliament, the executive and parent, teacher and pupil stakeholders, Nzimande was keen to wrap up his committee's discussion of the document.

By 5pm it was all over. Ignoring last-minute objections to procedure from the NP's Renier Schoeman and the DP's Mike Ellis, Nzimande recorded the majority's support for the Bill, clause by clause.

The Bill will now go before the National Assembly and Senate before being signed into law by President Nelson Mandela.

At the heart of King's distaste for the Bill was her belief that it would end the era of Model C schools — an attempt to allow for qualified de-racialisation introduced in the dying years of apartheid.

At a press conference later, King reiterated her party's fear that the spectre of "total equalisation" would destroy those public schools which had managed to establish traditions of excellence.

But special adviser to Education Minister Sibusiso Bengu, Thami Mseleku, said: "Model C schools were a model of apartheid excellence. We're talking about an excellence based on democracy."

For the first time, he said, parents

would have a majority on new school governing structures and a say over their children's education.

Within constitutional boundaries, they would be able to decide on language and admission policy, as well as the ethos and religious observance to be followed.

In addition, they would be entitled to raise and dispose of school funds, which could be used to supplement teacher numbers and improve facilities.

Although the Bill would need to lead to an end to racially-uneven spending, it empowered the minister to determine school funding with stakeholders.

"You will see a movement towards equity. By the next election in 1999, we will have achieved a substantial shift towards equal spending," he said.

Education department official, Trevor Coombs, said this meant "those which have had a lot will get progressively less and those which were getting less will get incrementally more".

In terms of the Bill's fundraising provisos, parents would be able to raise money for "educational purposes", such as the employment of more teachers.

However, the employment of extra teachers was the cause of much division in the committee, with the NP suspicious of a clause which said existing contracts between schools and teachers would have to terminate at the end of next year.

Coombs said the contracts would be ended to allow for contract teachers to be placed on the same employment footing as their state-employed colleagues.

"The intention is to find a means to allow schools to employ teachers on contract, but to do so in a manner which protects their employment rights," he said.

The matter was still being negotiated but the outcome would be a system allowing the employment of teachers by governing bodies, he said.



the culmination of months of discussion between the two bodies.

■ Reports by Sapa, Ecas, Own Correspondent

# 'Truth versus justice' storm

By **DESMOND BLOW**

*CP 20/10/96*  
TO BE CHARGED or not to be charged, that is the question. Should the attorney generals and their special squads of top detectives spend millions of rands of taxpayers' money to bring political murderers to justice – only to have them granted amnesty if they volunteer to make a full confession to the Truth and Reconciliation Commission?

This question caused a crisis this week.

Transvaal Attorney General Jan D'Oliviera arrested two former top detectives who had been under investigation for months after it had been announced that the two – Brigadier Jan Hattingh (Jack) Cronjé (59), former head of the Vlakplaas "hit squad", and Captain Jacques Hechter (44) – were among five former policemen who would give evidence before the Commission.

Hechter is known to have some involvement in the murders of Dr Fabian Ribeiro and his wife. City Press understands that the AG has not charged him with their murders as they are still being investigated, and that the AG intends to later charge military personnel with the murders, possibly with the two accused.

However, if the TRC is satisfied

with the evidence the two give, it is compelled to grant them amnesty under the interim constitution – and the AG will have to withdraw the case against them.

This has caused bitterness in some circles – especially among the bereaved families who feel that justice is not being served.

Chris Ribeiro, son of Dr Fabian Ribeiro and his wife, feels that the policemen have only rushed to the Commission because they knew of their imminent arrest and that they feel no remorse for their actions.

He feels justice can only be served and reconciliation can only be brought about if the killers pay for their crimes.

He has criticised the TRC for "being insensitive" by not informing bereaved families that witnesses were to appear before it regarding the slaying of loved ones.

Attorney Willem Britz, who represents Cronjé and Hechter, denies that his clients do not feel remorse.

Archbishop Desmond Tutu, chairman of the TRC, told City Press that the Commission's function was to reconsolidate the nation.

"The TRC did not make the law.

He stressed that had the politicians not come to an agreement over past atrocities – and "they were horrible" – the country would have gone up in flames.

## 'Don't mess with Schools Bill'

EDUCATION Minister Sibusiso Bengu on Friday said the government would brook no opposition to the recently approved South African Schools Bill.

Addressing a media briefing in Durban, Bengu said the Bill, approved by the National Assembly's education portfolio committee on Tuesday, had the overwhelming support of the Cabinet.

"We warn those parties (opposed to the Bill) not to repeat the same mistake by trying to delay the education transformation process – because that would be a futile exer-

cise," Bengu said.

On Tuesday the National Party, which with the Freedom Front and the African Christian Democratic Party voted against the measure, said it would weigh up its options before deciding what action to take.

The Bill has been designed to redress the imbalances in state schooling brought about by decades of apartheid. It provides for only two categories of school – public and private – which will mean the end of the Model C system, and lays down ground rules for equitable funding, admission and language policy. – Sapa

*CP 20/10/96*

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**Completion of degrees/diplomas/standards** (c) Standards 2 to 5 and (f) Substandard A/Grade 1 to Standard 1 in (i) 1994 and (ii) 1995?

718. Mr T C NTSI<sup>1</sup> asked the Minister of Education: (i) 1995? N1291E

What percentage of the South African population successfully completed (a) degrees, (b) diplomas, (c) Standard 10, (d) Standards 6 to 9, (a), (b) and (c)

The MINISTER OF EDUCATION:

Table: Number of students/pupils completed degrees and diplomas in 1993, and standard 10 in 1994 and 1995

Type of Qualification and Institution	Number of students/pupils who successfully completed	As a percentage of the SA Population <sup>1)</sup>
(a) Degrees—1993 <sup>2)</sup> —Universities <sup>1)</sup>	44 226 44 226	0,11% 0,11%
(b) Diplomas—1993 <sup>2)</sup> —Universities (including certificates) —Technikons <sup>3)</sup> —Colleges of Education <sup>3)</sup> —Total	10 898 14 444 13 101 38 443	0,03% 0,04% 0,03% 0,10%
(c) (i) Standard 10—1994 —Without Exemption —With Exemption —Total	198 846 88 497 287 343	0,49% 0,22% 0,71%
(ii) Standard 10—1995 —Without Exemption —With Exemption —Total	204 921 78 821 283 742	0,50% 0,19% 0,69%

<sup>1)</sup> Source: *Mid-year Estimates 1991-1995 Central Statistical Service* (June 1995)

(1993—39 628 million, 1994—40 436 million and 1995—41 244 million)

<sup>2)</sup> The latest complete information available is for 1993

<sup>3)</sup> Excluding former TBVC States

(d), (e) and (f) The present information system does not provide for the collection of data on pupils who successfully completed standards below Standard 10. The Department of Education is at present busy with the development of a new national Education Management Information System which will be implemented during 1997. This system will provide for the collection of the data necessary to calculate the number of pupils who passed in each standard.

**Foreign Affairs: 1995 annual report**

761. Mr C W EGLIN asked the Minister of Foreign Affairs:

(1) Whether his Department has published its 1995 annual report; if not, (a) why not and (b) when is it due to be published; if so, (i) how many copies were printed, (ii) what was the cost per copy and (iii) what was the total cost of (aa) printing and (bb) distribution;

(2) whether any aspects of the production and/or distribution of the report were put out to tender; if so, (a) which aspects, (b) which company or individual was granted the tender in each case and (c) what was the value of the tender contract in each case?

N1337E

**The MINISTER OF FOREIGN AFFAIRS:**

(1) The Department of Foreign Affairs did not produce an annual report during 1995; (a) The Minister reported comprehensively on the activities of the Department during 1995 in his budget speeches to the Senate and the National Assembly on 16 May and 18 June 1996 respectively. The Department further presented a comprehensive budget to the Select Committee on Trade and Industry, Public Enterprises and Foreign Affairs on 13 February 1996 and to the Portfolio Committee on Foreign Affairs on 14 February 1996. (b), (i), (ii), (iii), (aa) and (bb) fall away.

(2) Falls away.

**Foreign Affairs: early retirement/resignation packages**

816. Mr C W EGLIN asked the Minister of Foreign Affairs:

Whether any employees of his Department (a) have applied for early retirement or resignation packages and/or (b) have been granted permission to retire early or resign in terms of the Government's programme, announced in March 1996, to reduce the size of the Public Service; if so, (i) in each case, (aa) how many and (bb) what proportion of the total number of staff does this figure constitute and (ii) in respect of those employees who have been granted early retirement or have been allowed to resign, in each case, (aa) what position did he or she hold, (bb) what salary did he or she earn and (cc) what was the value of the retirement package, including all specified aspects?

N1453E

**The MINISTER OF FOREIGN AFFAIRS:**

To date 76 officials of the Department of Foreign Affairs which constitutes 3,5% of the total staff establishment of 2 166 posts, have opted to request that their services be terminated on a voluntary basis, in accordance with agreement 2/96 of the Public Service Bargaining Chamber at Central Level. Of the 76,60 applications (2,7% of the total staff establishment) have been approved.

In respect of the 60 employees who have been granted approval on their request that their services be terminated on a voluntary basis, details regarding position (rank) and salary are set out below. Unfortunately the Department of Foreign Affairs is not in a position to provide the actual value of each package as the calculation is done by the Department of Finance.

No	Rank	Salary per annum
1	Director (Political)	R163 260
7	Deputy-Director (5 Political, 2 Administrations)	R115 413-123 468
14	Assistant-Director (6 Political, 8 Administration)	R 78 141-92 661
2	Senior Foreign Affairs Assistant	R 50 868-53 487
2	Foreign Affairs Assistant	R 25 866
1	Senior Foreign Service Officer	R 50 686
		R 50 868- 56 106



# Newshef 'losing vital revenue' over court case

Ingrid Salgado

COURT action challenging the Independent Broadcasting Authority's decision to grant SABC station Radio Jacaranda to Newshef 71 was prejudicial to Newshef's ability to begin operating and could cost the group up to R6m in lost advertising revenue, Newshef chairman Delisiwe Dlodlu said at the weekend.

Advertisers were becoming "skittish" about Jacaranda because there was no certainty of who the station's new owners would be.

Five other SABC stations had already been transferred to new private owners who would make inroads on securing advertising revenue before Newshef had a chance to consolidate its position.

Naledi Media Investments will challenge the decision in the Pretoria Supreme Court early next month. Naledi offered R90m for Jacaranda but still lost the bid to Newshef, whose bid price was R70m.

Naledi has opposed the IBA's choice on three grounds:

Newshef breached cross-media control regulations because of New Africa Investment's 65% stake in the group. Nail owns a portion of Times Media's publications and M-Net through a share in Johnnic as well as New Nation and the Sowetan;

20 21/10/96 (21)  
Newshef contravened foreign ownership regulations because of involvement by Newshef's French partner Europe Development International (EDI); and

IBA councillor William Lane's absence from hearings cast aspersions on the decision-making process.

The IBA said last week it had granted Newshef exemption from cross-media control rules.

It did not believe foreign ownership restrictions were breached, despite using EDI as consultants.

Dlodlu said Newshef disputed that it would contravene cross-media control laws.

Nail, through the National Empowerment Consortium, would hold at most two seats on Johnnic's 20-member board while it would own only 2%-5% of Johnnic. Although Nail deputy executive chairman Cyril Ramaphosa would be exert influence over the group, this would not constitute control.

On the foreign ownership issue, Dlodlu said EDI would hold two of 10 board seats, falling within the requirement that foreigners have no more than a 20% financial or voting interest.

Should the court find that the IBA was not properly constituted when making its decision, the licences of all six privatised SABC stations would be disputed, she said.

## 'Govt, private sector partnership needed'

Business Day Reporter

GOVERNMENT needed to form strategic partnerships with the private sector and private institutions to help meet the numerous educational and training challenges facing the country, Gauteng education MEC Mary Metcalfe said at the weekend.

Metcalfe was addressing parents and students at a ceremony marking the official opening of a new science block at the Holy Family College in Johannesburg. The building was funded

20 21/10/96 (50)  
with a R400 000 donation from the Anglo American and De Beers Chairman's Fund and R200 000 from the JCI Limited Chairman's Fund.

Metcalfe said there was a need for the public and private sectors to complement each other in the provision of adequate educational facilities.

Anglo American and De Beers Chairman's Fund chairman Michael O'Dowd said the importance of science in equipping young people to play their role in the technological advancement of society could not be overemphasised.

# Textbooks 'still have key role'

Kevin O'Grady

THE education department has assured members of the publishing industry that textbooks "will continue to be a vital partner of the state in the learning and teaching enterprise" and has dismissed concerns that textbooks are to be phased out altogether.

Department deputy director-general Ihron Rensburg said anxiety over the phasing-out of text books and provincial education departments' plans to give publishing and printing contracts to the state was unnecessary.

"Textbooks will still play a key role in materials development which will support the phasing-in of the new curriculum from 1998," Rensburg said.

"The department has laid its curriculum programme on the table and has conducted all discussions in a transparent manner.

"We have asked the publishers to provide us with a programme and strategy through which they could enable us to successfully phase in the new

curriculum with a particular focus on materials development," he said.

Textbooks and their production were just one element of the materials necessary for the phasing in of the new curriculum. "At the heart of the new curriculum is the shift towards the use of multiple learning and teaching materials," Rensburg said.

David McKay reports that a recent dearth of orders for next year's school textbooks was fuelling fears among printers that provincial education departments intended to take control of the industry — at a cost of hundreds of millions of rands to private enterprise.

Printing Industries Federation of SA (Pifsa) director Erich Kuhl said the printers were normally "buzzing with orders for next year" from September.

But halfway through this month the presses were "ominously quiet", he said.

Pifsa represents about 100 000 employees in an industry which had a turnover of about R15bn in the 1995 financial year.

ED 21/10/96 (55)



# Sweeping changes

## Set for school subjects

CT 22/10/96

(50)

WITHIN five years, matric students will be writing a different set of exams, as changes to syllabi are brought about to make South Africans more employable. Education Writer CAROL CAMPBELL reports.



WEEPING changes to what is being taught in the classroom are in the pipeline for South African schools with a bigger chunk of the school day likely to go to technology education at the expense of "traditional" subjects like history and geography.

The drive towards technology education is part of the Reconstruction and Development Programme and is intended to make young South Africans more employable.

Yesterday matrics in the Western Cape began writing their final exams — without five years, since the planned changes are introduced. "Grade 12s" will write a completely different set of exams.

For the past month, the National Education Department has held discussions in Pretoria with educationists, business representatives and trade unionists on developing a new curriculum for education and training in the classroom.

The talks are focusing on dividing the school syllabus into eight learning areas instead of 41 subjects — a system that will also be used in adult education. The eight areas are: literacy, commun-

cation and language; maths and numeracy; natural sciences; arts and culture; life orientation; economic and management sciences; technology and human and social sciences which would include subjects like history, geography, religious education, home economics and others all taught in an integrated way.

Mr Rob Siboegeer, a senior lecturer at the University of Cape Town's School of Education, who was in Pretoria for the discussions, said technology education was regarded as a "key" area and subjects (computers, industrial arts) which made schoolchildren more economically productive would be given more time.

The 1998 changes would be introduced in grade one, Grade Four (Std 2) and Grade Seven (Std 5).

By 2001 matrics, or Grade 12s as they will be known, will be writing a "further education and training certificate" which will be completely different from the current matric certificate.

Those who don't finish matric will be able to leave school at the end of Grade Nine (Std 7) with a general education and training certificate.

Exactly what Grade 12s will study and how their final assessments will be structured are still being worked out.

"The disadvantage of the new system is that we will lose much of the strength in the existing disciplines, but it will help to break down the barriers which the old system set in stone.

"I think what is happening is positive

### How changes will happen

- Discussions are under way to cut the school curriculum back from 41 subjects to eight learning areas.
- The first round of changes will be introduced in 1998.
- The eight areas are literacy, communication and language; maths and numeracy; natural sciences; arts and culture; life orientation; economic management sciences; technology and human and social sciences.
- History will fall into the human and social sciences category.
- The focus in education will be on technology.
- The changes will be introduced in grade one, four (Std 2) and grade seven (Std 5).
- The eight learning areas will not be limited to school education but will be carried through into adult education.

— but I am concerned that there is a drive to scrap the old subjects completely.

"This could mean history will disappear, which means our efforts to make it more inclusive and relevant will have been for nothing," Siboegeer said.

It is understood that in the future, provincial education departments will be free to work out their own school syllabi for general education up to Grade Nine, provided they are within guidelines set by the national department.

At an international conference on Technology Education for Development in South Africa last week, Minister of Education P. Sibusiso Bengu said technology education would play a big part in the reconstruction and development of the country.

"It is based on this understanding

that we (the Education Department) have developed various initiatives that encourage the use of technology to enhance learning and the study of technology as a field of learning."

Bengu said "appropriate" mathematics, science and technology education initiatives were essential to stem the waste of talent, especially in impoverished communities.

The head of the Western Cape Education Department, Mr Brian O'Connell said history was essential to understanding the human condition and to ignore it would be to forget human achievement.

"They tried to do away with history at school in the United States during the 1980s and there were some powerful arguments against doing that — to ignore history is to ignore who we are as people," he said.

Now, what was it again ... ?



MOMENT OF TRUTH: Caitlin High School pupil Julian Johnson grapples with a problem in his final English Literature paper yesterday. ● See Page Two

### 'PW ordered SACC bomb'

JOHANNESBURG: Retired police commissioner General Johan van der Merwe and former Minister of Law and Order Mr Adriaan Vlok are to apply for amnesty for certain apartheid-era crimes, details of which were disclosed yesterday.

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FINEST QUALITY



# Schools bill will put parents firmly in driving seat — Bengu

POLITICAL STAFF

EDUCATION Minister Dr Sibusiso Bengu yesterday rejected National Party claims that the South African Schools Bill deprived parents of their influence over how local schools will be run in the future.

But voting on the bill in the National Assembly was postponed when the NP tabled last-minute amendments to the ground-breaking legislation that will now have to be considered in a further session of Parliament's education portfolio committee.

The bill introduces compulsory schooling, scraps the Model C system, introduces elected governing bodies and provides for funding to be channelled to redress the education inequalities inherited from the apartheid era.

Bengu told the National Assembly debate the functions granted to school governing bodies, on which parents will have an automatic majority of one, were "real, substantial, complex and demanding. As time will tell, the parents are firmly in the driving seat".

The bill gave parents "exceptional responsibility" in the country's 29 000 public schools.

He was responding to NP educa-



**DEFENDING BILL:** Sibusiso Bengu

tion spokesman Mr Renier Schoeman, who said that the NP reserved its position on the constitutionality of the bill.

Schoeman said he rejected the accusation that the NP was trying to preserve white privilege. But he was concerned that the bill, as introduced by Bengu, had been altered under the guidance of education committee chairman Dr Blade Nzimande, whom he referred to as a butcher.

The NP had wanted state intervention to be limited to a minimum.

Instead, the bill robbed governing bodies of their powers and gave them to provincial education MECs. Governing bodies had to be satisfied with "delegated powers".

Democratic Party education spokesman Mr Mike Ellis said the DP would support the bill but remained unhappy with some aspects. In particular the DP was concerned about the transitional provision that allowed school governing bodies to employ additional teachers only until the end of next year.

Bengu, in his reply to the speakers, said the issue would be referred back to the Education Labour Relations Council for consideration.

The African Christian Democratic Party's two MPs are opposing the bill on the grounds that it scraps corporal punishment and does not provide for home schooling.

The Freedom Front is also opposed to the bill. Its leader, General Constand Viljoen, said it did not provide for mother tongue education and introduced culturally alien concepts like elected student bodies and scrapped corporal punishment.

Afrikaans speakers comprised seven percent of the population and were entitled to education in their own language and their fair share of funding.



the Free State. **ERIC FILLARD**, who was also subpoenaed.  
an said former murder, had also been subpoenaed.

# NP forces schools Bill back to committee

Tim Cohen

(50) BO 25/10/96

CAPE TOWN — The SA Schools Bill drew cross-party support in Parliament yesterday, but was strenuously opposed by the Freedom Front who said it would lead to conflict and the NP who argued that it diluted the powers of school governing bodies.

The legislation, which fundamentally changes the structure of schooling in SA, was forced back to the parliamentary committee process by the NP which tabled amendments to the bill.

But Education Minister Sibusiso Bengu vowed that it would be passed by the end of this parliamentary session on November 7.

The IFP, the DP and the PAC also came out in support of the Bill yesterday.

NP education spokesman Renier Schoeman accused parliamentary education committee chairman and ANC MP Blade Nzimande of "ideologically driven" changes to the original Bill.

He said the changes were not cosmetic, as stated by DP MP Mike Ellis who said the Bill remained fundamentally sound despite the ANC amendments.

Compared to the original Bill, Schoeman said in the final Bill school governing bodies would have to be satisfied with delegated and not original powers. This negated the view that state intervention in school governance should be limited to a minimum and that school governing bodies should have the maximum powers they could reasonably manage.

Bengu denied the NP's charges, which he described as a "confused fog of disinformation. It is emphatically not the case that the powers of governing bodies have been diluted," he said.

Front leader Constand Viljoen said the Bill was a "Bill of revenge" that would lead to conflict. The language-rights clauses in the constitution were overlooked by the Bill, he said. Viljoen claimed that the Bill would "cause Afrikaner culture to disappear". Bengu denied that the Bill contradicted the constitution's language clauses, but said he would arrange to discuss the legislation with Viljoen.

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# Bengu dispels NP claims over education bill

(90) Mar 25/10/96

Voting in National Assembly

postponed after Nats table

last-minute amendments

**BY PATRICK BULGER**  
Parliamentary Correspondent

Cape Town – Education Minister Sibusiso Bengu yesterday rejected National Party claims that the South African Schools Bill deprived parents of their influence over how local schools will be run in the future.

But voting on the bill in the National Assembly was postponed when the NP tabled last-minute amendments to the ground-breaking legislation, which will now have to be considered in a further session of Parliament's education portfolio committee.

The bill introduces compulsory schooling, scraps the Model C system, introduces elected governing bodies, and provides for funding to be channelled so as to redress the education inequalities inherited from the apartheid era.

Bengu told the Assembly debate that the NP's strategy was "cheap and contemptible politics".

He said the functions granted to school governing bodies, on which parents will have an automatic majority of one, were "real, substantial, complex and demanding, and as time will tell, the parents are firmly in the driving seat". The bill gave parents "ex-

ceptional responsibility" in the country's 29 000 public schools.

Bengu was responding to NP education spokesman Renier Schoeman, who warned that the NP "reserves its position on the constitutionality" of the bill. Schoeman said he rejected the accusation that the NP was trying to preserve white privilege.

But he was concerned that the bill as introduced by Bengu had been altered under the guidance of education committee chairman Dr Blade Nzimande, whom he referred to as "a butcher".

The NP had wanted state intervention to be limited to a minimum. Instead, the bill robbed governing bodies of their powers and gave them to provincial education MECs.

Democratic Party education spokesman Mike Ellis said the DP would support the bill but remained unhappy with some aspects. In particular, the party was concerned about the transitional provision which allowed school governing bodies to employ additional teachers only until the end of next year.

Bengu said the issue would be referred back to the Education Labour Relations Council for consideration.



cept introduced compulsory fees to virtually all suburban public schools four years ago, what to do legislatively about parents unable or unwilling to pay has been nervously skirted by those basically supporting such fees.

For as long as only relatively prosperous black parents sent their children to those schools, newly liberated from racial entry restrictions, the question could be avoided. They were, after all, at least as anxious as any others for their children to receive good schooling, and were keen both to pay for it and to contribute to the running of the schools.

But that doesn't allay anxieties about what might happen should such schools see a far greater proportion of their pupils coming from less affluent black families. SA Federation of State-aided Schools national president Hennie van Deventer says his organisation has found those parents are adamant they will not pay fees. The ANC promised them free schooling, he explains, and that's what they will insist on.

The Bill, in all its versions, has declared no pupil may be excluded from any public school for the first nine grades because of parental inability to pay fees. The version the portfolio committee went through with a fine toothcomb did not, however, compel governing bodies to provide for full, partial or conditional exemption from school fees. Indeed, it allowed them to pursue defaulting parents through the courts, though no child, compelled to go to school for nine years, could be excluded from it because his parents had not paid fees determined by its governing body.

The committee has ploughed through this quagmire. Legal recourse is out, and provision for exemption must be drawn up to accommodate those unable to pay fees.

But the latest version of the Bill has not solved the conundrum. Any parent reckoning he or she ought to have been given exemption may appeal to the provincial administrative head of education. He must follow "due process which safeguards the interests of the parent and the governing body." In the role of Solomon, he will be guided by "regulations regarding equitable criteria and procedures" drawn up by the Minister of Education, who will have produced them after consulting with the council of provincial education MECs and the Finance Minister.

Van Deventer believes all that is "im-

practicable, a nightmare" and that the Act will eventually have to be revised.

Time could prove him wrong. Parents — black and white, affluent and poor — may collaborate far better than he fears.

Let us hope so. The future of public schools is crucially based on parents contributing money and time. If they decide not to, the blight of alienation will attack suburban schools just as it has their township counterparts for the past 20 years and more.

That is a spectre to terrify anyone. ■

SCHOOLS BILL

(50)

### CORE PROBLEM UNSOLVED

To claim, as some parliamentary correspondents and MPs have done, that the SA Schools Bill that will soon be presented to parliament is not significantly

FM 29/10/96

different from what was negotiated earlier this year just doesn't wash.

At the eleventh hour, the ANC-dominated educational portfolio committee pushed through a couple of changes to school governing bodies' rights over compulsory school fees. They are so central to the bodies' powers it would be un-

wise to dismiss the National Party's comment that "the heart of the concept of real and meaningful partnership in education between school, State and parent/community will be ripped out."

That's not to say powers now removed by the committee would have proved workable. Ever since the Model C con-

# Chalk flies as Nats square up to ANC on Schools Bill

By CYRIL MADLALA  
Parliamentary Correspondent

BT 27/10/96

THE National Party this week put a temporary halt to the passage of the National Schools Bill, but the ANC has vowed to pass it this year — even if it means Parliament sits until Christmas.

The proposed legislation establishes national, uniform norms and standards for pupils, and for school organisation, governance and funding.

In future there will be only two categories of schools — public ones (former state and state-aided schools) and independent schools (former private schools).

The Bill guarantees the rights of all children between six and 15 years of age to attend school, but deprives the governing bodies the right to decide who should be admitted to the schools.

Corporal punishment will be banned, and the prefect system replaced with student representative councils.

The Minister of Education, Professor Sibusiso Bengu, said despite the urgent need to bring to an end "the old racist pattern of schooling", it had been essential to move sensibly and to build consensus on the new legislation.

The NP's objections, to be tabled before the portfolio committee tomorrow, are that the Bill:

- Downgrades the powers of parent bodies, making them functionaries rather than decisive role players;
- Enhances state intervention in school governance, and minimises the role of governing bodies;
- Adopts a centrist approach which will result in unnecessary and wasteful bureaucratisation; and
- Could be challenged on constitutional validity.

The chairman of the education portfolio committee, ANC MP Dr Blade Nzimande, said: "The Bantu Education Act was the most defining and enduring characteristic of apartheid. It is for this reason that the NP is employing these delaying tactics in order to preserve the racist character of education in our country."

DP MP Mike Ellis said his party would support the proposed legislation as it believed it was an important instrument in the transformation of schools.

"This does not mean we believe it is a perfect piece of legislation. We believe in fact that it has many flaws and leaves many questions unanswered," he said.

The Bill, however, reflected an important shift in ANC thinking. Earlier indications had been that the organisation was committed to the centralisation of education control, Ellis said.

Freedom Front leader General Constand Viljoen and the ACDP's Louis Green opposed the Bill because it did away with corporal punishment. Viljoen said mother tongue instruction had not been secured, while Green said the right to teach at home was not protected.



# Teachers warn of curriculum chaos

ARGUS CORRESPONDENT

Johannesburg - A proposed new school curriculum aimed at finally burying apartheid education has come under fire from educationists who have warned of chaos if the plans go ahead.

Teacher bodies have criticised the national Department of Education's attempts to push through new curricula without first involving teachers in the process and then spelling out exactly how it would work.

They accused the department of trying to steamroll the education changes before the 1999 elections in a bid to catch votes.

Teachers warned that the proposed "new South Africa curricula" would not

work if implementation of the changes was not properly planned.

Deputy director-general of education Ihron Rensburg announced changes to the curricula last week and said the new system would be a shift from the previous content-based curricula to one based on outcomes.

Current subjects would be replaced with eight broad learning categories covering several focal areas.

However, National Professional Teachers' Organisation of South Africa (Naptosa) director Andrew Pyper said he was concerned about pushing through new curricula within a year.

"Normally this process takes a lot longer than 12 months. While we are not opposed to the new curriculum, we are con-

cerned about it being launched within a year," he said.

Mr Pyper said implementing a new curriculum normally took three to five years.

South African Democratic Teachers Union (Sadtu) spokesman Kate Skinner said the union was unhappy that its members had not been given a chance to take part in the drawing up of new curricula.

Susan Rees, president of the Association of Professional Teachers, said it was wrong for the curricula to be "hurriedly put together" and for teachers not to have been consulted. The proposed curriculum had the potential to succeed, but not if it was rushed through without involving all stakeholders. "It certainly seems as if there is a deadline to implement the new curriculum before the next election," she said.

(50) ARG 28/10/96

# Teachers warn of new curricula chaos

Education department accused of trying to steamroll changes to get votes before the 1999 elections

By **EDWIN MAUDU**

Proposed new school curriculum aimed at finally burying apartheid education has come under fire from educationists who have warned of chaos if the plans go ahead.

Various teacher bodies criticised the Department of Education's attempts to push through a new curriculum without first involving teachers in the process and then spelling out exactly how it would work.

They accused the department of trying to steamroller the education changes before the 1999 elections in a bid to catch votes.

Teachers warned that the proposed curriculum would not work if the changes were not properly planned.

Deputy director-general of education Dr Ithron Rensburg announced changes to the curriculum last week and said the system would be a shift from the previ-

ous content-based curriculum to one based on outcomes.

"The focus will be on learning by doing, learning how to learn and learning through group experience," he said.

Current subjects would be replaced with eight broad learning categories covering a number of focal areas.

These were literacy and language learning, numeracy and mathematics, life orientation, human and social sciences, physical and natural sciences, arts and culture, economic and management sciences, and communications.

However, director of the National Professional Teachers' Organisation of South Africa, Andrew Pyper, said he was concerned about pushing through new curriculum within a year.

"Normally, this process takes a lot longer than 12 months. While we are not opposed to the new curriculum, we are concerned

about it being launched within a year," he said.

Pyper said it normally took between three and five years.

"We understand that the state wants to deliver on promises it made in 1994 before the next election," he said, but added that workshops held by the department had been poorly organised and there was a general lack of direction.

While also welcoming policy proposals which would effectively get rid of apartheid education, South African Democratic Teachers' Union (Sadtu) spokesman Kate Skinner said the union was unhappy its members had not been given a chance to participate in the drawing up of a new curriculum. "They arrived at the policy proposals without involving us," she said.

Skinner said Sadtu, along with its affiliates from the Congress of South African Trade Unions and the Congress of South African

Students, would ask for a three-month extension to the process in order to be able to make input.

Susan Rees, president of the Association of Professional Teachers, said the curricula had been put together in a hurry and teachers had not been consulted during the process.

"I am very angry at the way everything has gone," she said.

Rees said the proposed new curriculum had the potential to succeed, but not if it were rushed through without involving all stakeholders.

"It certainly seems as if the department has a deadline to implement the new school curriculum before the next election," she said.

"If you hurry it through, without starting programmes for teachers, we are going to have a mess on our hands," she said.

"The scary thing is we do not know how much all this is going to cost, where the money is going to come from and who is going to

run training programmes," Salim Vally of Wits University's Education Policy Unit said there were many rumours flying around about the new curriculum, but the unit welcomed the changes.

However, he said it was disappointing to note there were no plans to develop anti-racist and anti-sexist attitudes within the new curriculum.

Education Department spokesman Thami Mseleku said the new curriculum was not being forced on schools before the next election.

He said the department had announced two years ago that a new curriculum would be drawn up after the establishment of the South African Qualifications Act and the National Qualifications Framework.

"We are confident that a new curriculum will be ready by 1998 and also accept there will be teething problems.

Star 28/10/96

(52)



# Curriculum under fire

OWN CORRESPONDENT

(50) CT 28/10/96  
JOHANNESBURG: The proposed new school curriculum intended to bury apartheid education has come under fire from educationists who believe it will lead to chaos.

Teacher bodies have criticised the national Department of Education's attempts to introduce the curriculum without consulting teachers and say it is an attempt to deliver on 1994's promises before the next elections.

They warn that the curricula will not work if the changes are not planned properly.

Mr Andrew Pyper, director of the National Professional Teachers' Organisation of South Africa, said he was concerned about the haste in implementing the curriculum as this usually took three to five years.

SA Democratic Teachers Union spokesman Ms Kate Skinner said Sadtu and its affiliates would seek a three-month extension to enable it to make suggestions.

Ms Susan Rees, president of the Association of Professional Teachers, said it was wrong for the curriculum to have been "hurriedly put together" and for teachers not to have been consulted.

# Schools Bill faces final vote

CT 29/10/96

(30)

**THE END** of apartheid education is at hand. Education Writer **CAROL CAMPBELL** reports.

**M**ONTHS of haggling over the laws that will govern school education in South Africa end today when political parties finally give the thumbs up to the Schools Bill — arguably the most far-reaching legislation to be passed by the new government.

The bill, when it becomes law, will dismantle the apartheid laws that segregated white, coloured, Indian and African children in different schools and gave them different qualities of education according to their skin colour.

Now there will be two types of schools — public and private — and children of all races, languages and religions will be able to attend any public school that is convenient. It will not be permissible to turn them away because they do not speak a specific language or do not fit the "culture" of a school.

After the National Assembly votes in the new legislation it will still have to be approved by the Senate — which will probably meet within hours of assembly approval.

Mr Eben Boshoff, an advocate in the national education department, said yesterday that parents would be encouraged to play a bigger role in their children's education by becoming involved with the school's governing body.

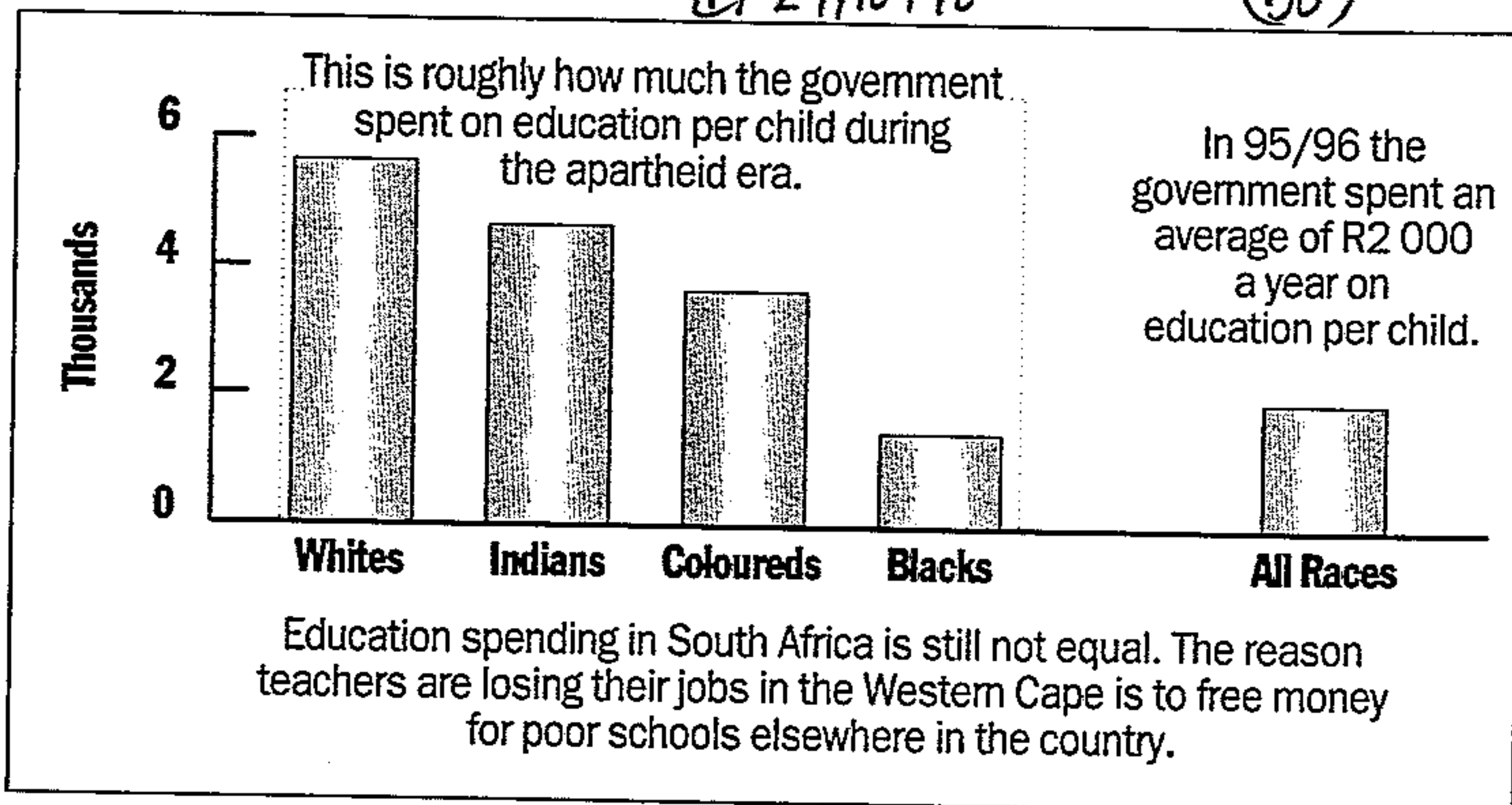
"This body will determine school policy and manage everyday problems relating to the running of the school."

He dismissed accusations that the new legislation "diminished" a community's powers in the running of a school.

"Those allegations are completely opposite to the spirit of the new legislation."

The professional side of school management must, however, be left to the experts — the teachers.

"They are the only ones who can test a child's abilities — a governing body cannot use admission tests to turn children away from



## Old admission criteria fall away

- The Schools Act will end decades of segregated education.
- It encourages all parents to be involved in their children's education.
- Schools cannot turn children away because of their race, language or religion.
- Religious schools will be allowed to keep their "distinctive character".
- No child may be forced to attend religious instruction classes.
- Schools can sue a parent who does not pay fees.
- Parents must decide collectively how much they will pay in school fees.
- Extra teachers can be employed at the expense of parents until the end of 1997.
- The Minister of Education has appointed a task group to look at mother-tongue education.

the school," he said.

This did not mean a school could not have an admission policy — which could involve a parent telling the school what the child's home language was or providing a high school with the child's primary school marks.

"The school can ask for information that will help it place the child appropriately."

He said a school could not be English only or Xhosa only if there was a big demand from Afrikaans children to attend the school and it

was reasonable and practical to teach those children in their mother tongue.

If, for instance, a Zulu child attended a school in the Northern Cape and it was not practical to teach him in his mother tongue he would still have to be accommodated by the local school but would study in another language.

Because the language issue is so controversial, Education Minister Dr Sibusiso Bengu has appointed a special task team to look into the

practicalities of offering mother-tongue education in South Africa. They have yet to finish their report.

"This country is too diverse to guarantee every single child a mother-tongue education, and some exceptions will have to be made — but on the whole the law demands that as far as possible children be taught in their home language."

Religious schools that existed on private land before the new legislation was passed and which were part of the public school fold would be allowed to keep their "religious character".

But they could not refuse a child a place at the school if he or she was not Muslim, Catholic, Jewish or Anglican.

And, despite being a religious school, a school would not be allowed to force a child to take part in religious classes.

The new legislation abolishes corporal punishment once and for all and anyone who uses a cane on a child will be breaking the law.

It also allows schools to charge fees — provided parents agree — but no child can be booted out of a school if the parents can't pay up. A school can, however, take the parents to court to make them pay — unless they can prove they are too poor, in which case some discretion is advised.



## NP's call to reopen talks on Bill rejected

By Jim Cohen

CAPE TOWN — The parliamentary education committee turned down the NP's request to reopen discussion on the SA Schools Bill yesterday, and the legislation will come before Parliament today.

The NP tabled amendments to the Bill last week, forcing it back to the committee stage after it had been approved by the parliamentary education committee earlier in the week.

All parties other than the NP and the Freedom Front, which was not represented, supported the rejection

of the NP's amendments.

The amendments proposed the reinstatement of the legislation as it was originally published by the education department, which the NP has argued was significantly amended by the committee. The ANC and several teachers' organisations have denied the charge.

NP education spokesman Renier Schoeman declined to say whether the NP would challenge the Bill in the Constitutional Court as the party was studying its options. Hence, the NP was reserving its position on the constitutionality of the Bill.

(50)

BD 29/10/96

WEDNESDAY  
OCTOBER 30, 1996 ★

## Assembly passes new schools bill

### POLITICAL STAFF

THE National Assembly gave the green light yesterday to legislation that will ensure one syllabus for all children at schools nationwide and remove apartheid distortions in pupil-teacher ratios.

The ANC, with the support of the IFP, the DP and the PAC, secured 232 votes to pass the South African Schools Bill. The NP, ACDP and the Freedom Front mustered 71 votes against the measure.

NP education spokesman Mr Renier Schoeman said the bill failed to draw a partnership between the state and the parents of pupils at schools.

The ACDP's Mr Louis Green said a major failing was that it banned corporal punishment. Green read excerpts from the Bible, indicating that the use of the rod would not kill a child but would instil discipline. (50)

The Freedom Front's Dr Willem Botha was concerned that control over the schools would fall squarely in the hands of the state, posing the danger that those children who wished to be taught in Afrikaans would not be entitled to that right.

But education portfolio committee chairman Dr Blade Nzimande said the bill would protect all children. Directing his remarks at Freedom Front leader General Constand Viljoen, he said this applied not least to Afrikaner children "whom we love as part of the nation's children".

He also said it would take democracy to schools, through the establishment of governing bodies.

ET 30/10/96



# New era as schools bill gets the nod

Star 30/10/96

50

All the abominable pieces of apartheid legislation have been buried, says ANC

By **PATRICK BULGER**

Cape Town

Parliament "buried" five apartheid-era school laws as the National Assembly adopted the disputed South African Schools Bill yesterday after the National Party enforced a four-day delay in the vote.

"This bill abolishes all the abominable pieces of apartheid legislation," education committee chairman, the ANC's Blade Nzimande, said.

His committee's amendments to the original bill introduced by Education Minister Sibuso Bengu brought the NP out in opposition, claiming that the revised bill detracted from the powers and functions of elected governing bodies dominated by parents.

Nzimande challenged NP education spokesman Renier Schoeman to travel with him to township schools to see at first hand "what powers the apartheid regime gave to the schools".

"The bill introduces truly democratic structures of governance; I don't know what Schoeman is talking about."

Nzimande, in a gesture to Freedom Front concerns about the impact of the bill on Afrikaans-language schools, said: "To General Viljoen, it (the bill) is in the interests of all children, not least Afrikaner children whom we love as part of the nation."

The Assembly voted 232 to 71

votes to pass the bill with the NP, the FF and the ACDP dissenting.

Schoeman called the bill a "setback for education as a whole". The NP had wanted a better bill and one which gave real power to the parents.

The FF's Willie Botha said the scrapping of admission tests administered by governing bodies would enforce integration and make religion taboo. Education should be controlled not by the state but by the schools themselves. The bill had omitted the right to mother-tongue education and the principle of pro-rata funding for different language groups.

"The FF is aggrieved and bitter," he said, adding that much would depend on how the law was applied in practice. The FF would conduct bilateral negotiations with the ANC on the law's implementation.

The IFP, the DP and the PAC all voted in favour of the bill.

DP education spokesman Mike Ellis described it as "an important step in the transformation of schools" which created the opportunity for all schools to become "centres of excellence". Schools could become "largely self-sufficient".

The IFP's Kisten Rajoo said the bill introduced equitable funding and attempted to redress past inequalities. The bill allowed the amakhosi of KwaZulu Natal to retain school land and it provided for private schools.



# new South African Schools Bill

*Sowetan 20/11/96 (50)*

an Schools Bill from January are certain pro- at every parent The ten years referred to are ar), Grades 1 - 1 to Std 7). The of some of the

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- is unable to pay or has not paid the school fees determined by the governing body;
- does not subscribe to the mission statement of the school; or
- has refused to enter into a contract in terms of which the parent waives any claim for damages arising out of the education of the learner.

Subject to this Act and any applicable provincial law, the admission policy of a public school is determined by the governing body of such school.

Subject to the Constitution and this Act, the Minister may, by notice in the Government Gazette, after consultation with the Council of Education Ministers, determine norms and standards for language policy in public schools.

The governing body of a public school may determine the language policy of the school subject to the Constitution, this Act and any applicable provincial law.

No form of racial discrimination may be practised in implementing policy determined under this section.

Subject to the Constitution and any applicable provincial law, religious observance may be conducted at a public school under rules issued by the governing body if such observances are conducted on an equitable basis and attendance at them by learners and members of staff is free and voluntary.

**Code of conduct**

Subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school.

A code of conduct must be aimed at establishing a disciplined and pur-

poseful school environment, dedicated to the improvement and maintenance of the quality of the learning process.

No person may administer corporal punishment at a school to a learner,

**Governing bodies**

Out of funds appropriated for this purpose by the provincial legislature, the Head of Department must establish a programme to:

- provide introductory training for newly elected governing bodies to enable them to perform their functions; and
- provide continuing training to gov-

erning bodies to promote the effective performance of their functions or to enable them to assume additional functions.

Subject to this Act, the membership of the governing body of an ordinary public school comprises:

- elected members;
- the principal, in his or her official capacity;
- co-opted members.

Elected members of the governing body shall comprise a member or members of each of the following categories:

- parents of learners at the school;
- educators at the school;
- members of the staff at the school

- who are not educators; and
- learners in the eighth grade or higher at the school.

The number of parent members must comprise one more than the combined total of other members of a governing body who have voting rights.

**Funding of Public Schools**

The State must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of past inequalities in education provision. The State must, on an annual basis, provide sufficient information to pub-

lic schools regarding the funding, to enable public schools to prepare their budget for the next financial year.

A governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school.

Subject to this Act, school fees may be determined and charged at a public school only if a resolution to do so has been adopted by a majority of parents.

A parent is liable to pay the school fees determined unless or to the extent that he or she has been exempted from payments in terms of this Act.

The governing body of a public school may by process of law enforce the payment of school fees by parents who are liable to pay.

The governing body of a public school must:

- keep records of funds received and spent by the public school and of its assets, liabilities and financial transactions; and
- as soon as practicable, but not later than three months after the end of each financial year, draw up annual financial statements in accordance with the guidelines determined by the Member of the Executive Council.

The governing body of a public school must appoint a person registered as an accountant and auditor in terms of the Public Accountants and Auditors Act, 1991 (Act No 80 of 1991), to audit the records and financial statements. No person who has a financial interest in the affairs of the public school may be appointed under this section.

The financial year of a public school commences on the first day of January and ends on the last day of December each year.



Overcrowded classes and difficult study conditions - this scene can be seen in thousands of schools countrywide. The new South African Schools Bill should help to alleviate this problem.

## Corporate Plan

Education has a vital role to play in the reconstruction and development of education and Africa. This Corporate plan, prepared as part of the Department's Transformation, is an important step for education in the country.

The Vision sets out the Department's view of what will play in the new South Africa. The Mission spells out why the Department exists. The Objectives show what the Department will do to achieve its mission. They are the Department's work. The individual Action Strategies explain how the Department will do it, while the Performance Measures will be used to evaluate the Department's success in its work and action strategies.

**Objective 1**  
Address the needs of Learners with Special Education Needs (LSEN).

**Objective 7**  
Develop and manage the international relations of the Department.

**Objective 8**  
Create an environment of productivity, labour peace and co-operation with educators.

**Objective 9**  
Ensure that staff members contribute effectively to the work of the Department.

**Objective 10**  
Plan and manage the financial resources of the education system at the national level in a manner that meets the needs of all South Africans.

**Objective 11**  
Ensure that the Department's corporate services support and facilitate the work of the Department.

## Education: What can we do?

Having travelled to each of the nine provinces and having seen the state of education in each, the key question is "What can we all do to help the growth of the culture of learning and teaching in South Africa?"

All of us, regardless of whether we have children, need to realise that education is about developing South Africa's prime natural resource - people. Therefore any problems in education are not just parents' concern but all of ours.

Lobby your local representatives to curb government spending on areas such as defence and to increase the education budget. As South Africa is no longer in a state of war, nor has any warlike neighbours left, there is no need to continue with massive defence spending on armaments. Schools instead of tanks and guns.

A well educated population is more likely to be able to economically support itself and less likely to resort to crime. South Africa needs more schools not more prisons.

Communities need to continue to raise funds and resources to build classrooms, sports facilities, ablution blocks etc. The simple fact of arithmetic is that there isn't sufficient budget granted to education to do everything.

There are 60 000 classrooms needed just to catch up with the backlog of children presently in the school system. More will be needed as compulsory education up until Std 7 brings more children into the school system.

This does not take into account those schools without basic facilities, in need of renovation or modern conveniences.

Everybody in South Africa can contribute to helping overcome the education crisis.

- Households that have resources, could look at donating books, posters, pictures or even simple equipment to assist in the teaching process.
- Businesses can donate old office equipment. The first personal computers are now regarded as worthless but as an introduction to computers and typing, they still can serve a purpose. Typewriters, old desks, chairs, whatever you have. Why sell these for a few Rand when the donation can train a new worker?
- Business people can donate some of their time. Schools now need to learn how to budget, how to manage and how to deal with governance. Business experience can be passed on to teachers and principals.
- Bookstores, art galleries, museums and information bureaux can donate old posters to schools. The majority of the schools I saw had nothing on the walls.
- Households that have no resources can donate their time. Picking up litter not only improves the look of a school but gives pupils pride. Help with a sport or a talent such as sewing or gardening. Informal traders can talk to pupils about how their business is run.
- Support your community colleges and technical high schools. Use their pupils to recover your furniture, fix your car, build a wall. Be patient and remember training is a life long experience.
- Lastly, but not least, support your children's school through participation in school governance.

Schools in 1997 will form parent/teacher associations to help govern the running of a school. High schools will include students into this process. This is where important issue like school funds can be discussed.

Finally a word from the past. "If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest." Benjamin Franklin - American President

*(The above editorial is entirely personal and should not be seen to represent the policy of Education Africa, the Sowetan or any other sponsor of the Education Africa Awards - Gwen Watkins.)*



## Department of Education: Vision and mission

The Department of Education's vision is of a South Africa in which all its people have equal access to life-long education and training opportunities, which will contribute towards improving their quality of life and building a peaceful, prosperous and democratic society.

Its mission is to ensure that all South Africans receive life-long education and training of high quality.

In its work, the Department commits itself to:

- upholding the National Constitution and being accountable to the Minister, the Government and the people of South Africa;
- striving to address national education and training needs through high quality service to all;
- working co-operatively as a team

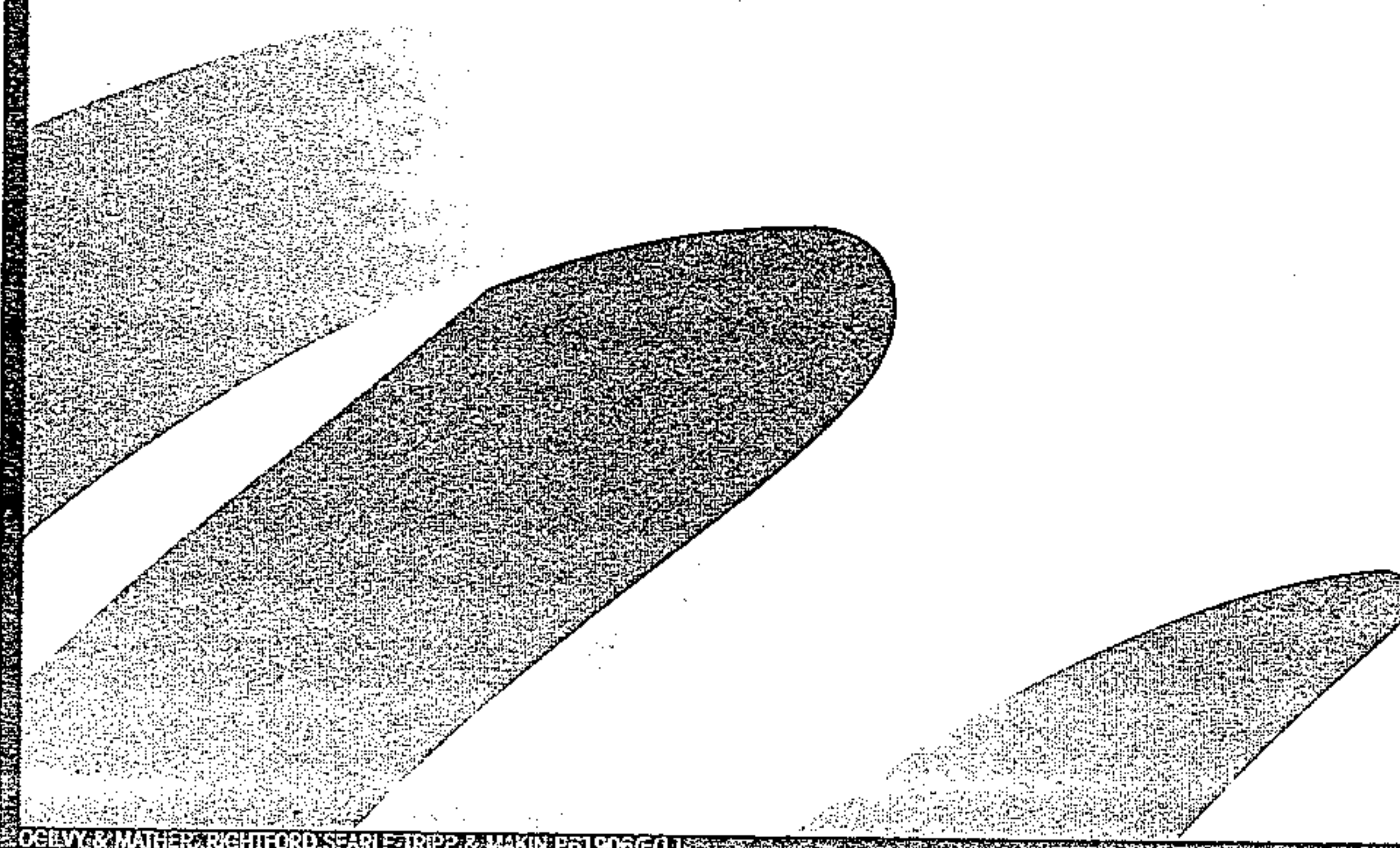
with one another, its partners in education, and the public in a spirit of trust and responsibility;

- communicating openly and transparently;
- maintaining high standards of performance and professionalism and continuously improving, simplifying and streamlining the Department's procedures and processes;

- treating one another with honesty and respect and valuing all staff members' participation and contribution;
- implementing affirmative action and human resources development strategies to ensure the Department is representative; and
- creating a learning organisation in which staff are committed to on-going personal growth and improvement.

IN 1986 WE HAD  
NO SUBSCRIBERS,  
A FEW DECODERS  
AND A DREAM.

(IT'S AMAZING WHAT A BIT OF MAGIC CAN DO.)



# The

The South Africa will operate 1997 and therevisions in it thshould know about compulsory grades Grade R (Reception Ye 9 (equivalent to Grade following is an extract provisions.

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Sowetan

# Focus On Education



## Education in review: The South African situation

**T**his week sees the last of the provincial and national education interviews. The Sowetan writer has travelled to nine provinces, interviewed MECs, visited schools and colleges and now wraps up with an interview with the Minister of Education, Professor Sibusiso Bengu.

Two weeks from today, this feature will bring you the Presidential Awards Dinner and the names of the winners. One week after that, the Sowetan will interview the award winners on their work in contributing towards the upliftment of education in South Africa.

Remember however, that upliftment is the job of every individual in South Africa.

### Q: What has the Department of Education achieved over the last year?

We think that our main focus was the transformation of the education system and that is on track and is gaining momentum in ways that are quite evident.

The South African Schools Bill, which has been approved, creates a new schooling system for the country by making schooling compulsory from ages 7 to 15.

The Schools Bill brings forward a new concept in education in this country, that of a public school. Public now means the community as well as the government.

In our view it is an achievement that we shall have no government schools. We actually want to have communities run the schools and we will supply the funds.

For the first time we have said government takes responsibility for funding education and we do that in spite of the fact that we are aware that there are limitations when it comes to resources.

I think what is critical in the Bill, is that discrimination in education is outlawed completely, it is now not possible to discriminate on any basis.

The section concerning formation of a governing body, empowers the school and communities, is built on democracy and allows for open participation. Therefore it is a democracy that has to come from the people.

One of the key questions was whether or not parents should pay fees at the schools has been addressed in the bill. It has been done more effectively than I thought it would.

Earlier on in the year, the majority of the people in this country had spoken out in favour of free and compulsory education for the first 10 years of schooling and we still believe this is

what we should be doing in the end.

What we now have spelt out in the bill is that no child can be refused admission in any school on the basis of parents failing to pay fees.

Payment of fees depends on the parents meeting at a particular school and taking a democratic decision that fees must be paid. Once that democratic decision is taken, it becomes compulsory for those parents that have not been exempted from the payment of the fees.

We are appealing to communities to use whatever resources can be given to enhance the quality of education we want to give and still make sure that the poor are taken care of.

### Q: Compulsory education goes from the reception year to what will then be grade 9 or the current Std 7 and that is presumably where the state will put its resources. Would that mean parents who want pupils to carry on to Stds 8,9, and 10 would have to contribute more towards the school? Will you in fact give subsidies to these standards or will it be funded by parents?

We have agreed to give subsidies to Stds 8, 9 and 10 and already in our teacher/pupil ratios, we have allowed for certain reduced numbers - 1 teacher to 35 pupils - in order for us to calculate what subsidies will be given. But of course what it means is in that sector of education, parents might be expected to pay.

### Q: What are your long term goals and objectives?

We are planning to launch a campaign next year in January as we reopen the schools. It will be a Culture of Learning and Teaching Campaign because, in spite of the policy instruments that I have referred to, nothing will be achieved if teachers are not there, prepared to teach honestly, stay at school the whole day, do the marking and attend to the learners as they ought to.

This also means that learners must stay at school, be disciplined and be prepared to obey the teachers.

Basic to our understanding is the responsibility that we have to unite the country, give them education that is sensitive and responsive to the needs of the country and in a setting that allows for an understanding and atmosphere that is democratic, bringing on board



South Africa's Minister of Education, Professor Sibusiso Bengu.

all the different groups we have in our society.

This is surely going to mean the legacy of the apartheid past can really be removed by us in education. It is not going to be done by the police or by the constitution, it is going to be done by us in the classroom and progressively, in 10 years or more, you will get a new SA.

Paramount to the nation's needs for new values and an understanding of our new democracy is the education that it is given. Tied on to that is curriculum development.

We believe that the curriculum that is going to be introduced in 1998 is going to get the country, educationally into the 21st century.

The National Qualifications Framework and the SA Qualifications Authority is now doing its work of creating a framework for the entire country, so that all qualifications are linked and recognised. There will be a broad framework and authority that handles the accreditation and that is going to be a revolution that many people have not recognised.

We are looking at a broadening system that will allow for skills develop-

ment aspects of the education to feature and take in the majority of out-of-school youth.

For instance, if we got those students back into the colleges or institutions that are geared to fast track education, because out-of-school students will no longer learn in the normal way, and we get them out trained, then we shall have assisted this country to eliminate crime.

It is not the prisons that are going to help us, it is education.

### Q: What has been your biggest problem?

Adult illiteracy. There are an estimated 15 million adults in SA who are functionally illiterate.

The Ithuteng campaign was launched early this year to try and achieve 10 000 new learners in every province. Some provinces like Northern and Eastern Cape have achieved even more.

The quality of life of the people of this country is bound to be improved in this way.

It is just not giving literacy and

numeracy, but more, because it is related to their own self worth and their own dignity.

You can see their pride and return of dignity, as they begin to believe more in themselves and what they have learnt.

### Q: How is rationalisation re-deployment and right sizing exercise going?

I believe it is going as well as one would expect. The problem is that those that are critical of redeployment and voluntary severance packages, are looking at the provinces we need to downsize like the Western Cape and Gauteng, but they are not looking at the other side of the coin, where we are having to increase posts, numerically there are more provinces doing that.

Our focus should also be on the improvement of conditions in rural schools.

They should have accommodation there, have facilities for teachers to travel, and I think if those attractions are there, it would be the younger folk that would be more likely to go. We actually have to find ways of motivating teachers to going to those areas.

### Q: With regard to ECD, are there enough resources to now stretch back to one pre-primary year, is not already difficult to provide primary and middle high?

Firstly I want to indicate that we do not really think of ECD classes running in formally government built centres, so I think in that sense it is not going to cost much, we will use accommodation that is available and appropriate.

Secondly, we are using NGOs that are out there already, just as we do with ABET. We could slash costs but some money must be spent.

Finally, I am pleading for the budget for education not to be cut, not for me, but for the country. I see it as an investment, a real investment, and if that understanding is not there amongst our people at all levels, especially at the highest level, then I think we have failed.

Our mission is to develop a vigorous, disciplined and innovative education and training system, which is dedicated to quality learning and which will attract and excite the best talents of teachers, trainers and human resource development practitioners of all kinds.

After visiting all nine provinces, this is the last in our series on education in South Africa. Next week there will be no Education Africa feature, but two weeks from today, this feature will bring you news on the Education Africa Presidential Awards Dinner and the names of the award winners. The following Wednesday, the Sowetan will interview the award winners on their work in contributing towards the upliftment of education in South Africa.

Series writer: Gwen Watkins. Layout: Henk Botha. Editor: Sydney Matlhaku.



Wednesday November 20 1996

# Education Africa Presidential and Premier Education Awards

In 1995, Education Africa initiated the Education Africa Presidential and Premier Education Awards in cooperation with the Ministry of Education. The awards are designed to honour individuals, businesses and organisations for the invaluable role they are playing in raising the standards and levels of education for the people of South Africa.

honour and pay tribute to the excellent work they are doing."

The Awards are supported by the country's top leadership and are awarded by President Nelson Mandela, the Minister of Education and the nine Premiers.

"Through these awards we hope to achieve the following:

- Pay tribute to those individuals or

be one winner in each of the categories:

- a) Businesses with up to 20 staff members
- b) Businesses with up to 500 staff members
- c) Businesses with more than 500 staff members

Businesses who are eligible for the Business in Education Awards will be judged according to the following broad criteria:

- The training which they provide for their staff, as well as staff development opportunities.
- Their community outreach programmes for education.

### 3. The Premier Awards

Each of the nine premiers will nominate a winner for the exceptional work they have done in the respective provinces at school and college

level.

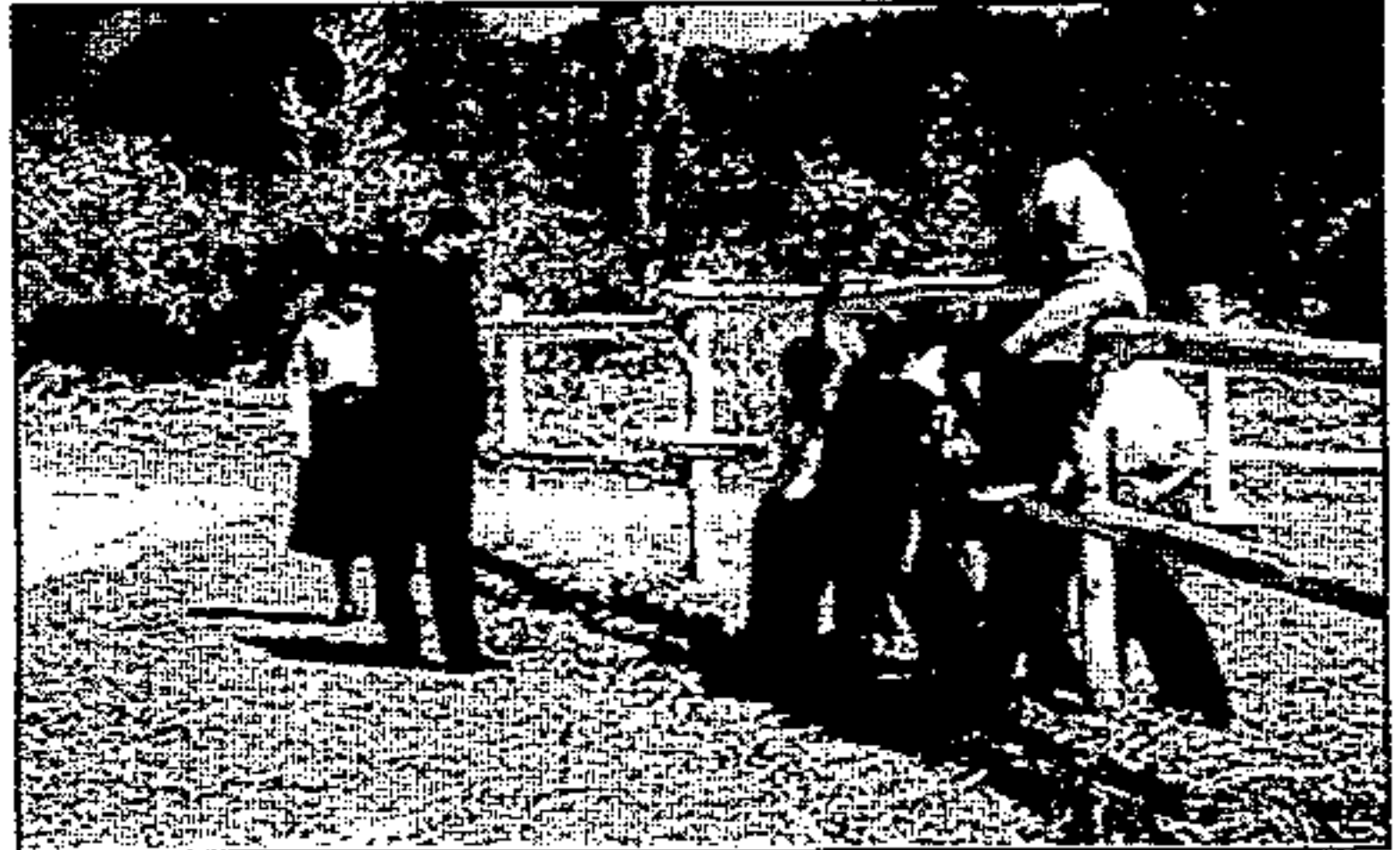
Broad criteria, which will be used as a framework for the selection of the Presidential and Premier Awards, include the following:

- The way the individual or organisation has made a positive contribution to education.
- The individual's or organisation's efficiency in terms of management.
- The potential for large scale development of the project, as well as its sustainability.
- The individual's or organisation's contribution in terms of re-establishing a culture of learning and teaching in South Africa.
- The extent of the community involvement in terms of content and approach, thus ensuring that the project is meeting the needs of the community.

"While Education Africa is co-ordinating these awards from an administrative point of view, I wish to emphasise that the selection of the various award winners is entirely in the hands of the Ministry of Education, the Office of the President, the various provincial education departments and the offices of the various Premiers," says James Urdang, executive director of Education Africa.

"Due to the success of last year's awards, Minister Bengu has agreed that this project should become an annual event."

The Education Africa Presidential and Premier Education Awards will be presented at a glittering awards ceremony on Saturday night 23 November 1996 at Gallagher Estate in Midrand.



**The Daily Bread Charitable Trust – one of the Award finalists – runs schools for street children. One is in East London and one on a farm outside the city. The farm school offers practical training such as welding courses.**

"The Education Africa Presidential and Premier Education Awards are the government's way of acknowledging the invaluable role which organisations and structures outside government play in education," says Education Minister Professor Sibusiso Bengu.

"We see them as our partners in the process of reconstructing education and, through these awards, we wish to

organisations who have dedicated themselves to improving the educational lot of South Africans.

- To give people, who work in the field of education, something to aspire towards. We want to position the awards as the ultimate achievement for these people.
- To ultimately raise the quality of education for all South Africans and in particular those who, for political and economic reasons, have been denied access to the education system in the past.
- To create a greater awareness for the desperate need for quality education in South Africa. This not only applies to school children and the youth but to adults as well," explains Bengu.

There are three categories of awards:

### 1. The Presidential Awards

President Nelson Mandela will nominate one winner in each of the following categories:

- a) Early Childhood Development (ECD)
- b) Adult Basic Education and Training (ABET)
- c) Provision of education for learners with special needs (LSEN)

### 2. The Business in Education Awards

These will also be awarded by President Nelson Mandela. There will

## Views on education

*"Education is a better safeguard of liberty than a standing army. If we retrench the wages of a schoolteacher, we must raise those of the recruiting sergeant."* – Edward Everett.

*"Instruction ends in the schoolroom but education only ends with life."* – FW Robertson.

*"Jails and prisons are the complement of schools; as many less as you have of the latter, so many more must you have of the former."* – Horace Mann.

## Premier Education Awards

# The 1996 Award Finalists

The Premiers of the nine Provinces have nominated the following organisations and individuals as finalists for the 1996 Education Africa Premier Education Awards.

These organisations/individuals were selected in recognition of the outstanding work they do in the respective provinces at school and college level.

<p><b>Eastern Cape</b></p> <ul style="list-style-type: none"> <li>• Primary Science Programme (Eastern Cape)</li> <li>• The Daily Bread Charitable Trust</li> <li>• The Port Elizabeth Early Learning Centre</li> </ul>	<p><b>Gauteng</b></p> <ul style="list-style-type: none"> <li>• Growth of Children's Potential</li> <li>• Management of Schools' Training Programme</li> <li>• Parents and Schools Learning Club</li> <li>• Project Literacy</li> </ul>	<p><b>Northern Cape</b></p> <ul style="list-style-type: none"> <li>• The Supplementary Education Programme</li> <li>• The Vaalharts Farm workers and Community Association</li> <li>• Boichoko Development Association</li> </ul>
<p><b>Free State</b></p> <ul style="list-style-type: none"> <li>• Community Management and Resolution Project</li> <li>• Maokeng Hodisanang Pre-school and Creche</li> <li>• Theunissen Tswelopele Project</li> </ul>	<p><b>KwaZulu-Natal</b></p> <ul style="list-style-type: none"> <li>• Primary Science Programme (KwaZulu-Natal)</li> </ul>	<p><b>Northern Province</b></p> <ul style="list-style-type: none"> <li>• Far North Career Guidance and Resource Centre</li> <li>• University of the North Foundation Year</li> </ul>
<p><b>Free State</b></p> <ul style="list-style-type: none"> <li>• Community Management and Resolution Project</li> <li>• Maokeng Hodisanang Pre-school and Creche</li> <li>• Theunissen Tswelopele Project</li> </ul>	<p><b>Mpumalanga</b></p> <ul style="list-style-type: none"> <li>• Handspring Trust for Puppetry in Education</li> <li>• Molteno Project</li> <li>• Penrya College</li> </ul>	<p><b>Western Cape</b></p> <ul style="list-style-type: none"> <li>• Mrs Freda Adams</li> <li>• Molo Songololo</li> <li>• Peninsula School Feeding Association</li> </ul>

*The finalists for the Presidential Education Awards and the Presidential Business in Education Awards were not available at the time of going to press.*

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Building the Nation

# Principals break down racial barriers as eight schools meet

SABATA NGCAI  
EDUCATION REPORTER

(50)

ARG 1/11/96

Racism was out and nation-building was in when children from eight Cape Flats primary schools in black and coloured communities met at Philippi Stadium to talk and play together.

This week's event was a first for the two communities which are separated by a railway line. Primary schools on both sides of the tracks have not been brought together before.

The meeting came a few days after a Student Representative Forum for the Mitchell's Plain district was formed to bring together black and coloured high schools.

The idea of the primary school meeting was a brainchild of Westport Primary School principal Abe Booysen, who, with a teacher friend came up with the idea while studying at university. They had vowed to work hard to break down racial barriers at schools as soon as they became principals.

They both became principals in 1992 and a working relationship was forged between black and coloured schools.

Mr Booysen said his school had long been involved in a working relationship with black schools on the Cape Flats.

Westport worked with Luleka Primary School in Khayelitsha from 1992 until the municipal boundaries changed early this year and forced Luleka to seek a partnership in Bellville. Mr Booysen said his school had since joined hands with Sigcawu Primary School in Crossroads.

He said the staff were disturbed to see "the appalling conditions" at the overcrowded Sigcawu Primary.

They formed a partnership and, among other things, exchanged equipment and pupils. Four of the schools at this week's get-together came from Mitchell's Plain and four from Nyanga.

Some pupils and teachers mingled freely while others were shy and reserved.

A number of children ran and played together as if they were saying "we are free at last". "You can see the gratitude in their eyes," said Westport teacher Lyrice Trussell. "This is a great day for all of us. This is our contribution to nation building. We are setting an example for other schools to follow suit."

A delighted Vuyani Burwana, a teacher at John Pama Primary School in Nyanga, said it was like a dream come true. "It is the first time an occasion like this takes place in our areas," he said.

"The meeting gives children an opportunity to talk and exchange ideas with children of other races while they are still young."



# Teachers angry over curriculum changes

(50)  
Nov 6/11/96

By ADAM COOKE

Teachers and training colleges will not be ready for the new school curriculum to be introduced in January 1998, according to organisations who say the process has left them with no time to prepare educators.

Voices of discontent are also being heard from within teams developing the new curriculum, many of whom are disillusioned with what they see as a politically motivated rush to introduce a new system by the 1999 elections.

Representatives involved in drafting the new curriculum have said that, while they will co-operate with the process, teachers would not be ready for this "paradigm shift".

"This is a whole new mindset and colleges will (be) churning out teachers who don't know the new curriculum," said a source. He explained that teacher training colleges would have to train next year's graduates in the curriculum so that they could be ready by January 1998.

President of the Association of Professional Teachers, Suzanne Rees, said Gauteng's rationalisation of colleges from nine to four had also left teacher trainers with little drive to address the new curriculum.

The South African Democratic Teachers Union's Kate Skinner said that, while the organisation supported the introduction of the curriculum in 1998, the key to its success was in training.

A spokesman for the Transvaalse Onderwysvereniging said the new direction had left teachers confused.

"How can we tell our members what their future holds if we don't know what to tell them?" he asked.

"Because no-one is sure if or where they are going to be employed, the new curriculum has not given people the incentive," she said.

She said not only was it very late to expect colleges to develop strong courses around the new curriculum, but trained teachers were themselves uncomfortable with the speedy developments.

Deputy director-general in the Department of Education, Dr Ibron Rensburg, said the process had not been rushed and was being done in consultation with teacher organisations.

He said all necessary considerations, including in-service training, had been taken into account.

The new curriculum has an "outcomes-based" focus and would replace current subjects with eight broad learning categories.

These would, for instance, see history and geography falling under the learning area of human and social sciences.

# City religious schools flourishing

(50) 276/1196

**EDUCATION MEC Mrs Martha Olicker has vowed not to impose "unnecessary" subsidy cuts on religious schools, Education Minister CAROL CAMPBELL says.**



of Christians only," he said.

"At school we want to encourage pupils with different religions to co-exist."

"Maybe 10 years down the line a generation of Christians will find there are many strong points in Islam which their own religion does not offer. We want to promote acceptance," Bengu said.

While public schools continue to grapple with their new-found freedom and how to tackle RI in the classroom, private religious schools continue to grow and flourish.

The Muslim Judicial Council (MJC), with the Al-Azhar University in Cairo, has established the Al-Azhar Primary School in Athlone, where Dr Aly Farag is the principal. Eight sheikhs from Egypt have joined local teachers to educate children about Islam.

Mr Abu Bakr Moos, the liaison officer between the MJC and the Athlone school, said it had enrolled 360 pupils in Subs A and B this year and would accommodate more once the school moved to bigger premises in the future.

"There is a huge demand for entry into the school because it eliminates the need for madressa (Muslim school) in the afternoon."

"Once the first pupils matriculate, they will also be able to go straight to the Al-Azhar University without first doing a four-year college bridging programme in Cairo."

Fees at the school are R50 a month, with the bulk of the running costs being borne by the MJC,

while Al-Azhar pays the salaries of its sheikhs and supplies the books needed to teach children Arabic and the Qur'an.

Already the little pupils can recite two of the 30 chapters of the Qur'an in Arabic.

As it stands, all pupils at the school are Muslim but the secular principal, Mr Hakea Galant, said no non-Muslim child would be turned away.

The principal of Springfield Convent in Wynberg, Mrs Melanie Bruce, said religion was not just a period on the timetable but part of the Catholic ethos of the school.

"We have children from all religions at our school and we encourage tolerance and respect for all faiths."

Sister Rosemary Commits, the convent's religious co-ordinator, said many parents sent their children to the school not just for religion but for the values they were taught.

The school was the first in the country to open its doors to all races in 1976, and turned 125 years old this year.

In Gauteng, some Catholic schools were threatened with closure recently when the Education MEC in the province, Mrs Mary Metcalfe, threatened to slash subsidies to these schools by 30% (this was later reduced to 10%).

Sister Rosemary pointed out that in 1993 the archdiocese of Cape Town formulated a policy document on how Catholics could protect the education they offered in future years.

The chairwoman of the principals' committee of the United Heredia Schools, Mrs Eleanor Goldin, said that although the schools were "independent" and parents paid fairly high fees, no Jewish children would be turned away because their parents could not pay.

"We accept children of all races and creeds at the school but the ambience of the school is Jewish,



**LOUD AND CLEAR:** Reciting from the Qur'an are Aneesa Williams and Malika Samodien of the Al-Azhar Primary School in Athlone.

and parents who choose to send their children here know this.

"We are noted, too, for our fine secular education and high achievements in this area."

Although no non-Jewish child was ever forced to attend prayers or religious classes, this was never an issue at the school.

"What makes the education we offer special is that there is a strong emphasis on values and it enables children to learn aspects of their

faith which their parents would not be able to teach."

The schools wanted to be involved in the broader community and were "winning" with township schools to share expertise and resources.

"At the moment we don't know what the future holds in terms of financial support from the government, but it would not be in their interests to cripple us economically."

## RELIGIOUS schools in Cape Town are flourishing as public schools implement the new Schools Act, which has made religious instruction and prayer meetings in the classroom "voluntary".

The Western Cape MEC for Education, Mrs Martha Olicker, has also vowed not to destabilise these "independent" schools through unnecessary subsidy cuts, saying they are "centres of excellence" which should be supported and encouraged.

"The budget cuts to all schools will depend on the overall provincial education budget cut. The situation will have to be reviewed annually, but I have to say I am very well disposed to private schools and the education they offer."

Religious education — the Calvinistic Christian variety — has always been a way of life in government-funded schools, but the new Schools Act prevents teachers from foisting religion on unwilling children.

The subject of religious instruction (RI) in public schools has not been outlawed, as it is in many parts of the United States, but children who don't want to take part in worship or religious classes can opt out.

Minister of Education Dr Sibhiso Bengu said that as South Africa was now a secular state, no one religion would be promoted over others in the classroom.

"Taking religion out of the classroom does not mean we are not religious but rather that we accept the country is not made up



**EASY AS ABC?** A little girl at the Al-Azhar Primary School in Athlone is taught Arabic by Sheikh Ahmed Faraghiy from the Al-Azhar University in Cairo. **PHOTOES: BERNY BOOK**



SCHOOLS BILL

## RINGING THE CHANGES

Parliament's adoption last week of the South African Schools Bill, which paves the way for the country's first single, nonracial school system, was marred by the vicious squabbling of politicians.

The NP feels betrayed by the ANC which it regards as having negotiated with the public in bad faith.

After the ANC used its majority in the portfolio committee on education to re-

place 18 clauses at the heart of the Bill, the NP mounted a futile challenge to restore the original, which was the product of painstaking consultation with 30 000 school governing bodies, educationists and interest groups.

Education Minister Sibusiso Bengu welcomed the amendments, praising the committee for "substantially improving" the Bill. But to stakeholders like the Catholic Church, the sudden reversal "made a parody of the democratic process" and rendered invalid months of negotiation.

"The politicians seem to have overridden the educationists and to have substituted instead a narrow ideologically based education framework," said Archbishop Wilfred Napier.

The NP argues that the Bill downgrades parental and community power

by adopting an interventionist and centrist approach, which could result in an unnecessary and wasteful bureaucracy.

For instance, governing bodies are made responsible for setting admissions policies but are not allowed to conduct admissions tests. Furthermore, all applications for admission to public schools must be made to the provincial education department in a prescribed manner. If the application is refused, the parents must be notified of the reasons in writing and may appeal to the MEC.

The right to expel a pupil is removed from the school and vested with the departmental head.

These checks and balances — clearly a reaction to the apartheid past — are likely to prove an administrative burden on a system which outlaws unfair discrimination against a pupil in any event.

Committee chairman Blade Nzimande says the Bill lays "a firm foundation for the liberation of schooling from the clutches of neo-liberalism that wants to subject the provision of education to the ruthless logic of the capitalist market.

"For once, through this Bill, we are saying that education is not a commodity to be bought and sold on the basis of who

has money, but it says education is a right that should be enjoyed by all irrespective of class."

Accordingly, the Bill makes schooling compulsory for everyone between the ages of 6 and 15.

Every public school must elect a governing body which may decide whether to charge school fees and at what level. Parents who cannot pay may be exempt according to equitable criteria still to be devised by the Education Minister.

Schools can sue non-exempt parents for fees but pupils cannot be denied admission because of inability to pay.

Governing bodies may determine language policies but not as a means to introduce racial discrimination.

A child cannot be denied admission because it doesn't speak a certain language, practise a certain religion or belong to a certain culture.

Attendance of religious classes at public schools must be voluntary for staff

and pupils.

The Bill is silent on mother-tongue instruction. Bengu is awaiting the outcome of a special investigation into the matter but says government wants every child to be taught in their home language as far as possible.

The Freedom Front, which also opposed the Bill, is not satisfied with this undertaking and feels that too much authority is given to pupils as they are compelled to form student representative councils and be represented on governing bodies.

The ACDP refused to support the Bill partly because it outlaws corporal punishment "which is essential to maintain discipline."

The Bill provides for the reversion to State owner-

ship of the immovable property of former Model C schools at a date still to be determined by the Minister.

It allows schools to retain teachers who are in excess of their staff requirements until December 1997. ■



Sibusiso Bengu

# BOOKLESS SCHOOLS

By ANDRÉ NGANTIA

## Teachers' union downplays crisis

(50) CP 10/11/96

**THE EDUCATION scene is likely to be plunged into further crisis with indications this week that textbooks might not reach schools in time for the opening of school next year.**

Only three provinces have placed orders, while the other six still have to submit theirs.

It appears that it could take up to three months before the textbooks are delivered – even if the order is made today – which means that millions of scholars will sit out the first term without textbooks.

In a statement, the National Party blamed the delay on the intervention by the department of education in the book orders.

Citing the Eastern Cape and the

Western Cape, the NP said the situation was better in provinces where schools placed their own orders.

"This is once again proof of the ANC's inability to plan effectively, as well as its insensitivity and inadequacy in managing education. This crisis is apparently part of a disturbing series of inadequate actions with regard to education.

"This action by the ANC once again undermines the culture of teaching and learning," the NP said in its statement.

A publisher representative said only three provinces had placed orders. These were the Northern Province, Eastern and Western Cape.

"Our attitude is that we want to avoid being in a confrontational position with the department. We

understand that they are in a difficult position, with the change of curriculum and all that. So what we are saying is that all of these matters are negotiable," he said.

But this picture of doom and gloom was disputed by some provincial education departments and school headmasters, who agreed that there was no cause for concern.

The superintendent for the Gauteng education ministry, James Masako, said the department would have the books ready in time for the re-opening of schools on January 14.

Joseph Tsotetsi, principal of Soweto's Senaane Senior Secondary school said: "One has to look at it from the point of view that there is a new syllabus. We have a new system. Textbooks are not going to

fall out of the skies. They have to be printed and that takes time. If there is a hullabaloo over the late arrivals of books one has to look at who is crying crocodile tears over it.

"We are used to battling on without books. Our teachers work hard. They will still find ways of getting study material. I don't want to sound racist but those teachers who were favoured under the old system would not have coped with the situations we worked under. There were always shortages of books even under the old DET so it will not be anything new," he said.

Another principal, Robert Maruri of Phiri Higher Primary School, admitted that they would have problems but was confident that his teachers would be able to improvise

with textbooks they got from publishers in October.

The Gauteng region of the South African Democratic Teachers Union (Sadtu) also played down the crisis.

"Obviously we would never allow a situation where textbooks are delivered late to schools – we would want the department to explain what the causes were, and if certain individuals were responsible – like in the case of the exams – then they would have to be taken to task.

"But having said that we must remember that there is a new syllabus being introduced. If the printing of the textbooks leads to a delay in their provision then we would understand," said Steve Mabua, Gauteng regional spokesperson for Sadtu.



# R70-m boost for education

Nov 13/11/96 (50)

## The Open Society Foundation of SA builds on established structures

### STAFF REPORTER

The R70-million to be spent on a new educational drive by the Open Society Foundation of South Africa aims to develop the capacity of educational organisations already in place, and thereby to improve the lot of pupils at the "chalk-face".

Behind the initiative is South Africa's unquestionable need for more African graduates who can actively compete in the economy, according to project co-ordinator Terrice Bassler.

She said the programme was aimed not simply at pouring money into areas where it was needed, but at building on the already established structures and fields of knowledge of government, non-government organisations, schools and universities.

"We are actively going out and listening to various partners, seeing what projects have worked and thereby mapping

the landscape," she said, adding that this was not an educational relief programme.

"We will not develop a strong administration that will simply deliver money. Rather we will commission proposals for development and delivery.

"We're not in the business of giving grants," she said.

### Focus is on maths, science

philanthropic organisation financed by billionaire George Soros, that aims to promote all aspects of an "open society" in previously oppressed countries.

"In Eastern Europe and the old Soviet Union we have had to focus on developing local structures as part of our programmes. But here those organisations

are already in place.

"They are just very fragmented and facing funding problems," she said.

The programme will be focusing on maths, science and technology in two of the country's most hamstrung provinces - the Eastern Cape and the Northern Province.

"The focus on maths, science and technology is critical because under the past government this is where African students were particularly disadvantaged," said Bassler.

"The programme is currently targeting teachers and trying to improve what they are doing in the classrooms," she said, adding that there was also concrete support for reform of curriculum at teacher training colleges.

The initiative also looks to expanding school management training programmes and at building partnerships between schools that were traditionally at opposite ends of the scale.

Bassler has worked extensively for the Open Society Institute, an international

# Warning on private schools

CT 13/11/96 (50)  
CAROL CAMPBELL

PRIVATE schools in South Africa were mushrooming, Independent Schools' Council national director Mr Mark Henning said yesterday, but unless they were financially sound and driven by a shared vision in the community they would not last.

"Not all of these schools are good for the independent movement — especially when they are created to fulfil one person's ambitions and particular needs.

"Unless a school is based on a sound philosophy which is shared by a group of people — like Waldorf or the Catholic and Anglican schools — it is unlikely they will survive."

Henning was in Cape Town to address a public meeting in Franschoek on the future of education in South Africa.

He said he was "very positive" about the new Schools Act, which he thought was a "sound" document that addressed the needs of most children in the country.

The independent school sector in South Africa was still "very small", with less than two percent of South African children passing through their ranks.

"I don't expect this figure will change much in the future because it is an expensive education."

Well-established public schools like Westerford High, Rustenburg Girls' High and Rondebosch Boys' High, which were in affluent areas, would not lose the quality of education they offered.

Parents whose children were at these schools would pay to ensure standards were retained.

"Look at the top public schools in the United States. Beverley Hills High, for instance, is in areas where it costs \$2 million just for a house."

"I see a similar situation developing here — although maybe not quite as extreme.

"Already it costs R5 000 a year to send your child to Bryanston High in Gauteng."

A major problem for the old Model C schools would be dealing with "free riders" — parents who claimed they could not afford fees, and whose children could not be dismissed from the school because they were legally entitled to a public education.

Parents who did not pay would be a burden on other parents, who could eventually become disgruntled and refuse to pay fees, leading to the deterioration of the school.



# Special needs of children tackled

BD 15/11/96

(50) (27)

Kevin O'Grady

ABOUT 50% of children of school-going age fell into the broad category of learners with special needs, and support services for them had historically been non-existent, uncoordinated or fragmented, education director-general Chabani Manganyi said yesterday.

It was for this reason that government had recently appointed two bodies to address the "severely neglected" area of need in education.

The national commission on special needs in education and training and the task team for education support services — both chaired by University of the Western

Cape associate professor Sandy Lazarus — met for the first time this week and would report their findings to Education Minister Sibusiso Bengu within a year, he said.

He said some of the learners with special education needs suffered from disabilities while others experienced difficulty when engaging in the learning process.

"Specialised education aims to address these needs through special interventions and the provision of support services such as social work, health, vocational and general guidance and psychological support."

In SA these services had only been available to a few and disadvantaged learners had benefited minimally or not at all.

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Directors: T A Blench, M W Atkinson, L J S Turnock, R T Louw.

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# Probe into special education

## STAFF REPORTER

Two severely neglected areas in education – special education and support services – will finally be addressed with the launch this week of two government-sponsored investigations.

In a statement yesterday, Director-General of Education Dr Chabani Manganyi said an estimated 50% of children of school-going age could be broadly categorised as being in need of special education.

"Some of these are learners with disabilities, while others are learners who have experienced some form of difficulty when engaging in the learning process – often as a result of the inability of the curriculum and the school system to address diverse needs," he said.

The National Commission on Special Needs in Education and Training (NCSNET) aims to iden-

tify the provision of special needs education, as well as future needs and priorities. The commission will also propose new policy.

The Task Team for Education Support Services, which is also being chaired by Professor Sandy Lazarus of the University of the Western Cape, will run alongside the NCSNET.

It will investigate existing provisions, such as support services like social work, health, vocational and general guidance and psychological and learning support.

The two groups will report their findings to the minister and Department of Education within one year.

Manganyi said support services had only ever been available to a few: "Historically disadvantaged learners have benefited minimally or, in most cases, have not benefited at all." They seldom received the support they needed to progress, he said.

(58) Nov 18/11/96



# Budget cuts and indecision leave precious museums bereft and their staffs disenchanted

BY SHIRLEY WOODGATE

Budget cuts have brought South African museums to their knees, thefts have risen dramatically and the country has become a haven for illicit local and sub-Saharan cultural objects.

The gloomy picture painted

by the SA Museums Association (Sama) in a recent report on the white paper on Arts, Culture and Heritage, added that some museums had been forced to close down with their collections dispersed.

After four years of negotiations with various government

departments, most institutions were still in the dark about their future, said Sama president Dr Udo Kusel. The result was staff resignations, with the loss of expertise taking on alarming proportions, he added.

The scenario is even worse when placed in the context of the

continent, as almost half of Africa's museums, some 400, are in South Africa.

The oldest is the SA Museum, established in Cape Town in 1825, and this includes about 100 so-called OTMs and OOMs - "ou tannie museums" and "ou oom museums" - where individuals

keep local culture alive in backyard collections.

"Together they house some 30 million objects and specimens in trust for the nation, depicting the country's entire history. The value of the material, at an average R20 each, is R600-billion," he said.

Foremost in Kusel's mind is

the fear that South African museums, which have always been low on official budgetary priority lists, are heading the way of those to the north of the country where the rot started with subsidy cuts, neglect of buildings and security, reduction of staff, massive theft of material and finally closure.

(50) Star 20/11/96

# New Schools Act

## Under the new law, corporal punishment is prohibited

By Josias Charle

**T**HE Department of Education has unveiled the new supreme law to govern education in South Africa. The law bans all forms of discrimination and is a major departure from previous laws administering the schools system.

Speaking at a media briefing in Pretoria yesterday, Director-General of Education Dr Chabani Manganyi expressed the hope that the new law would come into operation on January 1 next year once President Nelson Mandela had signed the proclamation.

The South African Schools Act brings into line all forms of schools within the South African education system.

In terms of the new law, all

schools, other than registered private schools, will now become public schools.

These include community schools, farm schools, former Model C schools and State-aided schools owned by religious bodies. Other changes to be effected are:

● All public schools will be legal entities and all registered private schools will become independent schools;

● All parents must ensure that the children for whom they are responsible attend school, if the children fall within the compulsory attendance age bracket;

● All public schools must admit learners and serve their educational requirements without discrimination; and

● Corporal punishment may not

be administered to any pupil.

Manganyi said some provisions of the Act would come into effect immediately the law came into operation while others would require further actions to be undertaken.

"This means that some changes will be phased in. The Act also provides for substantial continuity, for instance between old and new school governance arrangements, in order to ensure that schools continue to operate smoothly," Manganyi said.

### National norms

"Until the new governing body takes up its functions, the current governance structure is required to continue performing any function which is permissible under the Act."

He said the Minister of Education had powers to set national norms and

standards with respect to age of admission to certain grades, age of compulsory attendance for pupils with special education needs, and the funding of public schools and equitable criteria for the charging of fees and exemption of certain parents from paying fees.

"All parents must ensure that the children for whom they are responsible attend school, if the children fall within the compulsory attendance age bracket," Manganyi said.

No learner could be refused access to a school because of the inability of his or her parents to pay school fees.

The new Act gives the national Education Minister Sibusiso Bengu overall responsibility to set national norms on education and the provincial MECs have powers to make deci-

sions - provided they are within standards set by the Minister.

Budgets will be the responsibility of the provincial legislators and it will be up to them as to how funds are disbursed once they have been made available by the Minister.

On the question of governing bodies, Manganyi said the Minister, after consulting with provincial MECs for education, would set a date for the election of new governing bodies.

In situations where such bodies already functioned, they would cease to do so when the new bodies are elected.

Provincial education authorities will prepare for the conduct of elections and they will also ensure that newly-elected governing bodies are prepared to take on their functions.

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Kouretsa  
20/11/96



# Schools bill brings new unity, but more homework still to be done

ARGUS CORRESPONDENT

Pretoria - The long-awaited South African Schools Bill has finally been promulgated, but there are still core issues which have to be decided on - including problems of funding and language policy.

The bill, which according to national education department director-general Chabani Manganyi will in all probability come into effect at the beginning of next year, ushers in a new era of unified non-racial schooling but also contains several controversial clauses.

These include the banning of corporal punishment, the classification of schools in two categories - public or independent - with state-aided religious schools becoming a public school, and compulsory school attendance for all children between the ages of 7 and 15.

The problem of funding and school fees is still to be debated and there is little time left to discuss the issue because individual schools have to set their fees in time for the new year.

"Provincial authorities are placed under a duty to fund public schools adequately," said department deputy director general for systems and resources, Trevor Coombe.

"A lot of arithmetic must still be done and a lot more consulting must be done before a final decision is reached.

"We are aware of the urgency - it would have been nice to have a few more months in which to reach the decision."

With the furore around the subsidy cuts granted to Catholic schools still not completely forgotten, the funding problem gains even more importance.

Catholic schools have to decide whether to become public schools subsidised by the Government or choose the option of becoming independent. State-aided schools in poor communities, already hard hit by the 10 percent subsidy cuts earlier this year, will have no choice but to choose the public school option.

Central to this decision is the maintenance of their religious ethos. Independent schools may not discriminate against pupils on the basis of race, but may be

(50) ARG 21/11/96  
established on financial, cultural, gender or religious grounds, whereas public schools must be open to everyone, including pupils who cannot afford to pay fees.

Catholic schools spokesman Helene Addis said representatives of Catholic schools would hold a meeting about this today.

"Apparently the Government wants to make an agreement with all the Catholic schools in South Africa."

According to the agreement, religious-based schools which choose to go public will be allowed to maintain their ethos, but will not be allowed to force pupils to partake in religious activities.

"People can send their children to Catholic schools, but they don't necessarily have to be Catholic," Mrs Addis said.

"I don't think Catholic schools will have a problem with that."

While certain provisions in the act will come into effect immediately, some, such as the election of new governing bodies, will be implemented gradually.

The main emphasis of the bill lies in the creation of a unitary education system.

in maths and science

# World test

(50) ST 24/11/96

## Shock report puts us bottom of the class SA kids fail

By SIMON BARBER: Washington

A SHOCK report has shown that South African school children are among the worst in the world when it comes to maths and science.

The embarrassing incompetence of the pupils was announced in two reports in Boston last week, following the largest and most rigorous international testing programme ever undertaken.

Of the 41 countries, developing and developed, whose data met the stiff standards of the project — known as the Third International Mathematics and Science Study — South Africa was at the bottom of the class in every category, its teenagers woefully ill-equipped for the demands of a hi-tech global economy.

The South African tests were conducted by the Human Sciences Research Council among a racially and geographically representative sample of 4 491 Std 6 pupils at 114 schools and 5 301 Std 5 pupils at 137 schools. In total, half a million pupils around the world were tested.

None of the South African Std 6 pupils scored enough maths points to make it into the top quarter internationally, and only two percent earned enough marks to put them in the top half.

They did little better in science, with one percent making it into the top quarter. Five percent made the top half.

The next worst performer was Colombia, while Singapore, Japan and Korea came out tops in both subjects.

The US declared its results a national disgrace even though they were close to world averages and in the same league as much of western Europe.

It was the first time South Africa had participated in the test, by far the most comprehensive such exercise conducted by the International Association for the Evaluation of Educational Achievement.

South Africa was included at the last minute after the 1994 elections. Dr Albert Beaton, the study director, said the new government had been anxious to have "a baseline" assessment to guide and judge the success of its education policy.

He said the HSRC deserved a medal for conducting the test under difficult conditions — the remoteness of some schools, for example.

The test was designed to assess educational standards and ability to solve problems using learned knowledge combined with common sense.

Three quarters of the questions were multiple choice, and the rest required brief written responses, for example: explain how to calculate the age of a cut tree. Only 17 percent of South African Std 6 pupils came up with the right answer — count the rings — against a world average of 74 percent.

In maths, just half could write down a fraction larger than  $\frac{2}{7}$ .

South Africa managed to outscore other countries on a few questions. For example, asked the ratio of red paint in a mix of 5l red, 2l blue and 2l yellow, 18 percent of Std 5 pupils correctly picked 5:9. All but eight percent of Lithuanians were stumped by the question.



MATHEMATICS SCORES		SCIENCE SCORES	
COUNTRY	AVERAGE SCORE	COUNTRY	AVERAGE SCORE
Singapore	643	Singapore	607
Korea	607	Czech Republic	574
Japan	605	Japan	571
Hong Kong	588	Korea	565
Belgium (Flemish)	565	Bulgaria	565
Czech Republic	564	Netherlands	560
Slovak Republic	547	Slovenia	560
Switzerland	545	Austria	558
Netherlands	541	Hungary	554
Slovenia	541	England	552
Bulgaria	540	Belgium (Flemish)	550
Austria	539	Australia	545
France	538	Slovak Republic	544
Hungary	537	Russian Federation	538
Russian Federation	535	Ireland	538
Australia	530	Sweden	535
Ireland	527	United States	534
Canada	527	Germany	531
Belgium (French)	526	Canada	531
Thailand	522	Norway	527
Israel	522	New Zealand	525
Sweden	519	Thailand	525
Germany	509	Israel	522
New Zealand	508	Hong Kong	522
England	506	Switzerland	522
Norway	503	Scotland	517
Denmark	502	Spain	517
United States	500	France	498
Scotland	498	Greece	497
Latvia	493	Iceland	494
Spain	487	Romania	486
Iceland	487	Latvia	485
Greece	484	Portugal	480
Romania	482	Denmark	478
Lithuania	477	Lithuania	476
Cyprus	474	Belgium (French)	471
Portugal	454	Iran	470
Iran	428	Cyprus	463
Kuwait	392	Kuwait	430
Colombia	385	Colombia	411
SOUTH AFRICA	354	SOUTH AFRICA	326

Graphic: FIONA KRISCH

Source: TIMSS

## South Africa is bottom of the class

(50) ST 24/11/96

SOUTH African Std 5 and 6 pupils came last out of a class of about half a mil-

lion teenagers worldwide who took the Third International Mathematics and Science Study.

The South Africans notched up the lowest average marks in both maths and science.

In maths, the average South African score was the same as or worse than

the lowest five percent of scores in all but a handful of the other 40 countries.

The average South African Std 6 tested answered just 24 percent of the maths questions and 27 percent of science correctly, compared with world averages of 55 percent and 56 percent respectively.

**The**

# Education, hospitals to gain from UK expertise

## *British Council 'has much to offer SA'*

WILLIAM-MERVIN GUMEDE  
POLITICAL STAFF

ARG 25/11/96

The British Council is to offer expertise to help South Africa rationalise academic hospitals and develop education policies.

The offer came from council director-general John Hanson, after meeting Education Minister Sibusiso Bengu and Arts, Culture, Science and Technology Minister Lionel Mtshali on a South Africa visit.

He also met provincial ministers, non-government organisations and private

institutions in Cape Town, Johannesburg and Durban.

Sir John said in an interview that the British government was keen to offer its experience in the rationalisation of health services to the Western Cape government.

"Britain has already gone through a process of health care reform and has much to offer South Africa," he said.

Last week Sir John met Western Cape Education Minister Martha Olckers to discuss school governance and the new Schools Bill. "The council wants to assist the education departments in strengthen-

ing educational capacity and developing management skills," he said.

The council would help the National Education Task Force and the National Education Policy Unit.

Sir John saw University of the Western Cape rector Cecil Abrahams and UCT rector Mamphela Ramphele.

"The British Council has been in South Africa since 1958 and its work has focused primarily on the disadvantaged communities. In the new era of democracy we are assisting in South Africa's move towards sustainable growth," said Sir John.



Star 26/11/96  
SA pupils' poor results tackled

(50)  
A national alliance of non-governmental organisations involved in education - in partnership with the Government - is to begin tackling the problems highlighted in a recent report that showed South African pupils to be the poorest performers in maths and science in the world.

The report, released by the Human Sciences Research Council at the

weekend, claimed South African pupils in Stds 5 and 6 performed worst out of 41 countries.

The alliance aims to present a "total package and business plan" to address the problems, and is hopeful about its future.

The Science Education Project said the new formation would help to build the capacity of teachers. - Staff Reporter.

# Education can benefit from

**T**HE results, methodology and significance of the Third International Maths and Science Study, a portion of which was released last week, will no doubt be furiously debated, especially in SA, whose standard 5 and standard 6 pupils came in dead last in the 90-minute test that was the study's principal measuring tool.

SA's scores look so bad that one is tempted to think that the human rights violations being investigated by the truth commission and the courts are nothing compared with the crime committed against SA's present and future generations by apartheid-era education and the resistance it fostered to learning.

In mitigation, it may be said that of the 45 countries that took part — 41 of whose data were regarded as sufficiently rigorous for inclusion in the final report — the majority were European, North American, or advanced Pacific Rim nations. The less developed world was severely underrepresented. SA was the only African country apart from Tunisia (whose results were not included). Latin America was represented only by Colombia. Mexico declined to have its numbers made public, and Argentina's were not deemed solid enough. Three Middle Eastern countries took part: Israel, Kuwait and Iran.

SA's scores were based on a racial and geographically representative sample of 5 301 standard 5 and 4 491 standard 6

pupils who took the test at 114 and 137 (overlapping) schools respectively. The tests were administered last year at the invitation of the SA government, which wanted an accurate appraisal of the education nightmare it had inherited. The work was co-ordinated on the ground by the Human Sciences Research Council (HSRC) working closely with the International Association for the Evaluation of

Education Achievement and its research team based at Boston College in the US.

Worldwide, more than 500 000 pupils in 15 000 schools were tested for the maths and science study under meticulous guidelines designed to achieve comparable samples.

Three cohorts of pupils were looked at, equivalent to standards 1 and 2, 5 and 6, and matric. The findings released last week dealt with the middle group. As noted, several countries failed to satisfy the guidelines. SA's data were judged good enough for inclusion in the published study and rankings with an asterisk. The researchers, while openly impressed by the coverage the HSRC did achieve — "they de-

serve medals", said study director Albert Beaton — would have liked to have seen testing carried out at more schools. Beaton could not say how — up or down — a more perfect sample might have affected results.

The test combined questions on maths and science designed to gauge what pupils knew and their ability to use that knowledge to solve problems. To have tested

international mean of 513. Differences between each country score and those of the country above it and below it in the rankings were generally quite small. The most pronounced gaps were between Singapore and South Korea (607) at the top and between next-to-last Colombia and SA at the bottom. SA trailed Colombia by 31 points.

Staying with SA's stand

(50)  
B

## SA's standard 5 and 6 pupils scored poorly in the Third International Science Study. Simon Barber in Washington looks

everyone on all the areas the researchers wished to cover would have required a three-hour exam. So questions were distributed among eight booklets, taking 90 minutes to complete, and handed out in such a way that each was completed by a representative sample of pupils. All booklets covered several core themes. There was a three-to-one split between multiple choice and free-form written answers.

On the maths component of the test, the average SA standard 6 pupil managed to answer only 24% of questions correctly, against a world average of 55%. The SA standard 6 score — half scored more, half scored less — was 354 compared with 643 for top performer Singapore, and an in-

maths results — little difference from standard 6 science results, those of standard 5 in both — an even more troubling picture emerges in the distributed scores. The mean SA result was the same as or below the 5% of results posted by all participants except Colombia, Iran, Cyprus, Kuwait and Tunisia. The top 5% of South Africans posted a mean score 15 points higher than that of the bottom Singaporeans.

Zero percent of standard 5 South Africans had maths in the top 10% of all the results tallied. Zero percent made the top quarter. Only 2% entered the top half. Several countries' pupils did not get into the top 10% either — Portugal



# m test results

Colombia and Kuwait. But the only other country to be so unrepresented in the entire top half was Kuwait (3%).

At the other end of the scale, 45% of Singaporeans, 34% of Koreans and 32% of Japanese were in the top 10%. In the mid-range, 7% of the UK pupils had scores in the top decile, 20% in the top quarter and 48% in the top half.

Another dubious distinction for

Furthermore, each country was invited to submit a list of questions that its pupils might find troublesome because the knowledge involved in answering them had not been part of their curriculums. Scores were retabulated for each with those questions deleted. They remained remarkably constant.

The average SA standard 6 pupil answered 27% of science questions correctly (compared with 39% of Colombians, the next weakest group and 70% of chart-topping Singaporeans). Adjusted for curriculum, the SA percentage rose just one point to 28. South Africans scored highest — 30% — on the Russian Federation's list of preferred questions.

One maths question, obviously designed to test basic algebra, was: "If  $m$  represents a positive number, which of these is equivalent to  $m + m + m + m$ ?"

- A:  $m + 4$
- B:  $4m$
- C:  $m$  (to the power of 4)
- D:  $4(m+1)$

Internationally, 58% of pupils at standard 6 level picked the right answer, B. Two-thirds of South Africans chose differently. If "cultural bias" was the reason, so be it. The awful truth is that the modern global economy is itself biased: towards people who can answer that kind of question. Which is presumably why government, to its credit, opted to take part in the maths and science study to find out what SA's children need to be taught.

SA: pupils in standard 6 showed the least improvement in scores over those a year behind them. On average, a year's extra schooling in science and maths added 37 and 31 points to a country's scores. For SA the figure was nine points.

Inevitably, questions will be raised about "cultural bias". Every effort, the researchers insist, was made to test pupils in their own language (worldwide, more than 30 were used, with translations adapted to account for the day-to-day experience of particular national samples).

The co-ordinators in each country were all, according to the association, consulted in the drafting and selection of questions in hopes of achieving as unbiased a test as possible.

126/11/96  
National Maths and  
at the results

Down (back)  
Attachment 6  
↓

# Kids 'boffins' on the Internet

27/11/96 (60)

## EDUCATION WRITER

CHILDREN taught by their parents at home schools in the United States are proving to be real "boffins" on the Internet.

The Washington Post reported in October that 13-year-old Daniel Miller of Sterling, in Michigan, who is home schooled, used the Internet as a major source of information.

"A couple of days ago my dad took me into the backyard for a mini field trip, and he knocked over a stump. There were all kinds of bugs inside."

The teenager logged on to the Web, fed the term "insects" into a search engine and found sites that helped him identify most of the "goggas" he had collected from the stump.

## A teaching guide for parents

### EDUCATION WRITER

A SCHOOL syllabus which gives parents a step-by-step guide to educating their children at home could be used to upgrade the education of millions of adults while they teach their children.

Mr Graham Shortridge and his wife Alison, who teach their children from home, say the books are simple enough for an unskilled parent to follow.

"The success of home schooling does not depend on the education of a parent — anyone can do it — you just

Eleven-year-old Sara Waid of Las Cruces, in New Mexico, has created a Web site on the Net for home-schooled children.

They can "chat" with other home-schooled pupils or browse through a number of links, which include comics, crafts and even a page of: "Where to get free stuff on the Net".

● Meanwhile home school is the subject of hot debate in the US, where critics have labelled it a "haven for religious fundamentalists" who want to stop their children from coming into contact with children of other classes, creeds and races.

Home schooling is, however, becoming acceptable to many families seeking safety, discipline and academics at a reasonable price.

need time, commitment and patience."

A parent must be able to read and write English fairly fluently to use the material, he said

The Western Cape Education Department has made it clear that parents need the right "expertise" to teach children at home — a rule which Shortridge feels unnecessarily infringes on the right of any parent to nurture their child.

● Families who want to know more about home schooling can contact the Shortridges on (021) 981-0475.

## Couple still wary after term in prison

### EDUCATION WRITER

A VEREENIGING couple, Andre and Bokkie Meintjies, were jailed in 1993 and their three children sent to an orphanage when the state refused to allow them to "home school".

The couple's three children Charmaine and Johan (who were 15 at the time) and Roy 12 were first removed from school in 1990. Now — three years later — the family is still home schooling, but is wary of publicity.

The head of the Home School Association Mr Leendert van Oost-rum said a child who saw their parents punished for teaching them at home could grow up fearing the government and with contempt for the law.

"The law as it stands will criminalise hundreds, if not thousands, of conscientious families who want nothing but a decent education for children. I predict that the new law will create a stalemate between government and home schoolers, which can only be broken by the intervention of the courts."

"For this reason, we are trying to set up a mutual legal defence fund to spread the costs. We are also trying to find funds for research into the actual outcomes of home education."



# Content of international maths test 'not covered in SA schools'

Kevin O'Grady

A LARGE amount of the material covered in a recent international mathematics and science study, which found that SA children were among the worst in the world at the subjects, was not covered by curricula in SA schools, the education department said yesterday.

Deputy director-general Thron Rensburg said this could be because no major curriculum development had taken place in SA schools since the late 1970s. The department had, however, undertaken two pro-

grammes aimed at redressing the situation since 1994.

Rensburg said an analysis of curricula in the context of the study's mathematics test showed that only 58% of the study's questions were covered by material taught to Std 5 SA pupils and nearly 80% in the case of Std 6 pupils.

Only 18% of the study's science questions were covered by the SA Std 5 curriculum and 51% by the Std 6 curriculum. Despite this, pupils from both standards wrote the same test.

"Further analysis of the (study's)

test material showed that the subsections tested are either not covered at all by SA curricula, or are very sparsely covered." Earth sciences, proportionality and data representation were not covered, while chemistry and physics received scant coverage in the SA curriculum compared with questions in the test.

Rensburg said the department had already stated its intention to introduce new curricula in the near future and the issue of science and technology would be addressed in these new curricula. Further announcements on the issue would be

made early next year.

However, there were certain aspects which would receive particular attention, including:

- Addressing the mismatch between SA and international curricula, and "making them relevant to the world of work";
  - Addressing the structure of textbooks, with emphasis on creative and open-ended learning and with attention given to issues such as problem solving; and
  - Investigating innovative methods and classroom approaches.
- Of the two programmes already

undertaken, the Technology 2005's aim was to improve the fields of the natural sciences, mathematics, technology, engineering and economic development.

The second project, Students and Youth into Science, Technology, Engineering and Mathematics, was an initiative designed to break the "cycle of mediocrity". Its aim was to place large numbers of matric pupils with an under-par performance in the subjects into an extra year of study and then into a new diploma programme in science and mathematics teacher education.

brought in to improve the delivery of meals.



CLEAR GUIDELINES NEEDED

# Home schooling takes off amid uncertainties

(50) or 27/11/96

HOME SCHOOLING is on the increase in SA. CAROL CAMPBELL reports.

SCHOOL girls Pamela Shortridge, 17, and her sister Laura, 10, don't mind writing exams, they don't worry about being late for school nor are they concerned about detention.

They are taught by their mother in an upstairs room of their home in Brackenfell. They attend "home school" and they like it.

Mr Graham Shortridge and his wife, Alison, are among a growing number of South African parents who are choosing not to send their children to public schools, but to educate them at home.

Shortridge said two years ago only five families in the country were members of his organisation Theocratic Christian Education — a home-schooling body he founded and co-directs with his wife.

Last year, the membership of the organisation leapt to 95. Already 190 families have applied for registration next year.

The chairman of the Home School Association, Mr Laender van Oostrum, said the number of "home school" families in South Africa was about 1 200.

The Western Cape Education Department has received 10 applications from parents to "home school" their children next year.

In the US, education authorities estimate that over a million children are taught by their parents at home every year — a trend more are considering as the quality of education dives at public schools.

Time, skills among conditions to teach child at home in W Cape

The Western Cape Education Department is the only provincial government department which provides criteria for parents who want to teach their children at home.

These are:

- The parent must have the time and skills (a teaching qualification) to educate their child at home.
- The official school syllabus must be followed.
- The child has to "go" to school for a set time every day.
- The child must go to school for a set number of days every year.
- The education department must be able to check that the child is properly educated.
- The parents must keep in contact with the nearest school to "stay in touch".
- The school and not the parent will assess the child to see if they are ready to "pass" into a higher standard.
- The education department and the school will not be responsible for shortcomings in the child's education.
- Parents are responsible for all the "costs" of educating their child.
- The education department will assess each application for home schooling individually.
- Permission will only be granted for parents to teach their children at home next year.
- Parents in other provinces are teaching their children at home, but there is legal uncertainty about this.

"The reasons for the growth in home schooling could be the perceived relaxation of education laws and fears about the quality of teaching in public schools. Most people do it for religious reasons, though," Shortridge said.

Despite education policy changes, he said, the position of home schoolers is still unclear — only the Western Cape has come up with vague guidelines for people wanting to remove their children from public schools.

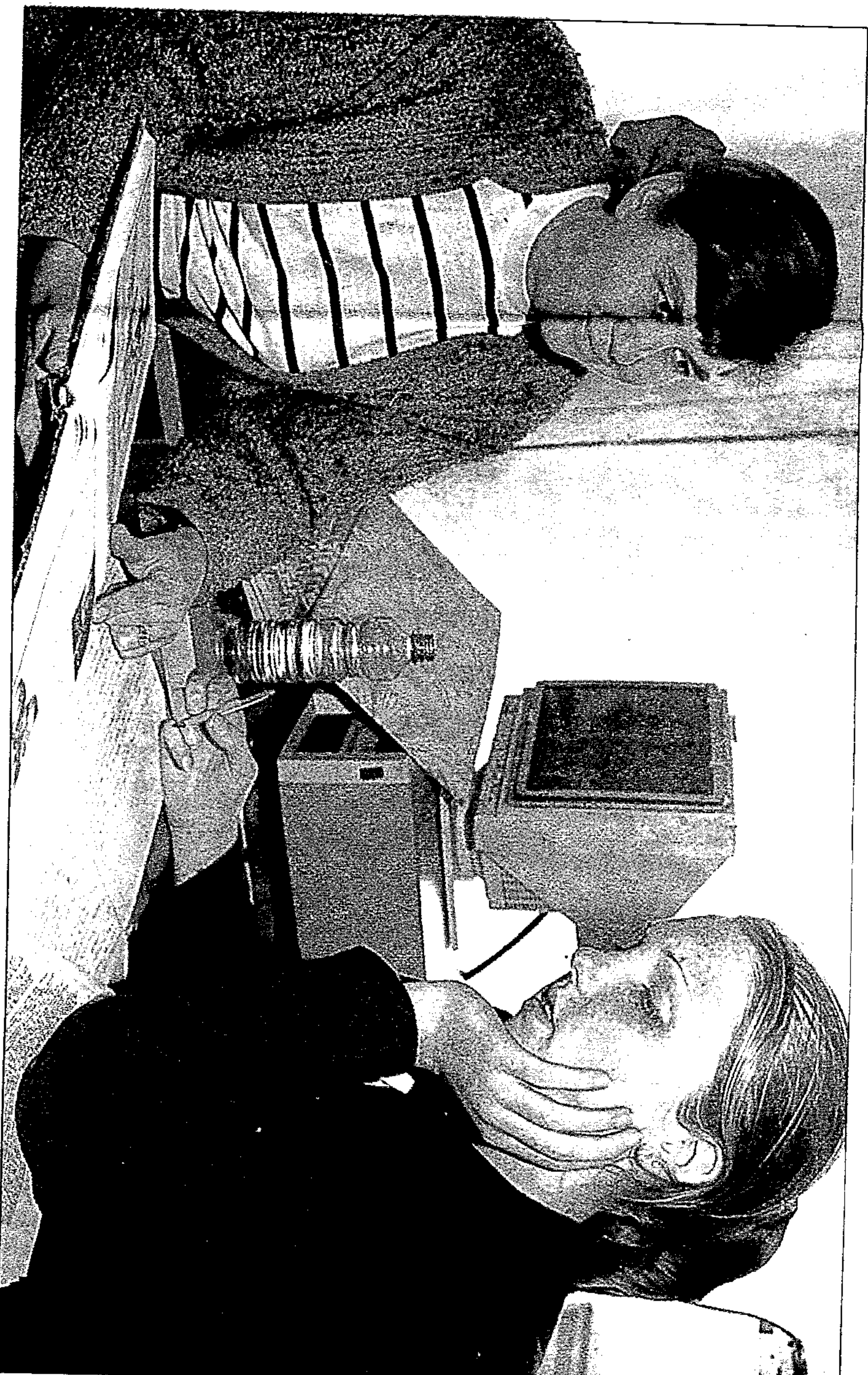
Gauteng Education MEC Mrs Mary Metcalfe recently turned down a Gauteng family's request to

school their children at home.

Apparently they were refused permission because the mother had no teaching qualifications, and "wanted to teach all the high school subjects".

Van Oostrum, who is writing his masters thesis at the University of Pretoria on home schooling, said Metcalfe's approach would force home schoolers underground and many families would now not ask for official permission.

"The new government was on the verge of banning home schooling altogether but changed its stand following an international



HOME COMFORT: Mrs Alison Shortridge discusses French history with her Std 9 daughter, 17-year-old Pamela. The family has been teaching their children at home in Brackenfell for the past four years.

outcry.

"This took the form of hundreds of letters by home schoolers in the US and elsewhere to our ambassador in Washington.

"The international protest coincided with the release of the Hunter report which proposed that home schooling be prohibited."

In theory, home schooling is legal but the details of the new legislation have to be provided by the provincial education departments. "We'll be working for that in the

provinces, but I suspect that, certainly in the ANC provinces as well as in the Western Cape, they are not likely to provide more detailed legislation. It appears to suit the authorities that they are not bound to state their intentions."

Ms Nomkhila Makosana, from the Western Cape Education Department, said home-schooling was illegal unless parents asked for official permission.

"Since the Western Cape Education Act must still be finalised,

application by parents to educate their children at home can only be approved conditionally for the period January 1, 1997 to December 31, 1997."

She listed a number of conditions parents had to meet before they would be given permission to teach their children, including having the necessary expertise to ensure effective instruction.

Van Oostrum said the department was placing unreasonable limits on parents by demanding

they have teaching "expertise".

"A number of studies in the US, Canada and Australia have not found any relationship between teaching qualifications, the educational level of the parents and the performance of learners in home schools."

Shortridge said he and Alison wanted to educate their children at home because they are Christians.

"We wanted God to be part of everything they learn," he said. The Shortridge family, with

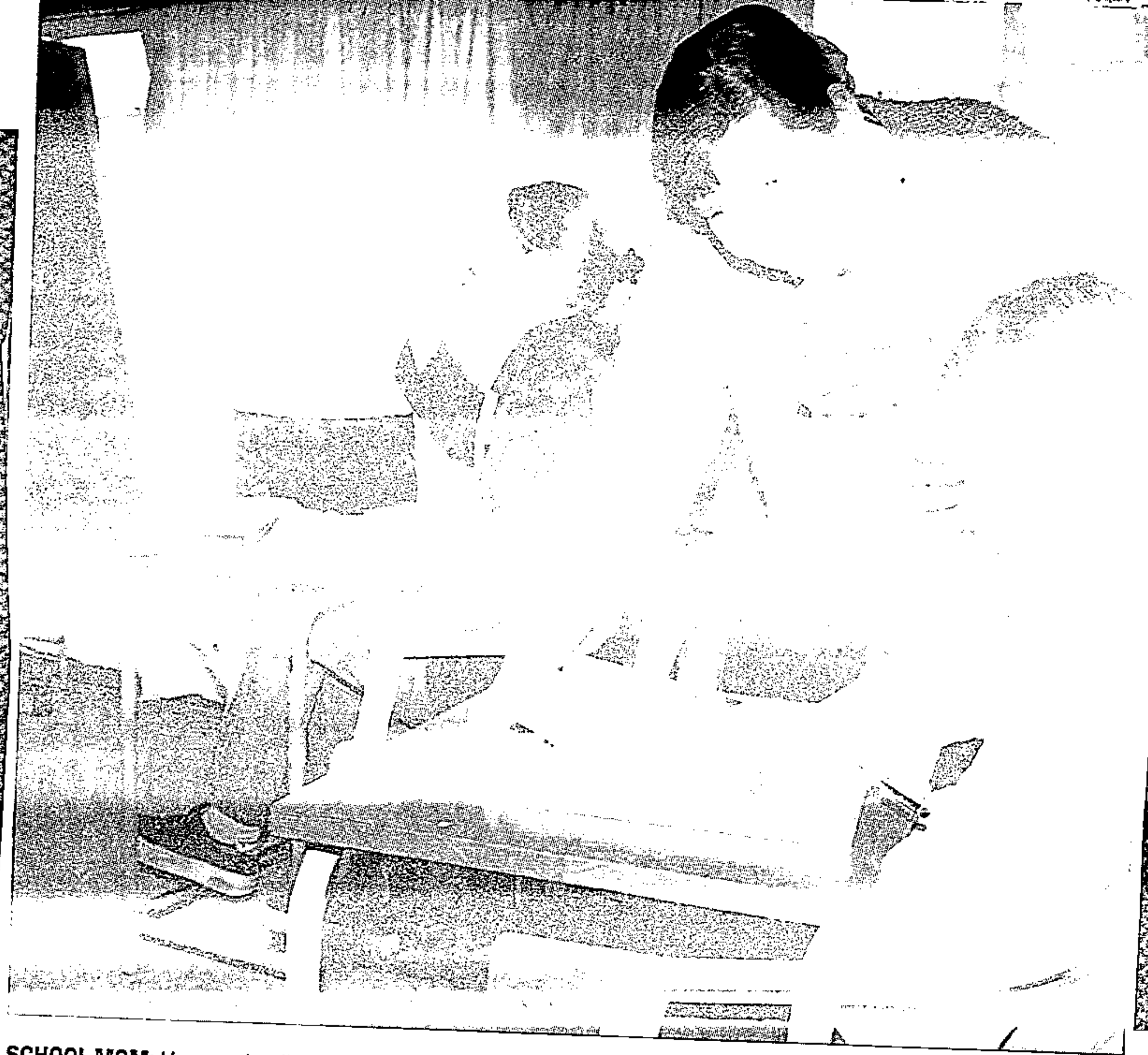
teacher Mr Neil Small (who has worked in Kimberley schools for 40 years), also import and distribute home school textbooks for interested parents in South Africa.

In the last four years, the Shortridge's have taught four of their six children at home.

Their four older children have matriculated and are all in tertiary education. Their son Paul, 22, was recently accepted for the masters programme in chemical engineering at UCT.

PICTURES: THEMBAKOSI DINAYISA





**SCHOOL MOM:** Home schooling has given new meaning to the words "parental involvement" as Laura Shortridge knows only too well. The 11-year-old says she enjoys educational outings to the beach and museums.



# School of life will be taken into account under new system

Star 28/11/96 (50)

Implementing the new curriculum could take up to 10 years to complete.

But it is critical for a smooth transition that all those with a stake in education begin to apply and understand the actual mechanisms of the new curriculum immediately.

The starting point of the curriculum's nuts and bolts - the core - is the "learning area", or what would have been referred to as "subjects".

Teams from all stakeholders - trade unions to universities - at national and provincial levels are researching these learning areas.

The areas of learning proposed, while appearing to diverge radically from the subjects of the past, are more in line with international trends: communications, literacy and language learning (which will cover literacy, the official languages and other modern world languages); numeracy and mathematics (which will cover pure and applied mathematics); human and social sciences (which will cover history, geography, environmental and developmental studies); physical and natural sciences (which will cover what was science and biology, agriculture and engineering); technology (which includes information technology and technical education); arts and culture (to cover the visual and performance arts); economic and management sciences (to cover accounting, administration, property, and leadership); and life orientation/personal and social development (which will look at health, careers guidance, religious studies and physical education).

Volumes of material have been produced in each learning area, and voices of discontent from within these groups developing the content of the learning areas are being heard. While no-one disputes the direction the overall curriculum is taking, some are saying this is one of the few times in history where the impetus and finance is there to transform properly. Why, this group of people is asking, should we rush it?

## NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

### General education and training certificate

NQF BAND	TYPES OF QUALIFICATIONS AND CERTIFICATES		
1	What is now pre-school to Std 7	Preschool	Adult Basic Education and Training Level 1
		Foundation Phase	ABET Level 2
		Intermediate Phase	ABET Level 3
		Senior Phase	ABET Level 4

### Further education and training certificate

2	What is now Std 8-10	School / college / trade certificates
3		School / college / trade certificates
4		School / college / trade certificates

### Higher education and training

5	What is now Tertiary Education	Diplomas, occupational certificates
6		First degrees, higher diplomas
7		Higher degrees, professional qualifications
8		Doctorates, further research degrees

It is important to recognise, however, that the thinking behind each learning area is that they should be flexible, allowing for the particular needs and interests of individuals, and for regional diversity.

For instance, in the foundation phase, or what is now known as pre-school to Std 1, the new curriculum states there should be no attempt to develop learning programmes that are too specific. By the same token in the intermediate phase - or what is now

known as senior primary and junior secondary education - the eight learning areas could be subdivided into broad focuses such as mathematics, languages, expressive arts and movement and social and environmental studies.

Learning programmes would then be developed by each individual school with these focuses as the basis.

This new thrust is best under-

stood when put in the perspective of the all-encompassing National Qualifications Framework (NQF).

It is here, in the NQF, that specific outcomes (in other words the exact skills and information expected of the pupil) are formulated in the individual areas of learning.

Or rather, whatever pupils are expected to know and be able to do in a particular learning area once they have completed a certain grade, is laid out in the NQF.

The NQF sets out three "bands" that are the main groupings in education (See graphic).

The first band, "level one", is from pre-school to Std 7 and is called "general education and training". Once completed, level one will be the first exit point from school, thus making up the much talked about 10 years of free and compulsory education.

Theoretically this will also be the first time students will write a

public exam, much like our current matric. After the completion of each level the learner will receive a certificate.

The second band, called "further education and training", is what would currently be regarded as Stds 8 to 10.

The student may leave the system in Std 9 having completed the level three. The NQF introduces a number of points during the school career at which people can leave, but it still provides them with a certificate to show how far they have progressed.

Students will also be able to specialise more than is currently the case. They will be able to select special focuses in areas which are oriented towards a future career or field of interest.

The third band, namely "higher education and training", goes all the way up to a PhD on level eight and includes all national diplomas, degrees and postgraduate learning.

This framework of learning includes qualifications grading for adult basic education and training which has been targeted in the new policy as key to South Africa's development. The thinking behind this focus is that a more skilled workforce means greater productivity.

The NQF will allow pupils to achieve national qualifications through both formal and informal learning situations.

Learning that takes place in informal situations such as in the community, or through courses offered by NGOs, churches and in the workplace, will be recognised.

As an example, a pupil who left school in Std 5 can now re-enter the system 15 years later and the skills gained during this interval will be taken into account.

After a form of entrance test in which your previous learning experience is assessed, instead of going back to start at Std 5, you may have the skills and knowledge to enter in Std 7.

In a nutshell, the aim of the NQF is to set the country on a path of life-long learning.

**Designed to fall into line with world trends**



# Top Afrikaners launch strong language lobby

CT 2/12/96 (50)

**CHRIS BATEMAN**

A POWERFUL non-political Afrikaans movement aimed at co-ordinating efforts to protect and promote Afrikaans under the new dispensation was launched in Stellenbosch at the weekend.

It was attended by more than 110 top academics, authors and businessmen.

Speaker after speaker warned against the movement's becoming based on ethnicity or nationalism.

Mr Ton Vosloo, chairman of Nasionale Pers, said he believed the correct approach would be for the group to "be invited to contribute its expertise" to the new democracy.

In a prepared essay, author Breyten Breytenbach said that, like Dr Martin Luther King, he too had a dream.

His dream was for a forum for the advancement of Afrikaans — without hegemony or orthodoxy. Within such a forum there would be a cohesion and co-ordination of initiatives and room for the opening and keeping open of a language "space" in universities, schools and the media.

Dr Jakes Gerwel, former rector of the University of the Western Cape and now director-general of President Nelson Mandela's office, said he harboured a "basic suspicion" of organising and overorganising and had a problem with speakers referring to themselves as "us".

Gerwel wanted to know if the thrust of the initiative was not a reaction to the loss

of "political power".

Mr Marinus Daling of Sanlam said the biggest risk would be for Afrikaans speakers to "do nothing".

A climate should be created for the rationalising of Afrikaner organisations so there could be a co-ordinated and effective effort.

Among those who attended the function at the Oude Libertas Centre were former Foreign Affairs director-general Mr Niel van Heerden, Mr Justice M T Steyn of Bloemfontein, businessman Mr Christo Wiese, Ms Antjie Krog, political analyst Professor Hermann Giliomee, Professor Adam Small, Mr Ampie Coetzee, Mr Braam de Vries, Mr Klaas Steytler and Ms Elsa Joubert.

A committee was set up to probe the feasibility of creating a body to promote Afrikaans interests. It is to report back by June 30.

All editors and senior writers of the Afrikaans press were invited.

It was emphasised repeatedly that the forum was aimed at Afrikaners and bonds between Afrikaans-speakers and at finding ways to protect the language from the increasing dominance of English as a medium of public communication.

● Statistics show more South Africans understand and use Afrikaans effectively (24-30%) than English (20-25%) and that Afrikaans is the home language of 15,1% of the population, as against English (9,1%), Zulu (22,4%) and Xhosa (17,5%).

● See Page 12

# Several million illiterates pay price of Verwoerd's

(50) Star 2/12/96

By EDWIN MAIBU

There is no place for him (the African) above the level of certain forms of labour. Within his own community, however, all doors are open. For that reason it is of no avail for him to receive a training which has as its aim absorption in the European community while he cannot and will not be absorbed there.

"Up to now he has been subjected to a school system which drew him away from his own community and practically misled him by showing him the green pastures of the European, but still did not allow him to pasture there."

The father of apartheid Hendrik Verwoerd must be spinning in his grave following a request that the National Party be called before the Truth and Reconciliation

Commission (TRC) to explain its role in denying millions in the country an education.

The National Literacy Co-operation (NLC) and other education stakeholders have asked the TRC to investigate how apartheid policies left millions of South Africans without a decent education.

It was Verwoerd who fashioned the shape of apartheid education in the '50s and '60s but did not live to see successive NP lieutenants, including former state president FW de Klerk, proceed with his vision.

Apartheid education had its origins with the 1953 Bantu Education Act which ensured teaching in the country would take place along ethnic and racial lines.

The Coloured Persons Act in 1963 and Indian Education Act in 1965 contributed in a significant way towards closing the doors of

learning for the majority in the country.

Schools and universities became battlefields as government security forces went on a witch-hunt for those who were known activists.

University campuses also gained a notorious reputation for being breeding grounds of government spy networks.

However, the dawn of our democracy in April 1994 was accompanied by a variety of promises aimed at putting the final nails into the coffin of apartheid education.

While significant changes at school and tertiary level have occurred, the legacies and scars of apartheid education remain.

Glaring evidence of its harmful effects is clear: the country currently has at least 15 million illiterate people.

The sad legacy of the past has

to be exercised first through confession by the NP before the TRC and then by a concerted presidential campaign aimed at opening the doors of learning for those who had been denied entry.

The outgoing director of the NLC handed over a 150-page submission to TRC chairperson Archbishop Desmond Tutu and his deputy Dr Alex Boraine.

The submission said the implementation of apartheid education in the '60s, '70s and '80s had reduced access to schools for African pupils and also led to the closure of some mission schools.

Among submissions was a request that former state president FW de Klerk and National Party colleagues be called upon to testify before the TRC about their roles in apartheid education.

Naidoo, who was expelled from school and later at university because of involvement in poli-

tics, said the TRC should investigate the systematic underdevelopment of the human potential as reflected in the millions of South Africans who are today illiterate.

In a 150-page submission, prepared with the assistance of the University of Natal's education policy unit, Naidoo said the NLC wanted to bring to the attention of the commission a number of human rights violations planned and committed by former NP governments within the realm of education.

The full picture of our dark past under apartheid will not be complete if we do not also take note of the atrocities that are not tangible and visible, but are equally devastating.

The fact that over 15 million adult South Africans today require varying levels of adult basic

education is testimony of a serious crime against society."

Naidoo said it was these adults who could not read their children's report cards at the end of the year, let alone provide them with a genuinely nurturing educational environment at home.

In the submissions, the NLC listed several specific recommendations which required immediate action.

It asked the TRC to endorse a restitution programme for those adults who had been deprived of education and called for action on investment in human resources.

It requested that Government should make adult basic education as part of its commitment to life-long learning.

It called for the setting up of education and training vouchers, or state grants, for those who have missed out on educational opportunities as a result of atrocities

under apartheid and finally that a presidential lead project should be fully funded in 1997.

The submission also said that inasmuch as the physical abuse of human rights by the previous apartheid governments is being recorded for the purpose of informing and reminding the present and future generations about our past history, the violation of education rights through apartheid education should also be recorded.

At the very least, the NP should at least apologise for specific actions before the TRC, the TRC deputy chairman Alex Boraine said the submissions, which were "very long, very full and very good", would be discussed by the commission before it is passed on to its research committee for an in-depth analysis.

He was pleased to note that the submission contained both letters of support and criticism of the call by the NLC.

Lincoln Mali, spokesman for Education Minister Professor Sibusiso Bengu, said the minister had made reference to a submission before the TRC in relation to education previously and would comment once he had seen the submission.

The NP's modern day "new South Africa" education chief Reiner Schoeman said the party was not to blame for the high illiteracy rate in the country.

He said instead of "playing political games", the NLC should rather tackle the country's literacy problems head on.

Wonder how Verwoerd would react if he were asked to apologise for being the real brain behind the policies which have resulted in millions not being able to read and write?

# education policies



# Bengu frets over looming cuts in education budget

Kevin O'Grady

PRETORIA — Education Minister Sibusiso Bengu said yesterday he was concerned about "impending cuts in next year's education budget" which could hinder the implementation of plans for transforming education.

Bengu said his department had a comprehensive plan for the implementation of various changes legislated this year, "but I'm not sure we can say ... there is enough money to implement everything in the plan".

He would not be drawn on details of next year's budget, citing cabinet confidentiality, but said he had seen details in a presentation to cabinet in October. The budget would be debated by cabinet on January 23.

Meanwhile, the education management development task team, one of many teams appointed by Bengu this year, has released a report recommending a national institute for management development.

The report argued against the establishment of a "large and powerful" central institute, saying it went against "the more decentralised approach to education governance ... reflected in (government's) emerging policy framework".

The institute should instead consist of a dedicated core group of researchers, practitioners, policy mak-

ers, government representatives, non-governmental organisations, teachers and community leaders in a professional network financed and sustained from a central point.

It should be "a network which will have the potential to reach every classroom, teacher and child in a way that a monolithic institution cannot".

The report said it would be "unwise" to locate the institute within the public service, as recruiting policies needed to be "highly responsive and flexible".

The institute would serve as a centre for management, development, resources and information and for support materials.

It would help to mobilise resources and assist provinces to negotiate relationships with potential donors to support their programmes. It would also monitor the development and progress of education management development in the country as a whole.

The report also called for education departments to conduct critical reviews of their organisational structures and to "take appropriate steps to remedy problems".

Task team chairman Jonathan Godden said that in building a management capacity, there should be a "shift away from diplomas and degrees to a hands-on, on-site, professional development approach".

There would be a need for additional

allocations from national and provincial education budgets to fund aspects of the team's recommendations, the report said.

However, there were many resources for capacity building in the education system which were not being utilised properly, such as training programmes offered by nongovernmental

organisations and trade unions.

The international development community was also "particularly keen to provide assistance in this regard. A number of aid agencies had not only supported the team's work, but had indicated their willingness to provide additional resources in the long term", Godden said.

(50) BA 5/12/98



# More 'colour' needed in Afrikaans group

(50) MTG 6-12/12/96

The initiative to form a new Afrikaans organisation drew the support of the Afrikaans establishment — but not its traditional critics, writes **Rehana Rossouw**

**C**ONRAD SIDEGO, former South African ambassador to Denmark, assured the last speaker at a meeting of Afrikaans people at the weekend that the colour of her skin had nothing to do with the fact that she had the last word.

Sidego traded wisecracks with Olga Sema, the only black woman to address the gathering, assuring her that no slight was intended when he decided she would speak last.

Asked afterwards who Sema was, Sidego was at a loss. He knew she was from Gauteng, but he was unsure why she had been billed as a speaker. After inquiring from others, Sidego established that she worked in the Gauteng Education Department.

Sema's contribution to the gathering was that she loved the Afrikaans language, and held it more dearly than her home language, Northern Sotho.

She was the only black woman present. The who's who of Afrikaner business, academia, art and media were there: the vast majority of the 80 invited guests were Afrikaner men, but there was a sprinkling of Afrikaner women and fewer than 10 black people.

The initiative's steering committee had invited luminaries to debate their proposal to launch an overarching Afrikaans organisation to co-ordi-

nate the disparate actions of the existing 200 organisations servicing the language group.

At the end of the meeting, steering committee member Ton Vosloo, Nasionale Pers's executive chairman, appealed to the gathering to forward names of coloured and black people who would be interested in joining their ranks.

Not everyone who attended was enthusiastic about the initiative. Sceptics voiced fears that the organisation would be dominated by Afrikaners and would further their aims, rather than those of all Afrikaans-speakers.

The initiative would have to guard against turning its language struggle into a bid to retain privilege, warned Dr Mahmood Mamdani, a Uganda-born professor of African studies at the University of Cape Town.

He questioned whether it could be an attempt by the "privileged" Afrikaner community to recruit foot soldiers from its less fortunate "cultural cousins" — coloureds who spoke Afrikaans as a first language.

Dr Neville Alexander, chairman of the Pan-South African Language Board, said he did not believe the time was right to launch an organisation to promote Afrikaans. "It could be dangerous if it is done in isolation from other language groups. Racial conflict could be disguised as linguistic conflict," he warned.

"We do not want to see a situation where we advantage a small group rather than everyone in the country. All this would serve to do is deepen the trenches in South Africa."

Van Zyl Slabbert said he was "ambivalent" about the movement. "I don't want to damage the initiative,

but I have reservations," he said. "Who are Afrikaners? I haven't worked that out yet. We come from different worlds."

Cabinet secretary Jakes Gerwel, who attended the meeting in his personal capacity as an Afrikaans-speaker, said he had a basic suspicion of an attempt to organise Afrikaans speakers. He questioned whether the initiative was in response to the Afrikaner's loss of political power in South Africa.

"Among working class communities on the Cape Flats, where people also love the Afrikaans language, I have not picked up a need for an Afrikaans organisation," he said.

He said these people had a legacy of being ostracised in South Africa, but would continue speaking Afrikaans for many years.

The gathering received a tongue-lashing from Afrikaans writer Antjie Krog, who said Afrikaners had a culture of intolerance.

Whether they are in the PAC or the AWB, they are intolerant. Afrikaners do not want to share, they want to rule the roost (*baas van die plaas*). Somewhere, they will rule, even if it is in a *volkstaat*," she said.

"They didn't want to share their language with coloureds, they wouldn't share their houses and toilets with blacks."

Her problem with launching an organisation was that it would be controlled by Afrikaners. She asked if she would be regarded as intolerant if she said she did not want to be part of an organisation which was anti-government, anti-ANC, anti-truth commission, anti-English and anti-nation building.

One of the more ardent proponents of the initiatives was Afrikaans writer Breyten Breytenbach who said minorities were under pressure to remain silent in the new South Africa.

"We are not looking to launch a nationalist organisation, an ethnic organisation, a cultural organisation or a *kraal*," he said. "We have no mandate to unite all the other groups which exists."

"But there is a widespread feeling that something should be done, although we have no more privilege than others and deserve no special treatment."

Christo Wiese, registrar of the Reserve Bank, introduced himself as a capitalist to the gathering. He argued the movement should take a privatisation route, financing private schools, for instance.

Professor Hermann Giliomee, who was on the steering committee of the initiative, said 30% of Afrikaans speakers earned less than the minimum wage. He asked whether they would be subsidised at private Afrikaans schools. "I am also sceptical of private Afrikaans television. Who is going to take responsibility for coloured Afrikaans-speaking people?"

Stephan du Toit, who introduced himself as an Afrikaans speaker from Transvaal, suggested the Legal Resources Centre be approached to assist with legal assistance to battle for the constitutional rights of Afrikaans. "We no longer have the political rights that we so craftily awarded to ourselves under apartheid," he pointed out.

The meeting ended with a decision to form an exploratory committee, which would remain in contact with all who attended the first meeting and sound out others who were interested in joining.

A further meeting would be held in June next year, and the appeal went out to make the next meeting more representative; for participants to bring along black people they knew who would be interested in joining them.



Breyten Breytenbach: 'Not an ethnic organisation'



Jakes Gerwel: Questioned the initiative



Ton Vosloo: Looking for interested black Afrikaners

## No need for a language laager (50)

MTG 6-12/12/96

**Ken Owen** joined the gathering of Afrikaners in Stellenbosch and found their fears unconvincing

**T**O Nelson Mandela and Joe Slovo and, yes, to the cadres who ravaged the townships in the Eighties, I give thanks: they have liberated me to use and enjoy Afrikaans, the only language that properly describes the landscape and the life of my Lowveld childhood.

For many years I denied that pleasure, taking as my guide the bitter adage: *Die taal van overvaar in die mond van die verowerde is die taal van slaawe*. At high school, for five interminable years, I fought a lone battle to preserve my English in a hostile post-war Afrikaans environment.

Of course, there was a price to be paid. Some poetic concepts come to me only in Afrikaans, and even today I struggle sometimes to translate my second language into my first. By foregoing Afrikaans, I limited myself and diminished my sensibility.

Now the collapse of Afrikaner hegemony has set me free, and I am euphoric. Never before had I fully savoured the rich endowment in the possession of two languages.

These reflections have a purpose: they explain both why I joined a gathering of Afrikaans intellectuals amid oaks and white walls at Stellenbosch (where else?) to discuss the future of Afrikaans and why I found their fears unconvincing. I care for the language, and I am confident that it will survive.

Indeed, Afrikaans has never seemed to me more secure than since the ruling class of Afrikaners stopped courting the enmity of all mankind. Afrikaans-speakers number six or

seven million people and they have a regional power base in the Western Cape comparable to the Zulu base in Natal. The language is both modern and indigenous, and has important lines of support to Northern Europe.

The support base is sound. Speakers of Afrikaans encompass a proletariat of (mainly coloured) urban workers, peasants and country-folk, a powerful intellectual community, and a prosperous (mainly white) middle class. These elements are complementary: if the intellectuals provide the angst, the proletarians and the peasants provide stamina and durability, and the middle classes provide the newspaper readers and theatre audiences. It is a formidable alliance.

The outlook for Afrikaans then is altogether rosy, provided one does not confuse it with the career interests or the status of the dispossessed white elite, but the group at Stellenbosch would not take comfort. Most were familiar figures from the *verligte* gatherings of the Eighties, who had done much for FW de Klerk's noble act of capit-

ulation, but now they were caught up in gloom, and the gloom focussed — or pretended to focus — on the language.

Breyten Breytenbach was there, of course, he who lives in Paris and writes in English but still weaves magic in own tongue; so too was Van Zyl Slabbert, and Ton Vosloo of Nasionale Pers, and Hermann Giliomee and Willie Esterhuysen (hero of the epic battle against Koot Vorster for the soul of the church), and Martie Meiring, and Marinus Daling, Afrikanerdom's economic czar. The belligerently nationalist editor of *Rapport*, Izak de Villiers, was hilariously paired, in my mind, with that wonderfully reckless poet-turned-

journalist Antjie Krog. She marches miles ahead of her people, he marches miles behind.

There were some fresh faces: Jakes Gerwel from the president's office, and Neville Alexander (the world's only remaining undoubting communist, perhaps?); and Adam Small, who once tried to give up Afrikaans as a drunkard tries to give up drinking, vainly; and, for intellectual piquancy, a clever Gujarati-speaking Harvard-trained professor from Uganda, Mahmood Mamdani.

Mamdani, who professed afterwards to have been startled to find an audience 95% white male, offered some interesting insights: Arabic had conquered North Africa because the Arabs defined as an Arab anyone who spoke Arabic; one could become an Arab by learning the language.

Afrikaans, on the other hand, failed to capture Southern Africa because it divided Afrikaans-speakers by race, alienating the coloured allies who were assigned a lesser status.

As always, the debate comes back to problems of definition. Slabbert, perceptually as usual, posed the obvious question. Who is the enemy?

Who indeed? Breyten made cleverly cruel jokes about the SABC and the *wersboobejane*, the tamed Afrikaners, who work there; Martjie Meiring grumbled that the English in Pretoria were undermining Afrikaans; others spoke disapprovingly of the white English racists flocking now to Stellenbosch to escape black people, and then demanding to be taught in English.

These were mere complaints. As definitions of threat they lacked conviction. Behind them one discerned, ominously, the long Afrikaner history of "survival" politics. White Afrikaners are above all

**'White Afrikaners are above all the children of an open frontier, perpetually insecure'**

RIZ

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121



# MUSHROOMING SEARCH FOR EXCELLENCE

FM 6/12/96 (50)

The independent schools movement is sweeping the "old" Cape as concerned parents in small towns unite to gain control over their children's education. The latest crop of independent — private — schools are set to open their doors in January in Mossel Bay, Oudtshoorn and Somerset West. All are a result of parents' determination to ensure that their children receive an excellent, relevant and internationally acceptable education. For many parents, this entails a substantial financial sacrifice.

Independent Schools' Council national director Mark Henning attributes the groundswell to parents' concerns about increasing class sizes, the exodus of experienced teachers and the perception that standards and control are slipping in State schools — as highlighted by the leaking of exam papers. There's also concern about the lack of language support for black pupils who may not be fluent in the medium of instruction.

The number of independent schools has grown from about 200 in 1990 to more than 500 and is constantly increasing. Annual school fees usually range from around R6 000 for primary school to R12 000 for a high school — the latter more than double the fees charged by top Model C high schools, which rarely exceed R5 000/year, but cheaper than the best traditional private schools, which can charge up to R18 700.

The new wave of independent schools is reducing the gap between public and private education at a time when the former is becoming more costly.

Though independent schools cater for only 2% of the school population and receive only 1% of the national schools' Budget in subsidies, their expansion is at the expense of public schools.

A Model C school in Mossel Bay has accused the new independent Cape St Blaze Primary School of eroding its capital base by attracting the most affluent.

This is a problem where public schools rely on fund raising to make ends meet. It may also reduce a school's ability to carry free riders whose parents are either unable or unwilling to pay fees. Schools can sue parents for fees, but not those whose poverty renders them exempt under "equitable criteria" still to be determined by the State.

Henning does not accept that, because high fees are a barrier to entry, independent schools perpetuate apartheid. He points out that 60% of pupils at independent schools are black.

New winelands school Somerset College principal David Wynne is more forthright. "It is elitist. So are Mercedes-Benzes — but nobody suggests that you should take them off the market. If they are such bad schools, very few parliamentarians would send their children to them. I don't think you should apologise for quality."

This co-educational English medium high school, situated on a R2,7m working wine farm, already has 240 bookings up to

the year 2009. About 70 pupils have enrolled for next year, with each parent contributing R12 000 upfront, redeemable when their child finishes matric. Fees are R14 000/year, including Internet access. Parents are encouraged to provide pupils with laptop computers.

Wynne says: "The information age is upon us and the teacher is no longer the source of knowledge. Their job is to teach pupils how to access information and recommunicate it."

Like its counterparts across SA, Somerset College places a premium on problem-solving and analytical, entrepreneurial, business, managerial and interpersonal skills.

"If there's one thing you can leave your child, it's a good education," says a college pupil's parent Meirion Williams. "Our concern is about standards, which are slipping, and long-term disruptions in the State system."

Cape St Blaze was founded by Dr Reinarda van Waart, who galvanised 10 other young married couples with small children and a common concern — that State schooling will not equip pupils with the skills necessary to succeed in a fiercely competitive new millennium.

They formed a company, hired advisers and have sold 10 shares in the school at R10 000 each. The 50 pupils expected to enrol in January will each generate R1 000 in the form of semirefundable deposits. Annual fees range between R6 000-R8 400 and the school expects to break even in three years.

Much the same ideals led to the creation of Principia College in Oudtshoorn, where a group of educationists envisage a school where small class sizes and excellent teachers allow pupils to realise

their potential.

Principal Marianne Spies hasn't lost faith in the State system but feels that, for a few years, teachers will lack the motivation to pull their schools through.

The popularity of new independent schools is evident in the rapid growth of Knysna's Oak Hill, which opened five years ago with 55 pupils and now has 300, and Bridge House, near Franschhoek, which has grown from 60 to 170 pupils in two years. The long-established schools have grown between 5%-10% over the past two years.

With such rapid growth, Henning is concerned that not all schools will survive financially. He says that no school is viable unless it charges R6 000 per high school pupil/year — which is what it costs the State.

He's also concerned about parents being taken in by fly-by-night operators.

Oak Hill's principal Allan Graham believes that this movement is "very healthy" for education and has galvanised parents to take responsibility for their children's education.

The independent schools movement is gaining momentum throughout SA that's unlikely to dissipate until conditions in State education stabilise. ■



Mark Henning



# Schools' decline blamed for rush to

# a private solution

## Enrolment on rise as class sizes swell

By TWEET GAINSBROUGH-WARNING  
 STAFF REPORTER  
 AKT 7/12/96

Falling standards, increasing class sizes and a "pass one, pass all" philosophy are among the reasons cited by many parents seeking alternatives to state schools, and so far the Department of Education has had 13 applications from independent schools opening next year.

Parents are worried and confused about what the future holds for their children in the way of education, but not all can afford the fees of the established private schools, some of which top R5 000 a term.

This year-end has seen many teachers with years of experience take severance packages.

While some state schools have been able to replace them and raise fees accordingly, there are those whose parent groups are unable to afford increased fees.

As a result class numbers have risen, with maximum numbers pegged at 36 per teacher in high schools and 40 per teacher in primary schools. The pupils suffering the most are those at either end of the scale - the brighter child in need of extension and those who need extra support or remedial teaching.

Existing private schools such as Bishops in Rondebosch, Herschel in Claremont and Bridge House in Franschoek have had substantial increases in applications for the next school year.

A spokesman for Bridge House said the number of applications had been far beyond expectations.

Roly Cooke, principal of Western Province Preparatory in Claremont, said that in response to the number of applications he had restructured the school to take three classes per standard instead of two. In doing so the maximum number per class would be reduced from 25 to 22.

Of the established private schools questioned, many said it was difficult to quantify applications at this stage as some appli-

cations had been made years ago, as many parents were putting their children's names down for enrolment within a few days of birth.

The attraction of private schools is the small numbers and maintenance of standards, as well as the high degree of personalised attention each pupil gets.

Clive Watson, principal of Bishops, explained the system whereby each boy was assigned to a house during his stay.

"The housemaster for each unit plays a caring, monitoring and disciplinary role in the pupil's school life in that he is available to guide and advise the boys in his care. In addition he manages the regular tutoring sessions (attended by eight to 12 boys) through which he is able to identify any potential problem areas. He is the parent's first line of contact with the school."

Barbara Hughes of Cedar House said: "While the school will not be offering subjects at the lower grade, our main aim is to ensure pupils achieve to their maximum potential."

Deborah Hunt, deputy principal at Noordhoek Private School, said: "Smaller classes enable problems to be picked up and tackled before they become insurmountable."

A number of new independent schools, which are geared towards allowing the individual to progress at his or her own speed, have registered in the Western Cape.

The new schools opening in 1997 have fees of R1 500 and R3 000 a term, but as they expand these are likely to increase.

Methods of running and financing this new crop of schools is varied. Some have registered as companies, others have formed trusts.

In some cases teachers taking severance packages have invested in schools themselves, which ensures commitment to their success.

Carol Barthouch of Cannon's Creek in Phelands said the business aspect of starting an independent school had been a con-

siderable learning curve for teachers. "Cannon's Creek has opted to form a trust which makes the school the property of the parents, with the teachers employed by the trust," she said.

Bridge House School in Franschoek opened in January last year, founded and underwritten by three local families. It is now administered as a Section 21 company, not for gain. The board of governors is drawn from the parents and other people in the area who are willing to contribute to the school.

Information evenings held earlier this year by the new schools were well attended and little advertising has been required to get the necessary number of enrolments.

One of the hurdles confronting these schools has been the acquisition of suitable properties, with some still waiting for confirmation of premises.

In addition, one principal said although the demand for private tuition was high, parents were unwilling to pay higher fees for a private school close to home, which had necessitated scaling down the fees to what the community was prepared to pay.

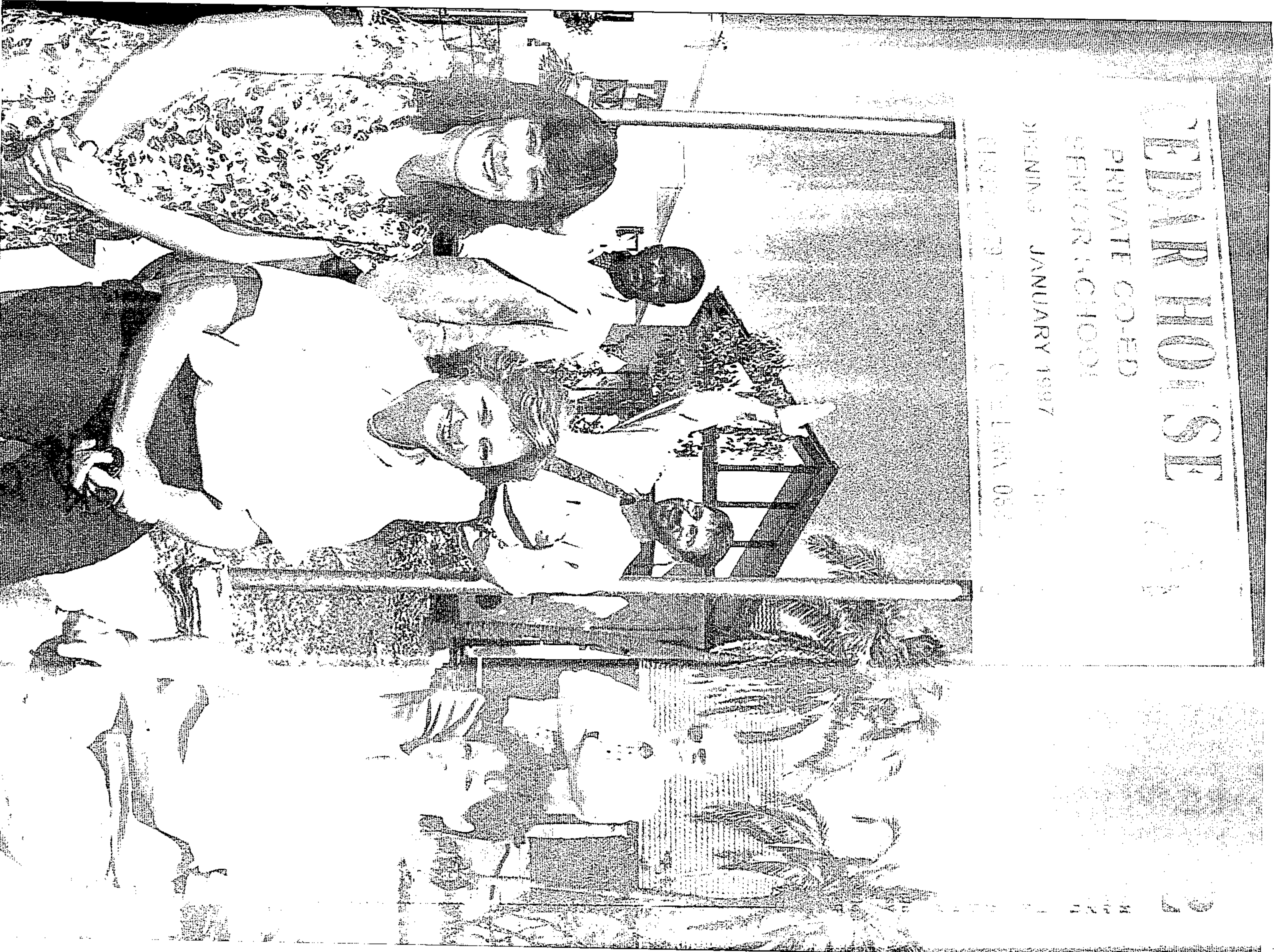
Iyessa Colmer, principal of Noordhoek Private School, said: "Our parents have been great in that they have taken up the challenge to build up the school with us. The main thrust of the school is for the children to benefit from being taught in small groups, enabling them to work at their own ability levels."

Dr Leontie van Heerden of Hoheizen in the Tygerberg municipality has drawn up a business plan, whereby she and a team of teachers will take groups of 'special' children at "house schools".

"My teachers will work with groups no larger than 10 children," she said.

Working with small groups of children is a resurrection of the "plaasskole" and will fill what Dr Van Heerden feels is a gap in the education marketplace.

"I have gone the Afrikaans route because I feel this community has been slow to see the needs of the 'special' child."



New era: Cedar House, one of the new private schools coming on stream next year. Back, from left: Mandi Samyako, Principal Dave Campbell and Dawn Jacoby. Front, from left: Dawn Jackson, Barbara Hughes and Gill Hass.



# Foster many languages, not one

(50) 27/9/12/96

**AFRIKAANS SPEAKERS** concerned about the future of their language will only be able to protect their rights within an overarching framework of multilingualism, argues Contributing Editor **DR NEVILLE ALEXANDER**.

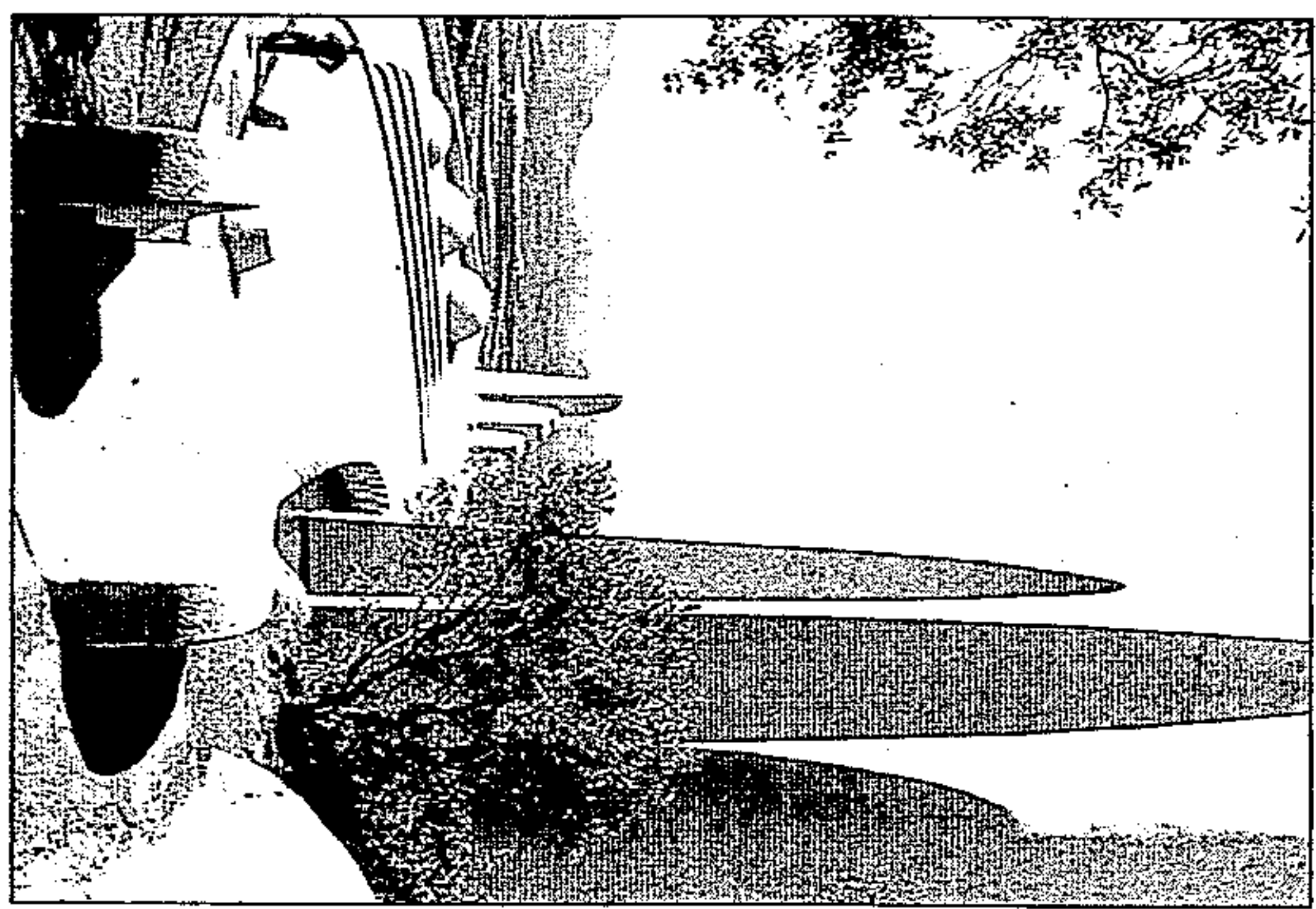
**A**T THE recent meeting held in Stellenbosch to explore the desirability and procedure of initiating a movement for the protection and promotion of Afrikaans, I was invited in my capacity as vice-chairperson of the Pan South African Language Board to speak about its role in monitoring language policy in SA. The following are some of the points I made.

As a sociologist of language, I know that it is to be expected that in a period of democratic transition, socially significant markers of difference such as language, religion and other cultural and "racial" features can and will be used as instruments to mobilise people in order to retain or to obtain power, that is, control of existing or potential resources.

It is in fact one of the main strategic objectives of a nation-building project (whether the government of the day is aware of this or not) to limit or neutralise such tendencies using economic and other social programmes that will generate countervailing tendencies.

This is particularly seen in minority groups that are exposed to the temptation to mobilise in this manner. In SA, it is ironic that all social groups are vulnerable, not because we are a "nation of minorities" in PW Botha's sense, but because the black majority has historically been oppressed and exploited as social minorities. That is the reason for the policy of affirmative action — given the framework of the Kempton Park settlement — whatever one's attitude to it might be.

That is also the source of the danger of a devastating Africanism inherent in that policy if it is based on "race" and not on class; it is, after all, the poor — not black peo-



**DIVISIVE:** Artefacts such as the Taal Monument may well create a culture of division, not multilingualism.

ple — who have to be affirmed. The fact that the large majority of the poor in SA happen to be black people is the result of our colonial and apartheid history. I support any movement which promotes multilin-

gualism in SA. I cannot support a movement which has as its objective the promotion and protection of the interests of any one language community, including English, exclusively.

This is the reason I serve on the Pan South African Language Board. It is also the reason I am totally opposed to Freedom Front leader General Constand Viljoen's commission which is conceived of within a framework of monolingual (although co-operating) linguistic, religious and cultural "communities".

Afrikaans-speaking people who are concerned about the reduction in status and the future of Afrikaans should realise that they will only be able to protect their language rights if they do so within an overarching framework of multilingualism.

They should, at the outset, form alliances with all those who are opposed to the hegemonic pretensions and homogenising, but none the less discriminatory, effects of English as the de facto sole official language of SA. In my opinion, they should do this within organisations which are not tied to any particular language group. The danger of sectarian politicisation of language-based organisations and, therefore, of language-based conflict, is simply too big in the present situation. Racial conflict can very easily resurface in the guise of language conflict.

It is axiomatic that writers' circles, theatre associations, film and music associations and similar cultural organisations that concern themselves with the promotion of the treasures and the aesthetic potential of any specific South African language should and will be supported.

Of course, the position I am putting forward here questions in a fundamental manner some of the cherished notions of Eurocentric theories of the relationship between language and culture, but that is a topic that will require much more time and a different forum for a proper airing.

It is necessary to touch briefly on the tired debate regarding individual rights and group rights. Either of these in the abstract is simply suspect. Those exponents of individual rights who fail to make clear that the inherited inequalities based on colonial conquest and exploitation have to be addressed before one can speak meaningfully of equal (individual) rights are simply perpetuating the ugly reality of poverty and inequality in SA today.

On the other hand, in our particular historical situation, recourse to the pre-industrial notion of group rights implies acceptance of a consociational brand of democracy which, under unfavourable circumstances, would lead us directly to Lebanon, Bosnia or even Rwanda and Burundi.

We have to devise a policy and a practice which will at one and the same time promote that which is common to all South Africans and cherish and respect the variability of our society. In other words, we have to build a Gariep nation where the tributaries flow together to constitute the mainstream without any of them ever being washed away by the hegemonic overflowing of any of them.

In conclusion, my advice to the organisers of this gathering is that they should not establish a specifically Afrikaans movement.

They should attempt rather to bring together all those in SA who wish to promote all our languages and to protect the rights of all of them.

In this way we can create a model democratic state in which individual multilingualism can be realised while citizens can at the same time remain Afrikaans, Zulu, Sotho, etc, whenever they want to be such.

If we cannot promote a culture without boundaries we may well be deepening the trenches of future ethnic wars.

Dr Alexander is the director of the project for the study of alternative education in SA at UCT.



## EQUALITY IN TERTIARY LEARNING ENVISAGED

# Foundations of education to be re-laid

**GOVERNMENT** plans for tertiary education will be thrown open for public debate this week. Education Writer **CAROL CAMPBELL** reports.



**T**HE foundations of South Africa's "higher" education institutions are being re-laid with new legislation, and colleges, technikons and universities will at last be equal, despite their apartheid history.

The Higher Education Act Bill that goes before Parliament next October provides that no institution shall be favoured by the government (especially with funds) simply because once most of its students were white.

This week Education Minister Dr Sibusiso Bengu will release a green paper on tertiary education and so open a public debate on how higher education should be run in the next century.

His suggestions are made in response to a report by the National Commission on Higher Education, which spent 18 months drawing up a plan for post-school education in South Africa.

"For the first time in its history,

South Africa will be embarking on the development of a national higher education system that will not only address our historical imbalances but also propel us into the 21st century," Bengu said.

The emphasis of his green paper is to make higher education accessible to as many people as possible, especially those denied education opportunities by apartheid.

He has promised to reward institutions if their students study science, maths and technology and stay on to study for a master's degree or doctorate.

The changes suggested in the green paper would take place in three-year phases, starting as soon as the new law was passed.

Bengu has assured institutions that their academic freedom is not under threat, but they will be allowed only "a degree of autonomy", so that the government can keep an eye on how its subsidies are spent.

Bengu talks about "co-operative governance", by which he means that he wants to have the freedom to "guide" institutions when he thinks they need help.

One of his more controversial ideas is the appointment of an "independent assessor" who would move into an institution to investigate problems of corruption and mismanagement.

By legalising the appointment of an assessor, Bengu is ensuring that his department has the legal "teeth" to look after taxpayers' money.

Mr John Samuel, the acting director-general of education, said Bengu had to account to Parliament for the money his ministry spent. The independent assessor's job was to ensure that it was spent properly and, if not, to advise the minister what to do.

Of consolation to historically black institutions is that Bengu has agreed to special "earmarked" funding to come from the higher education budget for developing staff, improving research and upgrading facilities. This is "redress" money intended to help those who suffered under the old government.

Before this money is handed

out there will be an audit of higher education institutions to see where it is most needed.

Bengu suggests that the national student financial aid scheme run by the Tertiary Education Fund of South Africa (Tefsa) be replaced by a managed trust and administration agency to decide on bursary and loan allocations.

During 1997 the education department will commission a major study of student financial aid needs and how poor students can be helped. An independent assessment on how loans to poor students can be recovered will also be undertaken.

The National Commission on Higher Education suggested that two "top" structures run higher education in South Africa.

Bengu said only one was necessary and he liked the idea of a higher education council to work alongside his department.

This body would be made up of 19 people, of whom only the chairman would be full-time. The members of the council would come from universities, technikons, colleges, organised labour, business and government, and the students would also be represented.

**WHY** South Africa's universities, technikons and colleges have to change. Facts from Dr Bengu's green paper:

● In 1995, 43,7% of all students studying at tertiary education institutions were at university, 20,7% were at technikons and the rest at other colleges.

● In South Africa there are 21 universities, 15 technikons and 140 career colleges — all divided on racial lines.

● In 1993, only 20% of full-time science students were at black universities.

● An estimated 80% of the country's human resources in the sciences are white.

● For every African pupil who passes science and maths on the higher grade in matric there are 60 white pupils.

● Historically white universities produce 7,5 honours graduates for every one from historically black universities.

● In 1993, 87% of academic staff at universities and technikons were white.

● In 1993, 68% of academic staff at universities and technikons were men.



# Bengu makes sure he has the teeth to put bite into education

(50) Star 10/12/96

Institutions will be rewarded for students studying science, maths or technology

**OWN CORRESPONDENT**  
Cape Town

The foundations on which South Africa's "higher" education institutions have been built are being re-laid with new legislation, and colleges, technikons and universities will at last be equal, despite their apartheid history.

In October next year the Higher Education Act is scheduled to be passed by Parliament, so ensuring that no institution will be favoured by Government (especially through the provision of funds) just because the majority of its students were once white.

This week, education minister Dr Sibusiso Bengu will release a

green paper on the tertiary education sector and so open the floor to a public debate on the way higher education should be run in the next century.

His suggestions are a response to a report by the National Commission on Higher Education which took 18 months to compile a plan for post-school education in South Africa. The thrust of his green paper is to make higher education accessible to as many people as possible, especially blacks and women who were denied education opportunities because of apartheid.

He has promised to reward institutions if their students study science, maths and technology, and stay on to study for a mas-

ter's degree or doctorate. A student's field of study and level of study will largely determine how an institution's subsidy is worked out.

The changes suggested in the green paper will take place in three year phases which will kick off as soon as the new law is passed.

Bengu has assured institutions their academic freedom is not under threat but that they will be allowed "a degree of autonomy" so Government can keep an eye on the way millions of rands in subsidies are spent.

He talks about "co-operative governance" which means he wants the freedom to "guide" institutions when he thinks they

need help. One of his more controversial ideas is to appoint an "independent assessor" who would move into an institution to investigate problems of corruption and mismanagement. By legalising the appointment of an assessor Bengu is ensuring his department has the legal "teeth" to look after taxpayers' money.

John Samuel, the acting director-general of education, said it was Bengu who had to account to Parliament for the money his ministry spent and the independent assessor's job was to make sure it was spent properly.

During 1997 the education department will commission a major study of needs and how poor students can be helped.



Signing: Denmark's Alf Jönsson and Western Cape Education Minister Martha Olckers

# SA education deal with Danes nets R46-million

*Aimed at training jobless*  
ARG 11/12/95 (679) (50)

**SABATA NGCAI**  
EDUCATION REPORTER

An organisation that provides education and training for youths and young adults has been given R46-million through a joint venture between the Western Cape Education Department and the Danish government.

In terms of an agreement signed this week between provincial Education Minister Martha Olckers and Danish Ambassador to South Africa Alf Jönsson, the Danish Ministry of Foreign Affairs is to make a R23-million grant to the National Access Consortium of the Western Cape.

The education department will match this with R17,5-million from Reconstruction and Development Programme funds and R5,5-million from its own budget.

The Danish grant is part of more than R500-million pledged by the Danish government to help South Africa

in the period between the election in 1994 and the next in 1999.

The Danish package aims to help build democracy and boost education, land reform and business programmes for young entrepreneurs.

Mrs Olckers said the signing ceremony was the culmination of a deal struck early this year on a visit to Denmark at the invitation of the Danish government.

"I hope this is the forerunner for other provinces," she said.

Her comments were echoed by Mr Jönsson, who said his government had made the grant because it appreciated people had to continue their education if they were to survive in a more competitive world.

According to figures given to the education department, there are more than a million unemployed young adults in the Western Cape.

They do not have access to formal education and training, and are unlikely to find employment.



By GILLIAN ANSTEY

# Schools face textbook chaos

PUBLISHERS are worried that schools may be short of textbooks next year because most provinces are three months late in finalising their orders.

Firm orders have so far been placed only by the Western Cape and Eastern Cape, and publishers believe schools will receive their final book supplies only during the second term in April or May.

"It's a nightmare and we're panicking," said Sydney Smith, who heads the school book department at supplier Julia. "This year is the worst ever in our history and at the end of the story, the kids suffer."

"They won't have books when they start school and they're going to riot and if someone has to point fingers, they'll say the publishers couldn't deliver in time and that they did order the books before school started. But it takes a certain amount of time to deliver the order."

The Department of National Education admits there will be a shortage of books but says the matter will be rectified by late March.

They say, in the light of the new curriculum starting in 1998, next year's book orders are primarily limited to topping up existing stocks.

Neither the department nor publishers were able to give the number of pupils or books involved. Johan Jacobs, the product manager for Educum, a division of Perskor, said: "Normally this is the quiet

time of the year when we're just sitting on the printers' necks all day and waiting for books. Now we're still waiting to know who gets the tenders to negotiate the contracts for the departments."

Dr Inron Rensburg, the acting director general for the National Department of Education, said provinces had delayed ordering books until they knew about the strategy of the new curriculum which would start in 1998.

"The new curriculum will take seven to eight years to be in place and until that process is completed, it was decided provinces should just top-up textbook orders."

"Reports I have are that most provinces have gone to tender. My understanding is that the latest the schools will get books is in late March. And as it's top-ping-up stocks, it's not crucial to the system," he said.

But the managing director of Oxford University Press, Kate McCallum, who chairs the educational publishers' Association of South Africa, said: "It's a crisis when books are not in school when school starts. We're extremely concerned about what teachers and children are going to do."

"There are only two paper manufacturers, about 10 book printers and about 50 educational publishers who supply 195 educational booksellers

who provide about 25 000 schools. "This is a working chain which needs to start at the beginning of the year. It's difficult to condense a six-month ordering process into two months."

"We have sympathy for the departments. This is the first year 17 departments have been integrated into nine provinces and they've had to integrate staff, policy and procedures simultaneously."

"But we have been asking for information since the beginning of the year."

She said Gauteng had submitted the quantity of books it required to the publishers on Wednesday this week, and then only for schools formerly under the Department of Education and Training.

Publishers were still checking stocks to calculate how many books had to be printed for this region. Handling over supplies could be delayed by the fact that the tender board, which allocates the contract for negotiating between the publishers and the education department, was meeting only on January 9, five days before the term started.

Checking the credit-worthiness of tenderers could delay the process even further. McCallum said publishers had received no information about the quantities of books needed by the Northern Province or the Northern Cape.

The Free State, Mpumalanga and the North West Province had indicated the quantities of books required and publishers had received requests for price lists. But tenders had to be awarded before orders could be officially placed and processed.

Because of financial constraints, Kwazulu Natal had decided not to order textbooks this year, except for new schools. Its education department has a R5-billion deficit and has cut its planned R180-million book budget to R2-million.

Bhek1 Kuzwayo, the assistant director for processing textbooks in the region, said the department had spent R500-million last year on the purchase of textbooks and prescribed books and they didn't foresee any shortfall in 1997.

"We also believe schools are hoarding books," he said, adding stocks would be checked in the about 5 000 schools in the region next year. If they needed more books, as they repeatedly said they did, he did not know what the department would do.

Kuzwayo said McCaullum said history and geography textbooks for both secondary and primary schools, an order for which they had allocated more than R25-million, but publishers still did not know exact quantities.

And it seems the crisis may worsen in 1998. "This is a dry-run for what may happen when the new syllabus starts in 1998 — a dry-run under optimal conditions," McCaullum said.

Handwritten notes: (50) 8T 15/12/96

# Private education market hots up in Western Cape

ARG 17/12/96

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BUSINESS REPORTER

Competition in the Western Cape private education market is heating up with both Leisurenet and Educor putting on their caps and gowns to attract students.

Leisurenet, with its roots in the Health and Racquet health and fitness group, is the relative newcomer to the private education market, aggressively expanding into the private education market with a number of purchases this year.

It bought Varsity College in May, Crawford College in June, and Consolidated Colleges last month.

Leisurenet operates in three main divisions - health and fitness, fast food and restaurants, and education - but plans to list education interests on the Johannesburg Stock Exchange early next year.

Educor, which listed earlier this year when mail order group Housewares unbundled its education interests, has a far longer lineage with its roots in the Damelin group. Apart from Damelin, Educor includes Midrand Campus, Allenby Campus, Allenby In-Home Study and Eden College.

Educor lost its representation in the Western Cape when Leisurenet bought Consolidated Colleges - which held the Damelin franchise for 13 years - last month.

Educor was swift to respond, announcing last week that it had opened two new Damelin campuses in the Western Cape - one in Rondebosch and another in Bellville.

But Leisurenet is certainly not letting Educor teach it any lessons and already has plans to open a new Varsity College in Cape Town's northern suburbs.

The group ultimately plans to own 15 educational facilities around the country offering education at all levels - primary and secondary education at Crawfords Colleges and Abbots Colleges, and tertiary education at its Varsity College Campuses.

According to Alistair Stewart, the chief executive of Varsity College, the merging of Varsity College and Consolidated Colleges has created significant synergies and strengthened the range of courses on offer.

The Varsity College campus in Rondebosch is the established leader in the Cape for full-time Unisa degree support tuition, while Consolidated Colleges' strength lies in three-year diploma programmes such as those offered by the IMM, and one-year diploma courses in travel and tourism, computers and public relations.

Mr Stewart said another major effect of the merger was that Varsity College would now enter the short course market through its Business School division.



# Private education market hots up in Western Cape

(50) ARG 17/12/96

## BUSINESS REPORTER

Competition in the Western Cape private education market is heating up with both Leisurenet and Educor putting on their caps and gowns to attract students.

Leisurenet, with its roots in the Health and Racquet health and fitness group, is the relative newcomer to the private education market, aggressively expanding into the private education market with a number of purchases this year.

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# Further privatisation of education is forecast

BD 30/12/96 (50)

Kevin O'Grady

LOOMING cuts in social spending, particularly in the funding of education, to meet budget-deficit targets set out in government's macroeconomic strategy document are likely to result in further privatisation of education, says a review of education in SA.

The Quarterly Review of Education and Training in SA, published by Wits University's educational policy unit, says this extension of privatisation and the role of market forces has already become evident in a number of spheres.

These include the spread of independent schools, the retention of user fees as a method of public school financing and the promotion of private higher education institutions and the creation of niche markets for institutions, as advocated in the report of the national commission on higher education released in October.

The review says developments in education this year unfolded "in a climate of financial and political constraints and limited administrative and management capacity nationally and provincially."

"Overcoming administrative and managerial limitations while seeking strategies for redressing past wrongs within the framework of limited financial resources thus remains a major challenge at all levels of the educational system."

This challenge was frequently exacerbated by the national-provincial split in conceptualising the policy process.

The notion — it characterised official thinking on the policy process — that the national department was responsible for broad policy formulation while the provincial departments were responsible for implementation, was "problematic".

"Provincial departments have been involved in shaping their own policy developments — at the level of principled formulation and, more importantly, on the ground — rather than merely implementing policies decided elsewhere."

The issue of limited financial resources had been highlighted by recent negotiations over a World Bank loan to help industry, especially small and medium enterprises, to become more competitive.

"The loan emerges at a time when some commentators are raising concerns about what they perceive as the neo-liberal leanings of the government, especially following the release of a macroeconomic strategy document," the review says.

"The acceptance of a World Bank loan in this context is not accidental but represents an extension of the policy framework and orientations laid by the... document."

"The history of World Bank and International Monetary Fund involvement in many developing countries raises critical questions regarding the reduction of the state's role in the economy and the reduction of spending on social services such as health and education."

what might have sparked the latest

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