

EDUCATION — GENERAL

1998

JANUARY — MAY.

Parents learn the three Rs

With the prices of school uniforms varying widely at different chain stores, it pays to shop around

SIBUSISO BUBESI, BABALWA
SHOTI and GWEN GILL

PARENTS beware. Shop around for school uniforms this year because prices vary enormously from shop to shop.

A Sunday Times survey of the cost of 1998 uniforms in four major nationwide stores shows parents can pay as much as R377,35 (at Woolworths) and R372,50 (at Sales House) for just seven items, or not much more than half those amounts (R198,94) at Pep Stores.

The survey is based on the items a primary school pupil needs to start the term — long grey trousers, a white shirt, shoes and two pairs of socks for boys, and school skirt, dress, shoes and two pairs of socks for girls.

We chose the cheapest items sold by each store chain. Buy the most expensive items and you can add about half to the totals in the accompanying table.

Some items in particular are worth serious price and quality comparisons — boys shoes at Sales House for R90 can be bought at OK for R49,95 or at Pep for R34.

We have also calculated what customers will pay in total at each store to outfit a primary school girl — with dress, skirt, shoes and one pair of socks — and a boy, with trousers, shirt, socks and shoes. This shows Woolworths (at R186,95) is the most expensive store to shop for girls' uniforms and Sales House (R160,75) for boys'. The lowest total for outfits for both boys and girls is at Pep Stores.

Despite Woolworths being the most expensive of the four stores surveyed, it is their policy to defreeze prices for the new year. A schoolwear department planner Wardleya Mohamed.

THE COST OF SCHOOL CLOTHES FOR 1998

| ITEM OF CLOTHING | PEP STORES | OK STORES | SALES HOUSE | WOOLWORTHS |
|--------------------|------------|-----------|-------------|------------|
| Long grey trousers | R35,99 | R49,95 | R45,00 | R25,00 |
| White shirt | R28,99 | R27,95 | R19,00 | R25,00 |
| Boys shoes | R34,00 | R49,95 | R90,00 | R89,95 |
| Girls shoes | R34,00 | R89,95 | R90,00 | R89,00 |
| Socks (2 pairs) | R1,98 | R13,95 | R13,50 | R25,95 |
| Girl's dress | R26,99 | — | R55,00 | R62,50 |
| Girl's skirt | R26,99 | R46,95 | R60,00 | R59,95 |
| TOTAL | R198,94 | R278,70 | R372,50 | R377,35 |

START-UP COST OF BOYS' AND GIRLS' UNIFORMS

| | PEP STORES | OK STORES | SALES HOUSE | WOOLWORTHS |
|----------------|------------|-----------|-------------|------------|
| BOYS' UNIFORM | R104,97 | R134,85 | R160,75 | R152,95 |
| GIRLS' UNIFORM | R95,97 | R171,85 | R175,75 | R186,95 |

Graphic: FIONA KRISCH

"Our clients are ordinary men and women on the streets. They are important and we try to give them the best quality in our service and schoolwear," she said.

Even though Sales House is almost as expensive as Woolworths, the schoolwear manager at its headquarters in Johannesburg, Neil Reffel, says today's prices are lower than last year's.

"And they will continue to remain low in the coming year."

"We have relaunched our uniform business to compete with other major shops which sell uniforms — and from now on our schoolwear will be known by its new brand name, Class Act."

It is interesting to note that the two most expensive shops have credit customers.

The price you pay for schoolwear may seem a lot of money, especially when at least two of each item are required for a child, but are uniforms expensive in the long run? Grace Makhosi, an Alexandra

mother of two primary school children, doesn't believe they are.

"Think how many sets of clothes each child would need if they didn't wear uniforms. And think, too, of all those little girls wanting to be the best-dressed kid in class and the competition that would go on."

But, says Makhosi, parents must weigh up the value of schoolwear. "It's not always worth buying the most expensive item on the shop shelf, however good the quality, because a child will outgrow it in a few months."

Maureen Seeger, mother of six-year-old Sharon, says her biggest gripe about uniforms is school shoes, which cost more than a pair of walking shoes.

"I just bought my daughter a pair of good sandals for only R14, but I have to pay about R70 for school shoes. It is unfair on us but we have no choice. Something simpler like a pair of black or navy takkies would be much more affordable," said Seeger.

I just bought my daughter a pair of sandals for only R14, but have to pay about R70 for school shoes. Something simpler like a pair of black or navy takkies would be much more affordable.

East Rand headmaster George Marolen, of Hlulwazi Secondary School, also does not consider school uniforms expensive.

"Parents may have this perception but prices are market related," he said.

Some parents have an extra uniform problem to face. Schools, particularly those in cities, demand a more specific uniform and emblem so they are forced to go to specialist shops. These are often a lot more costly than chain stores.

The manager of Essays Fashions in Benoni, which sells specialised schoolwear for various schools on the East Rand, says they will not be increasing prices.

A Mr Seedat of Essays, which lists out most schools on the East Rand, admitted his uniforms were more expensive than the more basic ones sold at other stores, but said parents were happy to pay the higher prices because of the good quality of the clothing sold in his shop.



FIRST GRADE: Sibabonga Mbatha and Lerato Gule, both six, gear up for the new school year
Picture: ELIZABETH SEJAKE

ST 4/1/98

Bengu calls education crisis meeting

Farouk Chothia

(50)
BD 5/1/98
AS MOST provinces reported a sharp decline in the matric pass rate, Education Minister Sibusiso Bengu called a top-level meeting for tomorrow to deal with a crisis looming when schools reopen for the new year.

The Northern Province education ministry reported yesterday a 31,8% pass rate last year, the lowest of all provinces. The figure was 6,1 percentage points down from 1996. Only 5,6% of Northern Province matriculants obtained exemptions.

The KwaZulu-Natal education ministry confirmed that the province's pass rate was 54%, a decline of 7,7 percentage points from 1996. A total of 14,4% of matriculants obtained exemptions, down from 23,1% in 1996.

The Inkatha Freedom Party de-

scribed the results as a "disaster", saying a "political struggle" between the national and provincial education departments over management of schools had contributed.

North West reported a fall of 16 percentage points to 50% in its pass rate, while Northern Cape declined from 72,9% in 1996 to 63,7%.

Mpumalanga reported an improvement of 3,6 percentage points to 54,5%. Gauteng and Western Cape results were not yet available.

Bengu is to meet the seven African National Congress (ANC) education MECs and the SA Democratic Teachers' Union (Sadtu) tomorrow.

Government has decided to retrench thousands of teachers and drop teacher-pupil ratios, prompting teacher organisations to threaten a strike.

Sadtu general secretary Thulas

Nxesi said there would be a "political discussion, not negotiations" at the meeting. The union did not believe government could press ahead with retrenchments as the ANC had adopted a resolution at its national conference last month ruling out this option.

KwaZulu-Natal MEC Vincent Zulu blamed the poor matric results on "many ill-prepared" pupils having been promoted to matric last year due to a new system of assessing their performance in grade 11, previously called standard nine. The new system did not make examination results the sole criteria, with teachers now doing "assessments" of pupils throughout the year to see whether they should be promoted.

Northern Province education ministry spokesman Bernard Matsane said there was a need to create a culture of learning and teaching.

Private school for Afrikaner kids

(50) Sowetan 7/1/98

By Khathu Mamaila

WHEN SCHOOLS re-open next week, the Volkskool at Potgietersrus in the Northern Province will have been registered as a private school.

The school has finally registered with the Northern Province education department after a delay of more than a year.

Superintendent General Professor Zacharia Chuenyane said the school was registered after it had changed its constitution. He said all discriminatory clauses had been removed.

The school was established by Afrikaner parents who withdrew

Education department grants licence to former 'racist' school

their children from Laerskool Potgietersrus in 1996. The parents were protesting against the admission of black children by the traditional Afrikaans school.

The white parents argued that the admission of blacks would erode Afrikaner culture.

Laerskool Potgietersrus made headlines throughout the country when angry white parents physically prevented a small group of black children, who had been admitted, from entering the school premises.

The school's governing body was

eventually forced by the courts to open its door to blacks.

The Volkskool had several of its applications for registration turned down by the education department over the past two years.

In the first application, school authorities had stated that the school was administered by "Streweklub".

Admission could only be authorised by members of the white only club. However, education authorities viewed this as a tactic to prevent black children from enrolling at the school.

Protests against education crisis planned

Kevin O'Grady

THE Congress of SA Students (Cosas) in Gauteng plans to target businesses, private schools and government offices with pickets and marches at the end of the month to protest against the poor matric results and the state of education in general.

The announcement yesterday came on the eve of a news conference in Cape Town by Education Minister Sibusiso Bengu as the furore over the lower matric pass rates intensified.

Provincial Cosas chairman Tshidi Mokoena said the organisation was "greatly disappointed" by the drop in the matric pass rate in Gauteng and said this was a sign of a lack of com-

BD 8/1/98
mitment by government, pupils, teachers, parents and business.

Mokoena said the protests — from January 26 to 30 — would be in support of Cosas's demands for businesses to become more involved in sponsoring schools and for government to stop subsidising private schools.

She said the business community had "abandoned its responsibility to education" by failing to invest in schools and by continuing to sponsor private and former Model C schools.

Cosas also wanted government to allocate more funds to education and use "100% of its education budget for public schools only". It should be biased towards the poorest schools in the allocation of funds, Mokoena said.

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Cosas wanted the provincial education department to come up with a "comprehensive and implementable programme of action", aimed at improving conditions of learning and teaching, by the end of March.

Cosas provincial executive committee member Frank Molea said the "week of action" would also target she-beens and taverns near schools.

"It is pathetic to see teachers and students leaving during school hours, drinking liquor at these places and coming back to school. In the end, this results in violence," Molea said.

Pearl Sebolao reports that another student organisation, the SA Stu-

Continued on Page 2

Protests

Continued from Page 1

BD 8/1/98
dent's Congress (Sasco), committed itself to programmes such as Saturday schools, winter schools and the establishment of parent-teacher associations to address the education crisis.

Meanwhile, the National Party has objected that its Western Cape education MEC and the Inkatha Freedom Party's KwaZulu-Natal education MEC had been excluded from a meeting between the SA Democratic Teachers' Union and Bengu on Tuesday.

The NP said it was perturbed to note that Bengu had met only African National Congress (ANC) provincial education ministers and Sadtu to discuss the retrenchment of teachers.

Bengu said he had not convened the meeting. It was a continuation of dis-

cussions initiated at the ANC's national conference in December at Sadtu's request. Sadtu had wanted to discuss the effect that the termination of contracts of temporary teachers would have on education.

Bengu said the only purpose of the meeting was to discuss how provinces planned to manage the situation.

He said Sadtu's demands that provinces suspend the termination of contracts until March could not be met, as the provinces would not be able to finance the continued services of those teachers.

However, from the management plans the provinces had submitted it was indicated that at least two thirds of temporary teachers who had had their contracts terminated might be re-employed at the beginning of the school year, Bengu said. The rest — about 3 000 — might be given preference "should the situation change".

Bengu fires salvo at 'useless' teachers

DENNIS CAVERNELIS
STAFF REPORTER

Education Minister Sibusiso Bengu has warned teachers who are not committed to their work to pull up their socks or face being fired.

Dr Bengu said today at a press conference on the 1997 matric results that the Government "cannot pay salaries to people who do not want to work".

ARG 8/1/98

He said a school at which he had worked as a teacher produced a 100% matric pass result "because of discipline of the teachers and the learners. If the teachers, after discussions, did not produce the results we wanted, they were fired".

He said the Education Department was striving to not only get enough teachers, but to find committed people for the job.

He said he was disappointed with the matric results, "which had fallen further

and significantly (since) 1996", but congratulated successful candidates and their schools.

He said national standards for the exam had been raised with the phasing out of lower grade subjects, but the poor results could be attributed in part to the fact that "many of the candidates who sat did so without any or very little preparation".

"In some instances, no teaching has taken place at all this year," he said.



Candles in the wind . . . pupils and teacher of Somerset College, Somerset West

INDEPENDENT SCHOOLS

Private schools blossom as public schooling declines

Middle-income parents sacrifice and pay up to give their children a better education

The number of independent schools has doubled in the past year. This explosive growth is being fuelled by middle-income parents, concerned about declining standards in the public school system, making huge financial sacrifices to give their children a quality education, says Independent Schools' Council national director Mark Henning.

Many parents look at the problems of public schooling — increasing class sizes, exodus of experienced teachers, controversial outcomes-based education and periodic scandals such as the leaking of exam papers — and conclude that standards and control are indeed slipping.

The number of independent schools grew from about 200 in 1990 to 500 in 1996. In the past year alone it has doubled to just more than 1 000 and the number is constantly increasing, with Gauteng the biggest growth area. Pupil enrolment has grown to 183 000 from about 168 000 at the end of 1996.

The Education Department seems unconcerned by the trend as it is saving public money. "If all learners were to transfer to public schools, the cost of public education

in certain provinces might increase by as much as five percent," the department says in its draft policy document.

The new wave of independent schools is reducing the gap between the cost of public and private education at a time when the former is becoming more expensive.

In 1998 the annual fees of some top former Model C high schools will exceed R6 000 for the first time. Some have raised their fees by 20% over the past year.

Young independent schools' annual fees range from about R6 800 for primary school to R14 000 for high school compared to the best traditional private high schools which charge up to R19 000 a year.

Bridge House independent school opened in Franschhoek in 1994. It initially catered mainly for wealthy, rural families but is enrolling middle-class children from Cape Town's northern suburbs.

Deputy principal Rory Malcolm says many parents have made huge sacrifices to afford the school's fees (R3 790/term for matric, all inclusive). Mothers have returned to work, families have moved into smaller homes and a number of pupils are being subsidised by their grandparents.

"People have suddenly started to realise that the State can't continue to provide education to white families to the extent it did under apartheid.

"Their biggest fear is of increasing class sizes in public schools which will inevitably lead to a drop in standards and in personal attention for pupils."

In the Western Cape, new independent schools are being established in Elgin, Table View, Welgemoed and Worcester. All are a result of parents' determination to ensure that their children receive an internationally acceptable education.

Henning does not buy the argument that because high fees are a barrier to entry independent schools perpetuate apartheid. He says at least 60% of pupils at independent schools are black.

David Wynne, principal of Somerset College, makes no apologies for his new independent school in Somerset West. "It is elitist but so are Mercedes-Benzes and BMWs. Nobody suggests you should take them off the market."

Frans Adams is an accountant. He is also a so-called coloured. He sent his daughter to Somerset College because public school classes were becoming too big and he wanted her to receive a quality education. "It costs a lot of money but it's an investment in a child and when she walks out of there she can walk into any place," he says.

He has noticed that more coloured and black families are starting to express interest in the school.

Last year the FM looked at three new independent schools: Principia College in Oudtshoorn, Cape St Blaize in Mossel Bay and Somerset College. All are flourishing.

"I often say that Education Minister Sibusiso Bengu is my best marketing officer," says Wynne. "Every time he announces another crisis in education, or Martha Olickers says the province is going to ditch another couple of thousand teachers, our phones go berserk."

Pupil enrolments in the school, situated on a R2.7m working wine farm, have exceeded expectations, more than doubling from 70 to an anticipated 185 for 1998. The school has taken 500 deposits of up to R16 000 each from parents wanting to secure places in the school up to the year 2009.

"People have lost confidence in public education and are panicking. The teaching core is thoroughly demoralised and I'm inundated with teachers requesting jobs."

Wynne has also noted an increase in enrolments of middle-class pupils. "People are realising that they have to rearrange their priorities. A lot are saying that the overseas trips and the holiday homes will

(50)

FM 9/1/98

P.T.O.

have to be sacrificed if their children are to get a decent education."

Principia College principal Marianne Spies is thrilled with the school's performance and growth. Enrolments have climbed from 17 to about 35 for 1998 and the school will soon break even.

The school initially met with scepticism but has gradually won the acceptance of the small, conservative town.

"Private schooling was not part of the Afrikaans-speaking people's way of life and it has been hard for them to accept it," says Spies. "The State has always provided superb educational facilities for them virtually for free. Now they are having to take responsibility for their children's education."

Principia's relationship with the town's public schools is healthy; some of its pupils play in their sports teams and they have reciprocated by donating the expertise of art and accounting teachers.

"I hope that this will be a trend across the country, that we will cross old barriers and that private and public schools will share facilities and help each other," says Spies.

The best advertisement for a school is its pupils. Marlene Hendricks (16) is a Standard Eight pupil at Principia. There are six pupils in her class and she is one of a few coloured pupils at the mostly white school.

"The biggest difference between this and my old public school," she says, "is that the teachers always try their hardest to make the lessons enjoyable and understandable and with big groups they can't always do that. Before, I didn't stand up and speak in class. Here I am much more self assured and not afraid to ask questions."

Cape St Blaize is also well on its way to breaking even. Enrolments have doubled, fee increases have been kept to 5% and construction has begun on a permanent school building.

"We are definitely receiving more inquiries from black parents and people dissatisfied with the State system, but ultimately it is a financial decision," says principal Chris Storey. He covets a State subsidy which would allow the school to lower its fees.

Independent schools cater for more than 2% of the school population but receive less than 1% of the national schools budget in subsidies.

Henning does not expect the subsidy to be phased out but independent schools may have to work harder to earn them in future as the Education Department proposes the introduction of a points system for the granting of subsidies which rewards schools that offer quality education and contribute to the educational upliftment of the broader community.

Claire Bisseker

Home schooling could be the answer for parents worried about crisis in education

(50)

ARG 12/1/98

THE EDUCATION SYSTEM IS IN CRISIS COUNTRYWIDE. IN OCTOBER, 1996, THE SOUTH AFRICAN SCHOOLS ACT LEGALISED HOME LEARNING IN THIS COUNTRY, ALTHOUGH A NATIONAL POLICY HAS STILL TO BE FORMALISED. HOME SCHOOLING COULD BE THE ANSWER TO MANY A PARENT'S DESPAIRING PRAYER. FEATURE WRITER GORRY BOWES TAYLOR LOOKS AT ONE HOME SCHOOLING OPTION

"As far as we know," says Caroline Mardon, Pietermaritzburg representative of the KwaZulu Natal (KZN) Home Schooling Association, "ours is the first home schooling programme specifically adapted to South Africa, using South African books and textbooks."

Parents worried about teacher retrenchments, the closure of schools, massive fee hikes, the high cost of school uniforms, large class sizes and the introduction of the controversial Outcomes Based Education (OBE), might be interested in home schooling.

When the home is also the school there are no fees, no expensive uniforms, no transport problems and no need for mum's fancy packed lunches!

As important as all this, is that the pupil/teacher ratio is low. This is the ideal, for gifted, average and learning disabled children.

"Home schooling allows greater freedom and flexibility, as each curriculum can be adapted to the child's needs, while working at her own pace."

Caroline talks from experience, her bright-eyed six and a half year old son is a successful home pupil.

No, she says, you don't have to be a qualified teacher as the curricula are carefully structured by highly competent and experienced teachers to guide parents.

"The curricula that we have devised leaves open the children's options if the parent, or the child, decides to give up home schooling to attend one of the correspondence or educational colleges instead.

"Another plus for our system is that the Government is going to scrap standardised exams and tests. We're carrying on with those, so we'll keep up standards and opportu-

nities available to the the pupils."

Caroline suggests that home learning doesn't impose the rigid structures of formal schools, which means that you can start educating your child from as young as five.

"Most mental development occurs before six," says Caroline.

"My home-schooled son and I greatly enjoy our learning time together, it has created, and continues to create, strong bonds and on this one-to-one basis he has gained in confidence."

American researchers have found that in a class of over 10 children, there is negative socialisation, especially among small children.

At home, in small classes, there is a healthier vertical socialisation in a family of different ages, including adults and siblings.

"In the KZN Home Schooling Association we have support groups to supply emotional backup, advice and socialisation.

"Some schools open their sports facilities to all, and as afternoons are not taken up in homework, that time is free for enrichment activities.

"Another advantage is that learning is extended to many daily situations and not limited to the classroom. Quality time is spent with the family, strengthening bonds."

But are there disadvantages?

"You have to be very committed and one parent would have to give up work - but think what you're saving in school fees!"

There is a choice of three curricula designed by Caroline (who has a BSc. HDE, with a Child Day Care Diploma and a diploma in writing), and Virginia Tyrell (BA Hons. HDE).

■ **Clonard Early Learning.** This is a fun and stimulating programme, designed to teach young children full literacy in reading, writing and numeracy skills up to Grade 7 (Std 5)



Home time: Virginia Tyrell, centre, helps youngsters with the Clonard Early Learning Programme

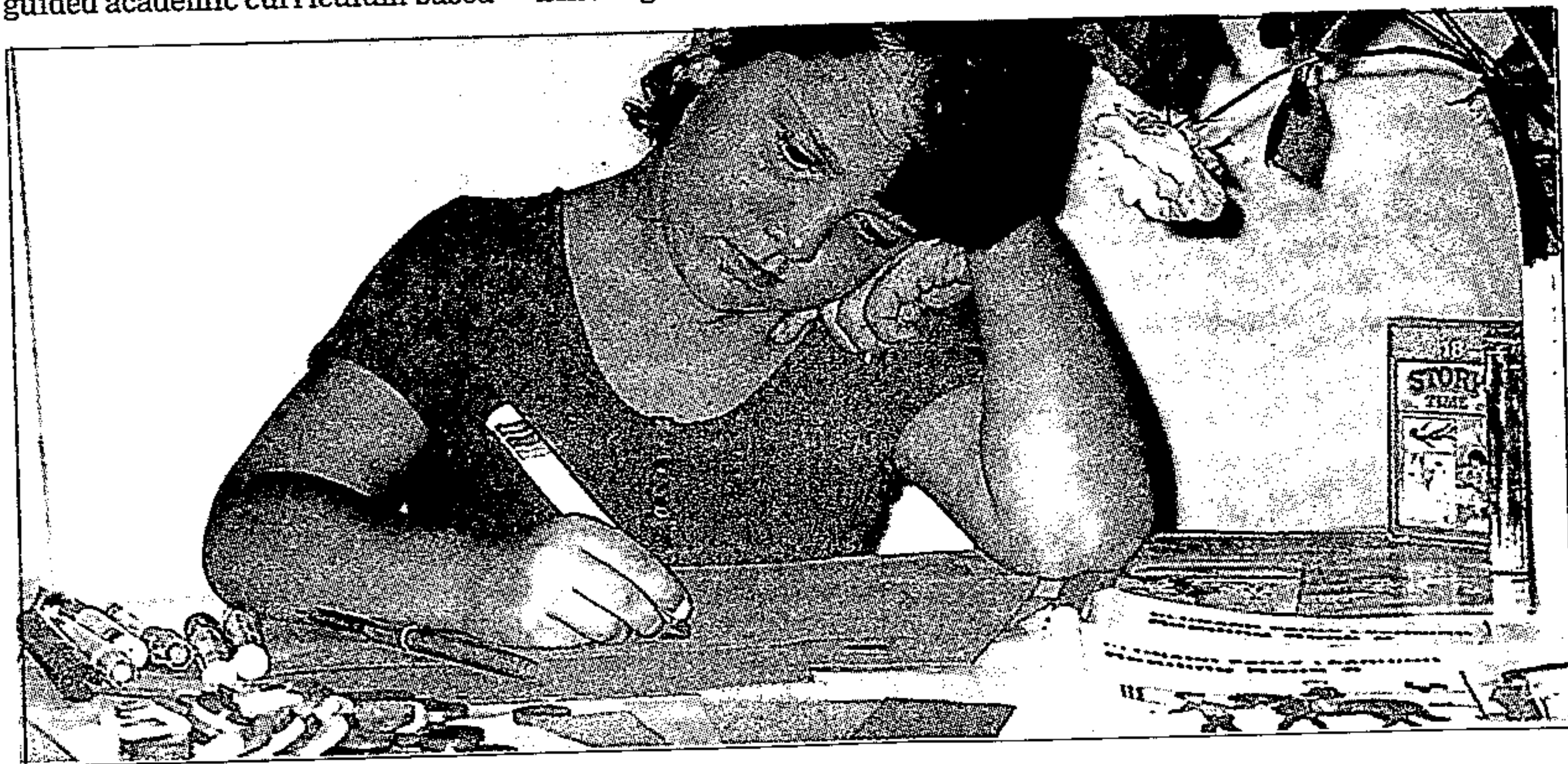
level. All materials are supplied except for some stationery. Cost is R225 to R550. Telephone: 0331-461039 or 031-7646480.

■ **Theocentric Christian Education.** This is a God-centred, fully guided academic curriculum based

in Cape Town. It has qualified teachers who set and mark standardised examinations in June and November. Some books come from America, but the curriculum is adapted for South Africa. Prices: R400 for the kindergarten and R1 290 for the

Grade 1 course. It is available for kindergarten to matric level. Telephone: 021-5572612.

■ **Oikos Home Education.** Offers home schooling videos, books, curricula and network support systems. Telephone: 033-5029050.



Do not disturb: a young pupil concentrates on a task from the early learning programme

Cosas calls off planned mass action

From 13/11/98 (50)

Student organisation's move doesn't mean end to 'anti-privatisation campaign'

By McKeed Kotlolo

THE Congress of South African Students yesterday called off their planned "week of action" by its Gauteng branch to disrupt classes at private schools.

Cosas national president Mr Lebogang Maile made the announcement at a media briefing at the University of Pretoria.

Maile announced the organisation's programme of action, which will run until April when Cosas holds its national conference.

He said the national executive committee suspended "all proposed actions pending the outcome of the consultation with the ministry, MECs and the mass democratic movement at large". The week of action had been planned for January 26 to January 30.

However, Maile said the suspension did not mean an end to the organisation's "anti-privatisation campaign", since the campaign was not only aimed at ending state subsidies to private schools, but planned to work towards the democratisation of those schools.

He called on the Government to institute a moratorium on the issuing of licences for private schools "until a satisfactory approach to

the issue of private education has been found".

Cosas also blamed last year's high matric failure rate on a lack of commitment, dedication and discipline by both pupils and teachers, failure by some parents to fully participate in the education of their children as well as on a lack of resources.

It announced a plan to launch a vigorous campaign called "Operation Access" in an effort to improve the situation. The campaign will be run with the SA Students Congress (Sasco).

Maile said Cosas would embark on another campaign, "Operation Fundani", to encourage and restore a culture of learning and teaching.

Cosas would also convene a students' summit in all nine provinces at the weekend, starting from February 7 to provide students with an opportunity to take part in the formulation of education policies.

The students claimed that the Government's process of improving governing bodies was too slow, saying "for true democracy and effective monitoring of the culture of learning and teaching, this process needs to be accelerated".

They called on the Government to stop the retrenchment of teachers.

Steps to improve education taken in face of budget crisis

Kevin O'Grady

BD 13/1/98

(50)

GAUTENG education MEC Mary Metcalfe announced steps yesterday to improve the quality of schooling as schools reopened today, but said budget constraints would hamper the provision of textbooks and stationery.

About 3 000 of the 5 000 temporary teachers whose contracts were allowed to expire last year were likely to be re-employed to ensure that "there is a teacher in front of every class by the second week of the school year".

Among the steps to be taken in the wake of last year's 4,1% decline in the Gauteng matric pass rate were measures to improve the quality of teaching and learning, teacher and pupil discipline and teacher development.

"One of the most important steps" would be the gazetting of regulations listing serious and minor offences committed by students with guidance for appropriate disciplinary action. "The implementation of this management and discipline tool has enormous potential in establishing the parameters of acceptable behaviour in our schools."

The regulations would be complemented by a management guide for principals, a framework code of conduct for pupils and guidelines on effective school discipline for teachers.

The Gauteng education department would take increased responsibility for monitoring the quality of learning by keeping tabs on the continuity of attendance, coverage of the syllabus and

the completion of work by pupils.

The department's district offices would undertake an audit of poorly performing secondary schools and concentrate on assisting them in dealing with their most critical problems.

A "teacher appraisal instrument" agreed on by government and unions last year would be introduced in a shift away from the school inspector system. The absence of a system combining development and appraisal had been "largely responsible for the downward spiralling in the system".

The department would not hesitate to report ill-disciplined teachers to the SA Council of Educators or to follow its own internal disciplinary procedures.

Although changes to the funding of schools would not take effect this year, national funding policy, which would direct a greater proportion of funding to poorer schools, would be implemented from the beginning of the 1999/2000 financial year. This year, the department would spend R173m on 59 major new school-building projects as well as extensive repairs and renovations.

Due to overexpenditure this year, mainly on teachers' salaries, there would be no funds for the replenishment of textbook supplies. The department's stationery tender — for supplies to public schools other than former Model C schools, which still make their own arrangements for textbooks — was delayed and cut by 70%.

See Page 2

Ties thaw as Mandela heads for Moscow

Stephen Laufer

PRESIDENT Nelson Mandela is to travel to Moscow soon amid signs of a thaw in the "mini ice age" between SA and Russia.

Russian Deputy Foreign Minister Viktor Posuvalyuk and his SA counterpart Aziz Pahad met in Pretoria yesterday to iron out details of the trip.

At a press conference in Pretoria, they would not divulge the exact dates, saying only that the visit would be announced officially in Moscow seven to 10 days in advance, as was the usual practice. It is understood that the announcement is likely to be made late next week.

Mandela is expected to spend three to four days in Moscow, meeting Russian President Boris Yeltsin. The deputy chairman of Russia's parliament, Arthur Chilingarov, said Mandela would be asked to speak before the duma, or parliament, during his visit.

Yeltsin has been holidaying amid renewed speculation about his health, a possible reason for the delay in announcing Mandela's trip.

The "ice age" between Moscow and Pretoria — the legacy of a turnaround in Russian policy towards the African National Congress in the early 1990s after the collapse of the Soviet Union — has kept the Kremlin off Mandela's international itinerary since he became president. He is understood to have been particularly angered by Yeltsin's warm support for former president FW de Klerk.

Picture: Page 3

Restaurateurs up in arms over wine tariffs

Shareen Singh

BD 13/1/98

(51)

(51)

OWNERS of French restaurants in SA are pressing the French government to retaliate against new tariffs on imported wines.

Germain Marquis from the Association of French Restaurants, which represents 14 restaurants in SA run by French nationals, said the introduction of tariffs would result in the European market "reacting against SA".

The association would meet French embassy officials next week to discuss

measures to put pressure on SA to drop the tariffs introduced last week.

"The wines we sell are really not in competition with SA wines. It is of a completely different quality, which a small market is attracted to." That market might shrink because the average middle-class person who "treats himself now and again may not be able to do that if it gets too expensive".

SA products would also suffer as Europeans were likely to put "tax barriers" on local wines.

Other players in the industry have

also criticised the tariffs. Alex Dale, marketing and sales director at wine-maker Longridge, said they would "particularly have a damaging effect" on the upper end of the wine business. The tariffs looked like a "projectionist and narrow-minded measure" that would not raise significant revenue.

The adjustments would raise duties on premium champagnes — such as Dom Perignon, Krug and Cristal — as much as 4 000%.

See Page 7

THEMBA HADEBE



No place to learn ... Strongman Rampa (13) had his hopes dashed yesterday when he was turned away by a full Fourways High School.

Schools bursting at the seams turn pupils away

Star 14/1/98 (50)

STAFF REPORTERS

Strongman Rampa (13) was one of the many Gauteng pupils who didn't make it to his first day of high school yesterday. He was turned away because Fourways High School in Sandton was already full.

His disappointed parents, Phyllis and Samuel, say they had been led to believe their son had been accepted because a Standard 6 teacher had told them last year that Strongman would have to improve on his Woodmead Prep results if he wanted to succeed at the school.

The Rampas, who already have two children at the school, were told yesterday that their application had not been successful. Phyllis Rampa said they would have to apply at Bryanston High School today to see if there were any places open for admission.

Malcolm Pike, principal of Fourways High School, said the school's administrators "had done their bit" to place as many pupils as possible and wondered why the Rampas had left their application so late.

"They're not the only parents we've turned away and there are a lot of angry people out there. There comes a point where you just can't carry on taking 'just one more pupil' and there is no other school in our area to take the pressure off," he said.

Pike said his school was "more than full", with 1 300 pupils, and that the governing body had spent several million rands on building more classrooms.

Wendywood High School principal Vincent Earp said

between 755 and 760 pupils had registered for the new school year.

He said the parent body had indicated they would like a lower pupil/teacher ratio than the current 29 or 30 to one, which would create a better learning environment.

Ferndale High principal Stan Brown said his school had limited the number of pupils to 150 per standard, but that if people with schoolgoing children moved into the area, the school might be able to enrol them.

He said the classrooms had not been built to handle 40 pupils, which resulted in some children sitting right up

Classrooms not built to handle 40 children

against the blackboard.

Another little boy who did not experience the first-day excitement and angst was Skhumbuzo Mloko. He was ready, but his family were told that Rynfield Primary School in Benoni was full.

Skhumbuzo lives with his grandmother, domestic worker Lena Skosana, at her employer's home in Benoni. Skosana's employers tried to enrol Skhumbuzo in five Benoni schools, only to be told they were all full. He is now on the waiting list.

Rynfield Primary head Joe Erasmus said the school was choc-a-block and he had already converted his science lab and library into classrooms.

Thousands of pupils shut out of full schools in 4 provinces

Star 14/11/98 (50)
STAFF REPORTERS

Thousands of pupils from all grades were turned away from fully occupied schools in Gauteng, Mpumalanga, North West and Northern Province at the start of the year yesterday.

Many were clogged by late registrations and hit with textbook and stationery shortages as tens of thousands of pupils, many in Grade 1, flocked to schools in the four provinces.

Exacerbating the situation were the attempts of some parents to move their children from township schools to suburban schools, and the fact that many parents had ignored pleas from education authorities to register their children early.

Many schools in Gauteng might now begin teaching only on Monday, when registration

has been finalised, textbooks delivered and the deployment of teachers finalised.

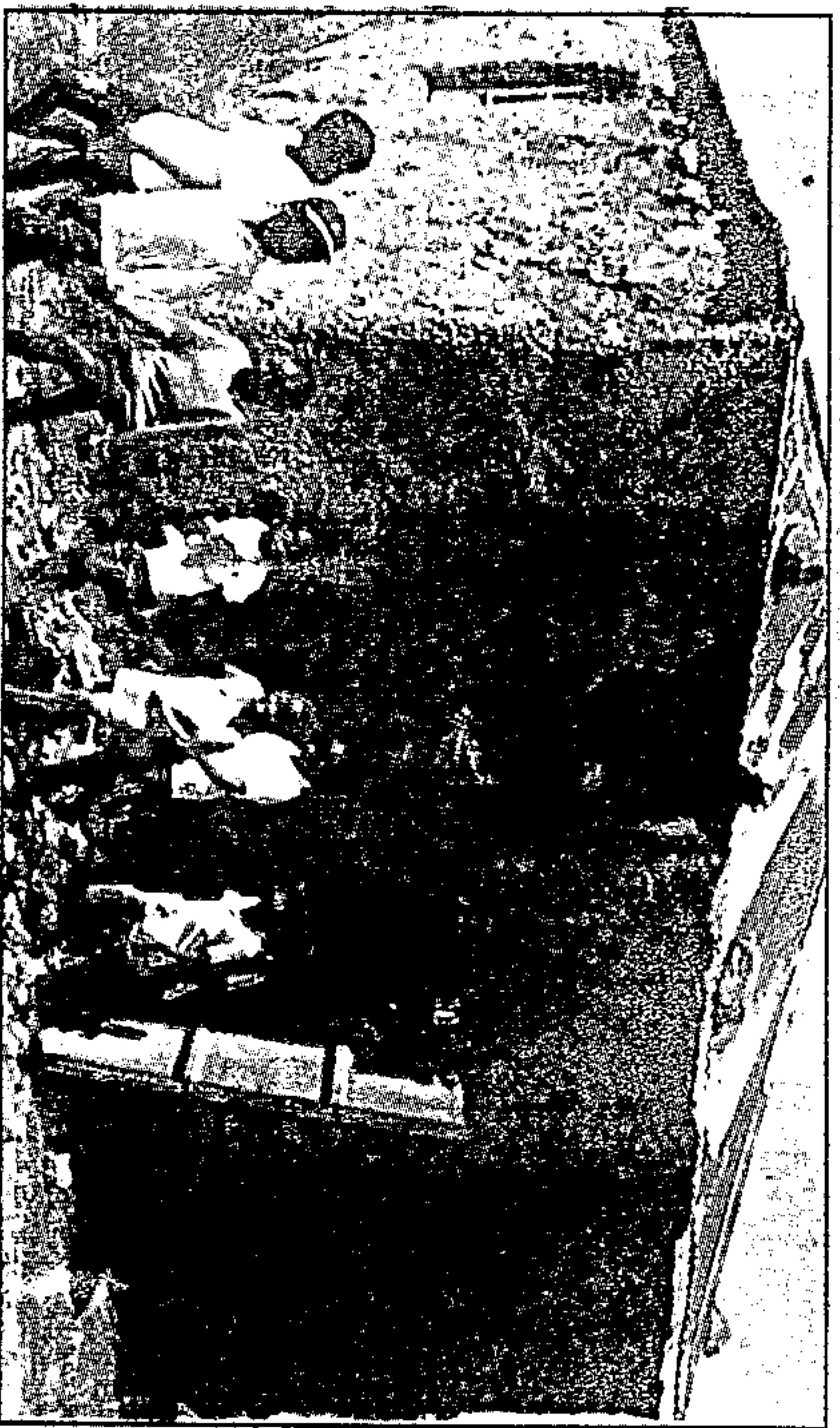
Gauteng township principals said some parents were moving their children to better-performing schools in other parts of townships or to Model C schools in formerly white suburbs.

Gauteng Education MEC Mary Metcalfe confirmed the trend and cautioned this would harm standards in townships. "Model C schools are not going to be the salvation for education - developing township schools into centres of excellence will," she said.

Overflow pupils were put on waiting lists or told to try elsewhere for places.

► Report and picture
Page 3

Inside today
Bad news from
the Bafana
camp Back page
TOMORROW
Pupils and followers of
the entertainment
scene will be pleased
to learn that Education
and Timeout make their
return tomorrow



Pupils at Moshabetsane Intermediate School at Palmietfontein near Ventersdorp in North West come out of a mud schoolroom that is falling apart and has no running water or toilets. These are the sort of conditions that some of the schoolchildren in the area have to contend with. The shortage of funds to build schools and to buy textbooks are factors affecting them.
 PIC: PAT SEBOKO

Cabinet to tackle school books crisis

Southern 15/11/98 (52)

By Morgan Naidu and Sello Serpe

The severe shortage of school textbooks and stationery in South African schools is to be discussed at cabinet level as the Education Ministry appears increasingly powerless to overcome the shortage of teaching materials.

Education Minister Professor Sibusiso Bengu was deeply concerned by the problems affecting most provinces in the form of heavily restricted budgets and the subsequent shortfall of learning resources and supplies.

Bengu's spokesman Thami Mseleku said yesterday that the minister was gathering information on the shortage of stationery and textbooks to

see how extensive the problem is.

This action follows the declaration by provincial education departments, including Gauteng, KwaZulu-Natal, Eastern Cape, Northern Cape and Free State, that no new textbooks will be issued and stationery will be made available on a limited scale.

"The ministry is gathering information to see what interventions are needed. At the same time we are appealing to parents to assist with the buying of textbooks and some stationery," Mseleku said.

There was nothing the education ministry could do except "highlight the problem at cabinet level" and assess the problem's overall impact on education policy, he added. Mseleku said: "The minister is extremely concerned about this situa-

tion where provinces are having to cut back on the provision of textbooks and stationery."

The South African Democratic Teachers Union (Sadu) said the lack of funds to supply new textbooks and stationery would adversely affect learning and teaching.

Diplomated

Sadu national education officer Mr Aubrey Matlole said schools were having to deal with other problems including shortage of chalk and dilapidated school buildings which were dangerous for teachers and pupils to work in.

Matlole welcomed the ANC's proposal for the holding of a national education summit, adding that potential funding sources for education could be

discussed at such a gathering.

The Congress of South African Students (Cosas), meanwhile, reiterated its call for the slashing of funds to private institutions as a means to find money for needy public schools.

Cosas national chairperson Tshidi Mokoena said the lack of teaching materials and stationery was a severe obstacle to proper learning and called on the department to resolve the crisis. "We believe that government must seriously consider increasing the education budget in the new financial year.

"At the same time we are urging pupils, especially matriculants, to start sharing textbooks and start their studying earlier in the year." Leading educationist Dr Solomon Maseke said parents had to adopt old

practices by supplying as much of their children's school materials as possible.

He called on parents to ensure that their children returned textbooks to school in good condition so that other pupils could benefit from using them as well.

"The Government is right, to some extent, in asking parents to be responsible for the provision of certain learning materials," said Dr Maseke.

"If school stocks are depleted through pupils' fault, then the parents should be responsible for topping up supplies."

He said the number of new matriculants this year would impact on the availability of textbooks and stationery.
 ● See page 9

Principals ⁽⁵⁰⁾ Sowetan 16/1/98 warn of more bad results

School heads say shortage of textbooks will lead to many students failing

By Victor Mecoamere

TWO TOP SCHOOL principals have warned that the shortage of textbooks at schools could again lead to poor results at the end of the year.

Soweto high school principals Mrs Smileth Ntutela, of Reasoma High School in Protea North, and Mr Phillip Segale, of Thabo High School in Naledi, said parents had to play a more important role to ensure that their children had all the necessary learning resources.

"A textbook is a valuable teaching aid which contains prescribed information or the content of a particular subject for a certain level of education.

"The learner can take it home for reference and better comprehension," said Segale.

Ntutela said: "A textbook is a primary source of relevant educational information that will not be replaced by a study guide. Each learner must have a textbook."

They said both their schools enjoyed satisfactory parental support.

"This is why I expect them to cooperate with us doing something about the shortage instead of complaining," said Ntutela.

Segale said: "I am certain that the parents will chip in. In fact, the community of Naledi as a whole is committed. Only our children let us down by not studying."

Both said that matric pupils would be the hardest hit by textbook shortages.

Their comments come after provincial education departments, including Gauteng, KwaZulu-Natal, Eastern Cape, Northern Cape and Free State, said they would not be issuing new textbooks.

The Education Ministry is due to highlight the problem at Cabinet level, according to Education Minister Professor Sibusiso Bengu.

Slated shortages

Teachers and student organisations have slated the shortages, which they have cited as one of the reasons for the poor matric results last year.

The South African Democratic Teachers Union (Sadtu) and the Congress of South African Students (Cosas) said the shortage of textbooks this year would adversely affect learning and teaching.

The Publishers Association of South Africa and the Printing Industries Federation of South Africa were concerned about smaller orders.



now ... pupils from Reasoma High School in Soweto are eager to start learning, but the school is one of many still waiting for much-needed stationery and textbooks.

Educational hiccups already as textbooks and stationery fail to appear

By MELANIE-ANN FERIS

As the first week of school draws to a close today, a large number of schools, particularly in Soweto, are still waiting for much-needed textbooks and stationery.

At most township schools, pupils have been asked to make use of last year's notebooks until new stationery arrives, and are only expected to start their lessons in earnest on Monday.

This week, teachers spent most of their time completing administrative tasks.

Many pupils, particularly matrics, are concerned about the time being wasted.

"We might not be able to make up this time we are losing. We want to start as soon as possible," said one pupil.

Reasoma matric pupil Ntombikayise Motlounng was more worried about the lack of learning materials.

"Before the schools reopened, there should have been stationery. We have a hard year ahead of us and it is going to be even harder without textbooks and stationery," she said.

The principal, Smileth Ntutela, said: "We will start on Monday. This year there has been a problem because of so many kids (registering). Our total is 1 600 and more are coming, but we are not taking them.

"Our pupils are waiting

very impatiently for us to settle down so that classes can start. I think we are letting them down, but once we start, we really will start working."

Most of the principals who spoke to The Star yesterday said they were not sure when stationery and textbooks would be delivered.

School hours have been lengthened and break times shortened to ensure maximum learning time.

However, in some schools, learning has begun in earnest in spite of all the problems.

"We have started classes, especially the Standard 9s and matrics. We have a tentative timetable already. We have told our pupils to make use of their old notebooks until we get new stationery. We were told that it would be delivered sometime in January," said Mduduzi Mathe, acting principal of Bhukulani Secondary School.

(50) Star 16/1/98

A new school year has started amid serious concerns about falling standards, pupil-teacher ratios, uniforms, the supply of text books and the viability of the new outcomes-based Curriculum 2005

Parents anxious as six-year-olds move into uncharted waters

ANDREA WEISS

Willy and Beverly Haubrich have just returned from a frustrating shopping expedition for new shoes for their twin boys, Alex and Richard, who start school next week.

"Why do they make the shoes so uncomfortable?" said Mr Haubrich, principal trombonist with the Cape Town Philharmonic Orchestra. "Why do they have to wear uniforms?"

His is the cry of many a parent reddyng their six-year-olds for their first year of formal schooling. The twins, however, are oblivious to their father's concerns and eagerly try on their uniforms for the camera.

Like many of the parents of an estimated 100 000 Grade 1 pupils expected to enrol in schools in the Western Cape next week, the Haubrichs are entering the 1998 school year with mixed feelings.

Because they have twins and a daughter, Kelly, who will start school next year, they have no choice but to send their children to a state school to keep costs down.

But newspapers have been full of stories about the turmoil in education.

Schools have been thrown into confusion over recent announcements to retrench temporary teachers, class numbers are higher and pupils entering schools this year will be the first to be exposed to Curriculum 2005.

A description of Curriculum 2005, or "outcomes-based education", is that it focuses on the "four Rs" - reading, writing and arithmetic, along with the fourth "R" - reasoning. This means teachers are no longer able to rely on traditional methods of testing and will be expected to monitor each individual pupil through continuous assessment. Critics argue that insufficient training has gone into preparing teachers for the change.

"Concerned, disappointed and completely mistrustful" is how Mr Haubrich describes his feelings about schooling, listing class size as one of his gravest concerns



Starting school: new Grade 1s - twins Alex, left, and Richard with their mom, Beverly Haubrich

ARG 17/1/98 R (50)

"The classes are already way too big and there seems to be an indication that this is going to get worse. We have no idea what our kids' education is going to be like in a year or two."

He believes the Government has failed to deliver on any of its promises for education and said: "By destroying the present standards of education they will not uplift anything."

For Mrs Haubrich, a project manager with the Institute for a Democratic South Africa, the central issue is how Curriculum 2005 will translate into practice. She's willing to give it the benefit of the doubt.

"Outcomes-based education sounds exciting and the principle is good. My main concern is whether the teachers are ready and whether they have had sufficient training," she said.

"This is a major experiment but I think we should try to be positive. Parents will also have the responsibility to monitor their children's progress."

"For me, too, having grown up with a system of education that sucked, I want in a major way to make up for it with my own kids. I want to give them the best," she added.

As with other mothers, she had a lump in a throat seeing her children trying on their new uniforms, aware that in leaving pre-school they were leaving a protective environment and going into a situation with hundreds of children, as opposed to the 60 or 65 they were with before.

"Kids can also be quite cruel. There will be lots of issues we will have to deal with," she mused.

Blackboards stay blank in first week of confusion

MELANIE-ANN FERIS

A large number of schools, particularly those in Soweto, are still waiting for vital textbooks and stationery at the end of the first week of classes in Gauteng.

All most township schools pupils have been asked to make use of last year's notebooks with new stationery arrives, and are only expected to start their lessons in earnest on Monday.

This week they spent most of their time registering and being allocated classrooms.

Many pupils, particularly matric pupils, are concerned about the wasted time. "We only have a certain amount of time and we might not be able to make up this time that we are losing. There is so much to be done, we want to start as soon as possible," said one matric pupil.

Reasons a matric pupil Ntombikayise Mollung was more worried about the lack of learning materials.

"Before the schools reopened there should have been stationery. We have a hard year ahead of us and it is going to be even harder without textbooks and stationery," she said.

The principal of Reasona, Smltela Ntutela, said: "We will start on Monday. This year there has been a problem because of so many kids registering. Still more are coming, but we are not taking them."

"Our pupils are waiting very impatiently for us to settle down. I think we are letting them down, but once we start, we really will start working."

Most principals said they were not sure when stationery and textbooks would be delivered.

School hours have been lengthened and even break times have been shortened to ensure maximum learning time at some schools.

However, in some schools, learning has begun in earnest in spite of all the problems.

"We have already started classes, especially the standard nines and matrices. We have told our pupils to make use of their old notebooks until we get new stationery," said acting principal of the Bunkhiani Secondary School, Mduduzi Mthle.

240 children turn up to face one permanent teacher. . .

ELLIOTT SYLVESTER

Pupil-teacher ratios have been increasing in recent years but not as outrageously as at Parktown Primary, where 240 pupils turned up on the first day to be greeted by one permanent teacher.

The Gauteng Department of Education ruling that all temporary teachers employed after July 1 1996 have their contracts terminated at the end of last year depleted the staff at the school.

Alan Rowe, the principal and only permanent staff member of the small school which he opened in March 1996, has since managed to put a skeleton staff of seven teachers in place but still feels the situation is not stable.

"The 1:40 ratio is not the ideal situation, but we cannot bemoan our fate. Pupils need to be taught," Mr Rowe said.

"My staff have acted very professionally. Even though morale might be a bit low they are still very positive and dedicated to their task."

One teacher has even undertaken the task of phasing in the new Curriculum 2005 in her Grade 2 class. Schools are required to apply the new curriculum only to first



Skeleton staff: principal Alan Rowe and his staff of seven temporary teachers

graders.

To make the task of teachers even more difficult, no textbooks have been delivered to the school yet.

"Only classes up till Standard 2 have textbooks," he said.

Mr Rowe believes his books will

eventually arrive but until then his teachers are doing the best they can to keep the children occupied.

For Grade 5 teacher Sushil Deva, fresh out of the Transvaal College of Education, the temporary employment is cold comfort.

"When I left college I was assured of having a job. Now I don't even know if I will get paid."

"Teaching is a very rewarding profession but the Government is making it difficult because they don't seem to know what they are

doing," said 22-year-old Mr Deva, who is carrying on a legacy of teachers in his family.

Grade 4 teacher Ferris Jenvey said: "We were all very nervous at first because some of us have families to support and we didn't know if we were going to be paid or not."

She said she and others are now desperately hoping for a contract extension to the end of the second term.

"All schools where temporary teachers were re-appointed will have their (teachers') contracts renewed quarterly till the end of the year," Gauteng Department of Education spokesman Aubrey Matshiqi said.

But the tenure of the teachers at the Parktown school is by no means guaranteed.

The secretary of the school's governing body, Corinne Touw, said the group reacted with horror when they heard about the cutbacks, but added: "I know our situation is not unique, but I have faith in the Gauteng Department of Education that right sizing will be sorted out by the end of the year."

If the new Budget does not allow for permanent employment of teachers, Mr Rowe admitted the school would be forced to shut down.

Tender Board Shame

CP 18/1/98 (50)

Pupils left idle as tenderers' struggle to deliver stationery

By DESMOND BLOW

UNKNOWN and unregistered companies are among 18 that have been awarded R27-million contracts to supply stationery to underprivileged Gauteng schools - and there are fears they may not deliver.

A week after schools re-opened many of the companies have not yet placed orders with manufacturers - and it is feared that some do not have the infrastructure or finance to comply with the contracts.

The Tender Board has been accused of "scandalous" and "disgraceful" actions in awarding contracts to some companies who consist of "little more than letterheads and cellular phones".

An investigation by City Press has revealed that:

- Three of the 18 companies are not registered.
- A fourth company has a name very similar to one deregistered in 1988.
- Only about half of the companies have approached manufacturers for supplies - although the schools have been open for week.

City Press understands from one manufacturer that they are unwilling to deal with companies that are unknown to them and do not have a proven track record or financial backing.

The reason why about half of the successful tenderers have not yet approached manufacturers for supplies could be either that they do not have the infrastructure to deal with the huge volumes involved or that they are still trying to get bank guarantees.

At the time of going to press, City



Tender board shame

CP 18/1/98

□ From Page 1

urgently, he did not comply.

City Press wished to ask Masemela why unregistered companies were granted contracts when the tenders stated that registration numbers, VAT numbers and tax clearances had to be supplied.

Three of the companies were granted contracts for pens which have to be SABS-approved - but one of the successful tenderers told City Press he had taken a sample of a pen imported from India to the Tender Board and it had been accepted.

City Press has so far been unable to establish whether the pen has SABS approval and whether the agents for the Indian pens have enough pens to supply or whether

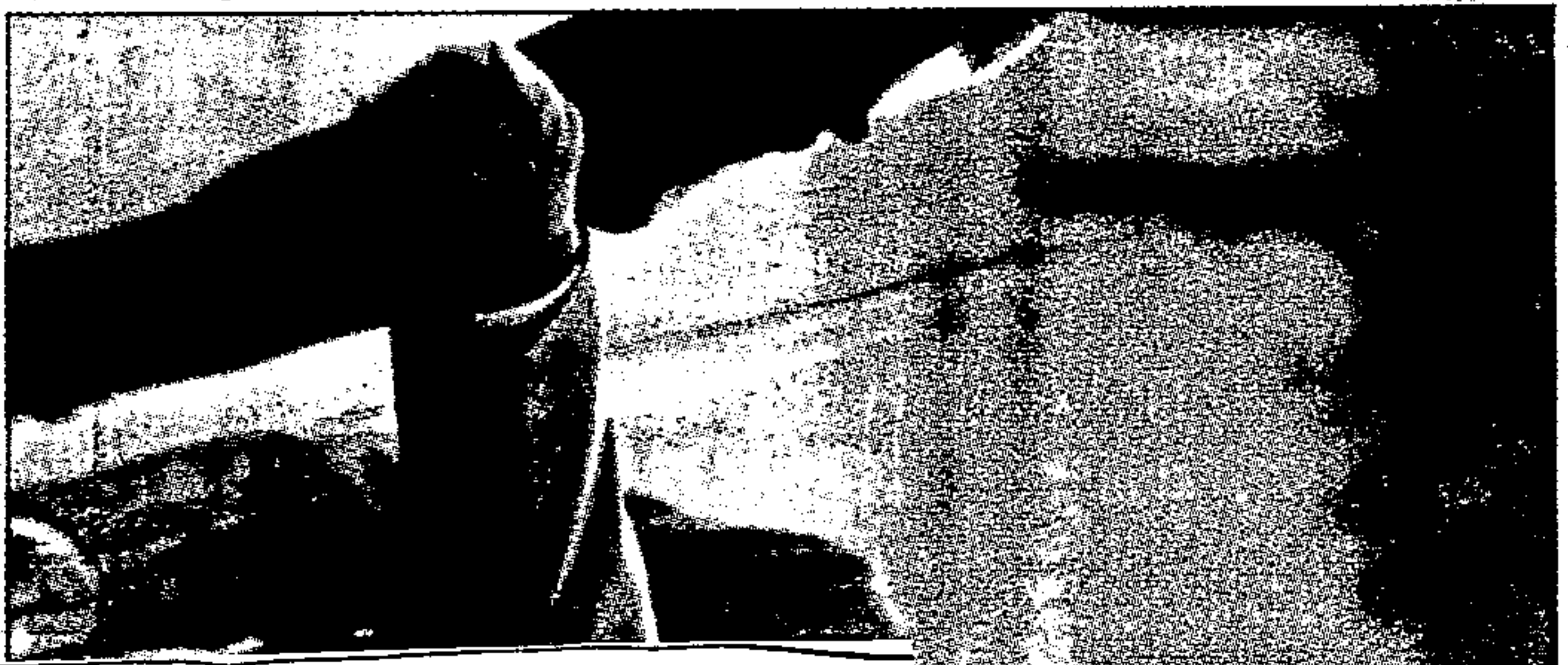
they still have to be imported.

□ Critics have also slammed the fact that contractors have to deliver their stationery, pens and rulers directly to each school in a piecemeal process - instead of schools getting all supplies from main venues.

One contractor told City Press he had to deliver three pencils to a school in Heidelberg, while other contractors had to supply the rest.

□ The contracts were only awarded less than a week before schools re-opened and even those contractors who are accepted by the manufacturers are finding it difficult to supply schools within the next few weeks.

Meanwhile, children are sitting idly in their classrooms - and many may play truant as a result.



SALUTATIONS AND A LAST SALUTE... Our held by Gauteng Command's Group 18 at Doc SITHOLE

Press had been unable to find out how many of the 14 companies registered with the Companies Office in Pretoria were qualified to handle millions of rands' worth of stationery.

Calls to the contact phone numbers given by some of the tenderers revealed that they were domestic addresses.

At one address the spouse of the person tendering said she did not know the company named.

City Press was told one successful tenderer had nothing to do with stationery and was in the cellular phone business in the Eastern Cape.

To comply with the tender requirements, which are believed to give preference to companies based in Gauteng, the tenderer had given his brother's phone number in Soweto as his own - and not his actual number in the Eastern Cape.

A call by City Press to the number of another successful tenderer revealed it was in the Klerksdorp area.

□ Gauteng MEC for Education Mary Metcalfe told City Press that the matter was out of the hands of her department and rested entirely with the Tender Board.

To prevent allegations of undue influence being exerted by government departments the awarding of contracts was left entirely to the Tender Board, she said.

Efforts by City Press to obtain comment from Tshaks Masemela of the Gauteng Tender Board on Friday were unsuccessful.

City Press was told Masemela was at a meeting and despite messages that we wanted to speak to him

□ To Page 2

Teachers' union voices ire over dearth of textbooks

Belinda Anderson

ALTHOUGH the SA Democratic Teachers' Union (Sadtu) believed the Gauteng education department had allocated about R35 000 a school for the supply of textbooks, the department had not yet delivered or communicated clearly with the union, Sadtu said at the weekend.

Sadtu said it realised the shortage of textbooks was as a result of budgetary constraints, but it had expected delivery of the vital material after see-

ing how much money the department had allocated to textbooks.

The union inferred that the education department had its priorities skewed by budgetary matters, instead of first focusing on the needs of educators and pupils.

Sadtu provincial secretary Jabu Ngwenya accused the education department of being "totally out of touch with what is happening in disadvantaged communities".

"This is an indication that education is not taking place as we would

wish to see it," said Sadtu provincial treasurer Sello Tsole.

Despite continued hopes of delivery by Sadtu, Gauteng education MEC Mary Metcalfe announced earlier last week that there would be no replenishment of textbooks this year — mainly due to overspending on teacher salaries.

She also said the budget for the supply of stationery to non-Model C schools had been cut by 70% — a reduction which Sadtu speculates could be one of the reasons for nondelivery.

The crisis in schools is likely to escalate with the nondelivery of textbooks and delayed stationery delivery to educational institutions in Gauteng's impoverished areas, as teachers battle to work without the necessary material.

Sadtu called on educators and members to forge ahead and make "the best of the worst situation".

However, the teachers' body also admitted that there was little one could do without available reference and writing material.

New deal set to fail, say heads

'Schools won't cope'

ART 19/11/98

(50)

CAROL CAMPBELL
SPECIAL WRITER

On the eve of the launch of Curriculum 2005, a new era in schooling aimed at creating a nation of educated free-thinkers, principals warn that it may never achieve its goal because of classes with too many pupils and a shortage of equipment and books.

Pupils starting in Grade 1 tomorrow will learn according to the new curriculum, which is intended to teach them to question, analyse and reason.

They are the first children in the Curriculum 2005 programme, which focuses on their overall performance and not their ability to pass tests by rote learning.

Principals say the easy way out for teachers of under-equipped, over-sized classes will be to pass whole classes at the end of the year even if individuals are not equipped to move into a higher grade. This will prevent a backlog of under-achievers clogging the system and pushing class numbers even higher.

The gulf between the advantaged and disadvantaged was in the spotlight when the matric results were released. The rural provinces, populated by the poorest of the poor, performed dismally compared with the wealthier urban centres.

"This whole thing is being introduced in a great rush and, with the teacher job cuts on

top of it, I am not sure how we are going to handle it," said the principal of Belhar Primary School, Jacobus Cordon.

"You can't retrench teachers then expect those who remain to cope with huge classes and implement far-reaching changes in the classroom."

He will have 62 pupils in the Afrikaans grade 1 class and 47 and 48 in the two English classes when school opens tomorrow.

Western Cape Education Department head Brian O'Connell said schools would be helped by the department if class sizes were "unmanageably big".

Many principals were concerned that in the long term, schools which did not have parents able to pay for extra teachers would lag behind other schools and the gap between the haves and the have-nots would continue to widen.

At Bergvliet Primary, principal Richard Street said teachers were ready to begin the new curriculum.

"It's very easy to introduce something like this with small classes and resources.

"I feel really sorry for my colleagues in the disadvantaged communities which do not have adequate resources," he said.

Nicol Faasen, chief planner of curriculum studies for the Western Cape Education Department, was optimistic about the new system and said it would change the way South Africans viewed the world and one another.



Clouds gather over black schools page 3
The great uniform debate ... page 3 and Argus Action
Editorial comment ... page 9

Night schools in crisis

BY RYAN CRESSWELL

The Gauteng Department of Education (GDE) cannot afford to pay thousands of night-school teachers for the next few months, so more than 100 000 pupils will have to wait until at least April to start lessons.

At about 50 adult education centres and their numerous satellite branches funded or aided by the department, the first term has been scrapped due to cash constraints.

This month, GDE superintendent-general James Maseko sent out a circular notifying principals that the centres would be suspended from January 12 until March 31.

This has outraged principals, who say they were not consulted and that the delay will drastically reduce the matric rewrite pass rate this year.

A senior principal said the department allocated R26-million to adult education this financial year and she did not believe all the money was spent by adult education centres.

City Deep Adult Education Centre principal Eileen Murray said a delegation of senior educators and governing fig-

ures belonging to the Adult Basic Education and Training (Abet) umbrella organisation, which is part of the GDE, planned to meet Education MEC Mary Metcalfe as soon as possible to discuss the crisis.

"The thing is, last year there was an announcement that over 50% of the population are illiterate or semi-literate, and now the financial problems are hitting these people hardest.

"Another reason the Abet delegation wants to meet the MEC is because this has to be reacted to now, or what is to stop them closing down for the rest of the year?" she said.

Josiah Khumalo Education Centre principal Samson Hlongwa said: "The students will lose out. The very people who were disadvantaged under apartheid are now being disadvantaged by this situation."

But Tshepo Mathodlana, spokesman for the office of the MEC, said principals should have expected "some sort of trimming action because of obvious financial problems".

He estimated that well over 100 000 part-time pupils in Gauteng would be affected by the suspension.

Star 20/1/96

(50)

Govt aid to students gets hefty boost

CAPE TOWN — Education Minister Sibusiso Bengu yesterday announced a 50% increase in government aid to financially needy, academically able students at higher education institutions.

Government's contribution this year to the National Student Financial Aid Scheme (NSFAS) would be R300m, he said. Last year the total fund stood at R334m after government's contribution was augmented by donor funds.

This total had already been passed this year and government hoped the fund would be considerably strengthened by both local and international contributions.

Government's commitment to assisting poor students attend universities and technicians had been amply demonstrated by its contribution to student financial aid over the past few years — this had risen from R20m in 1984 to R300m this year.

Public funding of the NSFAS had amounted to R860,5m since 1984, Bengu said. A total of R362,5m had also been received in donor contributions over the same period. — Sapa.

Man with cheques 'missing', so Cape farm schools grind to a halt

BISHO — Farm schools in the northwest of the Eastern Cape will not open today as Bisho has yet to pay them hundreds of thousands of rands owed for last year — because the staffer with the cheques is missing, perhaps dead.

Principals have been paying out of their own pockets — so much so that the husband of one in Middelburg is suing for divorce.

Emilia Looek, who chairs the farm school principals' association for Middelburg, Cradock, Hofmeyr and Steynsburg, said: "Things are quite desperate. Some schools were not paid for the whole of last year, and suppliers are refusing any further credit."

Her school, Willows Primary near Middelburg, is owed R32 000. The parents, 81 pupils and others will meet today to discuss what to do.

Similar meetings will be held at more than 20 other schools, which have run up hundreds of thousands of rands while waiting

for more than R240 000 from the provincial education department. "The whole area is coming to a standstill," Looek said.

The biggest problem the schools face is finding food and accommodation for boarders. Looek said: "Bisho hasn't paid my school's boarding money, which is R100 per pupil per term, since July, and the suppliers who gave me food refuse to deliver any more. I owe them R16 000. The owner of the hostel building also refuses to let us in because the rent hasn't been paid."

The house mother has also refused to return to work. Regional school inspectors are aware of the problem, but say their hands are tied as they cannot issue cheques for the outstanding amounts.

When Democratic Party representative Eddie Tyant queried the outstanding amounts last year in the legislature, education MEC Nosimo Balindlela said: "Those

schools received their amounts a long time ago. My officials are there. They are part of the people who actually took the cheques to those farm schools."

Yesterday Balindlela's private secretary Guy Rich said the cheques had been issued and handed to a staffer. He was on leave, so the department could not establish what had happened.

But Looek said when she tried to contact the staffer last week she was told he had "passed away". Looek and others will meet Balindlela in Queenstown on Friday to explain their plight. "But it doesn't help for us to explain our needs; I've had it," she said.

She said one principal's husband was suing for divorce. The woman had paid so much for pupils out of her own pocket that her personal bank account had been frozen, and as a result her child was turned away from a hospital in Bloemfontein. — EON.

Louise Cook Funds needed for act to work

THE National Land Committee, representing victims of evictions and landless people, was waiting for a decision from an international organisation on donor funds before implementing the Extension of Security of Tenure Act which became law last month.

Committee spokesman Dave Husy said if the donation went ahead, the committee and the

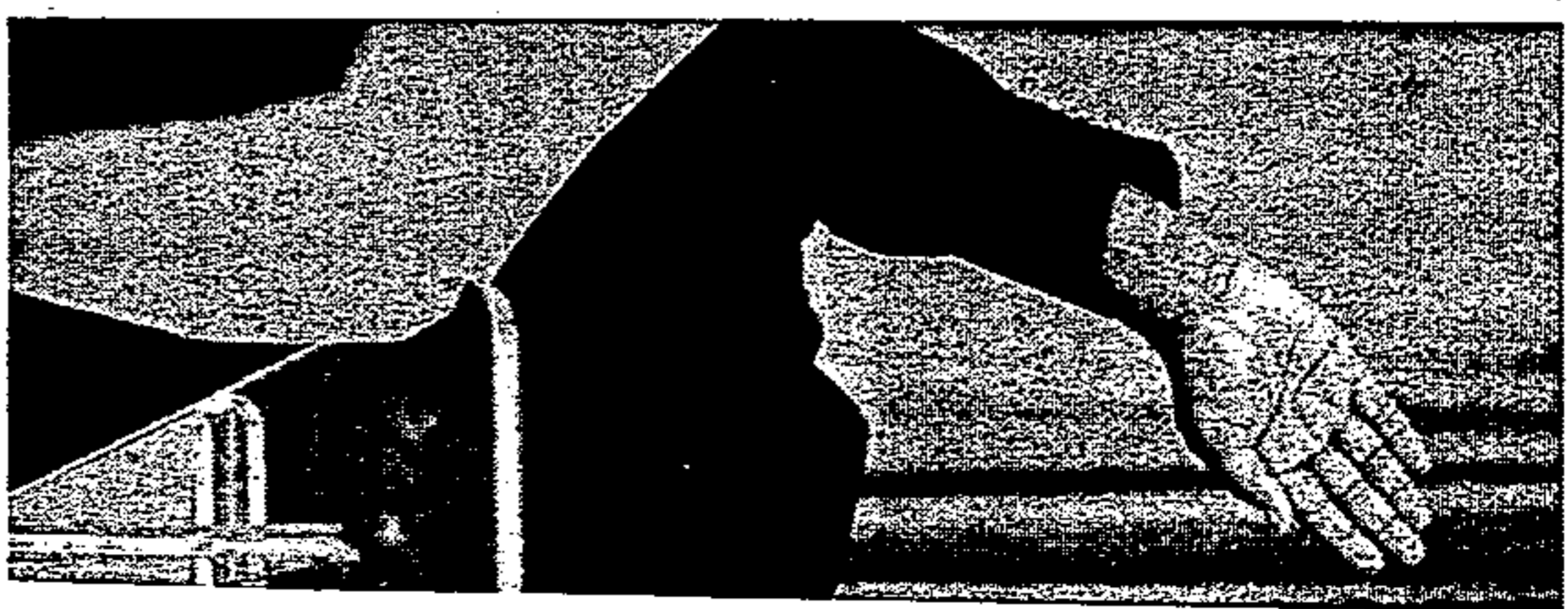
provincial land affairs departments would implement a programme to inform farmers and farm workers of their rights and obligations under the new law.

The act gives people on rural and suburban land stronger rights to the land they live on. Last year, land affairs director-general Joelf Budlender said the department planned to use

a radio campaign and legal aid to inform people and implement the act.

The department was not available for comment yesterday, but Husy said the proposed strategy was taking longer than expected and would be running by March.

However, the number of evictions on farms in SA "seemed to have tapered off", he said. Mpumalanga agriculture department spokesman Mandla Machebula said the department hoped to mediate between farmer and worker unions in a bid to avoid evictions. Last year 43 families were evicted from seven farms in the province. "The act says labour tenants cannot be evicted when the farmer feels like it, but only when farmers have obtained a court order under the new Act."



The African National Congress by constitutional court preside

Disruption for classes

TROYE LUND

CT 20/1/98 (50)

THE second day of learning this new school year could be severely disrupted.

About 10 000 teachers are expected to down chalk to attend a mass rally called by the South African Democratic Teachers Union (Sadtu) at noon tomorrow.

Teachers from all unions, as well as non-union members, have been invited to decide on appropriate action to address the perceived "crisis" in education.

Among the grievances is the recent axing of 3 300 temporary teachers, which has left many schools with seven fewer teachers, increased teacher workloads dramatically, and could result in classes hav-

ing to sit for more than four periods a week without a teacher or adult supervision.

The Western Cape Education Department's (WCED) cost-cutting measures also require that teachers going on maternity or sick-leave are not replaced. Principals are also concerned that the WCED has not planned for any increase in enrolment this year.

Sadtu spokesperson Mr Don Pasquallie said: "Education has become completely budget-driven. No plans have been made by the department for increased numbers or for the impact that teacher reductions will have.

"Teachers are very volatile at this stage. They will decide what action must be taken."

land jo nongnupnuy the Restriction of terms in cases to hear cases in terms of the Restriction of Rights Act.

BUSINESS DAY, Wednesday, January 21 1998

Western Cape schools in chaos — DP

Business Day Reporter

CAPE TOWN — A Democratic Party investigation showed widespread chaos in Western Cape schools on the first day of the school year, provincial education spokesman Daniel Silke said yesterday.

“A series of staggering bungles by national and provincial departments has left schools, parents and pupils uncertain, disappointed and demoralised. There is a real danger that pupils will become alienated and undisciplined and that they will be robbed of their chance for a decent education,” Silke said.

Blame for the “fiasco” should rest squarely on the shoulders of Education Minister Sibusiso Bengu, whose “grandiose quick-fix schemes have foundered on the rocks of reality”, he said. He also attacked education MEC Martha Olckers, saying she had shown herself unable to manage a difficult situation.

Silke said Olckers’ department ended last year R483m over budget, heaping further disadvantage on the poorest schools. Several had anticipated the problems and employed their own teachers. However, most could not afford this and “will struggle through the year with reduced staff and ever-growing classes”.

Students plan protest for increased funding

Kevin O’Grady

STUDENT protests centering on demands for increased state funding of higher education were being planned at universities around SA for next month, the SA universities students’ representative council said yesterday.

The intention of the campaign would be to prevent “financial exclusion” from university of disadvantaged students who had academic potential but could not afford fees.

Council acting general secretary Lucky Nchabaleng said the campaign would also include the declaration by the council of a moratorium on “unilateral, exorbitant” fee increases by universities. He did not say how the moratorium would be enforced.

Several universities have already announced significant fee increases for this year and some have stated their intention not to allow the registration of students who owe money for previous years’ tuition.

Nchabaleng said the council recognised students’ obligation to pay their debts to universities, but saw the need for a means test to determine which students were unable to pay. The council would also demand Education Minister Sibusiso Bengu launch a “long overdue redress fund” that would assist disadvantaged students.

52) 20 2/1/98

Bengu dashes hopes for swift school bail-out

(50)

ARGUS CORRESPONDENT

ARG 21/1/98

Durban - There will be no bail-out for struggling provincial education departments until the next financial year at least, while schools across the country battle to operate with limited resources, no stationery or textbooks.

Thami Mseleku, special adviser to Education Minister Sibusiso Bengu, said only the Finance Ministry and Cabinet could decide whether to throw provincial education departments a lifeline.

A spokeswoman for Finance Minister Trevor Manuel, Jennifer Wilson, said the decision on how much to spend on education at provincial level was made by the provinces.

The projected budgets for 1998/99, which will be finalised at the end of March, have already forced provincial education departments to take drastic steps to cut costs.

■ The Western Cape cabinet is holding emergency talks today about the financial crisis threatening education and health-care.

Western Cape looks for a lifeline, page 3
Back-to-school reports and pictures, page 3
Now it's safety first at school death crossing, page 4

Western Cape looks for lifeline to end education funds crisis

Bid for national bailout as cabinet meets

(50) ARS 2/11/98

CAROL CAMPBELL
SPECIAL WRITER

The new Western Cape cabinet will hold emergency talks today to try to resolve the financial crisis threatening education and crippling health services.

Finance Minister Lampie Fick said yesterday he was pursuing every avenue to persuade the Government to bail out the cash-strapped province.

Mr Fick's spokesman, Armand le Roux, said the Government had set a precedent last week by giving the Eastern Cape government money for old age pensions, and there was no reason the Western Cape should not be helped in a similar way.

"One way around the money crisis in education would be to re-juggle the way funds are spent within the department. Western Cape Education Department head Brian O'Connell has been asked to come up with fresh ideas for today's meeting on how spending should be allocated," Mr Le Roux said.

Mr O'Connell does not have much



LEON LESTRADE

First day: new MEC for education Nico Koornhof meets a new scholar room to move - 106% of his budget goes on teachers' salaries.

Yesterday, on the first day of the new school year, new Education Minister Nick Koornhof vowed to do everything possible to win more money from the provincial government and stop the massacre of teach-

ing jobs. Mr Koornhof has replaced Martha Ockers, who now holds the environment and arts and culture portfolios.

Mr Koornhof made his comments during a visit to schools. He and Mr O'Connell went to Thandokhulu Secondary High School in Mowbray,

Vanguard Primary School in Athlone and Jan van Riebeeck Primary School in Gardens.

During his talk at Jan van Riebeeck, Mr Koornhof said he had earlier visited schools without halls or proper facilities.

"There were some schools where, if I were to address pupils, it would have been in the veld or under a tree. Be grateful and proud of what you have and always work hard," he said. He asked pupils to encourage parents to get involved in their schools.

He told reporters: "There are three things which ensure good education at a school. These are a motivated principal and teachers, discipline and parent involvement. With these three things a school can overcome any hurdle."

Mr Koornhof said he had held urgent talks with Mr Fick to plead for more money for education.

The trade unions had to be partners in helping to find solutions to the crisis.

"I want to make the trade unions my friends," he said.

25 matrics face probe on cheating

ARG 21/1/98

MANDLA MNYAKAMA
SPECIAL CORRESPONDENT

More than two dozen 1997 matric pupils in Guguletu have had their results withheld, pending an investigation into allegations of cheating in the home economics exam.

The 25 pupils from the I D Mkhize High School were unable to register yesterday to repeat matric or to apply to colleges as they did not know whether they had passed.

They said they would take to the streets to protest.

Letters sent by the Western Cape Department of Education to their homes accused them of cheating, they said.

When they went to the school to re-check their results they left disgruntled and despondent.

"We are not happy at all, because the department says that because we are under suspicion, they can't register us," said one of the pupils.

Department spokesman Tony Eaton confirmed that the investigation was taking place.

Gunmen grab pupils' fees

MOSES MACKAY
SPECIAL CORRESPONDENT

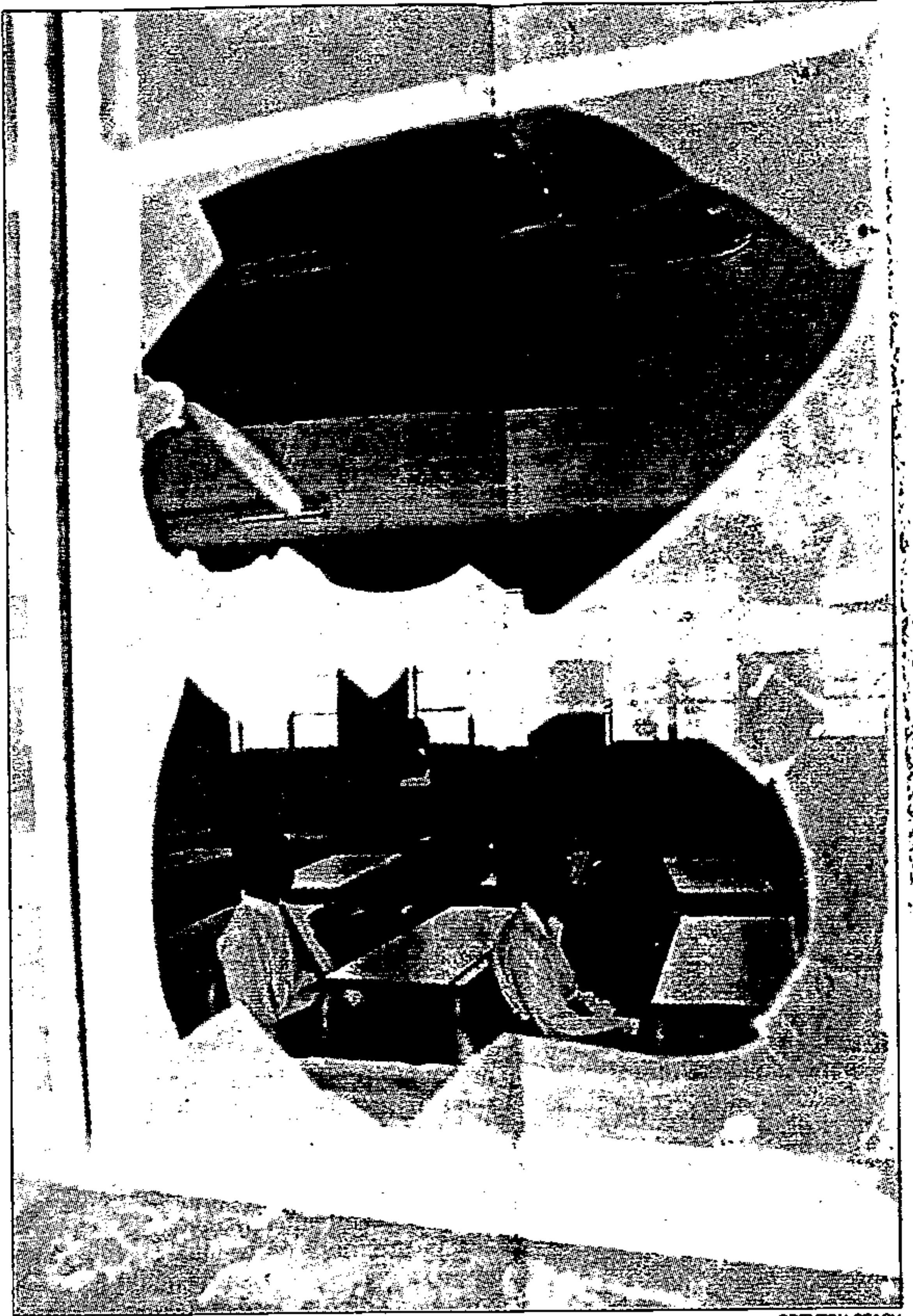
Five armed men have robbed the Oscar Mpetha High School in Nyanga of about R5 000 in pupil registration fees.

Principal Dumile Mawisa said the robbery took place about 3pm yesterday after the school closed for the day.

The front gate was locked but the gang came in through a broken fence at the back of the school. Two of them walked into the staffroom and demanded the money.

Mr Mawisa said the fence had fallen several times because neighbours hung their washing on it and it was damaged by soccer teams playing on the school field. The school would call a meeting with community organisations about fencing and security.

Anyone with information about the robbery should call the Nyanga police at 386 3434.



BRENTON GEACH

Damaged: pupils at Fezeka High in Guguletu returned to a vandalised school

Chaos tops curriculum

(50) ARG 21/1/98

MOSES MACKAY
SPECIAL CORRESPONDENT

The first day of the academic year was chaotic in many Cape Town schools.

In many areas there were long queues and not enough books and registration was painfully slow.

■ At Fezeka High in Guguletu, principal Bucks Baloyi said the school had been hit hard by burglaries last year and damage by vandals meant some classrooms were without electricity yesterday. Few matric pupils turned up for registration.

■ At Masiyile High in Khayelitsha pupils had to wait for hours to register. Principal Thembeke Mdingi said more pupils than expected had turned up to register.

■ In Delft, angry parents and pupils waited in vain for the Simunye One High School to open. There is a dispute between shack dwellers and Delft residents over the ownership of the school, which the Western Cape Education Department is trying to resolve. The department says the school will stay closed until a solution is negotiated.

Gcinikhaya Ngqaqu, a member of SA National Civic Organisation in Delft South, said residents had decided to employ unemployed teachers from the community as they were against the employment of retired and old teachers. A resident said he was not against the redeployment of teachers.

"What we don't want is the principal to come from another area."

'MY DAUGHTER WAS GOING NOWHERE'

The long road to a better education

CT 21/1/98 (50)

TOWNSHIP SCHOOLS will never develop his daughter enough, says Chris Mangconto, so he has enrolled his daughter in Woodstock. Education Writer TROYE LUND reports.

THE smell of cornflakes soaking in warm milk filled the bright, meticulous Khayelitsha home. A soft voice on the radio introduces the new day.

It's 6am on Amanda Mangconto's first day of school. Her mother, Ms Elizabeth Mangconto, picks a red plastic box with snackwatches, decants orange juice into a plastic bottle and tenderly arranges these in Amanda's rucksack.

"Education is power, you know," says Mangconto, a teacher. "Amanda was at a school in Khayelitsha last year, but we could see that she was going nowhere. The school had no facilities and the classes were too full."

Mangconto and her husband Chris, also a teacher, decided to send Amanda to the Chapel Street Primary School in Woodstock where she would redo Grade One. "Education is a real battle," Chris Mangconto says. "Teachers are being retrained, they have lost faith in the system."

"The grounding years are so important that we might as well start at a good school from scratch and do it properly. We want our little girl to go to university and become an independent, responsible adult."

"Schools near our home will never develop her enough — they do not even have libraries. It is not only about books, it is about physical, mental and spiritual development. It's important for us to expose Amanda to the education we newer had."

"So many parents are giving up with education because they believe the money is being spent on a worthless qualification."

Closing the green door to their home, the Mangcontos begin the kilometre-long walk to the taxi rank.

another 48 children in this class." Grade 3 pupil Pinkie Nkessi comes to the classroom to fetch Amanda.

They are to travel home together by bus, but have to wait two hours for Pinkie's brother, Luando. Once they are on the bus, Amanda has an hour-long journey to the bus stop where she gets off. From here it is a short walk to her green front door.

Her mom and dad are still at work. Amanda fetches a key from the neighbour and struggles briefly to get it into the lock. In one movement she flings down her rucksack and heads for the television switch.

She reflects for a few minutes on her overwhelming first day and her mother's absence. Suddenly the supreme confidence she has shown all day evaporates and tears slip down her cheeks.

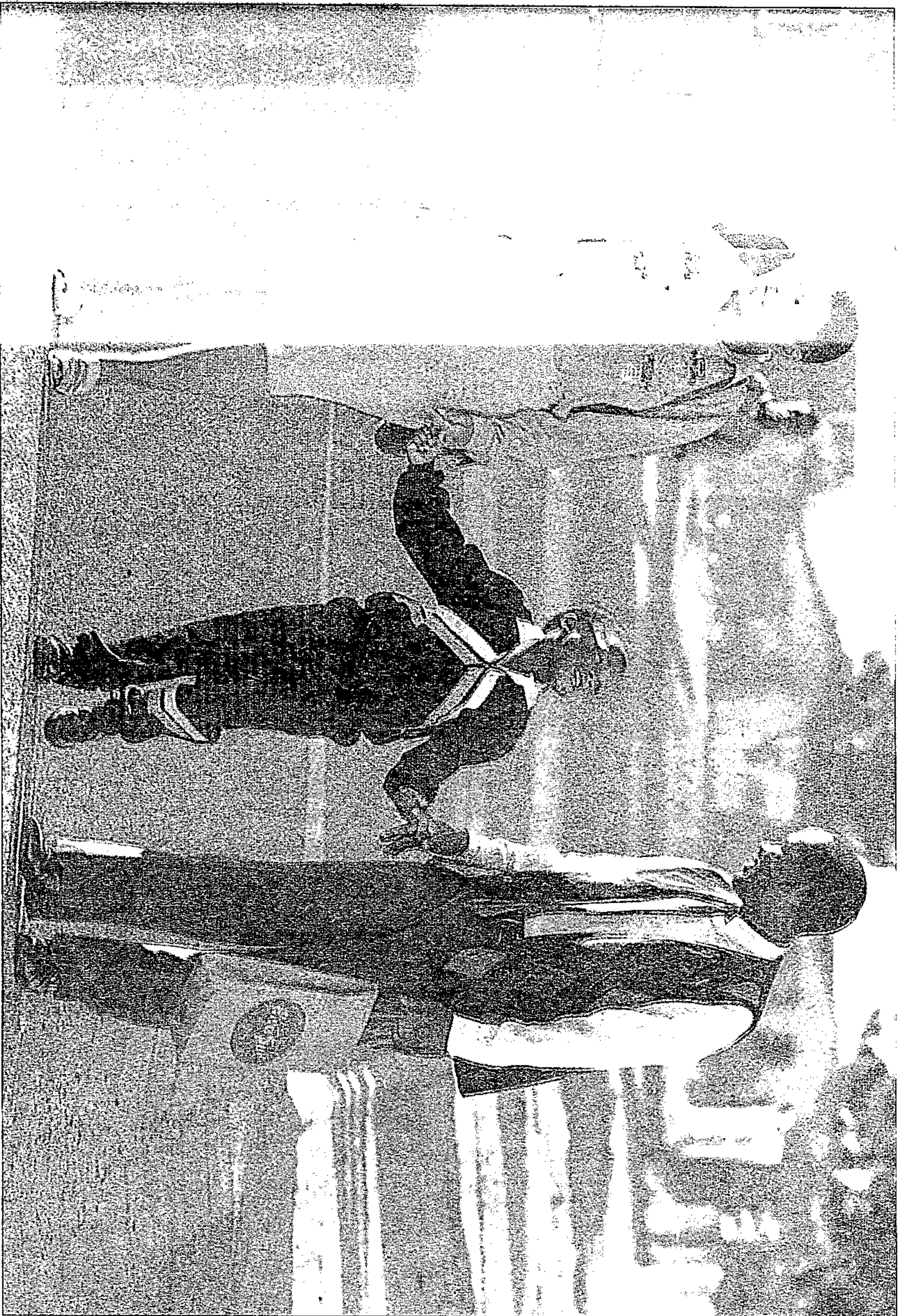
They dry as quickly as they have welled up. Feet dangling high above the carpet, Amanda settles back into the leather lounge to wait for mom.

Isaacs turns to the parents still huddled at the back of the room. "I am hopeful and positive that things will go well for us this year at school and in our education system," she says.

"But I need your full co-operation. When I send home a list of requirements, I expect you to buy them. The school cannot afford to provide all the equipment your child needs. If I call you to a meeting, I expect all of you to attend."

"Co-operation and working together is the only way that we will make a success of these children's education. Don't worry about your babies, they are in the best care."

The parents shuffle from the room. The class begins with colouring in, proceeds to story-books, singing, counting and games.



AIMING HIGHER: Amanda Mangconto and her parents, Chris and Elizabeth, set out for the Chapel Street Primary School in Woodstock. Her parents believe Amanda will receive a better education at the Chapel Street school.

PICTURES: GARTH STEAD

MEC to seek relief for schools

(50) CT 21/1/98

TROYE LUND

NEW MEC for Education Mr Nick Koornbol said yesterday he was pleasantly surprised by the attitude shown by the beleaguered teaching fraternity on the first day of the new school year.

"The calm and absolute dedication that teachers have displayed under the present difficult circumstances have been remarkable," he said.

"I expected the first day back to be much worse." Koornbol believed that the "realities" had "sunk in" among teachers and parents and that they had decided to "deal with the difficulties" and find "innovative" ways of coping.

He added: "Schools could not be expected to survive the new year. 'Terrible'." The South African Democratic Teachers' Union (Sadtu) expects about 10 000 principals and teachers to attend a mass rally today at which they are to decide what action they should take in protest against teaching conditions.

"It's like running into a cul-de-sac," said Mr Akbar Parker, principal of Salt River High School. "We are told that there are avenues we can use for relief, but as soon as you take the avenue and read the fine print you realise it's a dead end."

Parker has lost six teachers and now has a staff of 28. "I have had to merge the two school campuses into one so teachers can get to as many pupils as possible. Instead of 500 on

the new year. "I have no need to work teachers' union girls will have to take another subject or change schools. My only option is to cut the number of subjects we offer."

"There is no hope of getting relief because if we work to the department's rates, we should lose more teachers this year."

The principal of Handoko Khulu Secondary School, Ms Diane Mokohe, who has raised the school's matric pass rate from 15% to 70% in three years, has also lost six teachers. "It is impossible, but we will try," she said. "We have expressed our difficulties and the relevant heads who visited us took the problem to look into the matter."

Handoko Khulu was among the schools

SECOND NETANYAHU-CLINTON MEETING POSSIBLE

Israel and US fail to clear hurdles

JERUSALEM: Prime Minister Netanyahu has asked President Clinton if a compromise can be considered on a key aspect of signed deals with the Palestinians.

ISRAELI Prime Minister Mr Benjamin Netanyahu says his White House talks with United States President Bill Clinton have not produced agreement on how to advance peace moves with the Palestinian Liberation Organisation.

"We are now looking for a joint formula to advance the process... no agreement has yet been formulated," Netanyahu told Israel television in an interview immediately after his talks with Clinton in Washington yesterday.

The television station said he had had to persuade White House staff to allow him the use of a room to grant the interview.

talks about a final peace settlement.

However, he gave no indication that progress had been made towards the "significant and credible" withdrawal of Israeli troops from the West Bank, a step Washington has wanted Israel to take to pave the way to final status talks.

Netanyahu said he had asked Clinton about the possibility of undertaking a single redeployment of troops, instead of the two required by signed peace deals, before entering accelerated final status talks.

"We want to know what we are talking about here, how many stages," Netanyahu said.

"I also clarified that the territory we are discussing... is by its nature limited by Israel's security needs. I think these things were clarified

and, I would even say, understood."

Netanyahu again said that any troop withdrawal depended on the Palestinians' meeting their pledges to improve security measures against Muslim militants.

Palestinian President Yasser Arafat is to hold his own talks with Clinton tomorrow.

The White House said Clinton and Netanyahu might have a second meeting to conclude their discussions.

White House press secretary Mike McCurry said it was "possible" that the two leaders would meet again. He was speaking shortly after Clinton and Netanyahu met privately in the Oval Office to discuss Middle East peace efforts.

"A lot of hard work lies ahead before there's anything that can be

claimed as progress," McCurry said.

Arafat had an hour-long discussion in Paris yesterday with French President Jacques Chirac, who said later that Clinton "was making an extremely important effort for the peace process".

Arafat said he trusted Clinton to get the Middle East peace process moving forward.

However, speaking earlier in Cairo on his way to France, he said Israel's position did not make him optimistic about its fulfilling the letter of its agreements with the Palestinians.

He accused Netanyahu of perpetually delaying Israeli troop withdrawals.

"God knows what new pretext he will give President Clinton,"

Reuters



GENETIC ENGINEERS:

First it was Dolly, now it's

TRICKS OF BEING SIX: Zolpita (back) and Grade 1 pupils show that they are the same age as the girl described in the story that is being read to them.



BRAVE FACE: Annamali Marjorie was silent on her way to school. Asked if she was nervous, she would only signal with her fingers that she was "a little".

day on a municipal bus, but today her mom and dad are taking her by taxi.

Jammed into a white minibus, we career along the highway bus lane for half an hour, dodging traffic through Mowbray, accelerate and stop abruptly in Woodstock.

The tree-lined road is quiet. No one speaks. Annamali clutches her mother's hand as they walk up the avenue into the playground and then up the stone steps of the 86-year-old school.

Grade 1 nouns, looking about anxiously, line the passages outside the classrooms.

Principal Mr Jannie Alexander raises his voice above the bustle to assure parents that their babies are in the best hands.

"Our temporary teachers are helping us out for a week. After that we will have to double up some classes. This means there will be up to 70 in some classes, but we will do what we can about it. For now, let us just get on our feet and get organised."

Although only two of the school's temporary teachers have been axed, class sizes will double. The reason is that each grade has more than one class and the teacher-pupil ratio in each class is just less than the 40:1 required by the department.

"Most grades have two or three

room but... As a result she has the best of the out after... she says... exhausted... "When... temporary teachers... go, I was... expected to leave..."

ed to cope without teachers who had been in key posts, such as those who had taught matric subjects.

Koornhof is to meet the provincial executive committee today to discuss ways to fill these posts.

Western Cape education chief Mr Brian O'Connell said his heart went out to teachers who returned to school to face severe staff cuts, dramatically increased workloads, huge classes and anxiety about the possibility that more teachers could lose their jobs.

Nothing could be done unless vast amounts of money were added to his budget, he said.

"This thing, the suddenness of it, is incredibly hard. But unless vast amounts of money are given to us, this is the reality. Teachers are going to have to cope as creatively as they can.

"We will just have to take it one day at a time and do what we can to help schools cope."

The Western Cape department had overspent by R458 million, which it had to repay to the central government. It was for this reason that drastic measures to save costs had to be introduced.

These included axing 3 300 temporary teachers last week, halting free transport to schools and curbing school maintenance and cleaning staff.

About 110 000 children began Grade 1. Although schools, contrary to their expectations, did not have to cope with a huge influx of new pupils, principals had only one word to describe the first day of

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INTERNATIONAL RECOGNITION

one campus, there are now 800.

Koornhof visited yesterday.

R12-million lifeline for W Cape schools

Koornhof reprises 600 temps

ARF 22/11/98 (50)

CAROL CAMPBELL
SPECIAL WRITER

Western Cape schools, in desperate need of teachers for key posts, can breathe a sigh of relief - R12-million has been made available to the province to pay 600 temporary teachers for another three months.

This still means that 2 700 temporary teachers are out of work, but the money will ease the pressure on some schools, especially where teachers are battling with huge classes.

New Western Cape Education Minister Nick Koornhof said yesterday the R12-million, which Finance Minister Trevor Manuel advanced him from next year's provincial budget, would be used to pay teachers in essential posts.

"This is the first time I have had a smile on my face since taking over this job on Tuesday," he said. Mr Koornhof replaced Martha Olickers.

Although the money would be enough for only three months, it

could "buy time" until a plan was found to deal with the crisis, he said.

He has invited unions to meet him to discuss ways of tackling the problems facing education in the Western Cape.

He said he would contact teacher leaders within a few days.

Yesterday thousands of teachers packed the Good Hope Centre in Cape Town for a SA Democratic Teachers' Union rally to oppose the mass axing of teaching jobs.

The unions' top brass, Willie Madisha and Thulas Nxesi, came from Johannesburg to address the meeting with African National Congress stalwart Yusuf Gabru and the Congress of SA Trade Unions' Western Cape leader, Randy Pieterse.

Mr Madisha said union leaders would again meet Western Cape Premier Hermus Kriel on Monday to try to find a solution to the future of all teachers in the Western Cape.

The Western Cape is in a difficult predicament. The teacher trade unions and the Government have

agreed no teacher can be retrenched, but the province is spending 6% more than its entire education budget on teachers' salaries leaving nothing for books, new schools, security, buses and maintenance.

Education Minister Sibusiso Bengu has said he is considering "targeted" retrenchment, but this has yet to be agreed to by the unions.

Mr Madisha said if teachers were not involved in deciding their future there would be mass protest action across the country.

Mr Koornhof asked why Sadtu was concentrating action in the Western Cape when temporary teachers had lost their jobs across the country.

There is speculation that the ANC and Sadtu are drawing attention to education problems in the province to undermine the NP government ahead of the 1999 election.

But the NP is blaming the province's problems on the ANC-run national government, which, it claims, is not giving it enough money to run an effective government.



Confused: a teacher asks for clarity on the jobs freeze at a meeting of the Western Cape Parent-Teacher-Student Forum in Athlone

ROY WIGLEY

Sowetan 23/1/98

Public schools told, diversify languages ⁽⁵⁰⁾

By Victor Mecoamere

THERE is no place for public schools which shut their doors to the diverse nature of South African society, the Department of Education said yesterday.

Schools may not use their language medium as a smokescreen to keep learners out on the basis of race, the department's deputy director-general Mr Ihron Rensburg said in Pretoria.

"Even the school that might want to close its doors will be expected to diversify and to be able to receive learners of a different language."

Rensburg said.

He said nation building was possible through the maintenance of home languages while providing access to an effective acquisition of additional languages.

This would be in line with the Language in Education Policy launched by Education Minister Sibusiso Bengu last year, which was an important step towards bringing a diverse people together in a spirit of mutual understanding.

The policy requires every school-governing body to decide on and announce the language or languages to be used for learning and teaching.

and they must stipulate their intention to promote multilingualism within schools.

Provincial heads of education had to find ways of satisfying the needs of learners whose language or languages of instruction may not be offered at a particular school.

One of the alternatives would be the designation of a school in that district to offer tuition in that language.

The policy would help in the redress of African languages which were previously sacrificed while English and Afrikaans were being developed.

Dispute over R27-m contract given to small companies

Textbook publishers suffering

By **EDWIN MAUDU**

The Gauteng Tender Board and the country's largest stationery manufacturer, E J Kruger & Co, are embroiled in a war of words over a R27-million contract awarded for the first time to small and medium enterprise companies.

E J Kruger & Co had the sole contract to provide and distribute textbooks before the 1994 elections, but in the past few years it has been split among various companies. This year it was given to 18 different companies.

E J Kruger & Co might challenge the awarding of the contract in court.

Board chairman Dr Danisa Baloyi accused the company of displaying a "sour grapes" attitude because it had lost a long-time contract.

"The anger stems from us shifting from the past. Even when I was in school, I remember seeing their impala logo on our exercise books," she said.

She said E J Kruger & Co was still benefiting because most of the 18 companies were sourcing material from it.

However, Gerrie van der Westhuizen, senior manager of E J Kruger & Co, claimed the 18 companies awarded the contract were unhappy because fulfilling the terms of the deal were not viable.

"I have heard of an example in which a company had to deliver erasers to a farm school and the invoice was R3. Many people are unhappy that the tender has been split," he said.

As far as we are concerned this has been a fair process

But Baloyi said the board was convinced it had succeeded in diversifying and spreading the pie considerably.

"E J Kruger & Co benefited because they were given a chance to grow in South Africa under the old system, and if we stand charged of favouring new companies, we are pleased because as far as we are concerned this has been a fair process," she said.

Writing is on the wall for some specialist education printers as money dries up

By **RYAN CRESSWELL**

Drastic cuts in school textbook orders have lost publishers and printers millions around the country, and some companies have resorted to retrenchments, shorter working weeks and the overseas market in an effort to survive.

Publishers say the annual national replacement order of textbooks was reduced by more than 50% since the 1995/1996 period and it has been dropping steadily for five years.

Printing operations have also been hard hit and managers have had to look to overseas markets.

Kagiso Publishing managing director Lindiwe Mabandla, who is also chairman of the education interest group of the Publishing Association of SA, said there were more than 80 education publishing companies countrywide, and most of them had been badly affected. He said some had retrenched staff or were open only four days a week.

Mabandla said financial restraints had caused the crisis, and one of the reasons was that

too much money was being paid to pay salaries.

"The world average for education salaries is 80% of the budget, but here it is 90%, going up to 97% in certain provinces," he said.

"Our industry is suffering and the children are suffering." Former Cape Town publishing production manager Ruth Longridge said there had been a two-year drought for textbook publishers.

She said things were difficult for education officials as they tried to move away from an educational system based on massive inequality and towards Curriculum 2005. But some officials had given publishers the impression that a move towards outcomes-based education meant fewer books were needed.

"The fact is that the publishing industry, even more than governments, has driven education changes around the world because it can afford to pay up to R500 000 for research into a new series for a curriculum," she said.

Colin Sturgeon, operations director for Macmillan Boleswa, said it was now difficult for

printers relying on education work to budget and plan for the future.

Erick Kuhl, commercial and technical head of the Printing Industries Federation of South Africa (Pifsa), said some printers who had invested in equipment in the belief that there would be a general education boost were now having to retrench staff.

He said he had been told that some departments would dip into next year's budget soon in an effort to get books by April, but he feared many printers would already be busy because they had turned to overseas markets to survive.

Kuhl said the Western Cape and Kwazulu Natal, which are home to most of the major education publishing concerns, had been hit hard by the cuts.

Tony Varty, head of the Kwazulu Natal chamber of Pifsa, said printers had worked out that the figure for replacement or "top-up" orders in the province had dropped from nearly R200-million a few years ago to just R2-million this year. "There are six major education book publishers in this

Star 23/1/98 (50)

province. But everything started to collapse early last year and everyone in the industry has taken major strain." Chief education specialist in languages for the National Department of Education, Dr Wessel van Tonder, said money for books went directly to the provinces.

Gauteng Education Department spokesman Aubrey Mashiqi said the main reason for cuts were financial restraints, but the department also did not want to spend millions on textbooks that would be out of date in a couple of years.

He added that this year the department had decided to spend absolutely nothing on replacement books and would save R21-million.

Western Cape Education Department spokesman Tony Eaton said each school was allocated a sum to spend and therefore it was impossible to say whether there had been a reduction in book orders, or what it had been.

"But a probable reason for any reduction in orders would be that since 1995 our total financial allocation has been reduced year by year," he said.

In the midst of the education crisis, a curious tale of three schools

Bengu's school falls on hard times

Andy Duffy

The school Minister of Education Sibusiso Bengu established and ran before he went into politics has been hit by funding cuts, forcing it to close its doors to hundreds of schoolchildren.

The KwaZulu-Natal provincial education department has told Dlangezwa High School that it must stop recruiting pupils from across South Africa, and that it plans to end the fee subsidies that opened Dlangezwa up to thousands of poorer children.

The school, long seen as one of the best state boarding schools in the country, says its dormitories and kitchens have not been repaired in the nearly 30 years of its existence.

Principal Syfret Mthiyane says its matric performance has also deteriorated, partly because of the upheaval stemming from Bengu's attempts to transform state education.

"There are so many changes people are experiencing," Mthiyane says. "Teachers are no longer as motivated and the culture of learning is not that good."

Mthiyane says he does not believe Dlangezwa will close, but that it will probably be reduced to a day school. Dlangezwa's predicament is symptomatic of the problems plaguing state schooling.

The provinces' lack of funds and mismanagement have already led to thousands of state teachers leaving the service, and the axe hangs over thousands more. Vital areas of expenditure — such as learning material, training and school building and maintenance — have also been ignored.

Dlangezwa's plight is nevertheless likely to prove particularly upsetting for Bengu.

He established the school in 1969, and was its principal until 1976. Two weeks ago, at a press conference on the 1997 matric performance, Bengu used Dlangezwa's record during his tenure as an example of what could be achieved with good governance. Everyone passed matric under Bengu, and teachers that didn't perform got the chop. Mthiyane, who took over as principal in 1996 when his predecessor quit for the private sector, says the matric rate slipped to 90% in 1997 from 96% the previous year.

Close to 3 800 pupils from across the country applied to register with the school for 1998. It took just over 800 — 600 of them boarders and the remainder day-school pupils.

But the department has now told Mthiyane he can only take students from KwaZulu-Natal. Subsidies of R4 000 a year per boarding pupil — 80% of the fees — are to be scrapped from mid-year.

"If that subsidy is withdrawn, it will be too much for our children," Mthiyane says. "But we have been told the department does not have the money."

The school's management has also decided not to wait for the province to provide textbooks, but instead appealed earlier this month to its pupils' parents to pay up.

And as the school re-opened this week, Mthiyane was still not sure whether the two temporary teachers on his 29-strong staff

would be with him or not. "I just hope they are not taken because I need them," he said.

Bengu last saw the school in 1995, when he attended its 25th anniversary celebrations. Mthiyane says Bengu would be "unhappy" to see it now.

A representative for Bengu says the minister "finds it regrettable that a school that has gained such a reputation and provided quality products could be left to go into the doldrums ... He isn't pointing the finger at anyone but in terms of responsibility, all schools are run by the provinces."

Bengu used Dlangezwa's record as an example of what could be achieved with good governance

But the KwaZulu-Natal education department says Dlangezwa will be treated like every other school in the

province "given our financial position." In line with the eight other provinces, KwaZulu-Natal faces massive overspending on education, mainly on the wage bill, which has forced it to implement savage cuts.

Province "given our financial position." In line with the eight other provinces, KwaZulu-Natal faces massive overspending on education, mainly on the wage bill, which has forced it to implement savage cuts.



Hands on: Stinkwater residents will make bricks to build schools

But it's not all bad news ...

Johnny Masilela

In the remote village of Stinkwater, north of Pretoria, last Sunday, North West Education MEC Zacharia Tolo had a happy experience when he accepted an invitation from the community to talk about their schools.

Instead of the usual moans and venom targeted at the government, the citizens of Stinkwater wished to convey to Tolo cost-effective suggestions on how to build classrooms, and strategies to counter the problem of overcrowding at local schools.

Tolo put forward the government's view, that resources were limited, and that the authorities were doing all in their power to address the problem of overcrowding.

Then came question-time, and the people of Stinkwater came forward with suggestions that would leave suburban propo-



Now you see it, now you don't: Kranspoort pupils have lost their illustrious school

Ramphele's never was

Ann Eveleth

A ruling by a Pretoria judge last week effectively makes University of Cape Town vice-chancellor Mamphela Ramphele's old school imaginary.

Judge Ben du Plessis decided that Stephanus Hofmeyer Farm School near Kranspoort in Northern Province did not exist as a legal entity at the time its staff and pupils were

evicted because its governing body was only formed later.

He made this judgment despite the fact that children had been attending the school for 50 years before it was closed, and counts Ramphele, as well as several doctors, nurses and ministers, among its illustrious alumni. Ramphele's father once served as its principal.

According to one Hofmeyer parent, the school was founded by the Dutch Reformed Church (NGK). It became a state school in about 1960, although it was still on church land.

The school was closed last July after the NGK sold the land to a farmer who wanted to develop its tourist potential. But the sale was suspended in August pending a land restitution claim by the community, and Kranspoort parents went to court to get the school re-opened, as it is the only school within walking distance of the community.

State attorney Gadija Behardine supported the application on behalf of Northern Province Education MEC Joseph Phaala, who belatedly joined as an intervening applicant on January 5.

Phaala disputed a claim by the church that the provincial education department had agreed to close the school, but correspondence between church representative Dr Jan Viljoen and Soutpansberg Education Circuit Manager HK Theron suggested the church had obtained acceptance, from a lower level within the department, for its bid to close the school.

Viljoen notified Theron in March 1997 of his intention to close the school. Theron wrote to his area manager in April that the school "would have to be closed down permanently" as the church was selling the land and "the purchasing agreement stipulated that the property rights be transferred free from any obligation or undertaking to provide school facilities".

But Viljoen denied in his affidavit that such a condition was attached to the sale, and claimed it was the education department that closed the school. He also claimed that "no teachers or pupils arrived on the first day of the new school term" because the school was closed. It was this version the court accepted, and the judge dismissed the application to re-open the school, with costs.

Behardine argued that Judge du Plessis's decision was incorrect. "It cannot be said a school that existed for 50 years and does not have a governing body suddenly disappears," she said. Few South African schools had governing bodies prior to the new Schools Act of 1996.

Meanwhile, it is too late for parents to register their children at other schools and the closest alternative is 9km away — a distance for which most of the parents could not afford transport.

SA media mogul in the making

Madeleine Wackernagel

He's not exactly Ted Turner or Rupert Murdoch, but William Kirsh (36) is certainly following the global trend. This week's announcement that Primedia, a listed company worth R2,5-billion, is forming separate music and film divisions is another step to realising his ambition of becoming South Africa's own media mogul.

The rationale is simple: in an industry with significant barriers to entry, it makes perfect sense to control the creative, production and distribution sides. And media is one business where being big really is better. More capital means more opportu-

nities for the industry as a whole.

Primedia has also emerged as a key mover in the race for a new private television licence.

It has taken a 16,5% stake in Free-to-Air, one of the strongest consortia bidding for what could become the country's most lucrative broadcast licence.

Primedia also owns Radio 702 in Johannesburg, Cape Talk in Cape Town and manages and co-owns 95.7 Highveld Stereo, which is apparently showing great leaps in listenership after it was bought from the SABC two years ago.

Analysts were unanimous in their praise for Kirsh's move, especially in light of the changes in

prospect for film and television this year. The new free-to-air commercial television channel, plus potential foreign investment, presents significant opportunities for growth.

Says Peter Armitage, media analyst at Deutsche Morgan Grenfell: "Up to now the industry has been largely in private hands. But then came the listing by African Media Entertainment and now this move. It's very exciting for the industry as a whole and marks the beginning of an expansionary phase."

"It's all good news for local content and local producers."

The same principle applies to the music industry, he says. "The music market has been very fragment-

ed with lots of small players. But they lack the capital to do anything significant. So having the might of Primedia involved means more opportunities for local acts."

Primedia Music will have a 9% share of the market through its controlling interest in Look South Records and Wet Moon Publishing (bought from Johnny Clegg). Transistor Music. The CSR Group and Real Concerts.

According to Kirsh, the move means Primedia is better placed to "become the prime purveyor of South African and African music to both local and international markets. We intend to develop a leadership position in the licensing of independent international material for South African and African markets".

The same tactic is being applied to film. Primedia Filmed Entertainment consists of three businesses: Ve-

locity Films, Catalyst Films and the Toron Screen Library, with Jeremy Nathan, head of Catalyst, at its helm.

Kirsh's plan is to bridge the chasm between producers and distributors and put local film on the map.

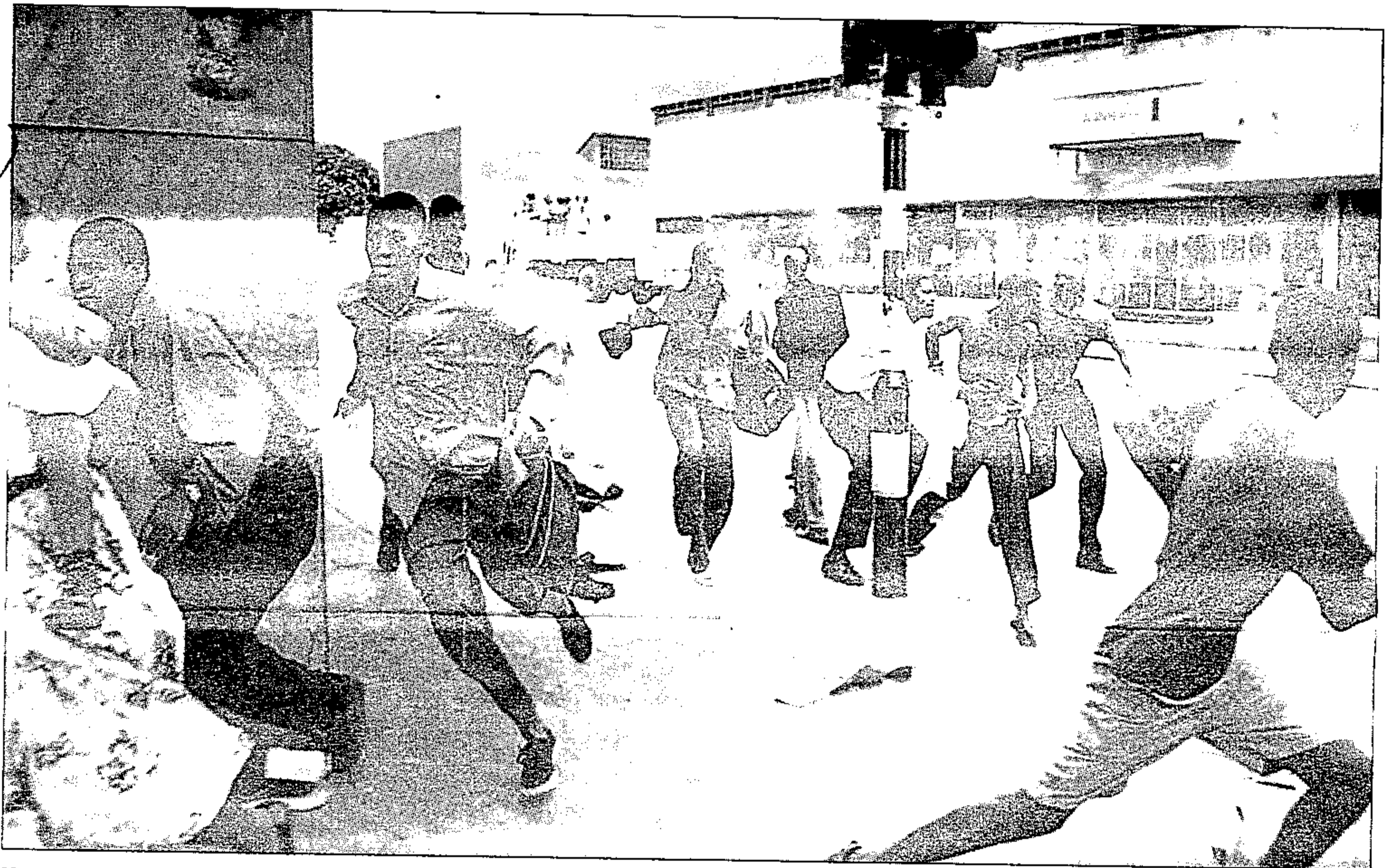
"South African film has been sadly neglected. But this move changes all that. More money now means more competition and more opportunities," says one insider.

The R148-million deal, following hard on the heels of last year's Ster-Kinekor buyout, makes Primedia the biggest and most diversified media group in the country. And while there was some criticism of the high price paid for Ster-Kinekor, analysts reckoned this deal was fair. "Being cash-funded, rather than financed through a rights issue, is also positive," says Armitage.

Profits last time were up 60% and a 45% increase is expected this year.

People power pays off in Zim

Zimbabweans have come to learn that mass action counts for more than policy. Iden Wetherell reports



Under attack: As rioting spread through the streets of Harare, police retaliated with gunfire and tear gas. PHOTO: ALEXANDER JOE

Zimbabwe's beleaguered government this week responded to the crisis engulfing it by a familiar mix of brava-do and brute force. But the steps it has belatedly taken only serve to expose a pattern of misrule where populist impulses substitute for policy.

A week of unrest has seen thousands take to the streets in often violent protests against food prices. Shops have been gutted, businesses closed and the city centre transformed into a war zone as demonstrators went on the rampage.

The protests reflected popular anger with a privileged order that has so conspicuously benefited from its political stranglehold at the expense of the poor.

Anywhere else turmoil on this scale would have sent a powerful message for change. But President Robert Mugabe has blamed the violence on a conspiracy by political opponents and threatened to reintroduce the state of emergency repealed in 1990.

The army was called in on Tuesday after rioting continued unabated, despite an edict from Minister of Commerce Nathan Shamuyarira ordering millers to reduce the price of maize meal by 21%. Sporadic protests and incidents of violence persisted well into the week, seriously disrupting business activity.

Mugabe, who had been loftily ignoring the mayhem around the capital, was finally induced to break his annual holiday and convene an emergency Cabinet meeting on Wednesday, the first coherent government response to the crisis.

After five hours of deliberation the Cabinet appointed a four-man ministerial task force headed by Shamuyarira to recommend what measures may be adopted to prevent "profiteering".

"The government is appealing to people in the riot-affected areas to go back to work and not be hoodwinked by hooligans, arsonists, and other forces who have their own political motives," a government statement read.

Minister of Information Chen Chimutengwende identified "other forces" as the energetic, but tiny International Socialist Organisation, which had called for a general strike. He did concede, however, that their capacity to mobilise workers was limited.

Chimutengwende, who had earlier accused white businessmen of raising prices in order to discredit the government, returned to the attack on Wednesday by alleging industrialists and farmers were funding the rioters. He also lashed out at international donor agencies whose support Zimbabwe desperately needs if the economy is to recover.

"A country that has implemented a structural adjustment programme will have mass poverty and automatic suffering," he complained, saying Zimbabwe was being punished for trying to address colonial anomalies such as land distribution.

While the Cabinet was sitting, rioting spread to the eastern city of Mutare. Gweru, Chegutu, Norton and Masvingo were also affected. Casualties in Harare have been difficult to estimate as the police have refused to release details. However, unconfirmed reports suggest at least five people have been killed by police gunfire, or by individuals guarding their premises. Amnesty International has strongly condemned the use of lethal fire. Many of those arrested have been savagely beaten.

The Grain Marketing Board, which precipitated this week's events by indicating it would

raise its prices to millers, is a state-owned body. Prices have been increased by other government-owned agencies including the Zimbabwe Electricity Supply Authority, Air Zimbabwe and the Posts and Telecommunications Corporation.

The price rises, matched by increases in all sectors of the economy, follow hikes in sales tax and the collapse of the Zimbabwe dollar, both symptoms of arbitrary and ill-considered fiscal policies, observers say. The dollar fell dramatically in November after Mugabe promised hefty payments to veterans of Zimbabwe's liberation war without any thought as to where the money was going to come from.

His decision in November to nationalise half the country's commercial farms, many of them highly productive, precipitated a flight of capital from the Harare Stock Exchange.

In the absence of any visible leaders, this week's protests soon took on a life of their own as the city's disaffected under-class vented their frustration on retailers.

The violent eruptions have taken many by surprise, not least the government. But analyst Lupi Mushayakarara sees the pattern as inevitable given the state's own record.

"There is a growing culture of lawlessness and looting," she says. "Lawlessness in the master begets lawlessness in the subject."

The damage caused by rioting will cost firms millions of dollars to repair and is bound to take the shine off Zimbabwe's claim to be a friendly investment destination free of the sort of problems bedevilling South Africa.

With a team from the International Monetary Fund in Harare to supervise the resumption of balance-of-payments support, the government's room for manoeuvre is limited.

The Cabinet has already been obliged to make far-reaching concessions on the vexed issue of

land reform as a condition for support from the European Union. In talks with Mugabe in Brussels on January 7, the European commissioner for development, João de Deus Pinheiro, offered EU support for a donors' conference on land.

But far from endorsing Zimbabwe's arbitrary and opaque land acquisition policy, the conference will lay down strict guidelines, EU diplomats have indicated.

This week's events, by scaring off investors, have made the government even more vulnerable to donor pressure. But they have also strengthened the country's fledgling civil society which moved quickly to rebut government attempts to shift responsibility for economic problems.

A joint statement by church and civil-rights organisations accused the government of promoting "a culture of confrontation and crisis management", and said the blame for the country's present predicament lay squarely with the authorities, whose mismanagement of the nation's finances had forced up the cost of living for the majority to intolerable levels.

While human-rights groups may have identified the problem as one of governance, Zimbabwean workers and the seething lumpen-proletariat in the townships have learnt that the power of the people pays. The government surrendered to civil service strikers in 1996; to a whole variety of protesters last year, including war veterans and trade unionists; and now to the mass action on prices.

Receiving President Sam Nujoma of Namibia this week, Mugabe appeared unruffled by the traumatic events unfolding around him. His complacency may be misplaced this time. While the latest protests may not be the turning point some observers are reporting, they certainly reflect growing resistance to the 73-year-old president's hitherto unassailable grip on power.

Education dept frowns on 'ethnic chauvinism' ⁽⁵⁰⁾

Kevin O'Grady

IT WAS unacceptable for SA's school language policy, which avoided forcing schools to cater for more than one language, to be used to advance "ethnic chauvinism", the education department said yesterday.

Education deputy director-general Ibron Rensburg said the policy and regulations announced by Education Minister Sibusiso Bengu and gazetted last year remained in effect. He was speaking after a number of Afrikaans schools refused to admit black pupils this year on the grounds that they required tuition in English.

Several schools in White River and Piet Retief in Mpumalanga turned black pupils away, but relented after the provincial education department intervened.

Rensburg said the regulations, which took effect from the beginning of the year, allowed single medium schools only if requests for tuition in another language came from fewer than 40 per grade in grades one to six and 35 per grade in grades eight to 12.

If there were insufficient requests, it became the provincial education department's responsibility to make arrangements for pupils who required tuition in languages other than those on offer. This could be done by designating a school to cater for the language and providing the necessary resources.

Rensburg said the policy's aim was to promote multilingualism. It required school governing bodies to announce their school's language plan and state how it would promote multilingualism, either through the use of more than one language of instruction or by offering additional languages as subjects.

Without saying "this is the line", the policy encouraged pupils to do their early years of study in their home language and then "acquire new languages along the way".

BO 23/1/98

SA eight held after

EIGHT South Africans on board a privately owned DC-4 aircraft forced down by an Angolan MiG fighter jet in the southern town of Menongue on Tuesday had been detained and taken to the capital Luanda, Angolan news agency Angop reported yesterday.

The DC-4 was carrying mining equipment to the central headquarters of former Unita rebels in Andulo.

Angop said Pieter Bitzker, the captain of the aircraft belonging to Air Congo Express, told reporters he had transported equipment

on several occasions to Unita areas, war material. The agency did not elaborate.

The news agency said all but the contents of the aircraft were presented to Angolan media yesterday. Quoting air Gen Francisco Lopes Afonso, it said three had not appeared for "security".

Bitzker dismissed any political overtones, saying relations were purely commercial and the financial rewards for the risk were very good.

SA military sources said the plane

Govt warns communities against damaging meters

Deborah Fine ^{BO 23/1/98}

MINERAL and Energy Affairs Minister Penuell Maduna has warned that stern action will be taken against communities that damage public property such as electricity meters, to voice dissatisfaction about issues related to payment for municipal services.

He was speaking at a meeting on Wednesday to discuss the problem of nonpayment for services in Tembisa on the East Rand. Councillors, the SA National Civics Organisation (Sanco), the National Electricity Regulator and Eskom were represented at the meeting.

Council financial control manager Wellies Welgemoed said nonpayment in Tembisa had led to an accumulated debt of R135m between 1995 and last year.

While bills amounting to R8m were issued to residents each month, only R1,8m was being recovered, resulting in a monthly shortfall of R6,2m.

The council had spent R35m on the

installation of pre-paid electricity meters, but had not been able to use of them because of strong resistance.

Vandalism and tampering with meters to lower consumption charges had caused damage of up to R3m. Council efforts to cut the services of residents in arrears were consistently undermined by illegal electricity reconnections.

Sanco Tembisa branch secretary Mandla Gumede said yesterday that the council had reneged on a 1995 agreement whereby residents could pay a monthly flat rate of R80 pending further negotiations with the community. Instead, the council had unilaterally charged consumption rates, causing individual arrears of up to R50 000.

The council said negotiations had taken place but no agreement had been reached as a result of a Gauteng provincial proclamation prohibiting flat rates.

Representatives at the meeting agreed to hold a multiparty "electricity summit" to resolve the issue.

Security plan for councillors launched

Business Day Reporter

DURBAN — The Durban south central council had decided yesterday to provide protection to councillors who risked attacks in communities because of hostility against the officials, town clerk Mike O'Meara said.

The decision followed a reported attempt on the life of councillor Minoh Lesoma because she was campaigning against crime in KwaMashu township.

Criminals fired shots at her home,

killing her father.

Councillor Florence Mkhize received threats also, allegedly from informal settlers who blamed her for ordering the demolition of their shacks.

O'Meara said a private security firm had been asked to provide protection to both councillors.

A report drafted by council security chief Mick McKenna said options open to the council included arming councillors and providing them with round-the-clock security.

Armed youths sow playgroup terror

Pupils suspected in holdups and cash snatches at Cape Flats schools

MANDLA MNYAKAMA

Cape Flats teachers and pupils are living in fear after five schools were robbed of school fees in broad daylight this week.

A number of teachers now are threatening to resign and many pupils say they are too scared to go to school.

Teachers said they were unable to concentrate on their jobs and function in an environment where "havoic reigns".

Others said they would report to their schools early in the mornings and then leave.

Khwezi Mawisa, principal of Ntlanganisiso High in Site C, Khayelitsha, said: "These boys were so vicious - they seemed to have used drugs to give them courage before they came here."

"We might be chickenfeed compared with the millions they can get in big cities like Pretoria and Johannesburg, but I think maybe we're a

testing ground for these youths to train themselves in the right way to rob.

"They came to the school wearing school uniforms."

The robbers assault and hold up terrified staff with firearms, demand money or keys to the school safes and walk away with thousands of rands in fees paid by pupils.

In some instances, teachers believe pupils have been involved in the robberies.

At Fezeka High in Guguletu, a group of gun-wielding criminals entered the school and went to each class to demand money from all the pupils. On Wednesday, a girl from the school was robbed of R100.

Groups of boys from the school also complained to the principal that gun-toting criminals had threatened and demanded money from them.

Parents also phoned school principal Baks Baloyi to say their children now were too afraid to go to school.

(50) ARG 24/1/98

Durban - Fourteen KwaZulu Natal pupils, who cheated during the matric examinations in 1996, have been sent to jail for an effective six months - a move education authorities believe will be a strong deterrent to would-be cheaters.

The unprecedented case was heard in two magistrates' courts in the towns of Phungashe and Ikopo. The adult pupils, six of whom registered as part-time students, were sentenced to 12 months' imprisonment, half conditionally suspended for five years.

Magistrate Mike Mnikhathi found the accused guilty of exam fraud.

The incident, which received widespread media publicity at the time, took place at an Ikopo adult education centre, since closed.

Nine registered part-time students, whose ages ranged from 26 to 42, enlisted nine "ghost writers", in their early 20s, to write the biology exams on their behalf, the court heard. There were 19 involved in the case.

Nine were arrested in the examination room in December 1996 and taken to a police station. The other ten were arrested later after police investigations. Of the 19, the court sentenced 14, discharged two and one is yet to stand trial. Two of the nine registered students were not

arrested and did not stand trial. Another, along with one of the "ghost writers", stood trial, but did not appear for sentencing.

The education department's media spokesman, Ngeoor Bissett, said the department was pleased that cheaters had been taught a lesson that cheating did not pay.

It would also serve as a strong deterrent, he said. Ndaba Gwcabaza, provincial general-secretary of the SA Democratic Teachers' Union said the stiff sentence "was a good signal to everybody that cheating was just not on" - Own Correspondent

teachers because you can't rule out the possibility that it is some of our pupils who do this.

"Fortunately the police were present today and they seemed to be doing their best."

At Mandela High In Crossroads, five teachers had to be placed at the school gates to ensure outsiders did not gain access. However, the teachers were unhappy about being used as security guards.

The Lagunya Finishing School in Langa was robbed of R4 200 on Tuesday by two gunmen. A teacher, Nicky Paulse, said one of the robbers asked: "Do you think we are joking?"

The school now has hired its own security guards from a private company. At Intlanganisiso High in Site C, Khayelitsha, a boy at the school took R3 370 from a teacher responsible for registration fees. He sneaked behind her and

grabbed her bag and car keys before running away from the scene with some other boys.

The following morning after the case was reported to the local community police forum, R940 was recovered from community members and relatives of the boys.

It was found that three of the seven culprits came from the school while others were from schools such as Harry Gwala High, Lentegou High, Masiyile High and Joe Slovo High.

Intlanganisiso High principal Khwezi Mawisa said he was surprised that pupils at school to learn could rob their schools.

He said he wanted the suspects to be kept in custody. Mr Mawisa congratulated Site C community members, the police forum and the three local councillors for their swift reaction. He suggested that fees be paid into a bank account rather than directly to the school.

Mr Baloyi said: "Today (Thursday), some pupils came to me and demanded transfer letters to go to other schools, so we wanted to speed up registration, so that next Monday we can start tuition in our school."

Joe Slovo High in Khayelitsha, near Masiyile High, was the scene of a R20 000 robbery on Wednesday.

Six men wearing school uniforms kicked a ball around outside the classrooms to allay suspicion.

They assaulted the principal and teachers and held them up with various firearms, including an AK-47, before they stripped them of their jewellery. Other staff left, fearing they

might be next. School principal Balakazi Mdingi said: "Security has been always a problem in our schools."

"There is no hope that the Department of Education will do anything about it. They have put responsibility on the schools. This is a problem for us

Budget cuts leave pupils without books

Grade Ones hardest hit – education department pledges bail-out

ADOLE BALETIA

(50) *ART 24/1/98*

Curriculum 2005, the new policy due to change the face of school education in South Africa, got off to a shaky start as millions of children were left without textbooks.

This is due to drastic budget cuts and delays in book ordering in most provinces, say publishers.

Only Gauteng and the Western Cape have placed orders with publishers, while the three largest education departments – Kwazulu Natal, the Eastern Cape and Northern Province – have run out of money because they "borrowed" from this year's budget last year.

Publishing industry sources say children who started Grade One this year – the level at which Curriculum 2005 is meant to be introduced – and matrices who urgently need vital books have been hardest hit.

But Thami Mseleku, adviser to Education Minister Sibusiso Bengu, denied that Curriculum 2005 was floundering. He said that all books and materials for Grade One would be supplied by the Government.

Meanwhile, publishers who rely heavily on textbook sales are financially "on their knees" as undelivered books pile up in warehouses. Many publishers are considering retrenching staff.

Spending on textbooks was slashed by 42% from about R900-million in 1995-96 to about R500-million last year. Maskeu Miller Longman

managing director Fatima Dada said the provinces had so far indicated they would be spending a total of R200-million on books this financial year.

This is despite the fact that only 49% of schools have enough books.

She said that if only R200-million was in fact spent, with the school-going population of about 14-million there would be only about R14 available for each child.

"This amount of money is not going to put textbooks on desks," she said.

She said the situation was "very serious" in the light of last year's shocking matric results and the fact that for the first time in 350 years there was a new curriculum to equalise education.

Heinemann's publishing director Nick Evans said staff sent to schools had encountered many desperate and frustrated teachers.

A Johannesburg-based publisher said the country's total Grade One enrolment was 1,345 million and so far only R13,9-million (R10,33 a child) had been spent on new curriculum material.

Estimates were that only R25,5-million had been spent on books nationally so far.

Education Ministry adviser Mr Mseleku said the national department would this year supply Grade Ones with trial material for Curriculum 2005 Outcomes Based Education (OBE), which encourages children to think for themselves.

He has admitted that provinces have little money for textbooks for other grades.

"This is why we have appealed to parents to be patient and to help pay for the books."

Publishers, however, have strongly criticised the use of trial material, saying that some was not durable because it had been photocopied.

Mr Mseleku in turn slammed critics, saying that even if the material had been used for trials last year, this did not mean it could not be used again.

"We are happy with it," he said.

He ridiculed suggestions that teachers were not ready to teach the new material and had not received enough training. "The teachers will cope," he said.

Gauteng has reportedly spent R11-million on Grade One material for the new curriculum.

The Western Cape Education Department has spent about R14,5-million on books, but little of this money has gone toward Grade One material.

Estimates from publishers are that 80% was spent on top-ups for the other grades and only about R2,9-million on Grade One.

Western Cape Education Department spokesman Tony Eaton said schools had placed their orders late

last year. "The publishers have not let us down and everything has gone according plan."

The province differed from the others in that each school is given a budget for stationery, textbooks and other materials. Principals determine how to spend the money.

No other departments have placed any orders.

The publishing industry source said the Eastern Cape, Kwazulu Natal and Northern Province may place orders, but would be able to pay for them only after April.

"In any case they are so far behind in the order process that it is unlikely that any orders will be received by publishers before March or April, which means supply to schools in May, June or July," he said.

Kwazulu Natal had sent all Grade One order forms back to schools to be redone as they were filled out incorrectly, rendering them invalid.

Kwazulu Natal Education Department spokesman Mandla Msibi confirmed that the department could pay for new books only in April because of financial constraints.

More than half a million pupils did not have books last year.

With an expected increase of about 300 000 pupils this year, about 45% of

pupils and 37 000 schools will be without books. Mr Msibi said that no books had been bought for Grade One in his province, but that OBE material was being sent from the national department.

Sources said the Eastern Cape had not yet sent the order forms out to schools.

The department has said it spent R200-million on textbooks last year. A publisher estimates that in fact R500-million was spent. The province says R40-million had been budgeted for topping-up and for new books this year.

Northern Province lacks funding and has therefore not placed any orders with publishers.

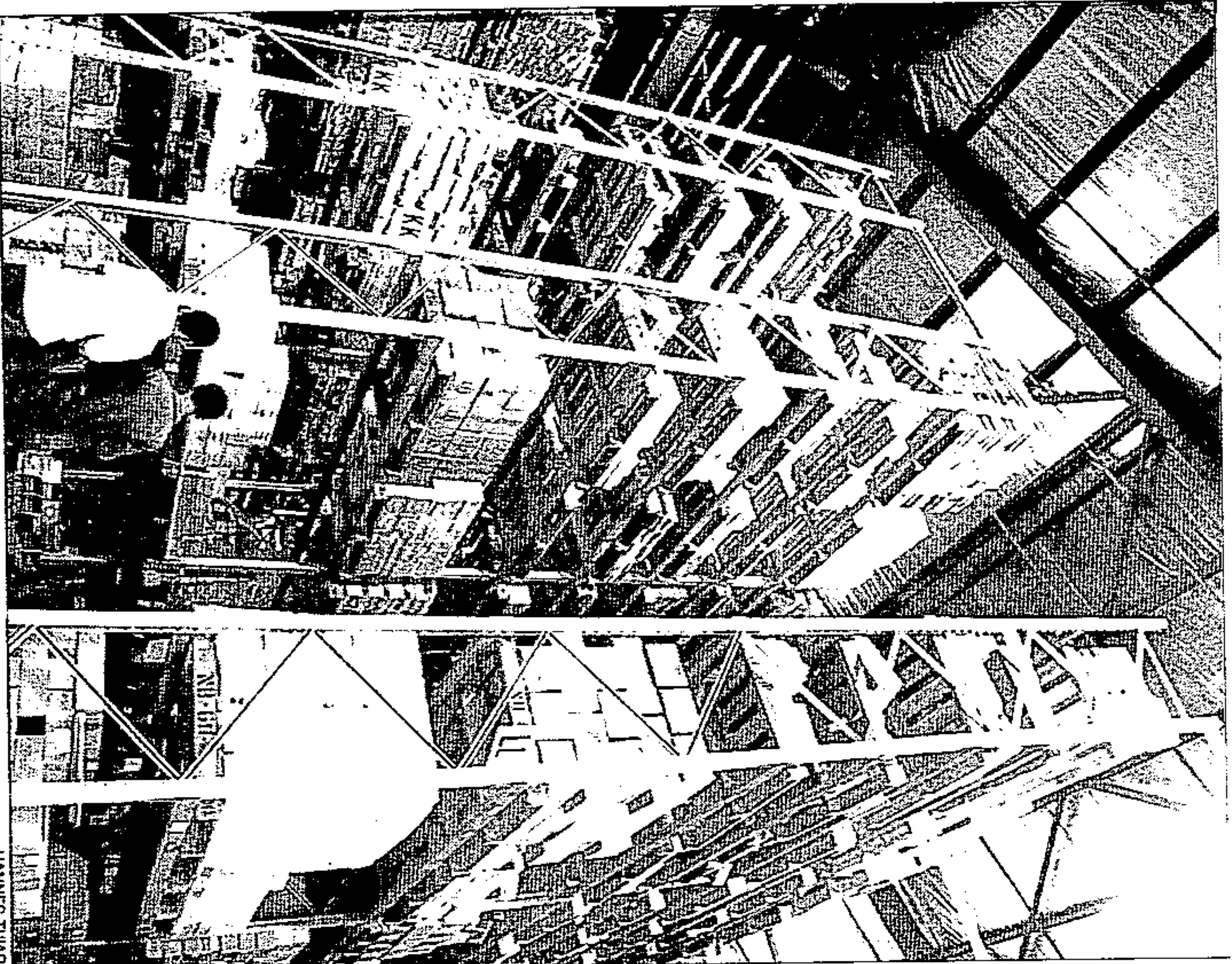
The Free State is using Grade One sample material that they have produced themselves for the first term and will buy books only for the second term.

North West has not even finished evaluating the Grade One material submitted by publishers for approval in October last year, publishers say.

Mpumalanga is sending the approved list out to schools now and orders will be sent back to the department probably in February. This means that publishers may receive orders in March or April.

Last year Mpumalanga did not have enough books and it was predicted last year that there would be no topping-up.

Publishers say they have not been able to get an answer on the status of orders from the Northern Cape.



Piled high: school textbooks in a Cape Town warehouse

HANNES THART

Mosala reveals why he quit

By JIMMY SEEPE

THE FORMER chief Director of Higher Education, Dr Itumeleng Mosala, who quit his position in the Department of Education after a bruising stint with the department, told City Press this week that he was felled by the department in executing his duties.

Mosala, who has a senior position with the North-West Technikon near Pretoria, for the first time expressed great outrage and disgust about various events during his term as chief director. He said his term of office in the education department was not made easy because he was of a different political hue. He was not given enough space in the department to exercise certain responsibilities and to implement changes, he said.

"The atmosphere was never made pleasant for me to execute certain responsibilities," said Mosala. "I felt I was constantly being watched. I wish that I could have been much freer than I was."

Mosala stunned both his colleagues and opposition when he joined the department as chief director for higher education almost two years ago.

At the time, he held a senior position in the Azanian People's Organisation and had been a strong critic of the government of national unity.

Mosala said he does not regret having taken the quantum leap of joining the education department. "I felt it was a calling for me to serve the government and the people of South Africa with the expertise I had. I wanted to make a contribution to transformation of this country's higher education sector."

During his term of office, Mosala was responsible for overseeing transformation of the higher education sector and producing the White Paper on Higher Education which was finalised last year. Mosala was also charged with overseeing the volatile education situation in the country's institutions of higher

Former chief director charges education department failed him

28/1/98



NO REGRETS... But Mosala says government didn't give him enough support.

The position made him the most unpopular individual among some students and academics.

Mosala said: "I felt at times I was not given enough support by the government and the department."

"Given the volatile situation I was in, I can safely say that not enough was done by the department to give me support in my assignment."

Mosala said he was disappointed that the department continued to allow the views of the "old order" to dictate to it. "We had failed to balance political and bureaucratic accountability in the

department," he said.

"We allowed ourselves to be constantly reminded by the values that guided the old order."

This shortcoming even led the department and Mosala to fall when Minister of Education, Prof Sibusiso Ben-gu, called a summit on higher education last year on the instruction of President Nelson Mandela.

After the summit, Mosala was embroiled in controversy because he had allowed his friend and political comrade, Strini Woodley, to run the arrangements and catering for the summit without any other tenders, as a fa-

your. This led to an internal inquiry against Mosala, the findings of which were never made public.

About this Mosala said the old order used the bureaucratic rules to thwart the success of the summit.

Instead of focussing on the political demand that faced the country at the time, the department allowed itself to be dogged into issues of whether proper procedures were followed in the tendering process.

Despite the difficult situation within the department, Mosala also suffered a serious setback in his attempts to be elected to the position of Vice-Chancellor of the University of Durban-Westville.

There were feelings within political circles that the ANC had allegedly blocked his appointment because the party was threatened by it.

His appointment was allegedly blocked on the eve of a crucial meeting of the university council, which was supposed to endorse him for the position.

During that crisis, Mosala kept a deafening silence about what he saw as a political manoeuvre to block his appointment.

"There is no doubt that I was blocked from taking up the position at UDW," said Mosala. "There was certainly a political intervention to ensure that I did not get the position."

"My rights were blatantly violated and not protected. I was disgusted and disappointed by the whole turn of events and by certain individuals."

He said in the interests of stability and peace in his portfolio, he kept quiet about the whole ordeal.

The former chief director, who last year was also blocked from becoming the Vice Chancellor of the University of Durban Westville, has taken a position as the Rector of the North-West Technikon (formerly Selogelo Technikon) near the Medical University of South Africa outside Pretoria.

Angry confrontations mark the first days of some North West schools

By PHALANE MOTALE

WHILE the first days of registering pupils in other areas went relatively smooth in the North West, pupils and teachers in Stinkwater village, north of Pretoria are having it tough.

Lack of facilities and an apparent misunderstanding between the North West Education Department and headmasters of the various schools in the area have led to pupils being sent away.

Tempers flared and confusion reigned at the Modilati Middle School in Stinkwater this week when angry parents demanded to see the headmaster after his school had allegedly applied for secondary school status.

The situation was chaotic at the school when the headmaster Mphahlele Mokwe turned away hundreds of pupils and their parents because of lack of space.

The other schools in the area - Leratong, Marotole, Montswafadiwa and Bokamoso also experienced chaos when

parents confronted the headmasters.

With the recent cutbacks on essential services and the subsequent shortage of classes due to the grades nine and ten pupils who are not being transferred to Bokamoso from Modilati, the headmaster of Modilati, Mokwe has called on parents to pay R40 each for the building of extra classrooms.

Mokwe said the parents were co-operating and had already donated more than R46 000.

But angry parents told City Press that they have not been informed in time about the school's change in status.

"Where does Mokwe expect us to take our grade seven pupils, if he did not consult with the department or the other education authorities in the area?" asked one angry parent.

Mokwe told City Press that he had applied for the regrading of his school, because middle schools were "non-existent" in the present education system.

"The new education system does not

CP 25/1/98 (50)
make room for this kind of school," he said.

But Frans Batsi of the education department said "middle schools existed in the former Bophuthatswana area in the past, they are still existing and will be existing in many years to come.

"It is most unfortunate that the headmaster of Modilati has taken the decision which has led to the present chaos."

Batsi confirmed that the Stinkwater area was facing problems like lack of facilities, overcrowding, dilapidated structures and a shortage of teachers.

He said serious overcrowding was also experienced by schools in Klerksdorp, Schweizer-Reneke and Mabopane. "Some schools are still platooning - using classes on a rotational basis - in order to accommodate large numbers of pupils."

MEC for Education Zacharia Tolo recently called for a provincial education summit.

Bergvliet's W Cape 'making go of Curriculum 2005' first-class chance to succeed

Teachers part of big developmental experience - top planner



With just two days' training, thousands of Western Cape Grade 1 teachers have set about the task of implementing an entirely new education system, most with fears that they will not be able to fulfil the enormous task. Special Writer DI CAELERS spent several days in Grade 1 classrooms talking to teachers about their hopes and fears for outcomes-based education

The classroom of Bergvliet Primary School Grade 1 teacher Gill Maree is one that would be envied by hundreds of her colleagues across the Peninsula. Its walls are covered with bright posters, library books pack the shelves, there is plenty of room for children to move and a computer stands in the corner. To top it all, it is the daily learning environment of just 34 new pupils.

With facilities like this, it is no surprise Mrs Maree believes she can make Curriculum 2005 work. She is the first to admit how fortunate she is, but points out that parents dig deep into their pockets to secure the privileges their children enjoy.

In fact, she says, the new system is not very different from the way she has been working for years, having moved away from pure rote learning a long time ago.

"No drastic changes will be necessary. Working with a smaller class means I'm in a position to get to every child - so what will happen here is really only a shift in emphasis."

Record-keeping and continuous evaluation (key features of Curriculum 2005) have been happening here for a long time.

It is clear Mrs Maree - a teacher for 15 years - does not miss a thing in her classroom. Children who did not speak up during chat time on the mat are those she goes to when they are back at their desks.

As the children work she is constantly on the move, praising, chatting and assessing. As she goes she stamps the date on children's work, obviously saving herself time later.

But she admits it would have been nice to have had a bit more than the two days' training she got for Curriculum 2005. She feels teachers with plenty of experience may well cope, but those new to the profession may not find it as easy.

"We have guidelines, but basically the implementation is left to us, which is fine if you have lots of years of experience to draw on."

Luckily for her pupils, experience is something of which she has plenty.



Thinking hard: Bergvliet Primary pupil Severo Lategan, 6, right, puts thought into his picture. Beside him is Michael Binger, also 6

Chumisa faces mission impossible

There is hardly a school uniform among the Grade 1 pupils at Chumisa Primary School in Khayelitsha - and if there is, it has clearly been worn before - but the culture of learning is certainly alive and flourishing.

The children are concentrating carefully in teacher Thandiwe Boo's classroom, cutting out squares containing numbers from old calendars which they will later assemble in the correct order, helping them to learn to count from one to 31.

Curriculum 2005 in action?

To the observer, Ms Boo's innovative use of pages from old calendars to teach children to count seems just what the Education Department ordered, but Ms Boo is not so sure. She says that while teachers at the

school will certainly try to implement the new outcomes-based education, she is angry that the needs of schools such as Chumisa have not been taken into account.

"I must say that I think it was a white person who had this idea. It was obviously someone who had no idea what problems we face in black schools."

The biggest obstacle is that many of the children admitted to Grade 1 are as young as five and, even if they are older, none has attended pre-school.

For at least the first three months of the year teachers are doing only "bridging", teaching children basics like how to use a pair of scissors.

"It is good to give children a chance to explore (in terms of out-

comes-based education) but our pupils were exposed to virtually nothing before they come to school. Now we get a syllabus and set days for particular work to be done and that's just impossible when you're dealing with five-year-olds," she said.

Chumisa Primary is in impoverished Site B in Khayelitsha. The children pay R20 a year school fees - if their parents can afford it - and many do not even have schoolbags to hang on the backs of their small chairs.

The four Grade 1 classes each has 40 pupils.

But Ms Boo said the teachers would try to implement Curriculum 2005. "We will take a little of the old method and a little of the new, we can't throw away everything from the old."

At least two Grade 1 pupils did not have their ball skills tested when they wandered out of the playground, had a drink of water and played truant for about five minutes before returning to take their place in the circle.

Two other children never even made it out of the classroom to the playground. They were still doing puzzles and nibbling their sandwiches when the rest of the class returned.

Their absence was easy for an observer to notice - but impossible for a teacher battling to keep the attention of 49 new pupils in her classroom at Belhar Primary School. And that was just one Grade 1 classroom at the school. There are two others, one with 60 pupils, the other with 47.

One plus 49 equals a headache

worked out in detail. We need to listen to see what the reality is."

Grade 1 teachers interviewed in their classrooms said they were prepared to have a go at making a success of Curriculum 2005 but were worried about having to shoulder this enormous responsibility with just two days' training.

It was apparent they were not entirely clear about what was expected of them. The two days had given them an overview of outcomes-based education but they wanted more details.

Thirty-two Western Cape schools were involved in a pilot project in August and September, enjoying substantially more input to prepare them for the task.

Dr Faassen responded that even

two or three weeks' training would not have been enough. "This is a total change and we don't want teachers to think they'll be blasted if they make mistakes. We would rather like them to see themselves as part of a big developmental experience."

He added: "It is going to take much longer than was anticipated to iron out all the problems. This is a sophisticated and complex approach to education."

Anne Schiebusch, senior curriculum planner in the Education Department, said the pilot project had shown extremely positive responses from former Department of Education and Training schools.

Education Minister Nick Koonhof said there were problems, "but at least we have started".



ROY WIGLEY

Sixty strong: Claudine Valentine's 60-strong Grade 1 class at Belhar Primary

everyone's up to. Curriculum 2005 seems an impossible task.

"Each child must have a profile and a portfolio that follows them. In that portfolio we need to file their work and our daily assessments of what they can and can't do."

"We are also supposed to immediately help a child who cannot complete a task, and that is also very difficult with nearly 50 other children

needing help too," said Ms Little.

She anticipated spending afternoons in her classroom trying to keep up to date - "never mind trying to find time for my own children".

But completely oblivious of the task facing their teacher, her charges - fresh faced and eager in their crisp blue-and-white school uniforms - begin their first week of school full of high hopes.

By Emma Masu

Single-sex schools for girls should be established to enhance the educational experience and outcomes of females, the Gender Equity Task Team (GETT) has recommended in a report to Education Minister Professor Sibundo Bengu.

The report, to be handed over to Bengu in Pretoria today, also said there should be gender equity training as part of the syllabuses at schools, and the rights of girls should be

Task team urges creation of single-sex schools

Report to minister proposes new path to protect rights of girls

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protected in broad national policies on women, for example, policies on violence against women or their economic empowerment.

It recommends that the national Department of Education's legal team should draft legislation to deal with the creation of single-sex schools, as well as laws on schools policy and a set of standard procedures for intervening in child abuse and all forms of sexual harassment cases.

However, the report concedes that legislation is not sufficient to combat the problems alone and that there should be a concerted effort by schools, school governors and

active participants at all levels to eliminate violence.

The team, chaired by Dr Ann-Marie Wolpe of the education policy unit at the University of the Western Cape, proposed the department of education should provide funding for the establishment and maintenance of single-sex girls' schools where specific circumstances warrant the need for such schools.

The report recommends that provincial education departments support small-

scale projects in a range of different types of schools to develop models of single-sex strategies for a range of purposes.

At district level, the team recommends that particular attention be given to gender issues in the catchment areas which may, as a result of the establishment of single-sex girls' schools, have a disproportionately large group of boys.

Special measures may be necessary to ensure that the needs of girls in these schools are addressed, and to ensure

that aggression directed at girls in the single-sex school is avoided.

The report said that the department should develop an interim policy on sex- and gender-based harassment and violence, including sexual harassment, which would give managers powers to act against discrimination, gender violence and harassment.

The task team was appointed by Bengu late in 1996 to investigate whether there should be a separate gender

equity unit within the department and also to recommend guidelines and strategies which may be adopted to enable such a unit to achieve its overall aims, to establish a structure to achieve this and to recommend appropriate legislation.

The report defines gender equity as a strategy concerned with the promotion of equal opportunity and fair treatment for men and women in the personal, social, cultural, political and economic arenas.

Gender equity entails meeting the needs of men and women and boys and girls for them to compete in the formal and informal labour market, take part in civil society and to fulfil their family roles without being discriminated against because of their gender, according to the report.

Among the proposals was the setting up of a gender equity unit to be located under director-general Dr Chabani Manganyi's office so that efforts could be made to drive gender equity throughout primary schooling and tertiary education and other aspects of life. The report took into ac-

count every level of educational provision, from primary school education to tertiary education.

It is designed to assist researchers, practitioners in all fields and levels of education, organisations dealing with gender matters, parents and the general public.

Bengu is expected to thank the task team for their efforts before studying the contents of the report and deciding on implementing any of the recommendations.

Training on gender equity must form part of syllabus

Concerted effort needed at all levels to eliminate violence

Scandal cripples literacy training

Mungo Sogot

The organisation that is supposed to steer South Africa's literacy programme has been thrown into turmoil after its main donor, the European Union, froze its funding on uncovering chronic financial mismanagement.

The director of the National Literacy Co-operation (NLC), Enrico Fourie, resigned this week as the EU prepared to send in a team of auditors to probe the organisation's books. The NLC — which is supposed to reach South Africa's 15-million illiterate adults — could face closure if the EU decides to sever its financial lifeline. Fourie said he would now move into government but declined to provide details.

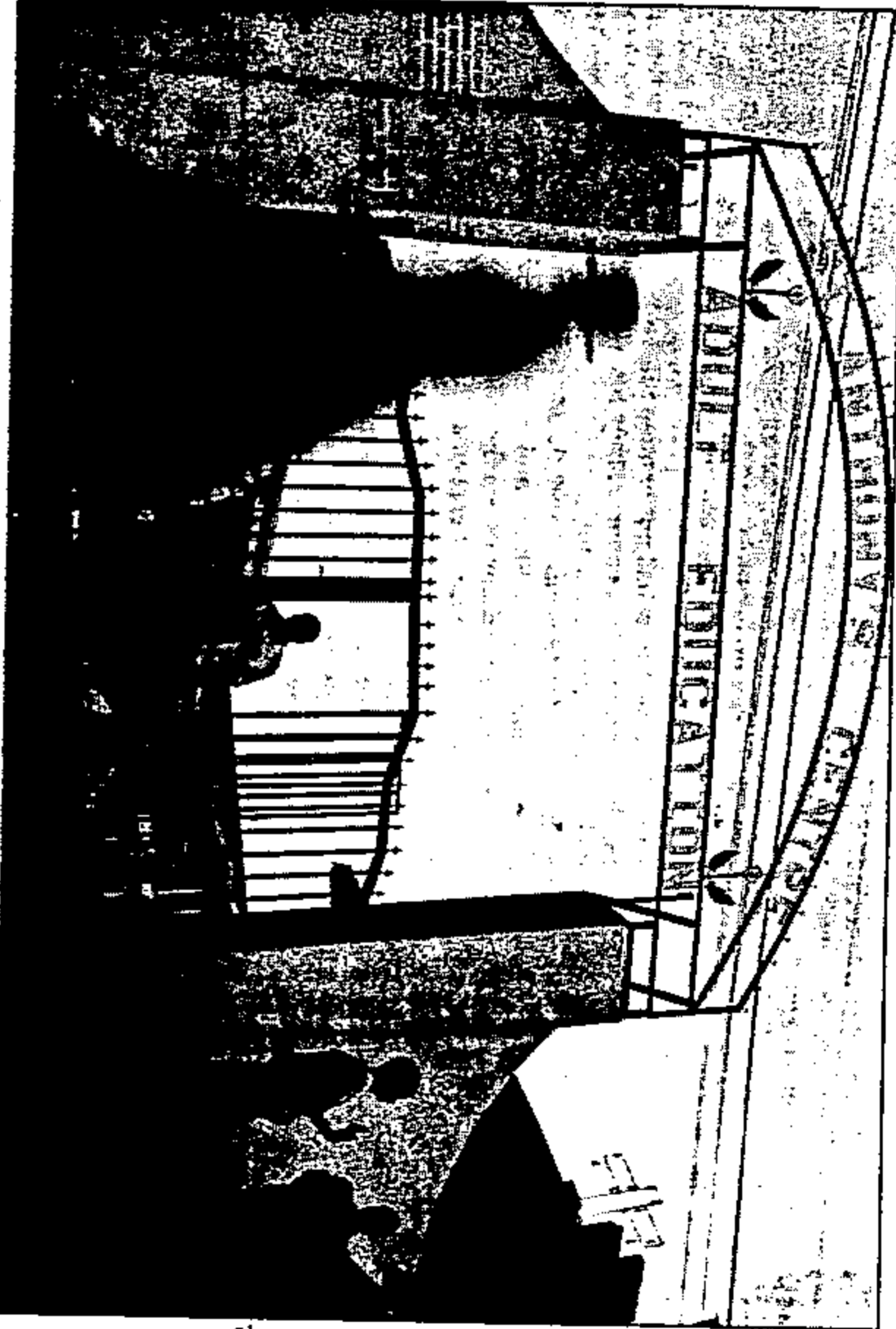
Some sources close to the NLC said it appeared about R7-million had not been properly accounted for, but the board of trustees of the NLC said in a statement its major donor had been "dissatisfied with poor reporting and accountability procedures on the part of management. Preliminary inquiries by the board and the donors give no reason to believe there has been any misappropriation or misuse of funds."

The board said they faced a "cash crisis" and that staff would either stop working or work on a voluntary basis until the crisis was resolved. The board said it was "reasonably confident the financial health of the organisation will be restored" and had appointed a caretaker management to mount the rescue plan.

According to sources close to the NLC, the EU raised the alarm last September when the NLC presented it with a report on its operations as the EU was preparing to give the organisation its latest portion of funding. The EU, which pledged the NLC a phased R20-million grant in 1995, dispatched one of its officials to the NLC's Johannesburg headquarters and informed the NLC it would not receive its funding until the EU's auditors had checked the books. It is understood Fourie was attending a conference abroad at the time, and was hit with a vote of no confidence when he returned, a symptom of widespread discontent in the organisation which had been brewing for some time.

The board's statement said the EU remained happy with the NLC's work, but was critical of its bookkeeping procedures and had therefore frozen further funding until its auditors, Ernst & Young, had reported back.

The NLC employs about 45 people in Johannesburg and in its provincial offices. It was set up as an umbrella organisation for all South Africa's literacy organisations — and was



No money, no schools: Prospective learners have to wait until April for adult literacy classes to resume. PHOTOGRAPH: SIDDIQUE DAVIDS

charged with administering funds to several of these organisations and to its provincial offices. The NLC is affiliated to about 200 literacy non-government organisations, about 60 of which have folded in the past 18 months. Several of these other NGOs have questioned the NLC's existence from the start, arguing that the umbrella organisation merely adds an unnecessary layer of bureaucracy to the sector which suffers from an acute lack of funds.

The NLC's previous director was Kumi Naidoo, who is reputed to be a very effective fund raiser. Naidoo was largely responsible for securing the EU funding which enabled the NLC to expand from being a shoestring operation. He handed over control of the NLC to Fourie in 1996 when he moved to head up the NGO Coalition. But Naidoo, who has been selected by Deputy President Thabo Mbeki to head up a commission on poverty, has also been criticised for his stewardship of the NLC. He insisted this week that he helped establish the best financial controls possible under the circumstances — with the help of several outside consultants.

The NLC board said its regular auditors, Douglas & Veitch, doubted there were any irregu-

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larities. It said it wanted the NLC to start raising its own money from a membership drive, through sales of publications and commissions.

The EU representative in charge of the NLC, Janet Davies, could not be reached for comment at the time of going to press. It is unclear when the EU will finish its audit of the NLC's books.

Lynda Ghedini reports that the desire to learn doesn't dry up just because the money does. Organisers of adult education classes are searching for ways to keep studies going after the Gauteng Department of Education suspended classes until April. They learned the very day registration started for the new year that there is no funding for the first quarter.

"There are people who depend on this," said Ron Smith of the Optimus Foundation, which runs four adult education centres. "Once you turn learners away, they might not come back."

The determination to provide some kind of learning is seeping with fury at the way the department handled the cuts. With the late notice, most centres are still scrambling to come up with solutions that will allow some of the 100,000 people affected a measure of hope. A delegation of representatives of adult cen-

tres met with Gauteng education officials last Friday to propose various ways to alleviate the crisis. The department is expected to respond at another meeting next week.

"We hope there will be some kind of breakthrough so that centres can open before the end of the semester. A lot of ideas have been put in to the pool," said Aubrey Mashiqi, representative for the Gauteng Department of Education, adding that the department did not have time to give the centres more notification of the closings.

In the meantime, some centres are also seeking outside funding. Smith's group is able to look for corporate donors. But she emphasised that this is not a solution. "Many centres... have had to just shut their doors," she said.

Several co-ordinators expressed frustration that the adult programs seem to be the lowest priority. "There is also a widespread feeling that the same people continue to be neglected."

"The new government said it was committed to helping the over 60% of the population who are illiterate or semi-illiterate," said Eileen Murray of the City Deep Adult Education Centre. "But at the first sign of crisis, the first people cut are the disadvantaged."

Yuppies booking their unborn children into expensive schools — even before conception (50)

Star 31/1/98

By TRISH BEAVER

The South African mating game is taking on a very serious edge: forward-thinking, unmarried yuppies are booking their unborn progeny into posh schools.

Bradley Mackintosh is a 25-year-old executive. He has no serious girlfriend. He has no plans to marry — at least not in the next five years. But he is one of a growing number of wannabe parents who are booking their future children into private schools.

The phenomenon has been happening for the past three years or so — especially in Johannesburg, where private schools are in big demand. To accommodate the growing rush, more and more schools are changing their registration requirements to cater for these serious parents-to-be.

Mackintosh explained his motives: "I realised that private schools were going to be in demand, especially because of the uncertainty regarding government education.

"I think it's natural to want the best for your kids. I am a godfather to my brother's two daughters and I became aware of the hassles they were having in getting their children booked into top schools."

"I began to think that if I ever had children I'd like them to get



FORWARD-THINKING: Bradley Mackintosh wants to secure a good education for his children — when they are born, that is

PHOTOGRAPH: ANDY KATZ

a quality education, and so I made inquiries about advance bookings. You basically put your name down, pay a registration fee and estimate the year you think your child will be entering Grade 0.

"The school didn't seem surprised and put my name down on the list and I paid a registration fee. It's a bit of a gamble — I might not get married, but if I do and have kids, I think it's worth it," he said.

Mackintosh believes he will have a daughter one day, so he has booked his unborn daughter into St Andrews in Bedfordview. If he has a son, he hopes to send the child to his old alma mater.

Mackintosh attended King Edward VII High School and he believes it offers a quality education.

"Although it is a government school it has a very proud history and tradition, and I'd send my son there."

Mackintosh is not too worried about coughing up the expensive fees for a private school because he has already opened an education policy to cover the cost of the fees.

Most private schools in Johannesburg charge more than R10 000 for a child's first year of schooling.

Some women may laugh at Mackintosh's ultra-serious

approach to life, but others may swoon at the thought of catching a man who epitomises family values and has high ambitions for his future.

Some Johannesburg private schools have waiting lists open to 2006, with numbers filling up fast.

Lynn Nelson, headmistress of Roedeer in Johannesburg, said most parents book a place at the school immediately after their child's birth, and in some cases sooner.

"We have had a few cases where excited people see the sex of the baby on a scan and they quickly phone through a booking. "We don't mind taking advance bookings and we share in the parents' excitement, but these bookings are tentative and we only process the registration properly once the child is a reality," she said.

Dee King, assistant to the headmaster at St John's Preparatory School in Johannesburg, said they also had bookings from parents-to-be who knew they were having a son.

"I think they want their child to have a good start in life and they are all enthusiastic. We only accept bookings for two years before birth."

Many private schools approached said they have pre-birth bookings but they did not want to divulge any names of prospective parents.

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STAFF REPORTER

The upswing in the circulations of Independent Newspapers

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Public Protector is investigating tenders for school stationery

By DESMOND BLOW

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CP 11/2/98
on time and were able to do additional deliveries.

THE Public Protector, Selby Baqwa, confirmed this week he had been asked to intervene in the Gauteng Tender Board's awarding of contracts worth R27 million for stationery for Gauteng schools to several companies who were unable to fulfill them.

A spokesman for the Public Protector said Baqwa would definitely investigate the matter.

City Press understands the complaint was prompted after one of the successful tenderers who had been awarded the largest contract of about R4,5 million was unable to deliver and that nearly R4 million of the contract was taken away from the company.

This has made the delivery of stationery to more than 1 000 underprivileged Gauteng schools later than ever - the contracts specified they were to be delivered by last Friday but many schools are still without their orders.

The company which was unable to deliver denied the tender had been taken away and said they were still delivering.

Asked why the company could not be traced at the Register of Companies, a spokesman said to save time in registering the company had taken over an established company through lawyers and subsequently changed the name.

A spokesman for the company which was awarded the part of the tender taken away from the defaulting tenderer was reluctant to speak about the matter.

He said his company, which had only been granted R2 million of the tender, had fulfilled its obligations

City Press understands the complaint to the Public Prosecutor is from an ANC supporter and that his long-established company is 100 percent black-owned.

He told the Public Protector black empowerment was being abused. He said that most of the companies awarded stationery contracts had neither the infrastructure nor capacity to fulfill their contracts.

He said other companies - some of which City Press understands are not black companies at all - had been hired to warehouse and deliver the supplies.

He said companies which did not have the facilities of his company had been awarded larger contracts than his company and he had been approached by them to do their deliveries.

He laid a complaint about the company which had been awarded a contract for only R2 million originally but has now been given the extra contract of R4 million taken away from the other contractor.

The complainant told the Public Protector the award was made on questionable grounds after progress reports had been requested. He said his company had finished his deliveries but was not considered for part of the unfulfilled contract, and that the whole of the unfulfilled contract (R4 million) had been given to one company which did not have the same facilities as his company.

Spokesman for the Public Protector, Tinus Schutte, said the Public Protector would obtain further information from the complainant and would ask the Tender Board for an explanation.

Council to slash budget for new books at city libraries

(50)
JERMAINE CRAIG
STAFF REPORTER

Cape Town Municipality has been forced to slash its budget for new library books by about R1-million.

Libraries manager Heinrich Heimann said the R36,5-million allocated for libraries in this year's budget was not enough and spending in certain areas had to be reduced.

It had been decided to spend less on new books for the 31 libraries this year - but this was only a stop-gap measure, Mr Heimann said.

"We had to make a cutback and the only area under our control was books. But we cannot do that on a regular basis because it would have a detrimental effect on our service."

Mr Heimann said another factor was that R2,4-million had to be spent stocking new libraries being built this year

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in Bridgetown, Weltevreden Valley, Nyanga, Guguletu and Rylands.

The Internet was widely recognised as the most useful source of information worldwide, but the city's libraries were not linked up and had no plans to link in the near future, he said.

"The demand for our service is at a more basic level. The information need for our users is largely for print and periodicals. When you look at library services in the rest of the country, we are not in the worst position."

But a staff member at Cape Town's central library said libraries were poorly stocked and could not cater for the needs of users.

ANC education spokesman Yusuf Gabru said he was "very disturbed" that less money was being spent on new books and believed the private sector should be approached to try to find a solution.

School takes legal action over fees

Family humiliated as sheriff of the court confiscates their furniture, including fridge and TV

By Shirley Woodgate

A Brackenhurst, Alberton, family face financial ruin after the sheriff confiscated furniture last week because they were unable to pay outstanding school fees of more than R6 000.

Jane Hallam (39) said that since her divorce 14 years ago, her ex-husband had not contributed towards the maintenance of his four children. The family were unable to make ends meet on the R2 540 brought home by Tony, her second husband and father of the youngest boy and girl. (There are six children)

After a lung operation she was forced to give up her permanent job as a chef, and started part-time waitressing and baking meat pies to help with the bills.

Rent for their home in Brackenhurst amounted to R1 650 and electricity payments were also in arrears.

"We simply have no money. We have nowhere to turn and it is impossible to get out of this spiral of debt," she said.

Last week, watched by the hysterical children, the sheriff emptied the fridge, then removed it along with the washing machine, lounge suite, a room divider, television set, video recorder, hi-fi, two bedside tables, a dressing table and a headboard.

Lawyer Willem Viviers said the decision to take action against the Hallams was made by the governing body of Glenview Primary School.

The couple had ignored all

Star 3/2/98

(50)
LINDSAY YOUNG



Hard times ... Jane Hallam and her son John share a worn couch lent to them by friends after the sheriff confiscated their furniture when they were unable to pay school fees.

communication instigated by lawyers, and the sheriff had been ordered to attach goods after two cases had been opened at the Alberton Magistrates' Court in connection with the outstanding debt.

Other parents were substi-

dising the Hallams, he added.

Gauteng Education Department spokeswoman Gemma Tsajwa said parents were legally obliged to pay school fees, and schools had a right to follow up the matter if parents failed to contribute to fees

agreed on through their governing bodies. But children were not allowed to suffer if their parents did not pay.

Several cases like the Hallams' had reached the district office, but they were usually dealt with by the schools and

the parents before being handed over to lawyers, Tsajwa said.

The national Education Department had no statistics on the number of parents who fail to pay school fees as provinces manage their own schools, said a national spokesman.

Special schools in line for big cuts

GLYNIS UNDERHILL

SPECIAL WRITER

(50)
PRG 3/2/98
More than 230 teachers at Western Cape schools for children with special needs are to be axed – and some of the schools are under threat of closure.

The teacher cuts will affect reform schools, schools of industry and schools for the blind, deaf and mentally handicapped. Many of the schools are still reeling from the loss of their temporary teachers.

The cost-cutting moves were disclosed in an interview yesterday with the Western Cape Education Department's director of special education, Matthi Theron.

Speculation about the shaky future of the schools, which fall under the education learners' special education needs category, has been rife.

But Mr Theron said it was too early to say which schools would close and which teachers would lose their jobs.

Mr Theron said there were 2 000 teachers in the special-needs schools and the job losses involved a painful rationalisation process.

Frustration at the situation boiled over last week when senior staff at reform schools said they were only 30% full and claimed the education department was mounting an orchestrated campaign to close them.

Meanwhile, thousands of children were languishing in prisons without hope of an education, they said.

Most of the country's special-needs schools were in the Western Cape and education departments in other provinces would soon start paying to send pupils to them.

Some land at the schools could be sold or exchanged to help with costs, said Mr Theron.

Senior sources say the demand for the special-needs schools is on the increase. Franklin Nichall, principal of the Athlone School for the Blind, said his school had a waiting list.

A reform school principal, who asked not to be named, said closures would be disastrous for children with special needs.

Cosas to march over subsidies

Star 4/2/98

(50)

Organisation says money should not be 'wasted' on private schools

By VIDA LI SK

The Congress of South African Students will today begin its mass action campaign with a protest march on the Gauteng Education Department offices in central Johannesburg.

The organisation, which has declared 1998 the "year of effective learning and teaching", is demanding the scrapping of state subsidies for private schools and the immediate delivery of textbooks and stationery to all

government schools.

Cosas organiser Sakhile Sibambo said yesterday the Government had a responsibility to provide education to disadvantaged communities.

"Most disadvantaged pupils attend public schools, and money should not be wasted on those (at private schools).

"They are able to pay for their education," he said.

Sibambo said the Education Department should commit itself to supplying all of pupils' stationery requirements.

"We understand the Government's position, but the reality is that many schools have never had their full quota of textbooks anyway.

"The other reality is that, historically, pupils have been negligent in returning textbooks to schools.

"Often the textbooks are not in a good condition either, and that's what we want the department to address," said Sibambo.

Gauteng Education MEC Mary Metcalfe was yesterday adamant in her address to the Gauteng legislature

that private schools will continue to be funded by the Government.

She stressed that subsidies to private schools constituted only 3,2% of the total provincial education budget.

Metcalfe reiterated that budget constraints meant that only new pupils in Grade 1 would receive new textbooks this year.

She said the department expected all schools, teachers and pupils to look after the books in their possession.

Uncertainty over top post at troubled literacy body

Pearl Sebolao

BD 4/2/98

IT WAS unclear yesterday whether the caretaker manager appointed to take over from National Literacy Co-operation (NLC) director Enrico Fourie, who resigned last week after a vote of no confidence in his leadership, had accepted the appointment.

Andrew Miller, director of the NLC's affiliate Project Literacy, was appointed to replace Fourie temporarily until the organisation had advertised for the position and a replacement was found.

Fourie's resignation followed a decision by the European Union (EU) to withhold the second-last instalment of a R20m grant to the body and to institute a forensic audit into its books after funds amounting to R7m could not be accounted for.

The probe into the accounting procedures began on Monday.

NLC staff member Sheri Hamilton said the vote of no confidence in Fourie was related to the administration and organisation of the National Policy Forum, an annual general meeting of NLC's affiliates.

In a joint statement yesterday, Hamilton and two other NLC staff

members, Patrick Mabude and Derek Peo, criticised media reports for failing to "present a balanced picture" of the real issues of the funding crisis.

They said that no evidence of misappropriation of the funds had been found by the NLC's auditors.

The main concern was that the NLC had failed to comply with the terms and conditions of the EU grant and that it had used inadequate financial accounting systems.

"The forensic audit instituted by the EU auditors ... will attempt to reconstruct the NLC's books by verifying funds disbursed to the NLC's provincial offices and from there to affiliates," the statement said.

The three staff members said that despite organisational weaknesses, the NLC's literacy campaign had been a success.

"To suggest that R7m of these funds was mismanaged flies in the face of the reality of the projects enrolment figure of 11 000 adult learners reached through the Thousand Learner Unit Project, 500 part-time educators, 40 full-time staff employed nationally and 94 affiliated organisations which have directly benefited from the programme," they said.

Chaos as pupils march for books

(50)

Moreosele and Sapa 1/2/98

By Nthabi Moreosele and Sapa

THOUSANDS of pupils from Gauteng schools went on the rampage in Johannesburg's central business district yesterday in protest against the shortage of textbooks and Government's delay in providing them with stationery.

The pupils, led by the Congress of South African Students (Cosas) leaders, caused panic as they marched through the streets, forcing fearful departmental stores and shops to shut their doors.

Some elements among the marchers took the opportunity to loot and steal, prompting their leaders to blame a rival student body for the chaos.

The pupils accused the Government of "secretly abandoning" free education and using subterfuge to get parents to fully fund their children's education.

The pupils, many coming from as far as the Vaal, East Rand and Soweto, converged on the Braamfontein Civic Centre at 9am to protest against the restriction of staff grants and lack of textbooks and stationery. They then marched on the Gauteng education department offices where Cosas leaders handed over a memorandum to MEC Mrs Mary Metcalfe.

Metcalfe, who declined to address the pupils, initially refused to accept the memorandum.

A pupil from Fumana High School in Soweto said: "The department thinks it is not accountable to anyone. Instead of preparing for the new year, the whole department closed down over Christmas. The books and stationery will only arrive towards the end of February."

"In the meantime, we cannot learn, do homework, or follow what the teacher is on about."

Earlier Mr DJ Motloung of the Katlehong Education Forum told the crowd his association supported their cause. "Our schools cannot compete with schools that had everything in the

past. We have nothing because of our background. That is why we are determined not to leave until Metcalfe gives us certain guarantees which are bound by certain dates."

Addressing a media conference after the demonstration, Metcalfe said she had been disheartened by the level of ill-discipline in the march.

She said rowdy elements were not necessarily Cosas members and urged the student leadership to address this issue in future.

She said student organisations and their leadership were critical in helping the Government to transform schools, as they could help boost class attendance, punctuality and general discipline - factors that were currently lacking at most schools.

"This year must be a year of teaching and learning. We must all work as partners - parents, pupils, teachers and officials - and put our best effort into this work," she said.

She acknowledged the shortage of textbooks and stationery and blamed budgetary and logistical constraints.

Shortage of funds

Her department had only been able to order 70 percent of materials required at schools because of the shortage of funds and it was imperative that schools used these resources prudently.

She pledged that most of the stationery still to be delivered would reach schools by the end of this week.

However, there was very little her department could do about the textbook shortages as they could not provide enough books for every pupil.

Metcalfe appealed to former pupils to return all textbooks allocated to them when they were still at school, and also urged parents to contribute to the education of their children.

"The cost of three exercise books is roughly equivalent to the cost of one or two beers. Therefore, I appeal to the community to get their priorities right."



NO BOOKS NO SCHOOL, NO FAIL. Hands reach out to one of the posters demanding immediate delivery of school textbooks during a protest march against MEC Mary Metcalfe in the Johannesburg central business district yesterday. Pupils later went on the rampage, stripping street stalls and littering a 10-block radius around the Gauteng education department offices.

PIC: ANTONIO MUCHAVE

Free State dumps 'inefficient' education

Pule Molebeledi

FREE State premier Ivy Matsepe-Casaburri had sacked education MEC Mxolisi Dukwana for "inefficiency" and "failure" to drive his portfolio as the political head, provincial sources said yesterday.

Dukwana was fired in a cabinet reshuffle announced by Matsepe-Casaburri yesterday. He is to be replaced by safety and security MEC Papi Kganare.

Dukwana became the second education MEC to be dropped from the cabinet after Salkie Belot was fired in 1996.

The chief whip of the provincial legislature, Anna Buthelezi-Phori, will replace Kganare as the new safety and security head. The changes come into effect on March 1.

This was Matsepe-Casaburri's first reshuffle since she took over from former premier Terror Lekota two years ago.

Sources said the education department had been in a mess and that Dukwana had lacked leadership skills. Two senior officials, including a departmental head, were suspended in December after they had been found guilty of negligence in their handling

of tender procedures for books and stationery. The negligence had resulted in the department losing R48m.

Sources said the reshuffling would enhance Matsepe-Casaburri's leadership. Up until now the premier had avoided taking sides in the politically divided province. They said since her election to the national executive committee of the African National Congress (ANC) last December, she had gained the necessary confidence to lead the province and strengthen her cabinet.

Matsepe-Casaburri said the reshuffling had the blessing of the provincial leader-

ship and the ANC caucus. Previously, a reshuffling by Lekota of his cabinet caused tensions in the province which prompted the ANC national leadership to intervene and appoint Matsepe-Casaburri as the new premier.

Sources said Matsepe-Casaburri's was the first cabinet reshuffle not to be followed by political bickering.

Sapa reports that Matsepe-Casaburri said Kganare, as chairman of the implementation committee of the executive, would understand the crucial issues and challenges facing education in general and

the Free State department in particular. He would join an array of new leaders in a regular forum bringing together MECs and the education minister. The new leaders had brought a new vibrancy to the national department, Matsepe-Casaburri said.

Buthelezi-Phori had valuable experience as a member of the legislature and several of its committees and as chief whip. Her knowledge of rules, procedure and the working style of committees would strengthen relations between the legislature and executive and enhance the ability of the latter to account to the legislature.

BA 5/2/98

minister

Textbook scam: officials implicated

(50) Star 11/2/98

PRETORIA CORRESPONDENT

Ten top education department officials and five textbook and stationery suppliers have been implicated in a R74-million fraud scam in the North West Province education department.

The officials, who were expected to receive letters of suspension late yesterday, are described as very senior and include two chief directors and a number of directors.

The textbook and stationery scam was initially denied by the department, and in November the province's (recently sacked) Education MEC Mamokoena Gaoratelelwe described the allegations as half-truths and

half-baked sagas and lies.

Now a preliminary investigation into the allegations, initiated in 1995, has found that:

■ Controls at the education department and tender boards were inadequate.

■ There could be possible cases of criminal conduct by officials.

■ Some suppliers apparently made double claims.

■ Some suppliers misrepresented their tax status.

■ Payments totalling R74-million were made - without proof of delivery of stationery and textbook orders.

Releasing the Gobodo interim report on the investigation yesterday, North West Premier Popo Molefe said 10 of-

officials and five textbook and stationery suppliers had been implicated in the deals.

The report has recommended that charges be laid against implicated officials, while suppliers implicated in the multimillion-rand deals have been referred to the police's commercial branch.

Steps were being taken to recover financial losses, Molefe said. Corrective measures would be taken regarding tender procedures and the functioning of the Tender Board.

The Receiver of Revenue would be supplied with the total figure of payments to suppliers and be asked to conduct VAT audits on these suppliers.

Suppliers under investigation for textbooks that were not delivered

Kevin O'Grady

FIVE school textbook suppliers are under criminal investigation by the SA Police Service after a forensic audit commissioned by the North West government found that, among other irregularities, they were paid R74m for textbooks that were never delivered.

North West premier Popo Molefe said yesterday the police commercial branch was investigating the allegations against the companies, while criminal charges would be laid against

10 provincial education officials.

The provincial government was also considering blacklisting the suppliers involved, Molefe said. He would not name the companies.

The irregularities were uncovered by Gobodo Incorporated Chartered Accountants, a company Molefe asked to conduct the audit following a recommendation from the North West public accounts committee.

On top of allegations that the five companies defrauded the provincial government, the auditors discovered

that some of them submitted double claims to the receiver of revenue and misrepresented their tax status "to the prejudice of both the education department and the receiver", Molefe said.

The auditor's report was also damning of controls in the department and the provincial tender board.

Molefe said the report found that inadequate procedures resulted in North West "being put at improper risk of unauthorised expenditure, wastage, overexpenditure and losses through fraud and uncontrolled spending".

11/2/98

(50)

BP 11/2

The provincial government would take steps to recover financial losses caused by overpayments or payments without cause. It would also take corrective measures regarding tender procedures and the functioning and financial activities of the tender board, Molefe said.

The receiver of revenue would be given details of all payments made to textbook suppliers and would be asked to conduct VAT audits of the firms.

Molefe said Gobodo also came across possible irregularities in the fi-

naning by the department of a reconstruction and development programme project intended to instil a culture of learning in the province's schools.

The findings of the Gobodo audit follow recent similar discoveries by an anti-corruption unit set up by North West. The unit uncovered a R1,5m scam involving six employees in government stores, another textbook fraud in which 12 officials allegedly ordered R30m worth of "irrelevant" textbooks, and several cases of cheque fraud involving more than R7m.

delivered

'Downgrading of Afrikaans' angers NP, Freedom Front

Vuyo Mvoko

CAPE TOWN — A proposal for a new language policy for Parliament has been put before political parties for their consideration, Speaker Frene Ginwala and National Council of Provinces chairman Patrick Lekota announced yesterday.

In terms of the proposal, which has raised the ire of the National Party (NP) and the Freedom Front, English would become widely used as Parliament's language of record and business.

The other 10 official languages would also be used, but on a monthly rotation basis for internal business such as order papers, minutes, question papers, Hansard, announcements, tablings and reports.

MPs would still be able to participate in debates in any official language and their speeches would be published in those languages but with English translations added.

Parliament had been asked to cut its overall budget by R72m and the country had other urgent priorities, Ginwala said, and to elevate all 11 languages and accord them equal status would cost Parliament

20 11/2/98
an extra R110m.

(50)

Ginwala emphasised, however, that the proposal was not final. It would still have to go through Parliament's joint rules committee, and possibly to the National Assembly for debate.

The proposal, Ginwala said, came out of discussions between herself, deputy speaker Baleka Kgositsile, Lekota, his deputy Bulelani Ngcuka, and the parliamentary staff that deal with the matter daily.

Freedom Front chief whip Joseph Chiole, whose party walked out of a council meeting earlier when the proposal was tabled, said his party would strongly oppose "the forced downgrading of Afrikaans".

"The Freedom Front sees this as an act of aggression that would lead to heightened tensions between the African National Congress and Afrikaners," he said.

Troubling the NP, spokesman Daryl Swanepoel said, was that it appeared a decision had been taken. The party would, however, study the details of the proposal.

Lekota said the issue was "emotive", and that, to the "short-sighted", it would appear as if some cultures and languages were being trampled on.

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Barnard 'boasted of Webster's murder at braai'

Stephané Bothma

PRETORIA — More than two years after the Civil Co-operation Bureau (CCB) was disbanded by the SA Defence Force, convicted killer Ferdi Barnard allegedly told his partners he was still working for the organisation which "had gone underground", the high court heard yesterday.

Johan Kruger, said Barnard regaled business associates with tales of his exploits as a state assassin during a party in 1992. "He told us with relish how David Webster fell on the pavement outside his house and suffocated in his own blood," Kruger told Judge Johan Els.

Barnard earlier pleaded not guilty to 34 charges, including the murder of Wits university academic and anti-apartheid activist Webster in May 1989.

Kruger admitted he had introduced Barnard and gangster Corrie Goosen to prospective illegal diamond buyers who were then defrauded of vast amounts of money. Kruger and Barnard met 13 years ago in prison while Barnard was serving a sentence for murdering two drug dealers in the early 1980s.

Kruger told the court that at a braai on the farm of two diamond diggers, Deon and Marius Nel, Barnard and Goosen said they still worked for the CCB. Goosen died in a motor-

DD 11/2/98
cycle accident last year.

"Barnard told everyone at the braai that he had taken out Webster and that one of the aims of the CCB was the elimination of African National Congress leaders," Kruger said. He said: "I had no reason not to believe him."

Kruger told the court he had been involved in a number of diamond scams with Barnard and Goosen, including one in which a diamond prospector, Bennie Hoepfner, handed over R1,4m to Barnard. Hoepfner believed he was paying for more than 2 000 carats of uncut diamonds from Angola.

On one occasion Hoepfner paid Barnard and Goosen R1m

in cash as a deposit on diamonds. Barnard later claimed Goosen was robbed of the money in Swaziland and that he had a "wound on his arm" to prove it.

"When Hoepfner made statements to the police after being ripped off for the third time, Barnard threatened to take out Hoepfner and his entire family," Kruger said.

Kruger and Hoepfner took the threat seriously.

Like Amore Badenhorst, Barnard's former mistress, Kruger was warned by Els that unless the court was satisfied with the truthfulness of his evidence, he could face prosecution as Barnard's accomplice.

The trial continues today.

Opposition hits out at Mandela

Wyndham Hartley

CAPE TOWN — President Nelson Mandela came under fire from opposition parties in the National Assembly for insisting in his opening speech that statutory affirmative action was the correct path for SA and suggesting crime was under control.

The leader of the National Party, Marthinus van Schalkwyk, charged that the Employment Equity Bill was again the legalisation of race as a determining factor in the private sphere.

"There is no difference between this bill and apartheid legislation which classified people on the basis of skin colour." He predicted that it would heighten racial tensions.

Democratic Party leader Tony Leon produced a 1994 Mandela election poster which promised that affirmative action would not be at the expense of others, would not involve the lowering of standards and would focus on training and upgrading skills.

Leon said this was in sharp contrast to a speech from ANC MP Maria Rantho who said that it was imperative to get rid of merit as the principle in the appointment of public servants.

Inkatha Freedom Party leader, Home Affairs Minister Mangosuthu Buthelezi, in an essentially moderate response to Mandela's speech, gently chided that bold initiatives, courage and determination were needed in the fight against crime. He said he could not agree with Mandela that the crime situation was under control.

Buthelezi said that the new patriotism suggested by Mandela had to include a bold initiative by government to help communities understand the importance of legality, respect and authority.

This would involve the ANC distancing itself from the culture, ideology and moralities of the armed struggle, he said.

Van Schalkwyk said Mandela and the ANC were out of touch with SA and "shadow boxing" with the real issues if they by saying crime was under control.

He asked how Mandela could defend a murder rate of 54 per 100 000 people when the average in the third world was 5,5 per 100 000.

The NP leader was the target of a ferocious attack by Water Affairs Minister Kader Asmal who described him as a whining schoolboy who headed a party of rabble who were rude to the president during his speech last Friday.

Asmal described NP attacks on the truth commission

US assistance sought for education

Simon Barber

WASHINGTON — The US Information Agency is seeking tenders from US colleges for a R700 000 contract to train SA and Namibian educators how to provide "outcomes-based education" in "large, multilevel, multilingual, multi-ethnic" classrooms.

The project is not aimed directly at teachers. Rather, the successful bidder will host an "intensive" five-week course in the US for up to 28 "curriculum developers", "learning facilitators" and "co-ordinators" from national and provincial education departments selected by the agency.

The course will begin in June.

DD 11/2/98
Afterwards, the host institution will be responsible for organising "a one-week, escorted, cultural and educational tour of Washington".

Would-be hosts are asked to "strive to balance cost effectiveness in accommodation and meal plans with flexibility for differing diets and personal habits among the participants".

In designing the course, they encouraged would-be hosts to keep "lengthy lectures at a minimum".

Bidders will be rated on the degree to which they exhibit "diversity in the broadest sense including, but not limited to, ethnicity, race, gender, religion, geographic location, socioeconomic status and physical challenges".

Stanbic

Continued from Page 1

dence of bad debts was rising for the first time in many years, exacerbated by a softening in the real price of houses in many parts of SA. Instalment finance arm Stannic continued to experience high levels of bad debt.

After provisions, interest income was up only 9%. But noninterest income recorded a 31% increase to R4,2bn, making up 45% of total income against the group's targeted ratio of 47%. The bulk of noninterest income comes from fees and commissions, which grew by a "well-founded" 22%.

Vosloo said the group's operations throughout SA and offshore contributed to the increase. The group's treasury operations also did well, reflected in a 62% increase in trading income, though Vosloo noted this was off a low base in 1996 when the group took losses on its gold trading activities.

The group now operates in 40 countries following a period of rapid offshore expansion, and 17% (1996: 14%) of total income came from outside SA. Vosloo said operations outside Africa had earned £33m.

The expansion drive continues to

put pressure on operating costs, which increased 20% as the rand declined and new technology was installed in the group's African operations.

Vosloo said costs in the SA operations were up 17%.

The group cut its cost-to-income ratio to 63,4, from 65,1 in 1996. The target is 60%, though Vosloo stressed that his group was not driven "blindly" by the belief that a lower cost-to-income ratio necessarily indicated a more effective banking group. Stanbic was balancing its need to expand and develop new products with cutting costs and was "competitively comfortable".

The group said Standard Corporate Merchant Bank (SCMB) MD Jacko Maree had been appointed deputy group CE of Stanbic, responsible for the group's domestic operations. Myles Ruck would replace him at SCMB.

Stanbic's attributable income, which included exceptional profits on the disposal of Standard Bank Property Fund and on other properties and investments, exceeded R2bn for the first time. Vosloo noted that Stanbic was the first SA bank to reach this milestone, saying that the group took 130 years to earn its first billion, but only four more to earn its second.

Picture: Page 3

Parents act on textbook crisis

Sowetan 12/2/98

(50)

By Claire Keeton and Victor Mecoamere

PARENTS in Northern Province and North West are buying textbooks this year in an effort to address the critical shortage of books at schools.

Most education departments have not ordered textbooks because they have severe financial problems and cannot afford to buy learning materials or even replace existing stocks.

Major publishers told *Sowetan* that only Gauteng, Western Cape and the Free State had placed limited orders.

But over the past month some parents have taken the initiative and bought books themselves. "There are increasing purchases from our stores, particularly in Giyani, Pietersburg and Mafikeng," said Mr Dudley Schroeder, general manager of publishers Nasou via Afrika.

"There is a substantial increase in

buying by concerned parents since their children are without learning materials and the department has made no purchases."

Orders to Kagiso Publishers dropped by over 45 percent this year and were down over 40 percent in 1997. Kagiso managing director Mr Lindelwe Mabandla said: "At present orders are scarcely trickling through."

Oxford University Press MD Ms Kate McCallum said their orders had dropped by 88 percent.

Publishers Association of South Africa chairwoman McCallum said: "Quality education and good results are dependent on good materials."

Estimates of how much is needed to fund school books range from R200 million to over R500 million but only about R110 million is available for this year's orders. Publishers

have warehouses full of books that cannot be distributed because there is no money to pay for them.

However, several publishers, including Maskew Miller and Macmillan, said this week they were willing to meet the Government and *Sowetan* to discuss ways of making textbooks more widely available.

"We would be willing to go the extra mile if we knew exactly what was required. We would need to know the shortfalls, where to assist and what training is necessary," Macmillan MD Mr Terence Ball said.

The Congress of South African Students (Cosas) protested in Gauteng last week against textbook shortages. Cosas organiser Mr Sakhile Sibambo said he welcomed the positive moves by parents of

Northern Province and North West.

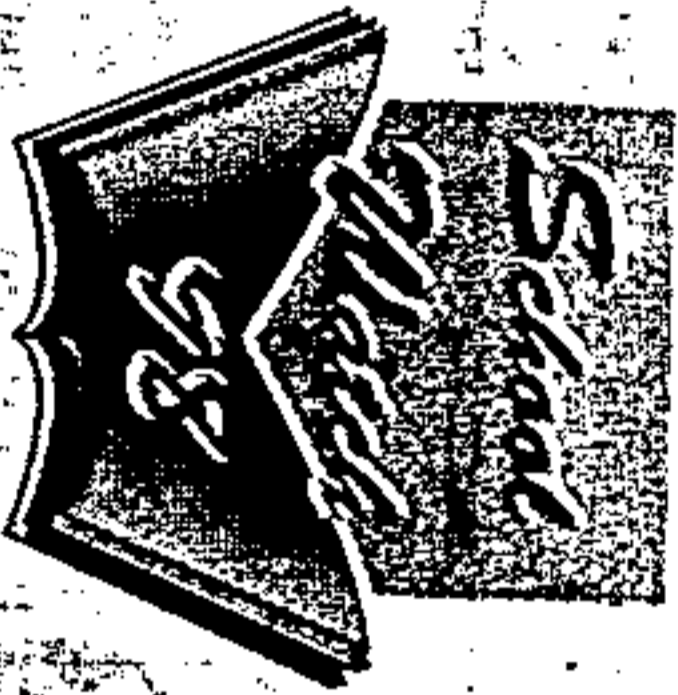
"However, there are many other parents who cannot afford books and as a result their children will be left out. We believe that it is the Government's responsibility to prioritise adequate education provision," said Sibambo.

Mr Thami Mseleku of the Education Ministry said textbooks were entirely the responsibility of the provincial education departments since they controlled the budgets.

"The ministry has no constitutional involvement, though we can help and advise provinces," he said.

Departments have been plagued by technical problems such late deliveries and corruption. A report released in North West this week revealed that suppliers had been paid R74 million without proof of delivery.

Sibambo said Cosas was planning a summit for businesses and education authorities to discuss measures to counter the crisis.



Vandalised schools left out

KARIN SCHIMKE

(50)

CT 12/2/98

VANDALISED schools can no longer be maintained by the Western Cape Public Works Department.

This was the news from Public Works, Asset Management and Media MEC Mr Michael Louis.

He said in a speech before the legislature that to effectively maintain the province's buildings by spending a recommended 4% of the current value of buildings, the province would have to spend R573 million. But Public Works has only R60m.

He reported that last year 12 new schools were built, six of them planned and built in less than one year.

"We are particularly proud to

record that a school in Nomzamo had made provision for more than 1 000 children and was built in less than four months," Louis said.

He said 16 schools were planned to be built this year at a cost of more than R50m. Also, capital projects were completed for the Health Department last year in Macassar, Delft, Worcester, George, Ceres and Uniondale.

Three more such projects would be completed by the end of this financial year in Kraaifontein, Oudtshoorn and Beaufort-West.

Louis also announced yesterday the completion of the province's asset register. The province owned 10 000 erven and 3 200 buildings and was leasing 100 properties commercially and 1 200 privately.

The long wait for school to open

20 classrooms, eager pupils - but no education

MANDLA MNVAKAMA
SPECIAL CORRESPONDENT

With Western Cape schools in their fourth week of term, 2 800 aspirant pupils are still trying to be enrolled at the newly opened Samora Machel High School at Weltevreden near Lentegeur.

The school has 20 classrooms but the only formally employed staff member is the principal. There are also several unemployed teachers who have volunteered their services.

The school has 700 places but even if it adopted the platoon system, with a second shift in the afternoon, only 1 400 children could be accommodated.

One of the teachers said the school had had to postpone enrolments to give teachers a chance to scrutinise pupils' reports, some of which had turned out to be false.

Some angry pupils demanded their reports back, while others held a heated meeting with the principal in one of the classrooms.

A group of concerned parents accompanied their children, hoping desperately they had found a school. They said they had waited for hours.

"They asked us to wait, after

claiming to be busy sorting out false reports given to them by pupils," said Mavis Thiso of Crossroads.

"My children already enrolled last week but I don't know what is actually happening now."

Angry pupils milled around, denying their reports were false.

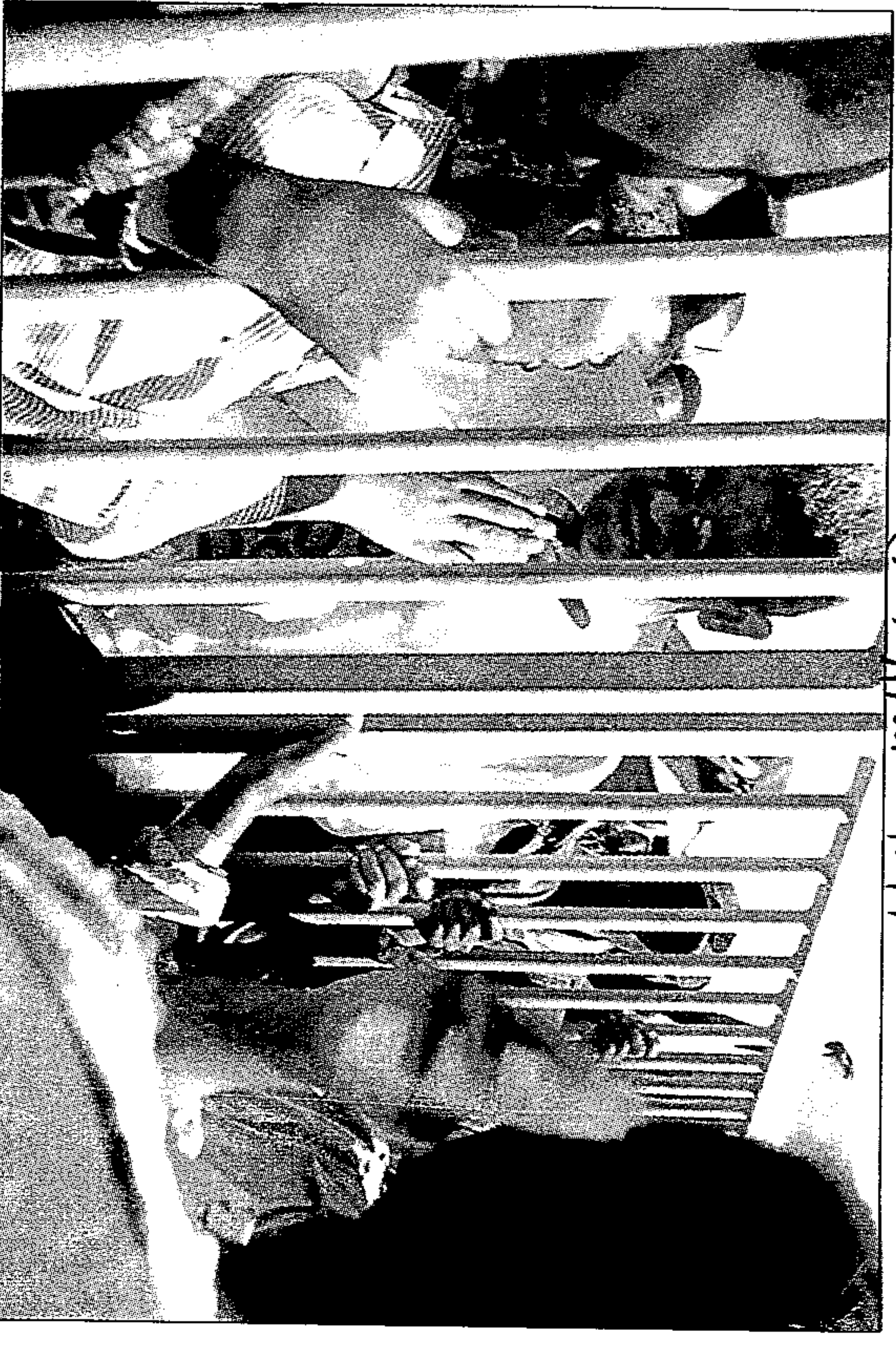
"We have been coming here since the opening week of school, they told us to wait until tomorrow, and every day they say tomorrow. We don't expect any other schools to accept us now, especially if we go without reports. And it won't be easy for matric pupils either, they won't be accepted at this time of the year because their syllabus must have gone too far already," said one.

The pupils were also unhappy at the principal's suggestion that the school adopt the platoon system.

A pupil said: "Platooning won't be any good for us. By the afternoon our minds would be tired already. It doesn't matter that we are more than 80 pupils per class, what we need is education."

The pupils said if anyone was turned away they would "take action".

The provincial Education Department said it was investigating.



Lockout: pupils demand to be registered at Samora Machel High School at Weltevreden near Lentegeur

MANDLA MNVAKAMA

Suspensions cripple Free State education

Andy Duffy

Five of the Free State's top education officials have been suspended, badly hampering the province's management of state schooling.

The province, which last week fired education MEC Mxolisi Dukuwana, has already seen a stream of old-guard senior officials quit over the past year, including four directors and deputy directors who went in December. About a quarter of the department's administrative posts across the province are now vacant.

The five suspended officials — including department chief Ben Khoali, examination-division head Frank Rumboll, and auxiliary and logistics director L.L. Lebakong — stand accused of gross negligence over botched textbook and stationery orders thought to have cost the province close to R50-million.

They cannot be permanently replaced until the outcome of their disciplinary hearings, leaving the remaining department management with their workload. However, senior officials in the department are still unsure — a week later — why Dukuwana was axed.

Khoali's stand-in, school management chief director Lukki Nkonka, says management understaffing is the main problem facing the department, after underfunding.

He adds that Free State Premier Ivy Mat-

sepe-Cassaburi has not told department officials why she sacked Dukuwana. The apparent reasons are a lack of leadership skills and the department's failure to deliver.

Dukuwana may also be taking the fall for the province's poor matric pass rate, which fell to 42.3% last year from 51% in 1996. But Dukuwana's departure has surprised some officials — particularly as he ordered the investigation which uncovered the extent of the tendering foul-up and led to the officials' suspension.

The problems were first signalled early last year with the provincial audit undertaken by the public service and administration department. It found that the tendering process was wide open to abuse and manipulation.

The main school stationery contract was awarded to one manufacturer, who was to supply goods to a wholesaler, who in turn would supply the goods to more than 30 small businesses for distribution to the province's schools.

The department paid the small businesses up-front for the goods, but none of the money reached the wholesaler or manufacturer. They then successfully sued the department, forcing it to pay twice for the same goods.

Such problems, however, did not deter the province from adopting the same three-tiered tendering approach for textbooks. The department is still trying to wriggle out of pay-

ing a printing company R21-million.

Khoali and Rumboll were suspended in December, the three others in recent weeks. Nkonka says no other officials have been disciplined over the issue, and there is no evidence to suggest any department official is linked to the suppliers. A representative adds that the five suspended officials have "pleaded ignorance. They say they weren't informed."

Pressure on the province's education management is likely to intensify over the next few months as cash constraints bite further. The department is on course to spend an estimated R330-million more than its R1,14-billion budget for the year to the end of March — mostly on staff costs. One option is for the province to fund this from next year's budget (which has still to be finalised).

Nkonka adds that the province's department of finance and economic affairs has undertaken to ensure salaries are paid through to the end of the financial year.

The department's human resources director, Tebogo Lioma, says there has also been little teacher training for the past three years, and that dozens of capital expenditure programmes have been scrapped because of lack of funds.

Lioma says the education budget for 1998/99 will determine whether permanent teachers should be retrenched — a step that he says would be out of line with the province's teaching needs.

MTG 13-19/2/98 (50)

Plan mooted to give provinces full educational autonomy

By ELLIOTT SYLVESTER

The Government and the powerful South African Democratic Teachers' Union (Sadtu) are heading for a fight over a plan to give provincial education departments virtual autonomy.

The union and opposition parties say the plan, which effectively represents a major about-turn for the traditionally centrist ANC Government, is an attempt by Education Minister Sibusiso Bengu to extricate himself from the schools-funding crisis.

The proposal, contained in a document tabled by Bengu at a meeting between the ministry and various teacher unions in December, aims to split education into nine independent systems.

Sadtu fears it could lead to more cutbacks. About 1 500 temporary teachers were retrenched in Gauteng last year.

"The Government is displaying a serious lack of political will to take control of education," Sadtu national spokesman Kate Skinner

said. "The union was preparing for cutbacks but was also conducting national teacher forums to formulate strategies to deal with the problem."

Gauteng education department spokesman Aubrey Matshiqi said: "The proposal, motivated by finances, could lead to some provinces employing fewer teachers."

He would, however, not comment on whether embattled Gauteng educators could once again be facing unemployment.

Constraints

Democratic Party spokesman Jack Bloom said Bengu's plan would give provinces the flexibility they needed, but with the "horrific" budgetary constraints it was more of a hindrance than a help.

"The minister has made huge blunders in education and is now washing his hands of it," Bloom said.

National Party education spokesman Jiri Kilian said Bengu's new stance was the result of his impractical policies, and now he was pass-

ing the buck to the provinces. "This strategy is only going to make the situation worse," Kilian said.

She said about R6,1-billion would be allocated to education for the next financial year. The office of Gauteng Education MEC Mary Metcalfe confirmed that the figure included a 6% salary hike for teachers.

The increase means that teachers who are retrenched will not receive severance packages.

"There is no more money to offer people packages. We will be losing good teachers," Kilian said.

Matshiqi conceded that good teachers would be lost through retrenchments, but those remaining would be able to carry the load because Gauteng had one of the most qualified teacher corps in the country.

The proposed changes limit Bengu's authority and effectively shatter the Government's ideal of equity in funding and personnel throughout the country.

Skinner said it would be virtually impossible to provide the same

standard of education to children in all nine provinces, and the proposal would effectively mean that the country would have nine different systems. "Uneven development will destroy all that has been achieved thus far," he said.

Equity by 2000

The Government is, however, adamant that equity will be reached by the year 2000. With many schools already operating with the bare minimum of teachers after downsizing at the end of last year, provincial departments would be hard pressed not to escalate pupil/teacher ratios further.

The ratio of 1:20 at primary schools and 1:30 at high schools, which departments have been aiming for, will fall away if provinces take over their own education affairs, leading to overcrowded classes.

This threatens the success of the new Curriculum 2005, which is based on smaller classes and more teachers. Barely out of the starting blocks, the outcomes-based educa-

tion method could grind to a halt.

The plan could also lead to more corruption because there would be no central checking system in place to monitor the provinces and their expenses.

"It will be up to the individual provinces and the MECs to see that the proposed system works efficiently," national Department of Education spokesman Bhekli Khumalo said.

Elements of corruption and mismanagement are still evident in various provinces with what the Government refers to as the "double parking" of teachers - having two teachers in one post.

Khumalo said taxpayers were forking out in the region of R84-million a month to keep teachers in posts that downsizing should have been eliminated.

Because the checks on the provincial departments are limited, and set to be further restricted, the Government cannot root out the problem.

"When we terminated the contracts of 4 500 temporary teachers

we were coming to light. "The departments did not carry out the audits we agreed to in the Education Labour Relations Council and therefore could not determine where they needed to make cutbacks. The whole thing was ridiculous. Now they are handing all their problems to the various provinces."

Skinner added that decisions on further union action would be reached early next week, with the last of the teacher forums ending tomorrow.

Consequences

Skinner said the process of rationalisation had failed miserably because of ill-informed decisions, and now the consequences were coming to light.

(in Gauteng) last year it was in order to put an end to the 'double parking', Matshiqi said. He said the process had failed in that objective because 3 000 teachers had to be re-employed, and the blame could be attributed to the Government as well as to teachers.

autonomy (50)

Education U-turn gets cold

Government lacks political will to control

(50) ARG 14/2/98

ELLIOTT SYLVESTER

The Government and the powerful SA Democratic Teachers' Union (Sadtu) are heading for a fight over a central Government plan to give provincial education departments virtual autonomy.

The union and opposition parties say the plan, which effectively represents a major about-turn for the traditionally centrist African National Congress-led Government, is a bid by national Education Minister Sibusiso Bengu to extricate himself from the schools funding crisis.

The proposal, contained in a document tabled by Dr Bengu at a meeting between the ministry and various teacher unions in December, aims to split education into nine independent

systems. Sadtu fears this could lead to more cutbacks.

Sadtu national spokesman Kate Skinner said: "The Government is displaying a lack of political will to take control of education."

She said the union was preparing for cutbacks, but, at the same time, conducting national teacher forums to devise strategies to deal with possible cutbacks.

Gauteng education department spokesman Aubrey Matshiqi said: "The proposal, motivated by finances, could lead to some provinces employing less teachers."

Democratic Party spokesman Jack Bloom said Dr Bengu's plan would give provinces the flexibility they needed, but, with "horrific" budgetary constraints, this was more of a hindrance than a help.

National Party education spokesman Juli Kilian said Dr Bengu's new stance was the result of his impractical policies and that he was now passing the buck to the provinces.

About R6,1 billion would be allocated to education for the next financial year, said Ms Kilian.

The office of Gauteng Education MEC Mary Metcalfe confirmed that this figure included a 6% salary hike for teachers.

The increase meant that teachers who were retrenched would not receive severance packages.

"There is no more money to offer people packages. We will be losing good teachers," said Ms Kilian.

The proposed changes limit Dr Bengu's authority and effectively shatter the Government's ideal of



Sibusiso Bengu: 'Passing the buck'

equity in funding and personnel throughout the country. Ms Skinner said it would be virtu-

ally impossible to provide the same standard of education to children in all nine provinces. The proposal would mean effectively that the country would have nine different systems.

The Government is adamant, however, that equity will be reached by the year 2000.

With many schools already operating with the bare minimum of teachers after downsizing at the end of 1997, provincial departments will be hard pressed not to escalate pupil-teacher ratios further.

The ratio of 1:20 at primary schools and 1:30 at high schools, which departments have been aiming for, will fall away if provinces take over their own education affairs, leading to overcrowded classes. This threatens the success of the

forking out about R84-million a month to keep teachers in posts that downsizing should have eliminated. Because the checks on the provincial departments are limited and set to be further restricted, the Government cannot root out the problem. "When we terminated the contracts of 4500 temporary teachers (in Gauteng) last year it was in order to put an end to the "double parking", said Mr Matshiqi.

Ms Skinner said the process of rationalisation failed miserably because of ill-informed decisions. "Now they are handing all their problems to the various provinces," Ms Skinner said that decisions on whether to take further union action would be reached early next week with the last of the teacher forums ending tomorrow.

Mr Khumalo said taxpayers were two in one post.

with what Government refers to as the "double parking" of teachers - are still evident in some provinces. Corruption and mismanagement Bheki Khumalo.

Department of Education spokesman works efficiently," said national MECs to see that the proposed system "It will be up to the provinces and their expenses.

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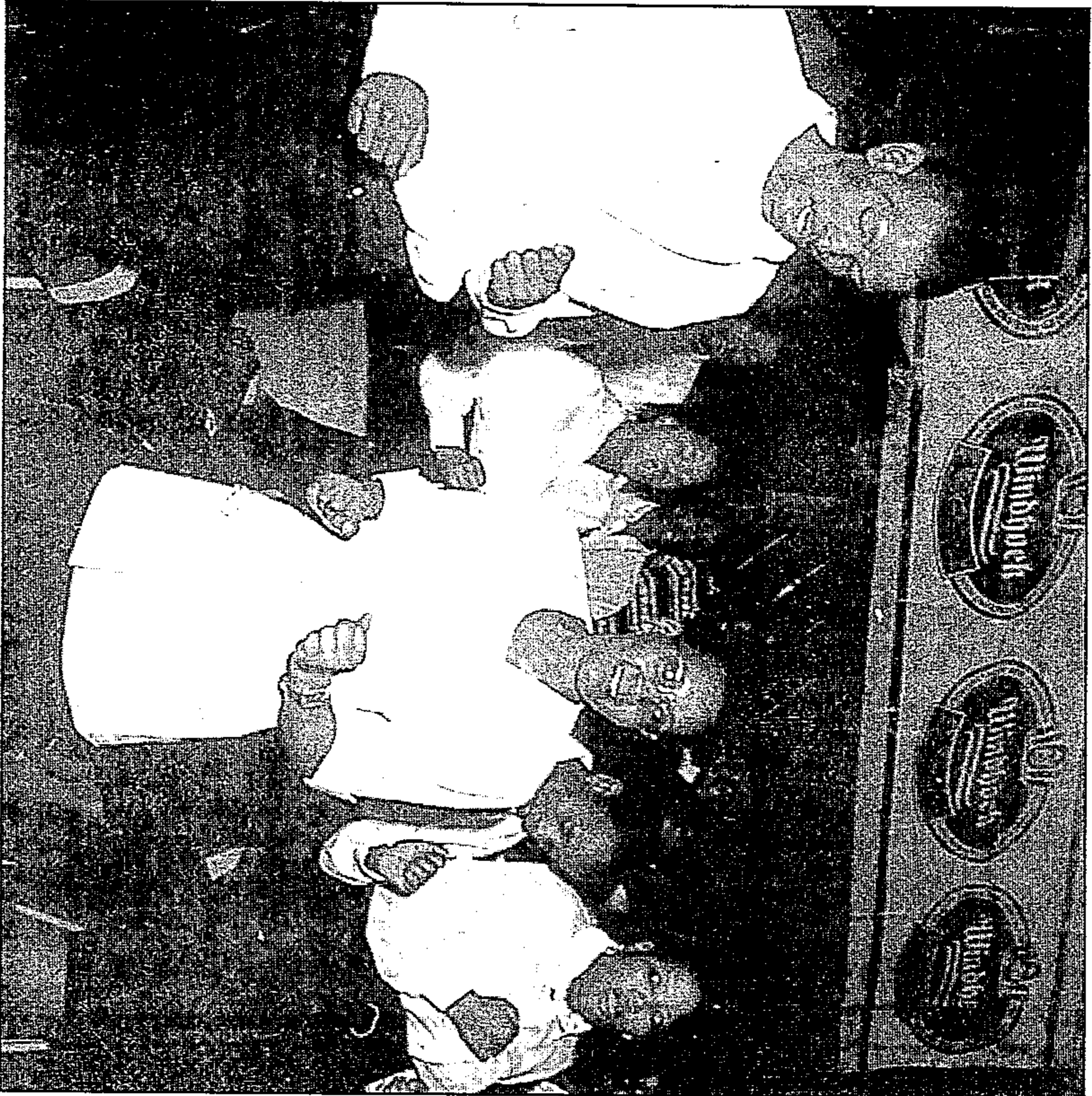
"It will be up to the provinces and MECs to see that the proposed system works efficiently," said national Department of Education spokesman Bheki Khumalo.

Corruption and mismanagement are still evident in some provinces with what Government refers to as the "double parking" of teachers - two in one post.

Mr Khumalo said taxpayers were

Shoulder

situation - Sadtu



The first black woman judge in South Africa, Lucy Mallula, dances with the Soweto Vista University Choir at a function held in her honour at the weekend.

Sadtu wants quick probe of N West fraud

(50) *Sowetan* 16/2/98

By Matshube Mfiole

THE North West region of the South African Democratic Teachers Union (Sadtu) has called on the Government to speed up its investigations into the financial scandal that has rocked the department of education, arts, sports and culture.

The department has been swindled of R74 million – the money earmarked for school textbooks and the RDP Learning Project – between 1995 and 1997.

Ten officials – including high profile figures – have been suspended without pay as a forensic audit ordered by the provincial government continues.

Sadtu media officer Mr Teacher Kgonothi urged the Government "to leave no stone unturned" in identifying and prosecuting the culprits implicated in the scandal.

"We have always suspected that things were not right in that department. To think that so much money has gone down the drain while at the same time hundreds of temporary teachers are facing a bleak future because of lack of funds is indeed an

irony," he said.

Kgonothi also called on the Government to thoroughly investigate the "worrying and suspect" relationship between a North West-based sports promotion company, a Mafikeng catering company and school sports in the province and nationally.

Sources confirmed to *Sowetan* that one of the directors of the promotion company was among the 10 officials suspended without pay two weeks ago.

"That connection has to be investigated and clarified to put suspicions and rumours to rest.

"But if one has to believe the information at our disposal then the Government has reason to act and act very harshly," he said.

Sport in the North West has not been "seriously" affected by the scandal and suspensions of key figures but other projects may have to be reviewed, he added.

A spokesperson in the office of the acting director of sports Mr Moss Makodi said he did not foresee any major interruptions though some future projects could be reviewed.

Education dept throws lifeline to thousands of uneducated adults

(50)

R5-billion plan unveiled to eradicate illiteracy

Star 16/2/98

By KOLISA VAPI

The Department of Education has unveiled a R5-billion plan to quench the need for basic education at a time when adult education centres remained closed due to lack of funds.

The plan is contained in two critical documents, Adult Basic Education and Training (ABET) and a National Multi-Year Implementation Plan (NMYIP), which were officially launched this week.

Speaking at the official launch of the two documents, education deputy director-general Ihron Rensburg said the plan recognised that the need for adult education and training went beyond literacy and numeracy, but emphasised the department's "accumulated commitment preparing our adult population for lifelong learning and development".

Rensburg said reaching 9,4 million uneducated South African adults who had had less than nine years' schooling was a mammoth task which the Government could not tackle alone.

Provincial education departments have set themselves a target of reaching 294 721 ABET learners this year alone with the view to eradicating illiteracy among the adult population, while the national target stands at 154 000.

"The policy and plan take to the coal-face of learning a fundamental break with the marginalised status of ABET

9,4-m had less than nine years' schooling

and with its traditional image of numeracy and literacy focused only on how to read payslips and to acquire elementary and mindless reading and writing skills," Rensburg said.

Gauteng Premier Mathole Motshekga, whose speech was read on his behalf by Curtis Nkondo, said South Africa had a large number of under-

educated adults, with Gauteng alone having 1,5 million adults in need of ABET due to historical systems of racial oppression.

"Today illiteracy is directly linked with an increase in poverty, unemployment, fragmented families and a high infant mortality rate," Motshekga said.

The first phase of the NMYIP commits all players, including non-governmental organisations, tertiary institutions, publishers and the private sector and unions, to set up mechanisms aimed at ensuring sustainable massive delivery of adult education with ownership filtering down to the lowest denominator between now and 1999.

The mechanisms include, among others, planning, personnel, finance, management, monitoring and evaluations.

During the second phase of the plan, the department hopes to bring 2,5 million of the 9,4 million adults in dire need of basic education into the system by 2001.

Senior govt officials in textbook scam

Kevin O'Grady

GOVERNMENT officials as senior as deputy directors-general are implicated in North West's R74m school textbook scam, the provincial legislature's public accounts standing committee says.

The committee met on Friday to discuss the alleged scam which was uncovered during a forensic audit conducted by Gobodo Incorporated Chartered Accountants.

Committee chairman Louw van Deventer (Freedom Front)

BD 16/2/98 (50)
said afterwards that the committee had decided not to release details of the companies or individuals involved as this could prejudice criminal investigations.

Molefe announced earlier last week that five textbook suppliers were under criminal investigation by the police commercial branch and that criminal charges would be brought against 10 provincial education department employees.

It was alleged that the suppliers were paid R74m for textbooks that were never delivered.

A Gobodo spokesman said the audit also found that the firms had made double claims to the receiver of revenue which defrauded the receiver and the department of R2,8m. Civil action would be taken to recover the funds.

Van Deventer said the committee would summon "the relevant parties" — which could include recently fired education MEC Mmamokoena Gaoretelelwe — to hearings to explain what "corrective action" was taken after the scam was discovered.

Boost for 'Cinderella' priority

(50) Star 17/2/98

Expectation and scepticism have greeted this week's financial fillip for literacy programmes,

writes
Ryan Cresswell

The Department of Education has announced that literacy programmes and adult basic training - the Cinderella sector of education - is to be given a whopping R5-billion. The decision to pump in money over the next few years is contained in two documents launched this week.

But some literacy educators remain sceptical and question just where all the money will come from.

One said: "There remains a crisis between expectation, plans and reality."

The plan to reach 9,5 million uneducated South Africans comes against the background of a financial crisis that affected donors, the Government and training programmes, and has been getting worse for many months. Adult education centres and non-governmental organisations dealing with the issue of literacy have been dealt a series of financial body-blows.

Many of them are already reeling like badly outmatched boxers, and they need money in the short term.

Over the past five years, the fact that as many as 46% of the population, or about 15 million people, could be functionally illiterate set alarm bells ringing and there was a flurry of activity. New research has shown the figure could be far lower.

But when the initial shock of realisation occurred, the following projects, among others, swung into motion:

The National Literacy Co-operation (NLC) moved from a string of loosely organised NGOs to an umbrella organisation with 200 members and a distinct goal, called the 1 000 Learner Unit Project. It was set up as a costing model to gauge further action. Projects such as Learn and Teach, the *Wings Workshop*, School and Prinet 1, African



DI 1881 VANZIK

2 000 rural schools will 'leap-frog' on to the Web

CT 17/2/98

(50)

ANDRE KOOPMAN

MORE than 2 000 schools, mostly in rural areas, would be linked to the Internet this year and telecentres would provide communities with telephones and Internet access.

This was said yesterday by Posts, Broadcasting and Telecommunications Minister Mr Jay Naidoo at a briefing in which he outlined his department's plans for the year.

Naidoo also announced that his department was committed "in principle" to establishing a dedicated education channel. He said a task team had been established with this aim.

By mid-year, the first 30 telecentres would be established in rural areas at a budgeted cost of R10 million, Naidoo said.

The aim of the centres was to "leap-frog" rural communities "from no services to the most advanced".

The telecentres, linked to the Universal Service Agency, would

offer communities instant access to the Internet and would be linked to government and private databases.

They would also be sub-centres for tele-medicine, tele-learning and tele-libraries. The first centres would be commissioned during the first quarter of this year, Naidoo said.

It was envisaged that further centres would be established with the support of small business.

Naidoo also said that:

- Foreign ownership of the broadcast media — currently pegged at 20% by the Independent Broadcasting Authority (IBA) — would be reviewed.

A possible increase in this stake had been raised by various parties and this issue would be detailed in the broadcasting white paper.

"At this stage, I can't say it will be increased, but it certainly won't be decreased," minister Naidoo said.

- A study into the viability of allowing a third cellphone opera-

tor in South Africa had been completed and a document on the findings would be released within two months.

Public hearings on the issue would be held in April.

- Naidoo said he had asked the portfolio committee on communications (National Assembly) to extend the terms of office of three IBA councillors — whose contracts expire next month — to maintain investor confidence and provide continuity in the regulatory authority.

Losing the three councillors during the process of awarding South Africa's first private television licence would also affect the market's stability.

- The IBA this year would investigate the feasibility of introducing community television as well as full-spectrum satellite broadcasts.

- Eighteen community radio stations would be established in disadvantaged areas with the help of R3m in Danish funds.

Draft proposes English as lingua franca

CAPE TOWN — The defence department's consultative forum on language policy has proposed that English be used as a "thread language" for the department — a lingua franca for general communication, command, control and co-ordination, as well as for training.

Briefing the National Assembly defence committee on Friday on a draft document for a language policy, defence department language services director Com Gerald Nonin said this did not mean English would be the only language used.

The document proposed that the other official languages be used as

"link languages" where the situation warranted or demanded it. When required, important documents and training material should be translated into various official languages.

Nonin said the proposals included a policy of nondiscrimination and the recognition of the status of all the official languages.

He said that a final draft policy would be the result of consultation with a broad spectrum of department members, the committee and the Pan SA Language Board, as well as with external interest groups by means of public hearings. — Sapa.

ED 18/2/98

Gear hurts education

Sowetan 19/2/98

THE dismal matric results have sparked a series of shock waves throughout South Africa. The response of the Education Ministry has amounted to pointing fingers at everyone except itself.

But Growth, Employment and Redistribution (Gear), the macroeconomic strategy of the African National Congress Government, is fuelling this crisis.

Measures such as fiscal discipline, privatisation, vocational training, low wage increases and jobless growth are deepening the crisis in education.

● **Privatisation of education:** There continues to be a shortage of resources at many schools. Classrooms in the townships are overcrowded and there is not enough equipment.

While many township children still do not have their own desks, white children not only have their own desks but also computers on which to do their school work.

Instead of making sure this problem of apartheid education is addressed, the Government is worsening the crisis by introducing privatisation in education.

The ANC, despite its 1994 election promise of free education, has not guaranteed free and compulsory education for all. For children up to 15 years old, the funding formula says governing bodies at schools should ensure that those who can pay for education do so, and those who cannot receive it free.

The problem is that there are no guidelines which indicate who would not be able to afford school fees. This has been worsened by the growing black middle class leaving the townships and moving into the suburbs.

With the Government enforcing school fees, the poor are forced to take responsibility for the financial survival of their schools. The immediate option in these communities has been to put pressure on those who say they cannot pay to pay school fees.

Privatising education

The ANC has argued that with parents and communities part of governing bodies democratisation of these bodies is ensured. In real terms, this has not meant the empowerment of communities or the protection of those who cannot pay.

But it has resulted in the privatisation of education.

A further indication of this is the absence of sufficient textbooks. Instead of providing these textbooks, the Education Ministry is calling on parents to buy books for their children.

In this way, while inequalities between black and white schools are continuing, new inequalities are beginning to emerge within the black

The ANC has failed to keep its pre-election promise of free education. Instead, good education is out of reach for the poor, argues **Bernadette Johnson ...**



Education Minister Sibusiso Bengu

communities as working class communities are being forced to pay more for education.

Instead of reversing these inequalities in funding, the focus of change within education has been the introduction of Curriculum 2005.

But without addressing apartheid inequalities, this will amount to very little. In fact the result has not been a better culture of teaching, but a growing sense of demoralisation among teachers.

To achieve equal ratios, teachers have also been expected to uproot their entire families or leave the teaching profession, while others continue to face the threat of retrenchment.

With many teachers choosing to accept retrenchment packages, the state not only spent a great deal of money but also lost some of the most experienced teachers.

This, in turn, means that huge amounts of money will have to be spent on retraining teachers for Curriculum 2005.

● **Deskilling of labour:** Being more skilled is important to many workers. It is seen as a means to earn higher wages.

Bosses too have argued that training workers, and therefore improving their skills, is important for the economy to grow.

This kind of training is referred to as voca-

(30) tional training and has become the focus of all education policies.

Curriculum 2005 explains it as outcomes-based education. What this means is that people must not just learn words and ideas, but they must be able to do something.

However, up to now the bosses have not yet begun pumping any money into creating a highly skilled workforce. They also have not been increasing wages in real terms.

Government, in turn, will spend less money on education from grade 9 upwards, which is lower than even under apartheid.

This raises the question: does capital really need more skilled labour?

Studies of countries throughout Europe show that capital does not. It, in fact, needs cheaper, less skilled or deskilled labour.

Already in South Africa a similar tale can be told - unemployment of graduates is rising, which contributes to jobless growth. Vocational training is deskilling labour and not providing a highly skilled work force.

● **The youth:** With unemployment increasing, what options do the youth have? If they fail, they are likely to be unemployed. If they pass, where do they go?

In this way Gear has complicated matters. It argues that the State should spend less money on the more expensive parts of the education system. This has meant a huge increase in fees and therefore less access by the poor to higher education.

Failing to address crisis

The question therefore needs to be posed to the ANC: Why then should there be a culture of teaching and learning?

The youth feel the consequences of being more or less educated will not mean much for their future. For this reason they are more often found outside than inside the classroom.

The ANC is failing to address the education crisis effectively. Instead of ensuring the living standards of the poor is improved, it is protecting the wealth of the rich. Instead of addressing the root cause of the education crisis and capitalism, the ANC is more interested in securing the interests of big business to continue its unhindered exploitation of cheap, black labour.

(The writer is a facilitator at Khanya College, Johannesburg. The article is written in her personal capacity.)

THREATS OF 'PROTRACTED MASS ACTION'

Pagad joins education fray

(50) CT 19/2/98

PAGAD HAS ENTERED the dispute over education, saying that children who lack a proper education are more likely to be seduced by drugs and gangsterism. Education Writer **TROYE LUND** reports.

PEOPLE Against Gangsterism and Drugs (Pagad) has joined the education fray, saying it will stand shoulder to shoulder with schools protesting against the retrenchment of teachers. Pagad members, including national co-ordinator Mr Abdoos Salam Ebrahimi, marched with about 4 000 pupils, teachers and parents to Parliament yesterday.

Education MFC Mr Nick Koornhof said the march was "highly undesirable and irresponsible" because it had taken place during school hours. "My door is open, I am aware of the problems and am working to solve them. But I need the parties concerned sitting round my table, not out in the street during school time."

But Ebrahimi said: "Without teachers and an educated grounding, our children will turn to gangsterism. It is a chain reaction. No education leads to unemployment, leads to gangsterism, crime and drugs."

He added: "Pagad and all its substructures will support schools with everything it has."

The march signalled the beginning of envisaged "protracted mass action" in the province against the rationalisation strategy of the Western Cape Education Department.

Yesterday, outside the provincial legislature, marchers delivered their demands for the reinstatement of axed teachers to a wall of riot police.

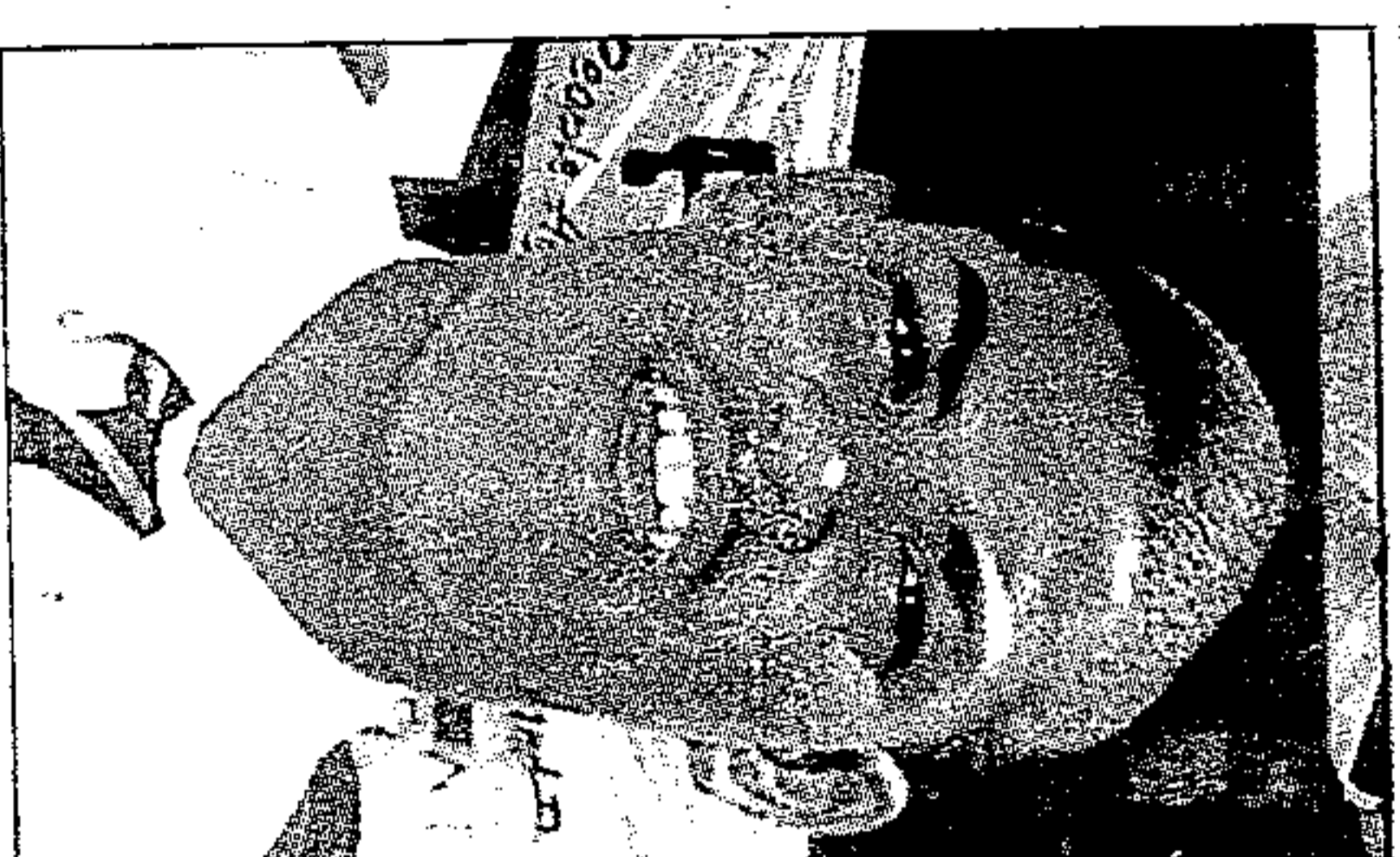
Their next stop was Parliament, where they issued warnings of a defiance campaign that would continue until the cessation of the province's rationalisation measures, which they said were forcing "sewer education" on communities.

Leading the march, Trafalgar High School teacher Mr Nadeem Hendricks shouted: "We want more teachers and less politicians. They have betrayed us, the poor people." Marchers also expressed anger at the lack of security provided for pupils and teachers in areas where gangster shootings occurred on school grounds.

A further consequence of pupils sitting idle, without teachers, became evident last week when Heathfield High School was trashed by mobs of pupils from neighbouring schools.

Heathfield High matric pupil Ms Fayroos Mullins said: "It was chaos. I am sure that at this rate matrics will never do better than last year."

Without the 3 300 temporary teachers that were sacked in January, some schools have to cope with classes of more than 80, and others have Grade 8 maths teachers teaching Grade 12 or matric science. And because teachers have to give priority to matric lessons, many classes in lower grades have to make do with fewer periods each day.



PEOPLE AGAINST: Pagad has joined forces with schools to fight teacher retrenchments. Cost-cutting measures are only serving to make schools breed gangsters, the organisation says.

Matric youth has idle, empty schooldays

TROYE LUND accept that a science teacher will teach him maths and a typing teacher will instruct wordwork.

Although he should be taught for all six lessons of each day to meet the syllabus requirements for six matric subjects, Wagner will be teacherless for one or more lessons daily.

"I am actually lucky. Teachers must give most of their attention to us, the matrics — the lower grades have a teacher for two of six lessons each day."

PICTURES: THEMINKOSI DWAYISA

He then joined the 4 000 marchers in chanting: "Sack politicians, not teachers! Back, back, we want our teachers back!"

Western Cape schools are required to retrench another 4 000 teachers by the end of this year.

HARD TIMES: Heathfield High School matric pupil Carl Wagner asks how pupils can be expected to pass without enough teachers.

Pupils on the march for better education

'We want our teachers back,' demand thousands of angry children

ANDREA BOTHA
STAFF REPORTER

While most 16-year-old girls dream of parties and boys, Ferouza Harris worries about her school and improving the state of education for herself and fellow pupils.

She got involved in student politics at Crestway Secondary High School a year ago and is now chairwoman of the students' representative council.

Ferouza joined thousands of pupils for a march through central Cape Town yesterday.

The pupils came from Lavender Hill, Oval North, Beacon Hill, Scottsdene, Aloe, Oaklands, Spes Bona, Maribu, Harold Cressy, Voorberg, Alexander Sinton, Wynberg Secondary, Heathfield, Steenberg, Salt River and Trafalgar high schools and Melton primary school.

Ferouza is in her matric year and wants to be a computer analyst.

"At the moment we have no accountancy teacher. Our teacher got sick at the beginning of the year and we have no substitute teacher. "How are we supposed to write

exams at the end of the year?" she asked.

The march was organised by the Western Cape Parent Teacher Student Forum.

The pupils were protesting against teacher rationalisation which has cost the jobs of more than 3 000 temporary teachers in the Western Cape. Further retrenchments are planned.

Chanting slogans like "No teachers, no school" and "We want our teachers back", the pupils marched to the provincial legislature and then to Parliament in sweltering heat to hand over a memorandum of their complaints.

Students from the Cape Town College's Teacher Training College also marched because they believe there is no future for trainee teachers.

Pagad national co-ordinator Abdus Salaam Ebrahim, the father of four children, was at the march and said Pagad had supported the protest movement against the teacher rationalisation from the start.

Frieda Martin, 51, marched for a better education for her two grandchildren, one of whom has cerebral palsy. Teachers at his special school are also being cut.



LEON MULLER

Voice of reason: thousands of pupils marched with teachers and parents to Parliament to protest against teacher rationalisation



Pupil power: Ferouza Harris takes a stand

ART 19/2/98

(50)

Research body bill an 'important advance' in revamping agencies

Vuyo Mvoko

ED 20/2/98 (50)

CAPE TOWN — The National Research Foundation Bill, to be tabled in Parliament next month, would be "the most important advance" in government's efforts to revamp the country's "fragmented" science and technology agencies.

Briefing Parliament's portfolio committee on arts, culture, science and technology on his ministry's programme for this year, Minister Lionel Mtshali said he envisaged the formation of the National Research Foundation would take place before the end of June this year.

The foundation would bring together, among others, the Human Science Research Council's Centre for Science Development and the Foundation for Research Development.

"The foundation will provide a vital structure in the institutional base for science and technology in SA to sustain the provision of qualified scientists, engineers and technologists," Mtshali said.

The foundation would strengthen the capacity of the National System of Innovation — a forum bringing together different organisations and institutions, academia, the private sector and civil society — "to create new knowledge and to convert this knowledge into real socioeconomic benefits for our country", Mtshali said.

A competitive SA economy and an "enlightened" society depended on the "priority fields" of engineering, the natural and health sciences, and environmental and agricultural sciences, he said.

Mtshali said a "system-wide" review of SA science, technology and engineering institutions had been done and would be submitted to the cabinet in April.

The review's "value-for-money assessment" of the institutions looks at infrastructure gaps, overlaps, funding mechanisms, and state monitoring of scientific research and technology activities and output.

There were five other bills the department wanted pushed through this year, Mtshali said.

One of them was the National Heritage Bill which sought to provide for the establishment of a council that would co-ordinate heritage management throughout the country.

Pupils march on Parliament

More schools wanted

ANDREA BOTHA, NORMAN JOSEPH AND
MANDLA MINYAKAMA
FRG 20/2/98

About 400 pupils from Guguletu, Khayelitsha, Langa and New Crossroads marched to Parliament today to protest about the lack of schools in their areas.

The pupils, aged between 13 and 25, were unhappy about the new Samora Machel High School in Lentegour which refused to enrol them.

The group handed over a memorandum to Minister of Education Sibusiso Bengu's spokesman Bheki Khumalo, who promised to look into their problems.

Spokesman for the group Patrick Mlungwana said: "We are eager for schools and for teachers. We want to go back to school, but the schools are full."

Many of the children failed matric last year and wanted to repeat their Grade 10 this year, but were turned away. Others allegedly had been refused admission to the Samora

Machel High School on the grounds that they came from other areas.

This is the latest development in the admissions crisis at the Samora Machel High School, which has had problems since the beginning of the year.

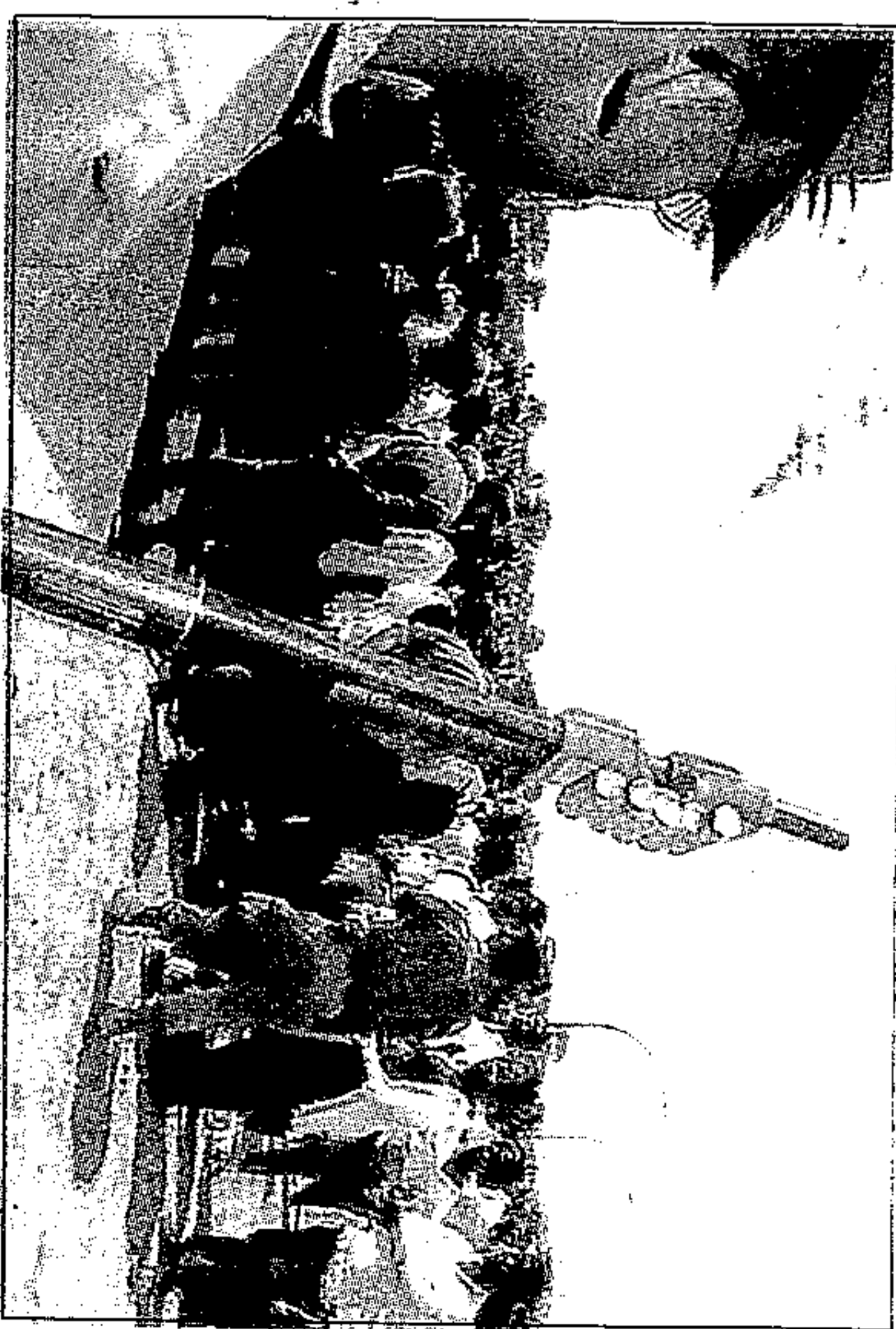
Earlier this week, thousands of children were reportedly still waiting to enrol while others were trying to leave the school.

There were also rumours that some pupils forged report cards and this was fuelling the problem.

Mr Khumalo said it was the responsibility of the provincial department to provide schools for pupils and pass the memorandum on to them.

Meanwhile, 1 000 Mitchell's Plain pupils marched and staged a sit-in at the education department's regional offices early today in protest over the non-payment of temporary teachers.

The sit-in lasted for three hours before education officials allowed a delegation of 10 teachers and pupils to enter the office for a meeting at 11am.



Front line: toyi-toying students are stopped by police

■ A bus driver and two passengers were injured when their bus was stoned during a march by school pupils through Old Crossroads and Philippi yesterday.

The pupils, from Crossroads, Guguletu, Philippi and Nyanga, tried to disrupt traffic in protest against

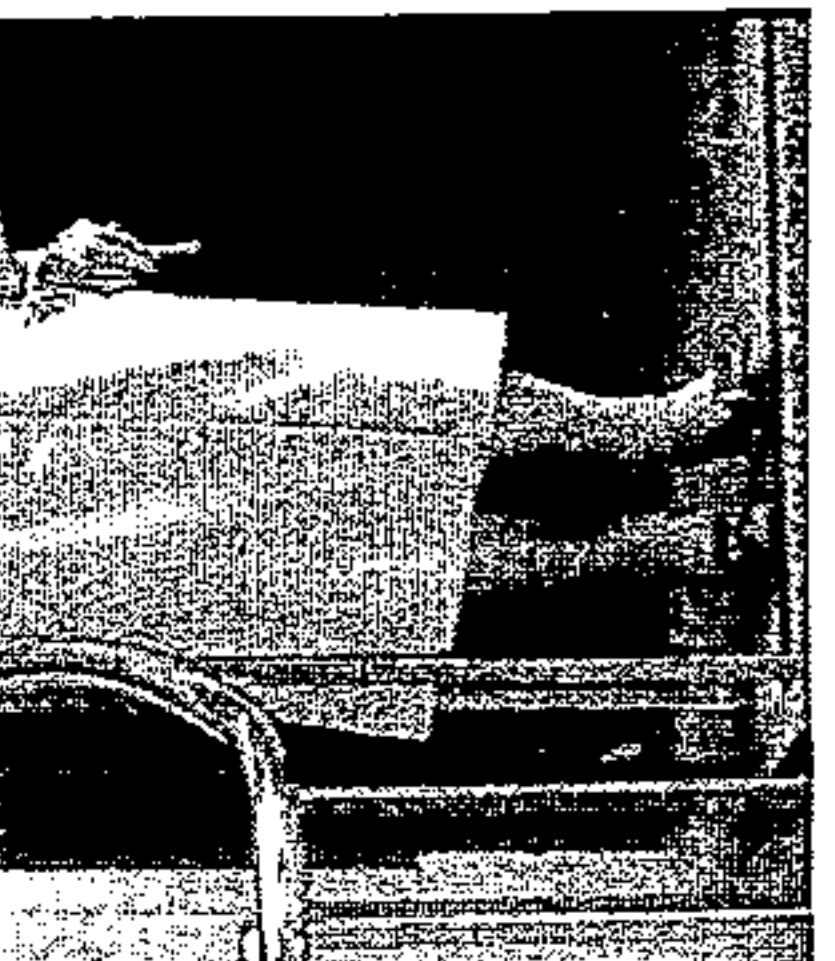
teacher rationalisation - but were stopped by police.

Several motorists are reported to have been attacked and robbed of jewellery and money, and trucks delivering dairy products, vegetables and bread were stoned and looted when they stopped.

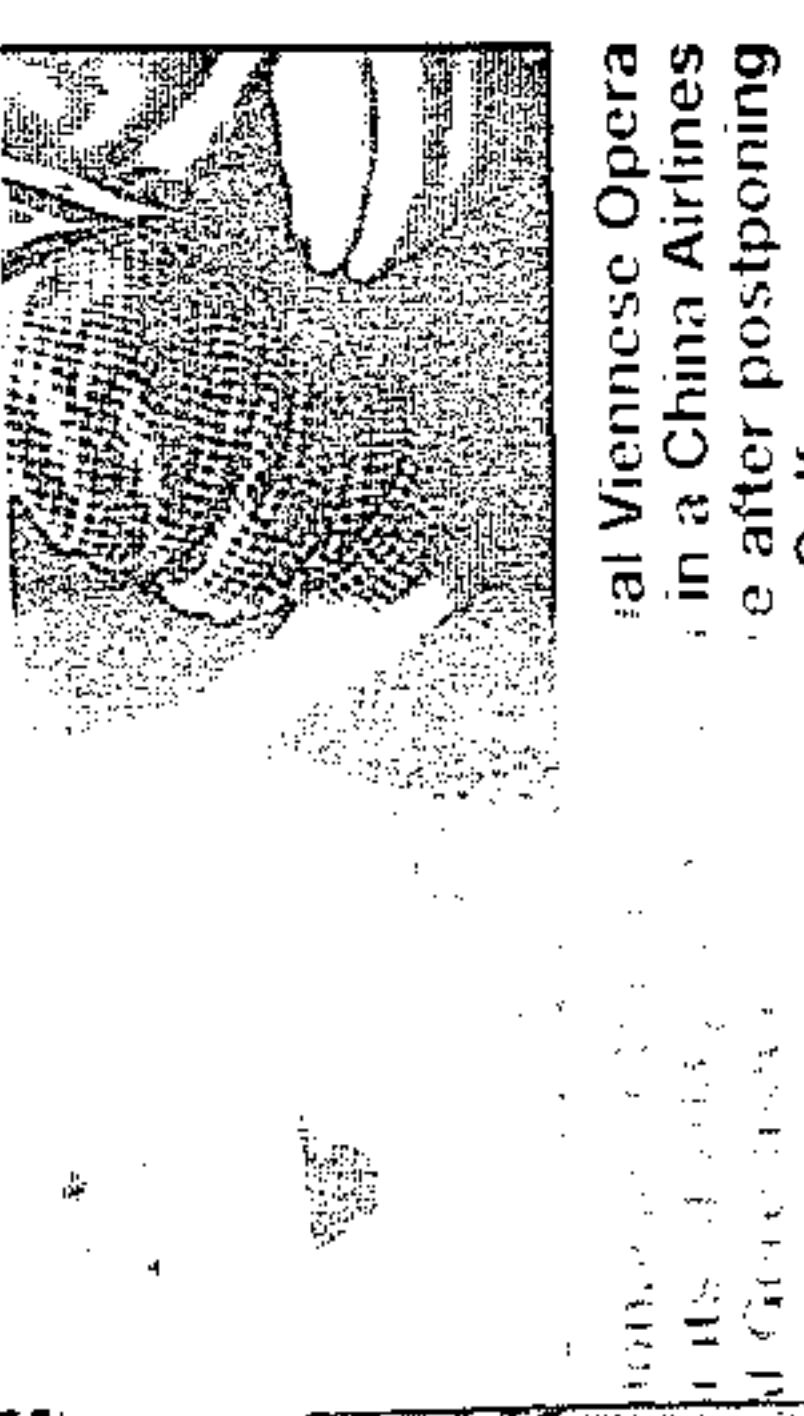
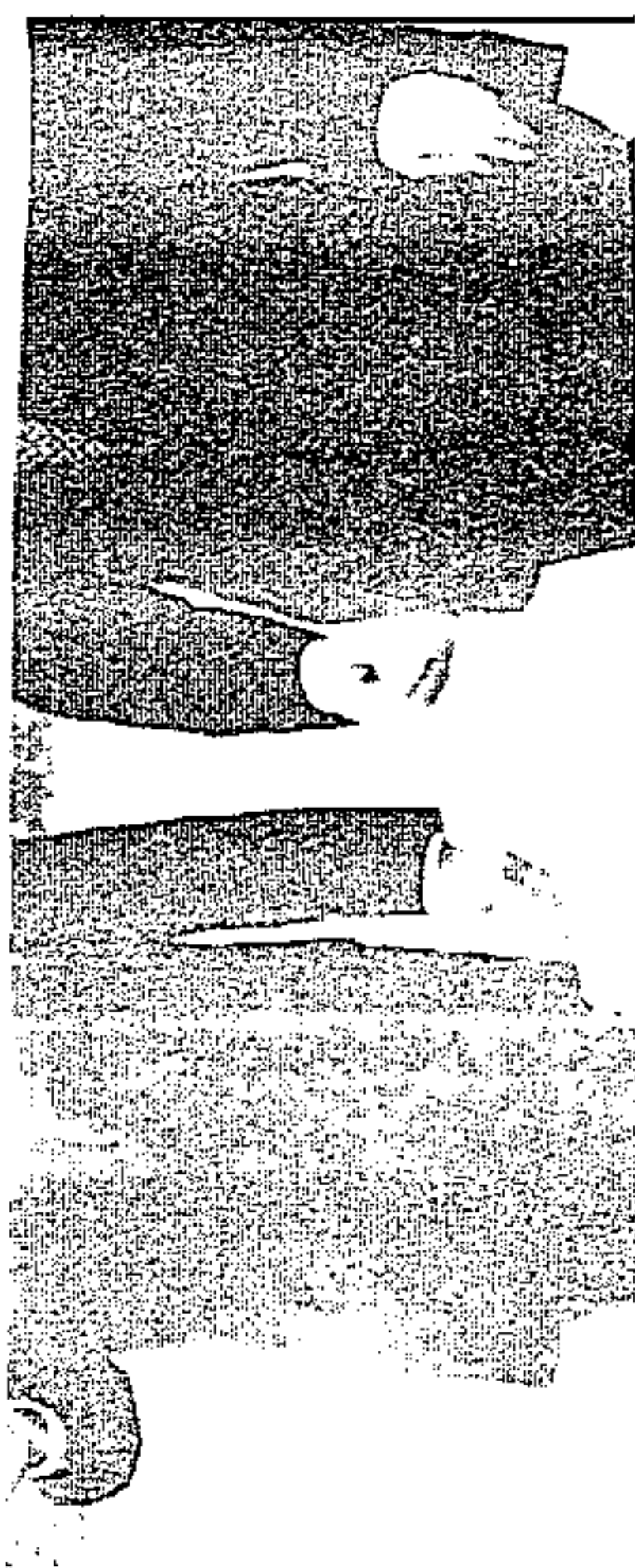


UBEN ZILWA

We protest: pupils congregate at the corner of Lansdowne Road and Vanguard Drive



JILLIAN ANSTEY



Viennese Opera in a China Airlines after postponing

EIGHT-year-old Lerato Radebe is one of the chosen few.

He is a member of the grade 1 class of 1998 earmarked to be the first to benefit from Curriculum 2005, the government's flagship education programme.

When he launched the programme, the Minister of Education, Professor Mbusiso Bengu, promised it would be a "giant step forward" and would produce the new breed of pupil South Africa needed to become a successful modern economy.

Whereas in the past pupils had to do without textbooks and were taught by poorly trained teachers, little Lerato was destined for the best. "That was the plan.

But the boy, who dreams of becoming a teacher, hasn't yet received a single textbook. In fact, there isn't a single reading book in his school, Intuhuzelo Primary in the Free State town of Bultfontein.

And his teacher, Miriam Mofaksane, has received no training in the new outcomes-based method of teaching.

"I don't know where to start or where to go," she says.

Lerato's case is not an isolated one.

The Sunday Times has found that scores of schools are battling to implement the new curriculum. A repeated response from schools surveyed was: "Do you have books for us?"

Teachers say they have not received proper training, and only two provinces, Gauteng and Western Cape, have ordered the new textbooks. The other seven provinces say they will be ordering their textbooks, but Lindelwe Mabandla, who represents all education publishers, said only the Eastern Cape and North West province had indicated they would be ordering.

Dr Louis Kriel, chief education specialist for the national Department of Education, said it was essential for schools to have learning materials for the new curriculum.

"The pupils and teachers can't work without them," he said. In an attempt to kick-start the new programme, the department has



EAGER TO LEARN: Grade 1 pupil Lerato Radebe dreams of becoming a teacher but there isn't a single reading book in his school.

spent R5.4-million on booklets for teachers and pupils. These cover only the first term — but many schools have not yet received them.

The region worst affected appears to be Northern Province. Not one of 11 schools surveyed by the Sunday Times had received workbooks for their pupils.

Also badly affected is Kwazulu Natal, where 14 of 20 schools contacted had not received a full set of study guides. Teachers said they were "very confused" and the training they had received was inadequate.

"I'm not sure how to teach 2005. Lots of teachers are in this position," said Sindisive Ntshu, junior primary head of department at Bhungo Primary School at Marimahl outside Durban.

Gauteng education authorities said 65 percent of grade 1 textbooks had been delivered. Schools in North West Province reported shortages.

In Mpumalanga, schools surveyed had all received the first-term booklets, as had some schools in the eastern Cape, Northern Cape, Free State and Western Cape.

Kate McCallum, chairman of the Publishers Association of South Africa, said it took five months to compile most textbooks after ordering.

"The present position regarding the supply of books in schools is untenable. No country has an education system without books," she said. Kwazulu Natal and Free State admit not all their grade 1 teachers have been trained. And Lindita Potlako, a curriculum specialist who has been

co-ordinating and devising teacher training in Gauteng, said some teachers were confused by their old way of teaching and that they had been trained.

"The teachers' grasp of the curriculum is so tenuous that if schools don't have the materials, teachers need to know what's expected of them," Mofaksane, Lerato's teacher, said.

She says: "We are not sure if we don't know whether what we are doing is right or wrong. We need a study guide but we need to want to be trained."

She follows a teachers' programme piloted by the Free State, which uses the comprehensive approach, such as: "Teachers make their own materials and undertake

State schools:

Multiple-choice questions are not the only way to assess a child's understanding, says a spokesman for the Department of Education. The department has set up a pilot project in one school in the Free State, where a pilot project has been set up to assess a child's understanding of a concept.

The pilot project is being run in one of the schools in the Free State, where a pilot project has been set up to assess a child's understanding of a concept.

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ST 22/12/05

Boost for adult literacy will feed into country's human development rating

Some important measuring sticks have been developed in recent years to assess how far a country has progressed in developing the potential of its human resources. As such, they can be used to guide policy including budgetary policy.

The human development index (HDI), generated by the United Nations, is one of these.

It allows countries to be ranked in order of their level of human development. In selecting the indicators needed to calculate the HDI of a country, the UN asked: what are the basic capabilities that people must have to participate in and contribute to the development of their society?

Their answer was: an ability to lead a long and healthy life, to be

knowledgeable and to have access to the resources needed for a decent standard of living.

These factors translate into a society's life expectancy at birth; its level of educational attainment, measured both in terms of its adult literacy rate and the combined enrolment at primary, secondary and tertiary institutes of education; and the income regarded as adequate for a reasonable standard of living.

The adult literacy rate of a nation is viewed as extremely significant to its human development. The HDI reflects this in the weighting it gives to adult literacy.

So, if we are concerned about our position on the world-scale ratings of human development, we can rejoice at last week's decision

of the department of education to add an extra R5 billion over the next few years to the paltry R148 million (under 1 per cent of the total education budget) currently allocated



ZARINA MAHARAJ

to its adult basic education and training programme (Abe).

A conservative estimate of 25 percent of our population, or 9.5 million of our black people, the majority of them women, are illiterate. They are included among the vast number of mainly blacks who suffer extreme poverty and

inaccessibility to a healthy life.

It is small wonder that on the scale of human development, while South Africa as a whole ranks 95th out of 174 countries, white South Africa ranks 24th and black South Africa 128th.

The top four countries in the HDI rankings are Canada, the US, Japan and the Netherlands, in that order.

Cyprus, Hong Kong, Barbados and the Bahamas lead the developing areas at 23rd, 24th, 25th and 26th respectively.

The lowest levels of human development exist in Ethiopia, Somalia, Sierra Leone and Niger.

The UN's gender development index (GDI), another measure of the development of human potential, is a country's HDI but calcu-

lated for its female population only.

In every one of the countries for which the GDI can be calculated from available statistics based on gender differences, the GDI is lower than the HDI.

This means that so far no country has been found where gender inequality in the education, health and income required for economic development and growth does not exist. Of course, the degree of this form of gender inequality varies from country to country.

Because the official statistics during apartheid were collected on a racial basis and not also systematically broken down by gender, there is not yet the data for South Africa's GDI to be calculated. However, Central Statistical Service is engaged in such gender-sensitive

data collection, not just for calculating South Africa's GDI, but also for the purposes of related projects, including the Women's Budget Initiative and the Common-wealth Gender and Macro-economic Policy Initiative, currently under way.

The top four countries in the GDI rankings are Sweden, Finland, Norway and Denmark, in that order. The reason for this is that these countries have for many years deliberately pursued in practice their national policy of women's empowerment and gender equality.

Bearing in mind our own efforts in this direction, we keenly await South Africa's standing on this international scale of women's empowerment.

5 (1998) (50) CT (Rax) 24/2/98

Schools face power cuts

And cash crisis halts free buses for pupils

NORMAN JOSEPH
STAFF REPORTER

(56)

ART 24/2/98

Crisis-hit Western Cape schools are facing a new threat: their water and electricity may be cut off if they cannot find the cash to pay a 30% share of their accounts.

And in another blow, there will be no more free buses for Cape Flats pupils without public transport.

Schools were told by the Western Cape Education Department last year that they would be responsible for paying part of their light and water bills.

This means schools – and eventually parents – will have to find up to R8 000 a month, the typical bill at Steenberg High School.

Cape Town municipal spokeswoman Theresa Omphoe said schools' electricity accounts would be dealt with the same way as those of residential consumers.

Power might be disconnected if accounts were not paid after a month's grace.

Most Cape Flats principals said school governing bodies would eventually appeal to parents for financial help.

Meanwhile, transport contracts have been terminated by the department, which means that from April 1 there will be no free buses for pupils.

Up to now the department has paid for buses for Cape Flats pupils who live more than 5km from schools if there is no public transport.

Department spokesman Tony Eaton said budget constraints had forced the cutbacks. Some transport contracts in country areas had been renewed as pupils lived far from schools and there was no alternative.

Principals told the Cape Argus parents were battling to pay school fees and if there were more demands on them many might have to take their children out of school.

Cape Flats teachers said schools might have no toilets or running water by September if they could not pay water accounts.

Nat Bongo, vice-chairman of the



Water galore: a pupil at Sakumlandela Primary drinks water from a broken tap that gushes expensively

OBED ZILWA



R2 project: Allison Abrahams, 17, of Steenberg High with R2 for the school light and water bills

Khayelitsha School Governing Bodies' Association, said the electricity at most Gugulethu schools and a few in Khayelitsha had been disconnected because of non-payment.

Staff of Sakumlandela Primary School in Khayelitsha got a fright last week when an account arrived for more than R78 000 for water, sewerage and refuse removal.

But the bill, dating from August, had been sent to the school in error.

Principal Mandisa Bongo said the Lin-gulethu West municipality was investigating the account.

Mrs Bongo said her pupils' parents were

Schools face power cuts

From page 1

struggling to pay this year's school fees. "Most parents are unemployed. But we may have to increase the amount to help pay municipal accounts," said Mrs Bongo.

At Steenberg High School, pupils have been asked to bring R2 a week to help pay the accounts. Principal Arnold Marsh said accounts could be as much as R8 000 a month. "Two rand a week will add up to R8 a month from each pupil. We will not be able to pay 30% of the accounts."

Graham Jenecker, principal of Excelsior High in Belhar, said his school would need about R6 000 to pay accounts. "Disadvantaged pupils will be even more disadvantaged by this new policy," he said.

Gesant Pietersen, principal of Voorbrug High School in Delft, said water and electricity would be disconnected at most schools.

Most parents interviewed said they were prepared to help pay accounts in the interests of their children.

Matric crisis talks, page 6

Pre-eminence of English proposed

BY ANDRE KOOPMAN

SAW 25/2/98 (50)
Cape Town—English, the most widely used language in Parliament, should be utilised regularly as the language of record for internal business of Parliament together with one of the other 11 official languages on a rotating basis.

This was proposed yesterday, in the Proposal for Language Policy for Parliament, before the rules committee.

This means Afrikaans would no longer serve as the second official language of record in Parliament. Legislation would still be in English and Afrikaans, but order papers, minutes, question papers, etc, as well as the parliamentary record, Hansard, would be published in English and in the language of the month, which would be one of the other 11 official languages.

In effect this would mean that English and Xhosa would be used one month, English and Setswana the next, and so on, committee member Shepherd Mdladlana (ANC) explained.

The proposal says use of only two

official languages in Parliament does not conform to the Constitution, which says the state "must take positive and practical measures to elevate the status and advance the use of" indigenous languages.

Hansard would be published in English, with inserts in the language used by MPs. Speeches would be recorded and published in the language of delivery. All languages other than English would be translated into English, the proposal notes.

It was resolved that the various parties should discuss the matter and come forward with proposals on recognising the 11 official languages.

Mdladlana said some ANC members felt uncomfortable that their home language was never reflected in parliamentary papers.

The Freedom Front said the ANC's decision "to proceed with suggestions that Afrikaans should be downscaled in Parliament" was in direct contrast with the conciliatory talk of the ANC's leadership towards Afrikaners.

PRINCIPAL TAKEN HOSTAGE

Pupils, parents clash as five suspended

CT 25/2/98
(no)

VRYBURG: Racial tensions exploded into open clashes yesterday at a high school described as a time-bomb waiting to explode. **MIKE MASIPA** reports.

AT LEAST five vehicles, including a police car, were torched and several people injured during racial clashes in the North West town of Vryburg yesterday.

Riot police fired a stun grenade and used barbed wire to separate sjambok-wielding parents and pupils after they clashed at Vryburg High School.

The clashes were sparked off by the suspension on Monday of five black pupils by the institution's predominantly white governing body, allegedly for bad behaviour.

Police said black pupils took hostage principal Mr Theo Scholz and two members of the school's governing body.

The three were held at the local offices of the department of education where pupils had earlier staged a sit-in, demanding to be addressed by the governing board.

The group then allegedly assaulted members of the board. All three were later freed by police.

Yesterday a group of white parents retaliated by barring black pupils from entering the school and beating them with sjamboks.

Black parents then joined the fracas as police struggled to keep the two sides apart.

The pupils also damaged offices of the department of education.

After separating the two groups, police escorted black pupils to neighbouring Huhudi township.

The pupils then went on the rampage, attacking delivery vehicles and police cars.

The Human Rights Commission (HRC), which investigated claims of racism at the school in 1996, blamed the resurgence of racial conflict on the province's former MEC for Education Mmamokoena Gaoretelwe's failure to deal with the problem a year ago.

Gaoretelwe was fired from her post earlier this year for mismanagement and incompetence.

HRC commissioner Ms Pansy Tlakula said the body would meet incumbent Education MEC Zacharia Tolo in Mafikeng today to discuss the latest developments.

"We became aware of the problem in early 1996 after a delegation paid a visit to the school and found that there were two schools operating on the same premises.

The school ran as a parallel medium but we found that for the exception of a few coloureds, the Afrikaans section happened to be all white. The English section is all black."

A task team headed by Tolo, the then-welfare MEC, was disbanded late last year after it proposed a transformation framework for Vryburg High and other schools in the same predicament, Tlakula said.

"We visited the school again last year and reported to Gaoretelwe that there still was no integration there. We knew that Vryburg was a time-bomb. Now it has exploded," Tlakula said.

Officials from Tolo's office met Vryburg mayor Rothman Gasela, police, teachers and parents yesterday to discuss the impasse.

SA pupils score lowest marks in science, maths test

GASANT ABARDER

JOHANNESBURG: South African matric pupils have the worst grasp of mathematics and science, according to an international study.

The South Africans, who with their peers from 21 other countries took part in a series of tests organised by the Third International Mathematics and Science Study to determine the level of their problem-solving skills, scored the lowest average.

The tests involved 15 000 schools from around the world.

South Africa finished with a maths literacy average score of 356 and a science literacy average score of 349. The average for both subjects for the 22 nations was about 500. Countries like Australia, Canada and The Netherlands were comfortably above the average, but the United States' pupils were below par.

South Africa was the only country where gender was insignificant. In all other countries the boys scored higher marks than the girls.

"If we compare ourselves with the other countries, our maths and science skills are inadequate," said Dr Rolf Stumpf, president of the Human Sciences Research Council, which funded the local tests.

"We will not be able to be a global role-player if we finish at the bottom of the list."

He was speaking at a media briefing in Pretoria yesterday where the results were released.

Stumpf said South African pupils had problems with graphic interpretations, problem-solving, word problems and presenting their answers coherently.

The overall findings of the study were that the broader school curricula did not encourage literacy in maths and science.

The study also found that 75% of the pupils showed an interest in

studying at university and that the most popular career choice was engineering.

"This is disturbing because aspirations and achievements do not match," Stumpf said.

Although grave concerns were expressed about the state of the two subjects, Stumpf added that there were certain "mitigating factors".

The study — which used pupils from all provinces and across a broad socio-economic background — for most pupils, was conducted in a second or third language; only 8% of the pupils had computers in their homes; the average number of people living in their homes was five, which is not conducive to studying; and the level of parent education was poor, he said.

With the exception of South Africa, the boys scored higher marks than the girls.

Stumpf added that South Africa was "courageous" in that it was the only developing and African country to enter the study.

"There were also students who did well, even disadvantaged ones," he said.

Mr Thami Mseleku, an adviser to Education Minister Sibusiso Bengu said "the study's result confirms what we already know from our matric results.

"We have problems in the system inherited from a past government and it will take a long time to remedy," Mseleku said.

"In most countries, there was a substantial gender difference favouring males on all three tests," said director of the study Professor Albert Beaton.

Boys out-performed girls in all

but one of the 21 countries — South Africa — tested in maths and science literacy.

Despite different educational approaches, structures and organisations, "it is clear that parents' education is positively related to students' mathematics and science literacy," the study said.

"As was the case for eighth graders, in every country final-year students whose parents had more education had higher mathematics and science literacy," the researchers reported.

Dr Michael Martin, deputy director of the Third International Mathematics and Science Study, said: "The literacy we are speaking of is the kind of knowledge that a variety of countries and cultures agree an educated person should know.

"For mathematics, a bit of trigonometry, algebra, geometry and the sort of stuff that goes along with that.

"In science, it's the general stuff," Martin said, ie a passing familiarity with geology, biology, basic chemistry and physics.

The pupils ranged in age from 17 to 21 depending on when they were in their final year in secondary school.

Students in most countries reported spending between two and three hours a day on homework on average. However, 25% or more of final-year students in Austria, the Czech Republic, The Netherlands, Norway, Sweden, Switzerland and the United States reported studying for less than an hour a day.

Individual countries provided funding for the national implementation of the tests and therefore decided which tests their students would take. The US education department, the US National Science Foundation and the Canadian government funded international co-ordination for the study.

90) CT 25/2/98

English the language for records

(204A)

(50)

CT 25/2/98

ANDRÉ KOOPMAN

ENGLISH, the most widely used language in Parliament, should be used regularly as the language of record for internal business of Parliament together with one of the other 11 official languages on a rotating basis.

This was proposed yesterday in the Proposal for Language Policy for Parliament before the rules committee of Parliament.

This means that Afrikaans would no longer serve as the second official language of record in Parliament. Legislation will still be in English and Afrikaans. But parliamentary papers such as Order Papers, minutes, Question Papers and the parliamentary record, *Hansard*, would be published in English and the language of the month, which would be one of the other 11 official languages.

This would mean that English and Xhosa would be used one month, English and Setswana the next month and so on, member of the committee Mr Shepherd Madladiana explained.

The proposal said that use of only two official languages in Parliament does not

conform to the Constitution, which states that the state "must take positive and practical measures to elevate the status and advance the use" of indigenous languages.

Hansard would be published in English with insets in the home languages of the MPs.

Speeches would be recorded and published in the language of delivery.

All other languages would be translated into English, the proposal notes.

After debate, the committee resolved that the various parties should discuss the matter and come forward with proposals on recognising the 11 official languages.

Madladiana said that ANC members who came from diverse backgrounds had complained about the current language policy and felt uncomfortable that their home languages were never reflected in parliamentary papers such as the order paper.

"At present I must give 24 hours' notice to speak my language, Xhosa, in Parliament, whereas Constand Viljoen (leader of the Freedom Front) can get up and speak Afrikaans at anytime."

While English and Afrikaans interpreters were always present in Parliament, other language speakers did not enjoy this privilege.

"We feel this is unfair," Madladiana said. He said Afrikaners were complaining about the new proposed language policy when they were "already advantaged".

Reacting to the language proposal, the Freedom Front said yesterday that the ANC's decision "to proceed with suggestions that Afrikaans should be down-scaled in Parliament was in direct contrast to the reconciliatory talk of the ANC's national executive committee towards Afrikaners".

● FF leader Viljoen said yesterday he had been assured by Arts and Culture Minister Lionel Mtshali that the 1898-1902 Anglo-Boer War would not be renamed.

The FF urgently sought a meeting with Mtshali after ANC MP Dr Wally Serote raised the possibility of the name being changed.

Other issues affecting the Afrikaans language and culture were also discussed, and several suggestions were made to the minister, Viljoen said.

Police intervene in race clash at North West school

VRYBURG — Riot police fired a stun grenade and erected barbed wire to separate sjambok-wielding parents and pupils after they clashed at Vryburg High School in North West province yesterday.

The clash was a sequel to events on Monday when pupils held hostage school principal Theo Scholz, as well as the chairman of the school governing body and his deputy.

Provincial police commissioner AT Meiring said a group of angry white parents gathered at the school gate yesterday morning and started chas-

ing black pupils with sjamboks.

He said a confrontation followed between black and white parents and police had to erect barbed wire to separate them.

Police released a stun grenade to calm the situation.

Meanwhile, pupils ransacked the offices of the education and training department in Vryburg.

Police captain Kurt Herza said at the school yesterday the situation was tense and confirmed that trouble in the nearby Huhudi township, where one car was burnt and another smashed,

was related to events at the school.

Herza said that about 100 pupils marched to the local education department offices to present a set of demands to the district manager, a Mr Kekese, on Monday.

Kekese summoned Scholz, Venter and De Bruyn.

Herza said the pupils then held them hostage and prevented them from leaving the offices until their demands were met. De Bruyn later reported being struck in the face.

Police issued a warning to the pupils to disperse, entered the building

via the roof and freed the captives.

Venter said yesterday that the trouble started when about five pupils were suspended for nonpayment of school fees and subsequently started a campaign among the other pupils for their reinstatement.

Herza said an urgent meeting between high-ranking education officials and parents was being convened, although they were having difficulty getting black parents to participate.

Police said an assault and kidnapping charge was registered at Vryburg police station — Sapa.

509 228/25/12/1988

New school is born out of crisis

Pair tackle education woes with Waldorf scheme

ARG 25/2/98 (50)

ANDREW OFFENBURGER
STAFF REPORTER

To make a chair, combine paper, cardboard, glue and bright paint.

To make a school, combine "determination, creativity, flexibility and a caring heart", says Katy Menell and Bernard le Roux, co-founders of the new Gaia Waldorf School in Plumstead.

Gaia is trying to cut costs - but not corners - from having parents construct their child's chair out of recycled materials to create a new "school building scheme" which gives parents the chance to put in hard work for a portion of the cost of their children's education.

A school financial policy document reads: "It allows parents to contribute in fund-raising activities in lieu of paying full fees. We hope to extend this to a system where members of the community can exchange a variety of services such as carpentry, child care, computer work and so on without having to use vast amounts of cash."

After an initial fee of R400, Gaia costs R400 a month. An additional R150 can be substituted with three hours' work. So far every parent has opted for the work; they can either help with film shows or sell seedlings.

"We eventually want to cater for parents with particular skills," Mr Le Roux said.

Gaia opened last month with 11 pupils in Grade One. Next year the plan school plans to expand to include a nursery and a Grade Two class.

Pupils attend classes at the Centre for a Creative Education but will eventually move to their own premises.

Ms Menell and Mr Le Roux decided to open Gaia in response to the education crisis.

"We don't want to intervene with business or politics. We are not here to make a profit or to be a political tool," Mr Le Roux said.

"I don't believe we can just hand students over to the kind of school system I grew up in."

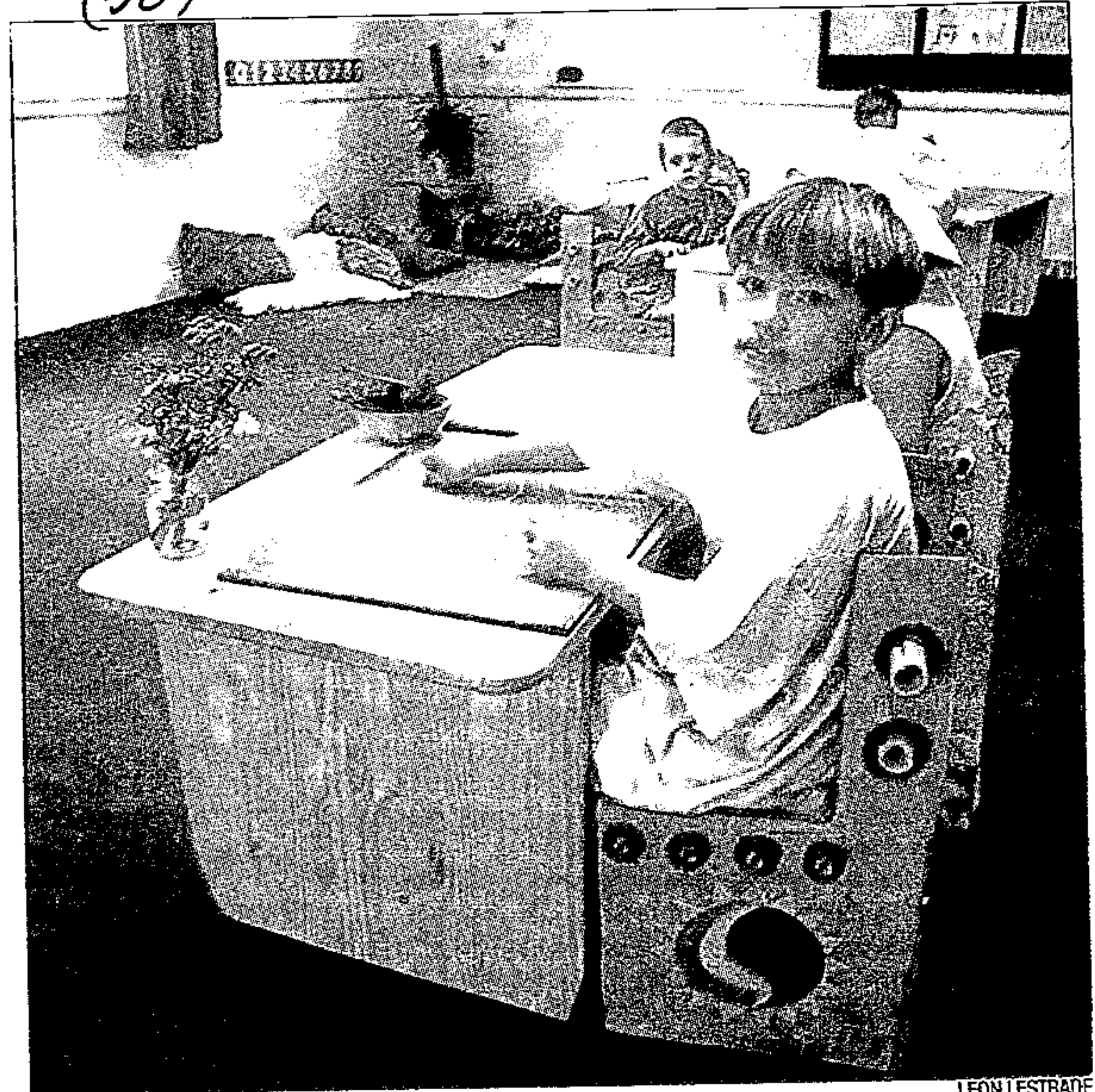
He added: "We want to prove that with increasing class sizes, you can still have a quality education."

One unique Waldorf form of learning concerns reading. Gaia will teach reading and writing through extensive imagery rather than rote memorising.

The school also stresses environmental awareness. The name Gaia comes from Greek mythology and means Earth Goddess or Mother Earth.

"The cardboard and paper maché chairs are strong, beautiful, and stand as a statement that we can make a difference if we put our mind, heart, and will to it," Mr Le Roux said.

Ms Menell added: "If you make it, you will love it."



LEON LESTRADE

Flower power: Seye Sissing, six, on his paper maché chair at the Gaia Waldorf School

Auditorium classes help Oude Molen to make the grade

STAFF REPORTER

A Peninsula school is dealing with the teacher shortage by creating facilities for teaching a whole grade at a time.

Breand le Roux, science teacher at Oude Molen Technical High in Pine-lands, this week began his lesson with a computer slide show for 250 pupils in the well-equipped, R900 000 auditorium.

"We realised we had to do some preparation for the teacher shortage," said principal Hugh James. "We thought if we could teach a whole grade at a time, it would be a tremendous advantage."

"An auditorium was the answer."

The school requires all pupils to take science and, whereas eight teachers were needed previously to instruct a whole grade in classrooms, only three teachers are needed in the auditorium.

This saves the salaries of five teachers. Mr James says the auditorium will pay for itself in four years.

"There will be some hiccups but I think it is a good investment," said teacher Johan Maritz.

Grade 8 pupils liked the room's "feel" after the first day of use. "I can learn more easily," said Theodore Adams. "I focus on the board and not on my friends."



BRENTON GEACH

Class action: 250 pupils and one teacher in the auditorium at Oude Molen Technical High

20 hurt in racial violence at school

(50) ARG 25/2/98

Vryburg - Twenty people were injured in two days of racial violence at Vryburg High School in the North-West province during which three people were taken hostage and parents sjambokked pupils.

Riot police used a stun grenade to calm the situation early yesterday. They also sealed the area with barbed wire when white parents, armed with sjamboks and batons, attacked black pupils trying to enter the school.

On Monday more than 100 pupils marched on the district's education officer, a Mr Kekese, to demand the reinstatement of six pupils who were expelled.

Mr Kekese called the chairman of the school's governing body, Kobus Venter, his deputy Frik de Bruyn and

school principal Theo Schelz to defuse the situation. A number of pupils held the three hostage.

Provincial police commissioner A T Meiring said one of the hostages shouted through a window that they were being assaulted.

Police ordered the pupils to disperse, entered the building through the roof and freed the captives.

An assault and kidnapping charge was registered with Vryburg police.

In retaliation to the kidnapping, white parents gathered at the school's entrance early yesterday and prevented black pupils from entering.

SABC news last night reported that the parents had attacked black pupils and parents, as well as a black journalist.

Police said the violence spilt into

Huhudi township and by last night six vehicles had been destroyed, including two police vehicles.

In a statement North-West premier Popo Molefe condemned the violence and called for the arrest of all the perpetrators.

He said: "We want to reiterate that Vryburg High School is a public school and it cannot therefore be a preserve of any section of our society.

"All the learners there have a constitutional right to be admitted to that school and to receive education unhindered."

Mr Molefe said meetings would continue in the town this week between representatives of school, pupil and parent bodies and the education department in an attempt to find a solution. - Sapa

CHRISTINE NESBITT



At the gates ... Phemelo Thapelo, Portia Mokomele and Eunice Mokomelo wait outside Hoërskool Vryburg yesterday. They hoped to return to collect their textbooks, following racial clashes at the school on Tuesday.

'English' pupils stay away in Vryburg

Bomb scare at school in wake of racial clashes between white parents and black children

By MELANIE-ANN FERIS
Vryburg

The entire body of black pupils at Vryburg High School stayed away from school yesterday, following racial clashes in the town this week.

During the violence white parents sjambokked black pupils and members of the school governing board were allegedly held hostage by black children.

Delivery vehicles and a police van were burnt by angry pupils in the neighbouring township of Huhudi.

Yesterday the school's white pupils had to be evacuated by police after an anonymous caller made a bomb threat. How-

ever, no explosives were found.

The incident occurred just hours after the white pupils were assured by the school's governing body that there would be no more disruptions at the school.

All 600 pupils from the Afrikaans section of the dual-medium school, the majority of whom are white, returned to school yesterday.

None of the 140 black English-medium children returned to their classes.

Some black pupils slowly trickled back to the school, but only to fetch their books. They said that they would return to school only on Monday.

Phemelo Thapelo, an English-medium pupil, said yester-

day that black pupils were afraid to return as they feared they might be attacked by white parents again.

"We want to come back to school, but we are afraid," she said while waiting outside the school premises for a chance to slip into her classroom without anyone noticing.

On Tuesday sjambok-wielding parents clashed with black pupils following a spate of disruptions - allegedly orchestrated by black pupils after five of their classmates were suspended on charges of misconduct on Monday.

Police managed to separate the two groups and escorted the pupils back to the black township of Huhudi.

Once there, however, pupils went on the rampage, stoning vehicles and setting them alight.

White pupils yesterday seemed to be in favour of the parents' actions, saying they were tired of persistent disruptions by black pupils.

"For the past three months, we have watched while these pupils disrupted the school. I think the white parents did something good. They have shown that they are not prepared for the school to be taken out of their hands," the school's head girl, Martelie Schoeman, said yesterday.

Yesterday black parents threatened to arm themselves in preparation for another

clash between their children and white parents. Violence was, however, avoided when white parents and black pupils stayed away from the school.

Concerned white parents have drawn up a list of demands which they have faxed to the director of education in Mmabatho. They have given him 24 hours in which to respond.

They are calling for the immediate expulsion of the five suspended black pupils.

They also called for the resignation of Vryburg's mayor Goatlhotlang Galeng and the district manager of schools in the region, whom they accuse of being a "stumbling block" during negotiations.

More attacks in tense Vryburg

CT 27/2/98
VRYBURG: Angry black pupils and residents at Huhudi, in Vryburg, petrol-bombed a police station, truck and house in separate attacks yesterday after a week of racially charged clashes in the town.

The Huhudi police station was petrol-bombed shortly after 2pm. Soon afterwards a 300-strong crowd gathered in the township, intending to march into the town.

After the police refused them permission, they dispersed. Then a truck in the township and a house in the town were attacked.

Police spokesperson Captain Sam Sesing said last night that they had made a number of arrests in connection with the attacks.

"The situation is very tense, the police and army are patrolling the town," Sesing said.

The violence began on Tuesday when sjambok-wielding white parents clashed with black pupils at Vryburg High School.

The clash followed a spate of disruptions by black pupils after five of their classmates were suspended for misconduct.

After the clash, black pupils burnt delivery vans and a police van.

On Wednesday police received an anonymous call that a bomb had been planted at the school.

Mr David van Wyk, spokesman for North West Premier Popo Molefe, said: "We are not ignoring the demands, but we feel that the school's governing body is the legal structure to deal with." — Own Correspondent

THIS WEEK IN PARLIAMENT

The language issue rouses Afrikaner tiger

Self-determination cannot be ignored

ARC 27/2/98

(50)

INSIDE STORY

The ANC government is doing its best to destroy Afrikaans, says **DR PIETER MULDER**, chairman of the Freedom Front



Afrikaners get conflicting messages from the African National Congress.

Its national executive issued a statement that seemed to reach out to Afrikaners. But, on the same day, official ANC posters at the P W Botha trial taunted Afrikaners stating "Afrikaner tiger meowww!"

Recently, President Mandela said in Parliament of Afrikaans: "I am confident that we are also agreed that pursuing equality (between languages) does not have to entail downgrading of any of the languages ... The challenge is how to raise the other languages to the level they deserve."

We welcomed it. Shortly after that, the Speaker announced a new language policy for Parliament. Summarised, the Speaker's proposal is that English maintains its position, the nine other languages gain in status and the only language that loses out is Afrikaans.

In his opening of Parliament address, Mr Mandela promised "the intensification of the efforts regarding multilingualism in Government work". We applauded it.

In the Northern Cape, the Freedom Front proposed that the abbreviation on the province's motor numberplates be "NK" for "Noord Kaap". The reason: 70% of the province's population speak Afrikaans, 19% speak Tswana and only 3% speak English. In Tswana, the abbreviation for the province is also NK.

The ANC provincial government decided to go for the 3% with "NC"!

In 1900, Governor of the Cape Lord Alfred Milner said of South Africa: "If, 10 years hence, there are three British to two Dutch, the country will be safe and prosperous. If there are



An Afrikaner national home his aim: Freedom Front leader Constand Viljoen

HANNES THART

three Dutch to two British, we shall have perpetual difficulty." He then proceeded to force English down the throats of Afrikaners.

He did not succeed. The opposite happened. He united the Afrikaner, motivated and strengthened him, activated a "real tiger", and we know the political history from there.

In South Africa today, I hear new Alfred Milner voices, black and white. They are afraid to acknowledge the cultural and language diversity of South Africa.

They are afraid to admit that it must be accommodated. They believe the only way to reconciliation and a new loyalty to South Africa is to sup-

press these differences and rally around English. This is the Brazilian solution where the colonial language, Portuguese, is used to destroy all other languages and cultures.

This solution, forced on to South Africa, is not acceptable to the majority of Afrikaners and is causing resistance.

The other approach is to recognise the language and ethnic diversity of South Africa. This is the Belgian, the Swiss and Ethiopian solution where ethnicity and diversity are used as building blocks for the solution. This makes people loyal and effects reconciliation.

The Scots, in an effort to address

their problem of self-determination, held a referendum for their own Parliament last year and got it.

In South Africa, it seems to be modern and with-it to be an ANC-style South African, and old fashioned and traditional to be an Afrikaner or a Zulu.

In Britain, it seems to be old fashioned and traditional to be a Conservative Party supporter, and modern and with-it to be a Scot.

Professor Karel Doehring from the Max Plank Institute in Germany summarised their research on this when he said during a visit recently:

"It's clear to us the nations, peoples and communities of Europe don't mind becoming part of the larger European fruit salad as long as everyone is allowed to maintain his own identity by remaining either a banana or an orange within that salad."

In western and eastern Europe, the constitutional debate is about the protection of minorities and the granting of cultural autonomy and self-determination to groups, without disturbing the ideal of a bigger national and European unity.

In Europe, governments bend over backwards to accommodate the problems of 68 000 German speakers in Belgium or 65 000 French speakers in the new Swiss Canton Jura.

And in South Africa? Are Freedom Front self-determination policies modern and with-it or old fashioned and traditional?

Are long-term solutions and stability in South Africa possible by ignoring the aspirations of 640 000 Freedom Front supporters or more than a million Afrikaners that feel strongly about self-determination?

These are the questions the Government will have to answer in the future.

A Palestinian delegation to South Africa told us: "There will be self-determination and a Palestinian homeland, whether the Israelis agree with it or not."

I say, in the future of South Africa there shall be Afrikaner self-determination and a national home for the Afrikaner, whether the government of the day agrees with it or not.

The government of the day cannot stop it, they can only delay it - or decide to make it part of the solution.

Surely, if any organisation should know this, the ANC should.

2 more bogus schools!

CP 1/3/98 (50)

LAST WEEK, we blew the whistle on a school that was operating illegally. The administrator even tried to buy us off with R10 000.

Students unaware of problems

By MOSES SHIBA

TWO more unregistered inner-city Johannesburg schools were uncovered this week following a City Press exposé last week of a school where the administrator offered us a bribe of R10 000 to buy our silence.

The two schools uncovered this week - Johannesburg Polytech Institute and Greendove College - were found to be unregistered following a check with the Gauteng Department of Education (GDE).

This week's unmasking of the two unregistered schools comes after last week's revelation fingered Metropolitan College as an unregistered school.

Metropolitan College's administrator, Frank Chiwaka, has since been arrested.

Chiwaka has been charged with bribery and fraud and has not yet been asked to plead, pending further police investigations.

The City Press investigation comes after a public outcry about the number of unregistered schools in the inner city which have mushroomed in the past five years.

During our investigation this week the 110 students at Polytech Institute carried on their usual activities, blissfully unaware that their school was unregistered.

This was also the case with the students at Greendove College.

Polytech Institute headmaster Michael Gwanda - who also claims to be a priest - said he was not prepared to talk to the press.

"Talk to Len David first and then come to me. Don't ask me questions about the registration of the school. If we want to advertise we will call you. This is invasion of privacy," he said.

Gwanda even threatened to call the police. He was then joined by an unidentified man who said that if City Press published anything, "it will be money coming in if we sue them (City Press)".

When pressed to divulge the number of registered students at his school, Gwanda said that he knew the press was always on the look-out for news, but that, unfortunately, there was none to be had at his school.

We then contacted Len David, who is the Acting Director of District Two of the GDE.

He said:

"These guys applied to be an independent school and their registration was sent to the De-



THREATENING TO GO TO LAWYERS . . . Blaise-Pascal Kitoko, the principal of Greendove College.

■ Pic: TLADI KHUELE

Gwanda - who did claim to be a South African citizen - then said:

"I don't know who you think you are - an angel from heaven (sent) to check other people's schools?"

He threatened that should City Press publish anything about the school, we would be doing so at our own peril.

David said he would not say how many students Polytech Institute had, as it was Gwanda's duty to make such information known to the public.

■ Greendove College - based at 334 Lustre House, Bree Street - have been busy advertising themselves with pamphlets, yet they are also an illegal school.

The school was closed down by the GDE last year after the owners contravened the conditions of their licence.

They initiated their closure by applying to be suspended because of financial and management problems.

Last year this independent school was operating as Afrika College under the principalship of M Kitoko.

City Press can reveal today that Afrika College is still operating - simply as Greendove College.

partment's head of office".

David then said:

"Provisionally, Gwanda may take in students - but if the school is not registered (by the GDE), it then has to close down".

GDE Public Relations Officer Aubrey Matshiqi confirmed that the Polytech Institute was not registered.

City Press then contacted Gwanda again and told him that the school was not registered and that it was not supposed to enrol any students.

It is furthermore still using the registration number of the deregistered Afrika College.

This school also still uses its same Afrika College bank account for parents to pay in their children's fees.

The only difference is that the school has moved from Eloff to Bree Street.

Blaise-Pascal Kitoko - the school's principal, who comes from the Democratic Republic of Congo (formerly Zaire) - said he was hoping to accommodate students from the embattled Metropolitan College.

But Matshiqi said: "Afrika College had to close. The school is not registered."

When City Press told Kitoko that his school was not registered, he said he would seek legal advice from his lawyers.

"I placed my students at another school last year because we had problems and they (the GDE) sold my computers. I'm not a crook," he said.

"I do not have a letter from the GDE that says that my school has been closed," said Kitoko.

■ On Monday students vandalised Metropolitan College while demanding that their fees be returned to them.

The GDE has promised to look into the affairs at the school, as well as the issue of its registration.

Schools a homely affair at Mom and Pop High

Grobler kids are among hundreds being taught at home in W Cape

(50) ARG 3/3/98

Imagine a school without uniforms or bells, without formal teachers or rigorous discipline, where classes are small and the atmosphere is positively homely.

This is the school attended by Annette, JP, Andre and Paul Grobler of Parow, and their teachers are their mom and dad.

Linda and Johan Grobler decided to teach their children themselves, mainly because of their religious beliefs, two years ago. Mr Grobler quotes the examples of George Washington, Abraham Lincoln, Theodore and Franklin Roosevelt, Florence Nightingale, Mark Twain, Charles Dickens and George Bernard Shaw, who were all schooled at home.

"We thought that if they could do it, so could we. Obviously there was something to it," says Johan Grobler, a member of the Western Cape Home Schooling Association.

Mrs Grobler had a brief stint as a teacher, but is a qualified nurse. Mr Grobler is an engineer who works from home. They chose the American-based Theocentric Christian Education (TCE) curriculum as teaching method.

A normal school day starts at 8am in winter and 7.30am in summer in a room at the back of the house, called "the school" by the family.

While Annette, 15, and JP, 12, work at their desks in rooms adjoining the school, Andre, 10, and Paul, 6, work in the schoolroom, surrounded by encyclopaedias, aquariums, educational posters and plants.

SPECIAL REPORT



ANDREA BOTHA

From her desk at the front of the schoolroom, Mrs Grobler can keep an eye on all her pupils. The school has a timetable and the children know which subjects to study at a given time. School ends at about 2pm and the pupils start extra-mural activities. Each plays two musical instruments at the nearby Hugo Lamprecht Music Centre.

Despite not being involved in the hurly-burly of a school playground, the children have many friends who they know either from the music centre, from Sunday school or through their parents' friends. Annette and JP, who used to go to a Christian primary school, still have many friends from there as well.

"Socialisation statistics from the United States and Canada show that there is no difference between children raised in a government school and those who were schooled at home," says Mr Grobler.

In fact, children schooled at home were sometimes better equipped socially to cope with people outside their peer groups, he said.



Home is where the school is: (from left) Linda Grobler watches over JP, while her husband Johan shows Andre and Annette a bit of the world

Maladjusted parents reared maladjusted children, whether they were enrolled at government schools or not.

One of the advantages of home schooling is that the parents can pay individual attention to their children and encourage their special interests

and talents. Mr Grobler saw JP's scientific interest and started him on computer science. Now JP, who is only in standard 5, can write small computer programs.

The only disadvantage of home schooling is the lack of access to school sport, says Mr Grobler, but

more schools are changing their rules and are allowing outsiders to take part. None of their children has so far expressed an interest in sport, but if they should, they would not be discouraged. "Sport would definitely be a cheaper option than music!" says Mr Grobler.

He says the children had no real problems adjusting to the home schooling system, although they had to switch to an English-medium curriculum. But Mrs Grobler admits the system takes a lot of commitment from the parents.

"All of my friends know that I

can't go for tea or go shopping. Teaching the children is a full-time job."

Although religion is the principal reason behind the Groblers' choice of education, it also gives them much greater control over the standard and quality. The system costs about the same as government school fees, but is cheaper than a private school. Mrs Grobler says initially some people thought them strange, but home schooling is now more accepted.

Mr Grobler estimates that there are around 500 home-schooling families in the Western Cape. Any curriculum may be chosen, whether it is orientated to the academic, practical or religious standpoint.

Although the law says school is compulsory, parents may teach their children at home with the permission of the provincial education chief. The only requirement is that the level of education matches that of the schooling provided by the province.

The home school families keep in touch and regularly meet at social gatherings. On Tuesday, representatives of the home schooling association met Nick Koornhof, the provincial Minister of Education, to discuss amendments to the current legislation on home schooling.

It was initially feared stricter laws would be passed without any consultation. For their matric to be recognised, home-schooled children must pass the exam set by the National Department of Education. Mr Koornhof told the association no changes would be made arbitrarily.

Koornhof reveals schools plan

TROYE LUND
EDUCATION WRITER

A FINANCIAL education package for the Western Cape that includes redress — public schools in wealthier areas giving to poorer ones — and the province billing other provinces for services rendered, was in the process of being finalised, Education MEC Mr Nick Koornhof announced yesterday.

This is part of a three-year plan to make the province's education department financially independent, and to save schools that are battling to adapt to the fiscal discipline being instituted on provinces by the central government.

Some schools have lost more than half their teachers as a result of

provinces having to suddenly enforce pupil to teacher ratios that were only supposed to be reached by the year 2 000.

Koornhof's plan also aims to prevent poor schools from getting worse while schools in privileged areas get better.

Maintaining the Western Cape's reputation of having the most well-resourced education system underpins the scheme.

In the short-term, Koornhof guarantees his plan will not result in the retrenchment of all 11 000 teachers earmarked to go this year.

Also, teachers who escape the axe this year will not be retrenched in future, despite a projected R458 million debt that the Western Cape Edu-

cation Department (WCED) has to pay back in three years.

Free transport provided to and from school for 52 000 pupils will not be scrapped, as was announced last year.

The cornerstones of the Koornhof Strategy are shrewd ways of fattening coffers and maximising parent and business involvement.

Big businesses will adopt schools, running management programmes for parents on governing bodies and developing school facilities.

Koornhof said: "It's about doing more with what we have. Business has responded to this well and so has the provincial treasury. Everyone has realised how important education is."

Aside from trying to negotiate

more of the budget — it already enjoys 38% of the provincial cake — Koornhof is eyeing R53m owed to him by other provinces.

The Western Cape is the only province offering special education for the handicapped or those sentenced to reform schools.

"Cross-border billing is essential if provinces are going to run autonomously. It costs us about R35 000 a child for special schools," said Koornhof who plans to institute action against provincial debtors that fail to pay.

The Financial and Fiscal Commission has also had it pointed out how Western Cape teachers cost more to employ because they are better qualified.

(50) cr 3/3/98

In the 90s, restructuring in education has led to such enormous policy changes that parents have scrambled to enrol their children at private schools.

They are now feeling the pinch because of the sacrifices they have to make to pay expensive private school fees.

However, the Government says that there has been unnecessary panic about the future in education and, according to their statistics, there is no obvious trend showing a flight to private schools.

Private schools, on the other hand, are bursting at the seams, with long waiting lists. Parents put their children's names down on school lists years before their children are of school-going age.

Their main gripe about public school education is the lack of confidence they have in the Government's ability to implement Outcome-Based Education (OBE).

Take Cheryl Smith, for instance. She sends her Grade Three son Byron, to The Ridge School in Westcliff, Johannesburg, a private, all-boys school, because of "uncertainty" surrounding government education. Some government schools, she says, are "okay" but there are no guarantees about the quality and standard of education.

Smith is concerned about OBE because teachers will have to be retrained. She is not sure whether the Government can do this.

All the parents she knows battle to pay private school fees. "It's a major sacrifice. And even though we were on the waiting list for years, it's worth it," she says.

The classes, she adds, are smaller and there is a commitment to keeping it this way. You

Private Versus Public

Parents are becoming increasingly insecure about the future of Government education and are scrimping to send their children to private schools. But is it all worth it? Glenda Daniels reports

are more in control of your child's education, and you can become a member of the board if you want to be involved in the school, she adds.

Parent Thenjiwe Mabandla, who is a teacher at Baliwonga Secondary School in Dube, Soweto, has one child in a private and the other in a government school. She is struggling to pay for her children's education, but has similar reservations about government schooling.

"In big classes, children can't get the individual attention they need. In Government schools the number of teachers are constantly being reduced. Private schools are not that affected by retrenchments," she says.

Still, even though she prefers private school education, she is disappointed that whereas last year there were 20 in her child's class, there are now 32.

"It seems that today there is a greater demand for private school education, which is causing class numbers to increase," she says.

Mabandla, nevertheless, is confident about the new OBE system.

"I think this system will cater for the particular interests of each child. Otherwise children get bored."

But Phyllis Jardine, who has two children in former Model C schools, Jeppe Boys and Jeppe

(50) *Sera* 4/3/98

THYS DULLAART



Educating fellow street kids... interactive learning at the New Nation School in Fordsbury.

Girls School, is impressed with the standard and quality of education her children are receiving at a government school.

"I strongly believe our children should be given a chance to mix with all kinds of people, poor and wealthy and of different races. The school takes in a wide range of children from different backgrounds. There is no intellectual prejudice and

children from troubled backgrounds have also been helped," Jardine says.

Many private schools, she feels, only cater for the "upmarket class".

And even though the Jardines could afford private education, they prefer to give their children a more rounded social perspective. There is room in the school for involved parents

nurturing atmosphere and coupled with this are high standards. In state schools, the size of classes is generally large and there is uncertainty about the implementation of OBE," he says.

While he has no problem with the ideas behind OBE, (seeing as private schools have generally been successfully using the system anyway), he feels this success could be due to smaller classes and the ability to maintain standards because of the "healthy teacher-pupil ratio".

National director of the Independent Schools Council, Mark Henning, says there is a great demand for private school education and it is increasing.

"I think it is due to the uncertainty in public education. This is unfounded as the schools that have in the past been good, remain good," he says.

However, he says that private schools have been shown to produce better results at the end of the day.

While there is the broad perception that there is a flight of panic away from government schools towards private schools, the Gauteng Education Department says that according to their research figures, this in fact, is not the trend.

Gemma Tsajwa, spokeswoman for the Gauteng Education Department, points out that there are 1 881 government schools in this province in comparison with 353 private schools, including the Catholic schools, the inner city schools (some of which were run as fly-by-night operations), and the "five star" private schools.

"We are not aware of a large movement today away from government schools to private education. There is, however, a move away from previously disadvantaged schools to those in the inner city.

"We are also aware of problems regarding the culture of learning in previously disadvantaged communities. This is the reason for the move to inner city schools," she says.

Tsajwa concedes that there are uncertainties regarding OBE. But she defends it, pointing out that there will be teething problems, as with any switch to a new curriculum.

However, these problems are not insurmountable.

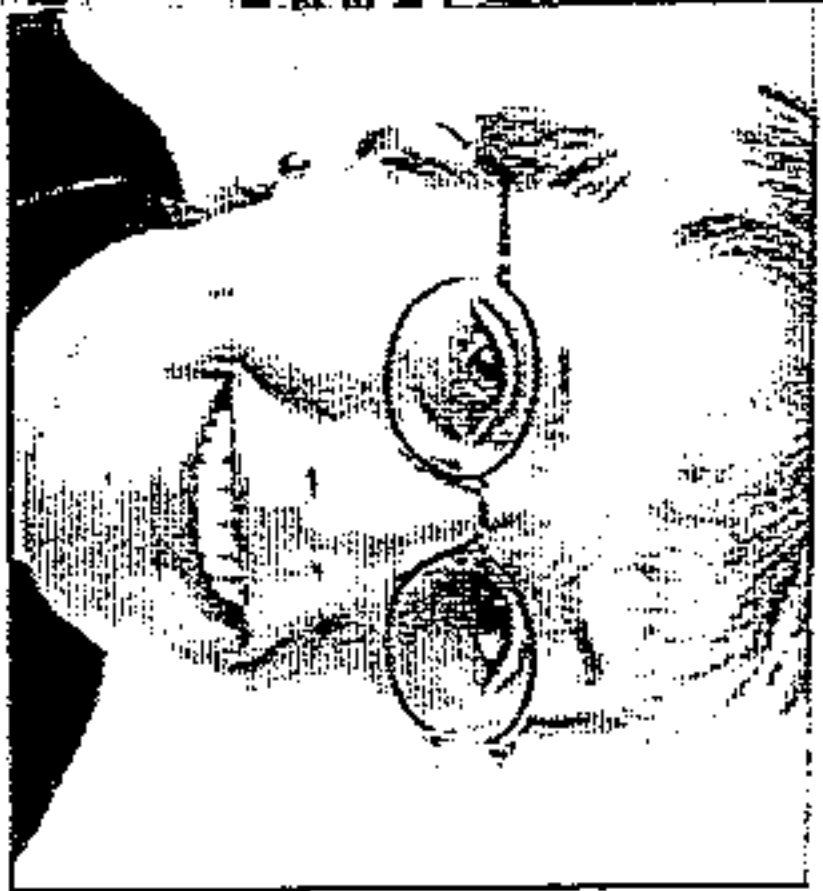
There are also many pilot projects on the go this year using the OBE system.

Tsajwa blames "budget constraints" for many of the problems experienced in education today. She says the priority is to try and fund schools which are in dire straits - those that have no textbooks and no desks.

And while large classes are a problem, she feels it's something South Africans have to live with until budget problems are sorted out.

Teachers are urged to go the extra mile, Tsajwa says. She is aware, however, that this is asking a lot because the Government is not giving them enough money to pay teachers.

For information call the Independent Schools Council on (011) 648-7208.



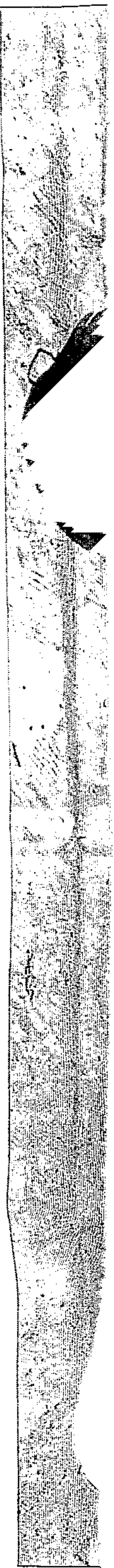
Governing bodies have the tough task of using their money judiciously in schools across the country. Drawing on their parent bodies, advantaged communities are increasingly calling on their qualified parents for help, but where does that leave disadvantaged communities? Education Reporter Jacqui Reeves looks at the issue and finds a few examples of this gap being bridged.

Making educational ends meet

NAASHON ZALK



Dusty dreams ... neither Bafana Bafana's loss in Burkina Faso over the weekend nor the poor conditions at their school, Belle Primary in Soweto, could dampen the soccer spirits of these young players.



(50) Area 4/3/98

all their needs. The Belle Primary governing body has another disadvantage not shared by its KES counterpart. In its governing body there are no chartered accountants, management consultants or lawyers, making the pool of expertise from which the school can draw considerably smaller. Bridging the kind of gap that exists between the governing bodies of schools such as Belle Primary and KES is an issue that could potentially speed up the establishment of a stronger and more equitable education system. Ignoring it could help perpetuate the divisions of the past.

For previously Model C schools, the introduction of the governing body system was an easy process, believes Dave Shuttle.

the principal of Mondor Primary School in the south of Johannesburg. Having already played a role in monitoring the school's finances, caring for the buildings and interacting on staffing issues, the old Parent Teachers Associations easily adapted. With the introduction of governing bodies, however, schools such as Belle Primary which had no history of management by the parents were suddenly expected to manage a system they had never before encountered.

Lawrence Tsipane, the co-ordinator of the school governance project at the GDE, said the training of all governing bodies in the province should be completed by November this year. Between now and the latter half of this year when Tsipane believes the modules in financial management will be presented, needy schools will simply have to find their own way. Although noble and altruistic ideas such as a "buddy system", that would team the largely white advantaged schools with the black and disadvantaged schools sounds useful, it is not without its own hazards. Shuttle's school has not linked with disadvantaged schools at a governing body level but has linked his staff with staff from nearby poorer schools.

Chris Collingridge, the idea of working with others is a very good one but ironically the interaction can actually end up having a negative outcome," Shuttle said. At a recent meeting with staff from a disadvantaged school in Pimville, Shuttle's staff found the range of problems they are dealing with to be "light years apart", reinforcing the differences between the two. "These staff are battling to get R2 a month out of their students for fees. When they hear our problems it is very easy for disillusionment to set in with them, and we end up feeling very patronising," Shuttle said. With their Model C background, Mondor Primary School's governing body

found the GDE's training to be geared towards a "less sophisticated audience" and chose not to attend workshops that they felt they would not gain from. Shuttle said this action appeared to have further distanced the former Model C schools from the department. "The non-attendance of our governing bodies was seen as the former Model C schools thinking 'they knew it all' which was simply not the case. Next time we'll send a team to avoid this," he said. Although the tensions that already exist and could potentially develop between rich and poor schools are very real, solutions are at hand. One wealthier school in Johannesburg's north-eastern suburb of Orange Grove has effectively begun to bridge this gap. Four years ago a maths teacher from King David High School, Cheryl Benjamin, organised for the matric maths class from the East Bank High School in Alexandra to attend a "pre-finals" workshop. This soon grew into extra maths lessons at the school every Tuesday afternoon and extra geography and accounting on Thursday afternoons. A bus from King David collects the East Bank High matrics and brings them to Orange Grove for their 90-minute lesson. "The attendance from both schools is usually very good and during the entire class there is never a single disciplinary problem from what can often be as many as 100 students," Benjamin said. Parents from both schools have been drawn into the partnership, which has also allowed for sports meetings and a concert with the two schools. The choirs from the two schools also perform with each other and at cultural meetings both in Orange Grove and in Alexandra. "You can see the students are more motivated. The parents are making sure they are not late for school and appear to be more co-operative on issues like school fees," said Samuel Mahlabegane, East Bank High School's principal. Mahlabegane said the partnership has shown both parents and students at his school how a strong community spirit can help build a strong school. There is a still much training ahead for the governing body at young Nospho Zwane's school. But by November the Belle Primary governors should be sufficiently empowered to dynamically take over the running of the school and the management of its virtually non-existent resources. Principal Usha has made several requests for electricity but does not know when this "luxury" will arrive. In the interim he and his governing body will have some careful planning to do. The High-World's bitter winter is fast approaching but classes will continue as they always have.

causing only to tug at her dusty school socks. Nospho Zwane chatters enthusiastically about her love for her school, her friends and the games they play during their breaks. The animated expression on the 11-year-old's face suddenly becomes more sedate as she looks around her classroom. "I just wish we had electricity though, it could make things much better for us," she said.

Zwane does not complain about the race-high grass that surrounds her classrooms, the broken toilet seats or the shattered windows.

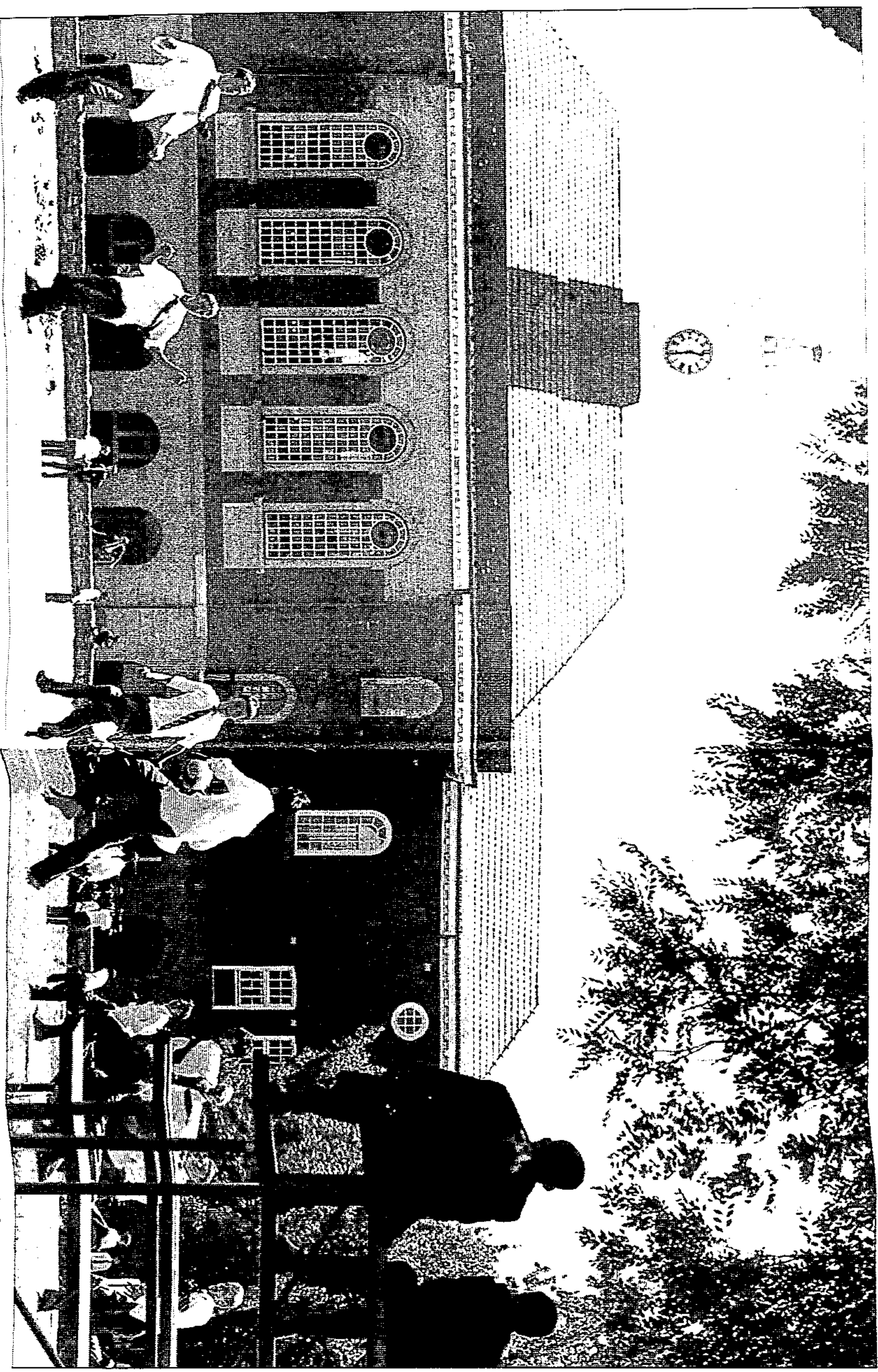
These practical aspects of schooling became the responsibility of school governing bodies in late 1996 with the introduction of the South African Schools Act. The act makes provision for a governing body comprised of the principal, parents of learners, learners and teachers.

Governing bodies are expected to adopt a constitution, develop a mission statement, determine a budget, adopt a code of conduct for learners, determine school times, administer school property and recommend the appointment of staff.

In addition to these tasks, a governing body may apply to the education department for permission to determine the extra-curricular curriculum of the school, to purchase textbooks and equipment, as well as for permission to maintain and improve school property.

The act handed an unprecedented responsibility to parents by making them primarily responsible for the education of their children through democratically elected structures.

Despite a few glitches, where a sufficient amount of money can be attained, most schools have managed to do well. In January 1997, the principal of King David High School in Alexandra, Cheryl Benjamin, said that the school's governing body had managed to secure a R200,000 loan from the bank to purchase a new bus for the school. Benjamin said that the school's governing body had also managed to secure a R50,000 loan from the bank to purchase a new bus for the school. Benjamin said that the school's governing body had also managed to secure a R50,000 loan from the bank to purchase a new bus for the school. Benjamin said that the school's governing body had also managed to secure a R50,000 loan from the bank to purchase a new bus for the school.



The other side, although the students of King Edward VII High School and Belle Primary may seem worlds apart, the issues facing school governing bodies are similar in many respects.

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Publishers lose billions in textbook crisis

CT 6/3/98 (50)

BURNING the midnight oil to get textbooks published has proved disastrous for publishers as debt-ridden provinces cancelled orders. Education Writer **TROYE LUND** reports.

SOUTH Africa's 70 publishing houses have been devastated by an estimated R4 billion loss incurred because debt-ridden provincial education departments cancelled textbook orders at the last minute.

Publishers hired extra staff to work round the clock over the past year, so that textbooks would be ready for this year's new Grade 1 curriculum, and for "top up" orders for Grade 2 to 12 — on average one class has a 30% book loss each year.

Western Cape and Gauteng are the only provinces to have placed orders.

In an attempt to kick-start the first year of its Curriculum 2005, the national education department has spent R5,4 million printing a 16-page, black and white booklet for Grade 1 classes to use in the first term.

Publishing Association of SA (Pasa) chairperson Ms Kate McCallum said: "The impact has been disastrous. After increasing staff and working weekends to get books ready, publishers are laying off 40% or more of their staff and warehouses are full.

"You cannot have an education system without books."

Estimated losses for publishing houses like Kagiso, Penguin, Maskew Miller Longman, Juta, Pan MacMillan and Macmillan are R50m each. Publishers such as Nasionale Pers that publish, print and distribute books estimate losses to run into hundreds of millions.

Textbook expenditure has dropped dramatically since the R895m that provinces spent in the 1995/96 financial year.

This almost halved in the 1996/97 year when R425m was spent, and dropped by a further 60% in 1997/98 year to R170m — a total drop of 82% in two years.

A domino effect has already been seen on the book supply chain as the country's 195 booksellers, 10 book printers and two paper companies feel the pinch.

Printing unions said about 7 000 members had been retrenched as a direct result of provinces not ordering the projected quantities.

Paper-maker Mondi has been left with an extra 800 tons of paper that it got ready so that printers would have no delay in printing orders.

Warnings of an impending disaster began two years ago when the C:2005 was launched and it was then decided to implement it in four grades in two years.

Publishers said this was over-ambitious, that it would be very expensive and that two years was not enough to develop the material but agreed to meet the target.

Last year provinces gave publishers the go-ahead to develop 889 different new Grade 1 book titles for the 1998/99 school year. (Each book costs about R60 000 to develop and retails at around R29).

"After dramatic increases in orders, suddenly in January there was no money to buy books. You can't exactly have a bargain basement textbook sale," said managing director of Macmillan SA, Mr Terence Ball.

Empty provincial coffers are largely due to provinces having to pay a R5bn debt back which is not going to be written off as it was in previous years.

The national government's policy of fiscal discipline aims to make provinces accountable for spending within budget.

Publishers fear the situation will be worse next year because provinces are borrowing money or are looking to raid next year's budget to pay for this year's books, and



NO BUYERS: Pupils across the country are without textbooks because provinces do not have the money to buy them or still have not completed the ordering process.

especially because publishers have started developing C:2005 (Grade 2 and 7 books where the new system will be introduced next year.

This is a larger and more expensive range of books — each title costs between R80 000 and R150 000 to develop.

Spokesperson for the education ministry Mr Bhekli Khumalo said that President Nelson Mandela had endorsed a promise that schools would have books within seven days of the beginning of the year — provinces had been warned that books were a "non-negotiable".

Western Cape schools escaped the calamity because decision-making has been decentralised to

school level. Each school is allocated money — high schools get about R110 000 — and they choose, order and pay for books.

Even if other provinces do get their orders in before this term ends, schools will get books in the third term because it takes five months for the supply chain to coordinate activities.

The education ministry is trying to resolve the matter with publishing houses, who argue that government must either stop supplying free books so parents can provide the necessary material or make sure provinces plan ahead financially and order in time.

PICTURE: KIM LUDDBROOK

How some provinces fare

- The Eastern Cape Education Department (ECED), which already owes publishers about R2½ million for last year, has no paper to print book order forms and has asked publishers to donate paper.
- Publishers have been asked by the ECED to skip out booksellers and supply books to them directly. But publishers are reluctant because they believe the department does not have the capacity to distribute them.
- Kwazulu-Natal schools have given their orders to the provincial education department. Ordering and distribution of books will be out for tender. R45 million will be used from their next budget.
- Northern Cape approved a final book list and is expected to place orders soon.
- Free State approved its final book list and is also looking to pay for them with the next budget allocation.

Provinces put schoolbook publishers in deep trouble

BY TROYE LUND

Cape Town - South Africa's 70 publishing houses have been devastated by a loss estimated at R4-billion because debt-ridden provincial education departments cancelled textbook orders at the last minute.

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Star 6/3/98
Chain as the country's 195 booksellers, 10 book printers and two paper companies feel the pinch.

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(50)
The Government's policy of fiscal discipline aims to make provinces accountable for spending within budget.

Publishers fear the situation will be worse next year because provinces are now borrowing money or are looking to raid next year's budget to pay for this year's books, and especially because publishers have started developing Curriculum 2005 Grade 2 and 7 books for next year.

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Education Ministry spokesman Bheki Khumalo said President Nelson Mandela had endorsed a promise that schools would have books within seven days from the beginning of the year - provinces have been warned that books are a non-negotiable matter.

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The Education Ministry is trying to resolve the matter with publishing houses, which say the Government must either stop supplying free books so that parents can provide the necessary material, or make sure provinces plan ahead financially and order in time.

CAPE ARGUS ISSUES

Saving education: the ANC puts its case

Change the budget and direct money to those who need it, says Rasool

INSIDE STORY

The African National Congress's decision to focus critical attention on the education crisis is based on our belief that it is possible to save education in our province.

We would be falling in our responsibility as the official opposition if we did not come forward with practical alternatives.

In the end, we believe the learners will be the losers if we fail to resolve the impasse.

It is not our intention to score cheap political points. As a constructive opposition, we intend to go beyond simply criticising the failings of the National Party.

This will not solve the problem. Our mission is to save education in our province. In particular, we will propose to shift resources from traditionally white schools to coloured and African schools, particularly those in poor and working class communities.

The Cape Argus editorial of March 5, headed "Hands off our schools" might be a catchy phrase, but its misguidance is implied that our intervention will create a political battleground in the schools.

We say: Judge our intervention by what we bring to the table.

What is the problem with education in the Western Cape?

■ Inequalities persist. Inequality within Western Cape education is a fact. The stark reality emerges in a

Education in the Western Cape can be saved if the funds are spent properly, says Ebrahim Rasool, ANC leader in the provincial legislature

brief comparison of the 1997 matric results. It is instructive to look at both the pass rate for the senior certificate and also the percentage of matric endorsements (formerly exemptions) achieved by these schools. Let us look at a sample of former DEC, DET and Model C schools in our province (see graphic).

It must be remembered that in a number of schools, especially those offering technical subjects, fewer matrics registered for the endorsement examinations. Nevertheless, it is clear that inequality within education is a reality. What emerges is a huge discrepancy in regard to the number of students who achieved an endorsement. The future for many is extremely bleak.

In some cases, African and coloured students in the Western Cape receive less per capita than the R1 913 a student in the Eastern Cape. It is clear then that a process of orderly transformation is required to establish equity among the provinces, but more importantly to build equality among all schools within our province. The immediate crisis is the retrenchment of close to 6 000 teachers.

It is clear that no plan exists to deal with the disruption which such a drastic step entails. In January, it was announced that the province had to lose 33 000 temporary teachers because of the provincial deficit. After all these warnings, it transpired that 800 of these were, in

fact, substantive posts. Then R2-million was suddenly found to re-employ only for three months. In his speech, the premier said: "We are trying to find a way of retaining permanently employed teachers who have to leave the service by June." How does one marry this state-

ment with the January announcement that 6 000 teachers have to go? The NP has the power to determine what percentage of the provincial budget is set aside for education. Since 1997/98, provinces receive a block allocation from the central Government. Each province then decides how much to spend on education, health etc. The NP's spurning of assistance from the Government is highly questionable. Do the NP place federalism above the needs of education? We believe the draft treasury figure of R3,4-billion for education spells disaster. We propose it is increased to R3,8-billion. To save education, we have to re-prioritise the provincial budget. It is the NP which chose to spend

INEQUALITIES IN WESTERN CAPE EDUCATION

| NAME OF SCHOOL | % PASS: SENIOR CERTIFICATE | % MATRIC ENDORSEMENT |
|---------------------------|----------------------------|----------------------|
| Gardendale | 100 | 100 |
| Belgravia Secondary | 100 | 100 |
| Atlantis Secondary | 100 | 100 |
| Visia Secondary | 36,3 | 36,3 |
| Crystal Secondary | 33,3 | 33,3 |
| Puiseverance | 24,8 | 24,8 |
| Luhaza Secondary | 86,5 | 86,5 |
| Bulimko Secondary | 73,1 | 73,1 |
| Thandokhulu Secondary | 71,7 | 71,7 |
| Desmond Tutu Secondary | 18,3 | 18,3 |
| Langa High | 16,8 | 16,8 |
| Mashambasane Secondary | 15,0 | 15,0 |
| Rustenburg Girls' High | 100 | 100 |
| Westerford High | 100 | 100 |
| Fairbairn College | 100 | 100 |
| Oude Molen Technical High | 90,4 | 90,4 |
| Simon's Town High | 84,5 | 84,5 |
| Barrydale High | 70 | 70 |

R20-million on a provincial constitution. R4-million for new members and staff and R300 000 on carpets and curtains. We already have identified a number of possible savings in other departments which could be transferred to education. Savings in welfare, transport and public works are possible. As the ANC, we are calling for: ■ A moratorium on retrenchments. ■ An all-party stakeholder forum on the provincial budget. ■ An internal re-prioritisation of the education budget to ensure redress and equity. ■ An education budget of at least R3,8-billion. In conclusion, we need to accept that additional financial resources will not solve all the problems and establish equity. It will allow us the breathing space to save education. A concerted programme of redress is needed. The department's resources must be focused in a single-minded attempt to achieve quality public education. This means support for governing boards, management programmes for senior staff, strengthening student and parent organisations and involving local government, labour and business. Let us not lose this opportunity to save education.

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Flats schools braced for defiance campaign

(50)
ET 10/7/98

POLICE, PRINCIPALS AND PARENTS prepare for the worst as Mitchells Plain pupils launch a defiance campaign. **TROYE LUND** reports.

TENSIONS at schools on the Cape flats are set to boil over, with some teachers predicting violence reminiscent of that seen in 1985.

Pupils in Mitchells Plain have decided to launch their own defiance campaign against large classes and teacherless lessons.

Militancy is the operative code for most of the high schools in an area of 35 schools. Principals say they are losing control of their schools and that education is grinding to a halt.

This emerged at a meeting where about 20 schools were represented by principals and parents yesterday.

Principals are not averse to pupils contributing to nationwide protests against teacher cuts. But, since Student Representative Councils (SRCs) agreed to begin pupil protests last week, several pupils have been stoned.

Mobs of pupils who believe the government only takes notice of militant protest, like stoning and burning, have attacked schools opting for peaceful protest.

"The police cannot even control these children. If they want to

enter your school grounds they do, it is impossible to stop them. Two Casspirs didn't stop them. My son came home from school yesterday and told me that he is not going back because two pupils got hurt," said parent Mr Clive Rademeyer, who is also the principal of Montague Drive Primary School.

Montague Senior Secondary closed early yesterday after two pupils were injured by pupils who forced their way onto the school grounds and started throwing stones.

Three incidents of this kind have been reported in the past two weeks, and the situation is likely to get worse because pupils have earmarked the next two weeks as protest weeks.

Gangsters and vandals who are manipulating the protest forum to their own advantage are making the situation less controllable.

Woodville Primary principal Mr Keith Riddles said: "The 1976 riots will look like a Christmas party if this is not controlled."

But, Riddles stressed, schools had to take a stand that made the education department realise how impossible teaching conditions

were in the area, and that principals, parents and pupils "meant business" in their protests.

SRCs have been called into a meeting with the police and the Community Policing Forum today to restore control and co-ordination to the situation.

Chairperson of the Western Cape Principals' Association and principal of Cedar High, Mr Melvyn Caroline, said: "It is very concerning and education will come to a standstill if nothing is done. Our school has had threats from pupils who want to take to the streets in a militant fashion.

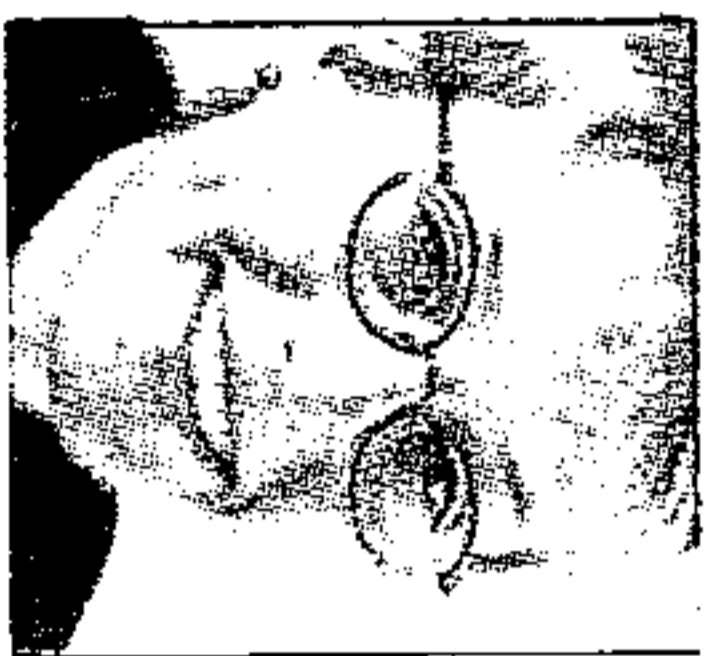
"The meeting today is to make sure that pupils make informed decisions and plan legal protests. As soon as pupils involve themselves in protest, the gangs manipulate the situation."

While some schools in the area are trying to continue with classes under the circumstances, many schools have stopped classes.

Western Province Education MEC Mr Nick Koornhof appealed for calm and expressed sadness that schools were being disrupted.

Aside from a redress plan and using money, like the R28 million being spent on school security, more wisely, Koornhof says he intends to maximise community and business resources in the running of schools.

Too little money and too many demands – the curse of all government departments – will be a plague again this year and probably next, writes Education Reporter Jacqui Reeves



Schools' headaches not going away

Ran 10/3/98

(50)

DAVIDA YANCHI

It may be a cynical view, others may prefer to call it realism, but it is highly likely that many of the education news stories that have been reported during the first two months of this year will again rear their ugly heads in 1998.

The debate over teacher/pupil ratios, the large slice of the education cake that is consumed by teachers' salaries and the need to redress imbalances between poor and wealthier schools, are issues that will not be solved quickly.

Although identifying potential stumbling blocks is crucial in planning future strategies, assessing past projects is equally important, something the Gauteng Department of Education (GDE) has done with the release of its annual report to the legislature.

The 60-page document covers the department's activities during the 1997/1998 financial year discussing issues of management, policy and goals of the GDE.

Mary Metcalfe, MDC for education, said the central issue remains the urgent need to transform schools and flatten differences between the "haves" and the "have-nots".

Significant progress was made by the GDE in the preparation and tabling of legislation, regulations and various policies on areas of education and training.

Various Acts, bills and draft documents have established frameworks for schooling, policy making, how to assess students and teachers and other educational legalities.

In the past, these bills and Acts would have been sidelined to be the prerogative of only the politicians who devised them, and the bureaucrats who enforced them. The nature of today's education system, however, demands that both students and parents are aware of the implications of these policies.

The South African Schools Act of 1996 addresses the issues of govern-

themselves in.

The creation of 18 new districts that cut across the old racially defined districts of the past gave rise to great expectations – many of which have not yet been realised.

Although the GDE's report recognises that the success of the department depends entirely on the success of the districts, directors have not yet been given financial or administrative powers.

As a result directors have been feeling handicapped in dealing with the challenges facing them.

The frustrations on many temporary teachers, not only due to their precarious positions but also in the timely payment of salaries, can in many cases be traced back to poor lines of communication between districts, regions and the province.

Last month, principals in Gauteng's East Rand joined forces out of sheer desperation, and headed off to their district and regional offices. Their aim was to rectify the administrative bungle that had left their temporary teachers unpaid for two weeks. As the districts remain the closest to the schools and stand the greatest chance of recognising the needs of a community, such admin-

Flattening the gap between the haves and the have-nots

istrative problems must be ironed out.

National legislation, in the form of the National Norms and Stan-



came a problem for many provinces in the 1997/1998 financial year. By July 1997 2 638 posts had been filled out of a total 4 265.

The department's overspending did, however, lead to the placing of a moratorium on the hiring of new staff. The report states these cutbacks hampered the department's capacity to deliver on its educating goals and said the visibility of district staff had been obviously reduced.

In a situation that appears to be nothing short of tying the arms and legs of departmental officials behind their backs and then asking them to jump through hoops of fire – the overall staffing of support services is currently below 45%.

The introduction this year of Curriculum 2005 had been punted as the schooling mechanism that develops students to their full potential as active, responsible and fulfilled citizens.

The radical shift from the "parrot fashion" learning of the past moves away from the linear movement of students from one level to the next based on performance in a single examination or test.

As debates concerning the prac-

Issues like class sizes, resources and improved training remain

ticalities of this method of teaching continue on issues such as class size, the need for teaching resources and improved teacher training con-

ditions the next big test will be the

support programmes have been set up.

Cash constraints will continue to bedevil the GDE in the new financial year thanks to what the department's report calls the "lack of coherence" between the services to be delivered and the funding of these services. During the 1997/1998 financial year the GDE did not have any latitude to change the agreed pupil teacher ratios. These norms are still negotiated nationally and provinces are obliged to implement the agreed norms.

Although proposed amendments to the negotiating processes of norms for teachers may provide provinces with increased scope for the employment of personnel, the GDE believes it will still be constrained by a tight budget.

The report said it is likely that the enforcement of these tight budgetary limits will lead to further curbing of delivery without seeing major efficiency improvements. Since the inception of the GDE, 99% of the department's building funds have been appropriated for the redress of past imbalances.

Tender documents have been attended to assist labour-intensive construction methods using smaller local businesses. On-the-job training by larger building contractors has also helped develop greater skills in the communities of Gauteng.

The GDE has, in the past four years, built 2 219 new schools and is currently tendering for another 18. Although the number of new schools is impressive, Metcalfe admits the backlog of 100 schools still facing the department is worrying. The department has planned to eliminate this backlog over a seven-year time frame.

Now that the furor over the 47% failure rate of last year's matric class has quietened down, the GDE has admitted a large number of students are simply not adequately prepared for the Senior Certificate ex-

amination.

THE FOLLOWING NUMBER OF NEW SCHOOLS HAVE BEEN BUILT SINCE 1994

Cruise on cloud nine on vessels dreams are made of

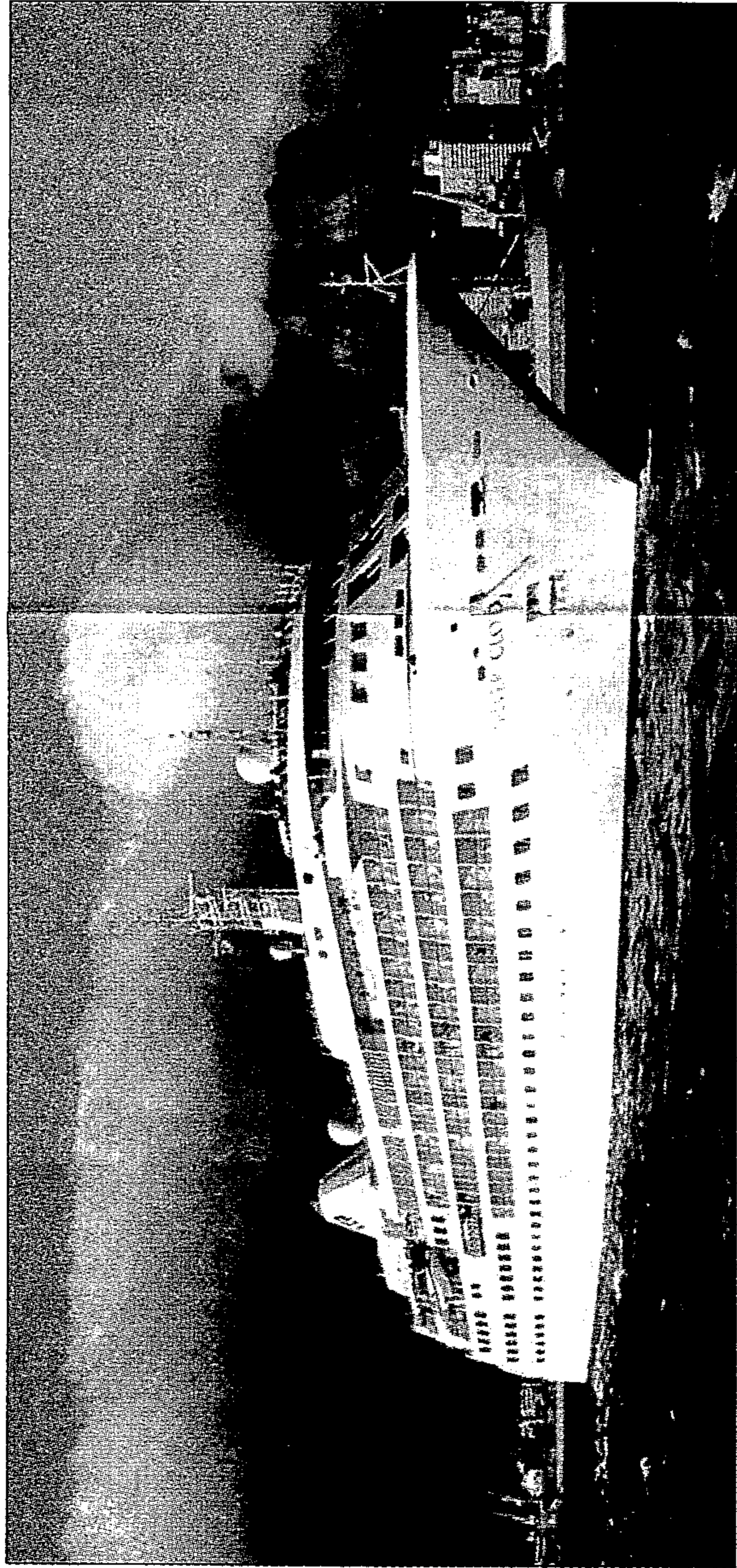
British Airways Comair brings new dimension to Price Break Specials

TRAVEL ON TUESDAY



With Winnie Graham

who gives you a whiff of the sea and lists some excellent price breaks in hotel accommodation



Cruising in ... every dark cloud has a silver lining when you set foot on the majestic cruise liner Silver Cloud, where you are considered a guest and not a passenger.

By WINNIE GRAHAM

Suddenly it is cruise season - and some of the most beautiful ships in the world are vying for South

Cape Town for

Paul Gauguin.

Cruises (which is offering readers of The Star Tonight an opportunity of attending the Cannes Film Festival), Silversea Cruise Lines whose liner, the Silver Cloud, docked in Cape Town for

On the Silver Cloud, for instance, these are large comfortable rooms comprising a bedroom section, small lounge, bathroom, walk-in wardrobe

customarily travelled by sea to reach

The itinerary of rooms and airfares to British Airways Comair destinations vary weekly and are sold on a first-come, first-serve basis.

Each week the Price Break Specials offer new destinations

Price Break Specials, the discounted, last-minute availability leisure travel package started in Gauteng last year, has now been launched nationally - and Southern Sun Hotel Interest has teamed up with British Airways Comair to include special return airfares. The programme offers discounts on accommodation of up to 80% at Southern Sun or Holiday Inn hotels and resorts. It is said to have been "incredibly successful".

Cape Town could cost as little as R844 compared with the usual R1 573. Sophisticated reservation technology allows Southern Sun Hotel Interests and British Airways Comair to determine which properties or routes will have excess capacity during a given week.

An appropriate pricing package is then structured. The specials are advertised every Wednesday and can be booked through Southern Sun Central Reservations or travel agents on Wednesdays or Thursdays.

The offer closes for that week when all the special rooms and airfares are sold. Airfares are only available with hotel bookings.

Denis Cronson, Southern Sun Hotel Interests' marketing services director, says Price Break Specials were launched last year and it has consistently outperformed expectations.

The success of the specials proved there was considerable demand for innovative, cost-effective offers.

Prices are per person per night, room only, and certain hotels may only be available over weekends.

curriculum. Metcalfe said the decision whether to go ahead with the planned implementation of the programme in Grade 7 classes next year would be made at a national level.

The education Min/Mec, a non-statutory forum allowing for liaison between provinces and the central government, would be meeting this month and Metcalfe said she hoped the issue would be on the agenda.

Metcalfe said Grade 1 teachers, who are currently teaching the new curriculum, could be divided into three categories:

"You have about 30% of the teachers who are very excited about teaching in this new way. A further 40% are a little unconfident but generally accept the value of outcomes based education (OBE) while there is another 30% who feel they are totally out to sea and don't know what they are doing," Metcalfe said.

She said it was the responsibility of the GDE to support teachers as they adjust their teaching methods to suit OBE objectives and that a number of teacher training and

menting the needs of these two groups, and hundreds of thousands of students between them, will be the real challenge for this province's educators.

cial teacher supply is precarious and that policy formulation is either lacking or taking place in many different ways.

Teachers feel they are seen only through technocratic lenses during teacher planning. They are seen largely in terms of their numbers rather than the service they are providing. The report also states that teacher planning processes, that are

The Gauteng Teacher Supply, Utilisation and Development Project was designed to improve the supply and use of teachers in the province.

The report identified problems with the provincial supply of teachers that will have to be rectified to help form a more effective learning environment.

The Act's introduction of school governing bodies, run by teachers, parents and students, has taken these policy issues out of the realms of parliament and into the everyday lives of our communities.

Governing bodies are currently being trained in seven modules which include the writing and implementation of a constitution, code of conduct and mission for the school, financial management and various other rights and responsibilities.

Between August and November 1997, approximately 50% of all governing bodies were trained in the first two modules, leaving the remaining five for this year.

In the first module, mission and vision writing, 3 617 people from 1 125 schools were trained. The second module on constitution making saw 3 536 people from 1 265 schools being trained. The department has named financial management training as a top priority for this year - an obvious and very necessary move considering the dire financial straits many poorer schools currently find

1994 1995 1996 1997

NUMBER OF LEARNERS IN PUBLIC ORDINARY SCHOOLS

| | 1996 | 1997 |
|-------------|-----------|-----------|
| Pre-Primary | 13 974 | 12 078 |
| Primary | 863 657 | 887 062 |
| Secondary | 479 499 | 495 720 |
| Total | 1 357 130 | 1 394 860 |

Be wary of bogus schools - Metcalfe

(50) Sowetan 10/3/98

GAUTENG parents who want to enrol their children in private schools should ensure that the schools are registered with the provincial education department, education MEC Mary Metcalfe said yesterday.

Speaking at a press conference in Johannesburg, Metcalfe said it had been discovered that six schools in the Johannesburg inner city were not registered. One of the schools had been in existence for three years.

One man was arrested and cases against the schools had been

opened. Metcalfe said children from these schools had to be referred to public schools or registered private schools.

There are currently 400 registered private schools in the province and 96 in the Johannesburg inner city.

Metcalfe said parents should seek admission to the school in person in order to see the conditions in which their children would be taught.

"Many of these inner city schools do not have playing facilities and children are accommodated in crammed office blocks where

there are no laboratories," she said.

Parents should also ask the school to produce evidence of registration with the education department and contact the department for confirmation.

"Parents must not pay any fees until they are satisfied that the school is registered," she said.

Metcalfe said parents who not only checked whether the schools were registered, but also informed the department about the unregistered schools, were helping the department in ensuring that the sector was regulated. - Sapa.

No gender equality in the classroom

Vuyo Mvoko

11/3/98

CAPE TOWN — Abysmal schools and structural constraints within the education department were just two of the hindrances in the way of gender equality in education, Parliament has heard.

The situation was not helped by the few women who occupied high positions, but who had "no progressive views" on women's rights, Ann-Marie Wolpe, chairman of a task team commissioned to look into all aspects of gender equity in education, said during a briefing to Parliament's education portfolio committee yesterday.

Wolpe's brief included proposing guidelines to address sexism in the

curriculum and in textbooks, and proposing affirmative action strategies for increasing the presentation of women in management positions.

The whole spectrum of education was a disaster when it came to gender issues, Wolpe said.

Curriculum in early childhood development needed special attention as research showed prejudicial attitudes among children had developed during the formative years of their lives.

Among the legislative measures recommended was "vicarious liability", where employers and their delegates were made responsible for acts of discrimination and harassment committed by people in their charge, she said.

Experts say water bill has major weaknesses

Josey Ballenger

11/3/98

THE recently passed Water Services Act and the tabled National Water Bill will "fundamentally change" water access and management to meet admirable environmental and humanitarian goals, but some experts believe the legislation has major weaknesses.

Particularly, they believe, it is weak on details of monitoring and is heavy-handed in other areas.

"Monitoring is addressed superficially in both bills. It is one of my main concerns," said Jane Harris, the Council for Scientific and Industrial Research water quality programme manager, at a conference, attended mainly by water board officials, in Sandton yesterday.

Harris said the water affairs department would be responsible for setting up a national information system, but it was not obligated to manage or monitor the implementation of the bills. "Monitoring is extremely important, and it is the first thing to go (on a list of priorities)," she said.

Sapa reports that Rand Water announced the launch yesterday of a major programme to repair and modernise its water-delivery and metering systems to halt water wastage.

A recent survey by SA's largest water supply utility estimated that Gauteng was losing R250m annually in unmetered water.

"This is water which has been supplied by the board to local authorities in the province but which has not been billed out by the municipalities to end-users," it said.

To cut waste and save millions of rand, the utility is to replace or repair thousands of leaking valves, cisterns and toilets and upgrade bulk water meters with new technology systems.



APEX PROPERTY FUND
("Apex")



MAIN STREET PROPERTY FUND
("Mainpro")



ALLAN GRAY
PROPERTY TRUST

ALLAN GRAY PROPERTY TRUST
("Grayprop")

25% of Budget goes to centres of learning

ARL 11/3/98

(50)

Education continues to be a priority for the Government with spending amounting to more than 25% of non-interest income and about one-third of public sector employment.

Its allocation includes subsidy allocation to universities, technikons and provision for the National Student Financial Aid Scheme.

Spending in education increased by 25% in 1996/97 raising the base for education spending in the subsequent years. Spending on education will increase further, from R45 billion in 1998/99 to over R50 billion by the year 2000/01.

Key initiatives for this year include Curriculum 2005 launched in March last year. A programme to standardise guidelines for the development of textbook-based learner and educator support materials was under way.

The National Commission on Higher Education has completed its work, culminating in the promulga-

EDUCATION

tion of the Higher Education Act, 1997. A new higher education funding framework has started.

The department has also commissioned the development of a model of the growth and costs of the higher education sector. An intensive empirical work on cost factors in higher education institutions has also begun.

A policy framework to cater for learners with special needs is being formulated and a national survey of all schools will be undertaken for the first time.

Other initiatives include life skills and HIV/AIDS education programmes, a campaign to instil a culture of learning teaching and service in schools.

A task force to develop implementation plans for the establishment of an Education Management Development Institute in 1998.

Makgoba calls for compulsory maths

'It must start in Grade One'

NATALIE KAMMIES
STAFF REPORTER

Young South Africans must be taught science and mathematics from their first day at school, says top academic William Makgoba.

Professor Makgoba, chairman of the National Science and Technology Forum, and an academic at the University of the Witwatersrand, told the Cape Argus that he also believed it should be a compulsory requirement for new teachers to be able to teach mathematics and science.

Professor Makgoba is attending a science and media seminar in Cape Town on the role of science in society and how the media can convey scientific information to the public.

Results of the Third International Mathematics and Science Study recently – in which pupils from 22 countries, including South Africa, took part – revealed that South African matrices had the worst grasp of science and maths in the group.

Dr Makgoba said: "As a nation it is disappointing we were at the bottom, but at least being at the bottom means the only way is up."

He said there needed to be a re-orientation of the teaching of maths and science, with both subjects being made compulsory from the first year of school.

"One of the things the nation has to do is re-orientate the school curriculum, and teachers, so that maths and science are taught earlier on."

Pupils should be taught maths and science from Grade One until they were 18.

"This is so that you can produce a mathematically and scientifically knowledgeable society," he explained.

The goal was not to produce students who would eventually become mathematicians and scientists but to enable all pupils to "benefit from the enormous amount of skills you acquire when you appreciate maths and science".

It was important to train more teachers or retrain teachers in

these subjects.

"We need to make it compulsory for the new teaching profession to be able to teach maths and science.

"Teachers should undergo in-service training so they can become mathematically and scientifically literate."

Bernard Cassen, professor of political science at the Institute of European Studies at the University of Paris 8 – and director general of the French newspaper *Le Monde Diplomatique* – was also at the Cape Town seminar.

He said the media had an important educational role in incorporating "basic scientific knowledge into reporting".

A country which did not have a scientific and technical capacity was bound to be dominated by others who did have that expertise.

This would result in their having to buy the expertise from elsewhere.

"Scientific and technical power is power," he said. "Scientific knowledge is a condition for development."

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ARC 11/3/98

Pupil frustration grows

TROYE LUND

(50)

CT 11/3/98

MITCHELLS PLAIN school pupils say they have marched peacefully and handed over memoranda, but are at the end of their tether as teacher cuts and poor security destroy their chances of getting a good education.

Meeting with police, teacher unions and political parties yesterday, they said a militant defiance campaign may now be unavoidable because of the present mood among pupils.

The meeting at the Mitchells Plain police station follows the stoning of several pupils at schools this week by other pupils advocating militant action as the only way to get the provincial government to stop teacher retrenchments.

Beacon Hill pupil Tyrone Titus said: "We can go back to school and explain that peaceful protest is better but, as soon as one more teacher goes, they (militant students) will start destroying and burning all government property."

South East Metro ANC organiser Mr Shiraz Ebrahim said pupils had a right to organise themselves to protest.

He was sympathetic to pupil sentiments that peaceful protest had made no difference but, he added: "Pupils are making fools of themselves by attacking other schools with stones and burning tyres. Gangsters will also exploit any unorganised activity.

Students must inform themselves and organise themselves to be taken seriously."

Principals who met with Education Minister Sibusu Bengu last week relayed his message that rationalisation would continue.

Pupils, parents and teachers had to consolidate and devise creative ways to deal with the financial realities that provinces found themselves in, they said. Pupils accepted that they had no future if they destroyed schools or gave up studying.

But, as Beacon Hill High's Mr Richard Smit said: "Without teachers, and with government allowing us to continue in dysfunctional schools, we have no future either. Parents are taking their children out of school, so many kids are sitting at home and joining gangs."

Mondale and Portland High School pupils said a growing number of pupils were leaving school because they were dangerous places and offered poor education.

Mondale High's Ms Natalie Pedro said: "The department doesn't know exactly what our schools are like. Aside from teacher cuts, we have no electricity and four of our English teachers are going on maternity leave. The department will not provide replacements and our school has no money to pay substitutes."

Only seven of the 15 Mitchells Plain high schools attended the meeting.

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**MEDICAL COVER
AT 1/2 THE PRICE**

Mixed reaction as education gets R5bn more than last year

DD 12/3/98 (60)

Kevin O'Grady and Primarashni Pillay

EDUCATION was handed an increase of about R5bn, or 11%, over last year's initial R40,27bn allocation when Finance Minister Trevor Manuel unveiled the budget in Parliament yesterday.

The grant gave it the biggest share of the budget for the fourth year running.

There was mixed reaction to the allocation, R6,49bn of which goes to the national education department, mainly in the form of subsidies to tertiary institutions, and the rest to the provinces as part of their allocations.

Education Minister Sibusiso Bengu's adviser Thami Mseleku said Bengu was "very positive" about the allocation, while teacher unions criticised it as insufficient to address backlogs and non-salary spending.

Manuel said spending on education would be more than R45bn — 22,4% of the R201bn expenditure provided for in the budget, or 28% after meeting the cost of state debt.

The budget review showed the national department's allocation for 1998/99 would be R939m more than last year's initial grant and R399m more than last year's adjusted appropriation. Of the total R6,49bn grant, R6,02bn would go to higher education, including R5,68bn in subsidies to tertiary institutions.

The higher education allocation also included R300 000 for the national student financial aid scheme, compared with last year's R200 000, and a new R27,6m allocation to redress disadvantaged tertiary institutions.

Mseleku said provincial education departments would also get a R200m allocation for capacity building.

These funds were not part of the national department's budget allocation, but came from government's policy reserves for allocation to the provinces as conditional grants, Mseleku said. He confirmed the subsidy levels for universities and technicians would stay at last year's 65%.

National and provincial education officials and unions adopted a wait-and-see attitude to provincial education allocations, as these would be finalised only in next week's provincial budgets.

Mseleku said the ministry was concerned that former homelands might not have been fully accounted for in the formula for provincial grants.

"We also suspect that the allocation for non-salary expenditure in education could be short of what the education departments will need to satisfy minimum requirements," he said. If teacher reinforcements were needed this year, provinces might also require financial assistance for this.

Gauteng Education MEC Mary Metcalfe welcomed the slight in-

crease in the education budget, but said "the full picture can be understood once provinces have their budget speeches".

Andrew Peyer, executive director of the National Association of Professional Teachers of SA, said the budget represented a moderate increase in expenditure. "We welcome the increase but express reservations in the light of the realities that exist from province to province."

He said the increase was still inadequate to tackle backlogs and disparities in education, as there had been a 10% increase in the number of pupils.

Tshilidzi Ratshitanga, secretary-general of the SA Students' Congress, said his organisation was encouraged by the increase, particularly the higher education component. "The increase is important given the crisis around financial exclusions and student debts. However, this money will not solve everything."

SA Democratic Teachers' Union secretary-general Thulas Nxesi said Sadu was concerned that provinces which inherited former homelands had "serious backlogs" that might not be covered in provincial education allocations.

Allocations for non-salary spending would also be insufficient, considering government had ambitious programmes to implement this year, including a new school curriculum.



The 11% increase in the education allocation announced yesterday met with a mixed reaction.

Picture: TREVOR SAMSON

FEE-PAYING AND COMMITTED TEACHING VITAL

R10 billion more for education

EVEN IF THERE IS more money, spending must change to benefit black communities instead of feeding a bloated bureaucracy, say the unions. Education Writer TROYE LUND reports.

PENDING on education will increase by R10 billion over the next three years, even though, as a percentage of the gross domestic product (6%), it already places South Africa among the world's biggest spenders on education.

But the increase is no real cause for celebration, because the provincial governments will decide exactly what education will get.

The national Budget sets guidelines for provinces, but ultimately the Western Cape figure will be determined by Finance MEC Mr Lample Fick.

Given the R365-million debt that has to be repaid by the provincial Education Department, education will have to get at least 38% of the budget this year just to

keep the available money the same as last year's 34% allocation.

The debt is between three and four percent of the provincial education budget.

Parents' governing bodies at schools say that whatever money there is must be used with really good planning and management, and that this should be complemented by fee-paying and productive, committed teaching.

South African Democratic Teachers' Union spokesperson Mr Don Pasqualle said schools would be plunged into chaos if the Budget stayed the same as last year and the debt was subtracted from that.

"If this amount was not enough last year, more teacher cuts are going to be inevitable," he said. Education MEC Mr Nick Koor-

hof said: "If (Finance Minister) Trevor Manuel could have done anything to help it would have been to wipe out provincial debt so that we could start with a clean slate.

"Our R365-million debt was unavoidable and was incurred because of the national education department's failed teacher redeployment scheme. Provinces had this debt wiped out over the past two years because it was agreed to be an unforeseeable expense — but not this year."

Although his lobbying for more money from the provincial government had been viewed favourably by Fick and Premier Hennis Kriel, welfare and health were priorities that could not be compromised for the sake of education.

If the "cake does not get bigger", Sadu was sure money could be found to uplift disadvantaged communities by restructuring the provincial education budget.

"Money can be picked up here and there by eliminating unnecessary expenditure in the bloated bureaucracy," he said.

"But, even if more money is made available, it is no good unless spending patterns are changed so that black communities benefit. Current spending patterns feeding a bloated bureaucracy cannot continue.

"For the past three years nothing has been done in this province to prioritise and uplift black schools."

The National Professional Teachers' Association said more money was meaningless unless the administrations were cleansed of mismanagement and inefficiency.

Koorhof will unveil his vision for a new financial education package for the province today. It is expected to provide for more efficient spending and use of resources.

VF(12/9/98) (50)

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R40-m aid for SA education New packages plan aims to reprieve 600 teachers

(50)
Johannesburg - The Canadian International Development Agency (Cida) would contribute US\$8-million (R40-million) to implement a five-year teacher-training programme in South Africa, Canadian Minister for International Co-operation Diane Marleau announced today.

The programme would strengthen primary and secondary schools and enhance the quality of education, she said here.

ARG 13/3/98
The project would allow the departments of education in Gauteng, Free State and Mpumalanga to set up training and development programmes for teachers, both during their studies and in the workplace.

The programmes, to be implemented by the education department of Alberta in Canada, would also establish professional standards and criteria for teacher certification.

"Students will be the ultimate beneficiaries of these measures." - Sapa

CHEMÉ BLIGNAUT
STAFF REPORTER

ARG 13/3/98
A reprieve for 600 temporary teachers who faced the axe at the end of the month has been announced by Western Cape Minister of Education Nick Koornhof.

It is part of a "new vision" for education in the province announced by Mr Koornhof and administrative chief Brian O'Connell during a closed-circuit television broadcast screened throughout the Western Cape. The session was also screened by Absa Bank in its 117 provincial branches.

The teachers were given a stay of execution for three months in January when money was made available by the Government for their salaries.

Yesterday's reprieve forms part of a bigger plan to save teaching jobs through the re-introduction of

voluntary severance packages.

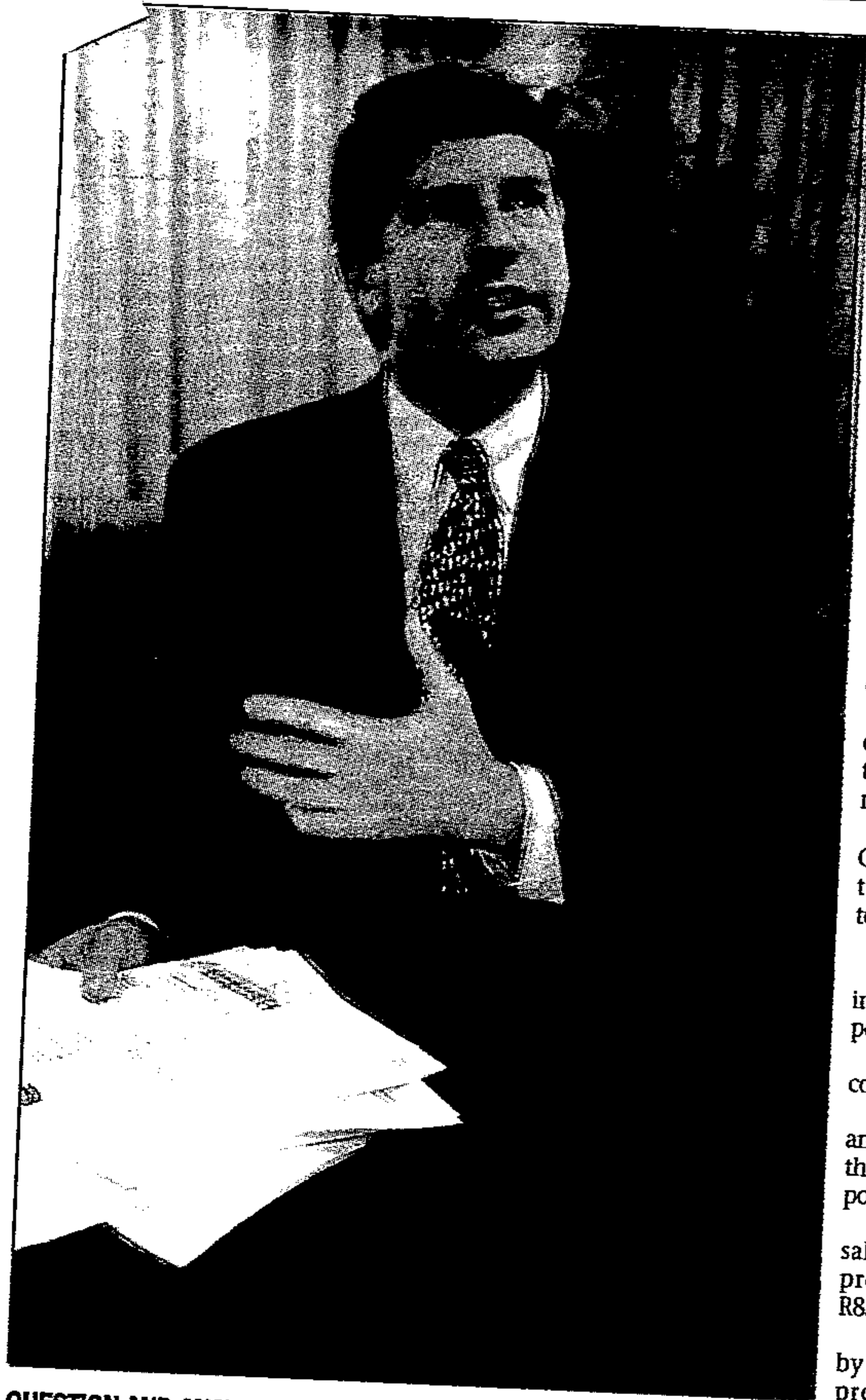
Teachers, non-teaching staff and principals will be allowed to apply for the packages until April 20 in the hope that it will free posts.

Earlier this year, the department said it would have to fire 4 500 teachers and 4 000 other education staff by the middle of this year to try to ease itself out of a R458-million debt to the Government.

Mr Koornhof said he hoped to save at least half of these jobs. He also committed himself to restoring job security in the teaching profession by June.

He said he hoped to be in a position to "positively adjust" the 40-to-one primary school pupil-teacher ratio and the 35:1 secondary school ratio.

The department would pay 70% of schools' accounts for municipal services. If a school managed to cut water or electricity usage, it could end up paying less than 30% or even nothing, he said.



QUESTION AND ANSWER TIME: Western Cape MEC for Education Nick Koornhof pictured during a television broadcast yesterday.

Why there's been so much trouble in W Cape schools

TROYE LUND (50) CT 13/3/98

WHY has there been so much trouble in Western Cape schools? The answer must be seen in a national context of having to achieve equitable education in all nine provinces, Western Cape education chief Mr Brian O'Connell said yesterday.

His message was part of a live closed circuit television broadcast with Education MEC Nick Koornhof, at which a new vision for education was unveiled.

Burning questions — close to 2 000 — faxed to the pair from all corners of the province were also dealt with.

The trouble started in 1994 when it was agreed by the national education department that equity in all schools was a priority, and the teacher:pupil ratio of 35:1 in all high schools and 40:1 in all primary schools would be the target for all provinces.

According to funding and ratio norms at this stage, the Western Cape was in the most privileged position. It was getting 50% more than the average child in the poorest province and enjoyed teacher:pupil ratios of 26:1 and lower.

The Western Cape had to lose teachers quickly.

"This had a huge implication for the Western Cape. We are dealing with the consequences at the moment and have to find the best possible solutions to overcome them," said O'Connell.

But the failed teacher redeployment scheme meant the ratios could not be phased in.

While the government started giving funds according to the 35:1 and 40:1 ratios, the WCED had to keep paying teachers salaries (26:1) that it had not budgeted for because they had not moved out of their posts as expected.

Also, the Finance and Fiscal Commission only subsidises teachers salaries at R53 000 a year — the average cost of a teacher in all provinces, except the Western Cape teachers, who cost R83 000 a year.

The costs incurred by the failed redeployment scheme were paid by the national government for 1995 and 1996. But this year provinces have been told they have to bear the debt, which meant the Western Cape has to implement the 35:1 and 40:1 ratios over 12 months — and close to 10 000 teachers had to go.

Education in province faces searching examination

THREE burning questions that were most prominent among the estimated 2 000 that were faxed to Education MEC Nick Koornhof and provincial administration education chief Mr Brian O'Connell before and during the broadcast:

1. Q: What is the fate of temporary teachers and why is the education department making teaching so uncertain?

A: All temporary teachers in the system will not have to go at the end of this term as their contract states. They will stay in the system and be employed in vacancies created by the new vision's voluntary severance package.

If the new vision is successful, no more teachers will fall victim to compulsory retrenchment. Job security, Koornhof says, is a top priority.

2. Q: What is going to be done about addressing the huge imbalances between privileged and poor public schools?

A: The money saved by reaching the new teacher/pupil ratios will reduce the amount being spent on salaries — currently 106% of the province's education budget is being spent on salaries.

This will allow between 20 and 30% of the education budget to be poured into poor schools. Western Cape Business has agreed to start an

adopt-a-school programme to help poor schools with resources and training.

Privileged public schools will also be required to "twin" with a poor school to share resources, facilities and expertise.

3. Q: Poor schools cannot afford to pay municipal bills. Is the WCED going to stop paying them as was indicated when the cuts were announced last year?

A: The WCED will pay 70% of the average 1997 municipal bill for each school. It is up to the school to save the remaining 30%. And, anything above 30% that schools save they can keep.

African
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Business helps out chaotic schooling

TROYE LUND

ET 13/3/98

(50)

CATASTROPHIC classroom conditions in the Western Cape stand to be solved by June when all public schools will start operating as small businesses, offering equal standards of education.

This is the new vision for education according to Education MEC Nick Koornhof and his administrative chief, Mr Brian O'Connell, who announced the news during a closed-circuit television broadcast screened throughout the Western Cape yesterday.

During the session, which was screened by Absa bank in its 117 provincial branches, the pair also answered several questions that parents, pupils and teachers faxed to them.

Koornhof told his audience: "I am not going to go on hiding behind financial constraints, poor facilities and labour problems. I apologise for the poor service and late salaries that schools have had to put up with from the department. It will stop here.

"We must all accept the financial limitations on us and move on to focus on ways to manage schools and ensure the poorest schools are attended so the pupils get an education equal to pupils in privileged schools."

Koornhof would not say how much implementing the plan was going to cost until the provincial budget is announced next week.

Reaction to the plan was cautiously optimistic from all quarters — unions, parents and political parties. The crux of the plan is to rebuild morale among teachers by assuring them of job security.

Temporary teachers — all of whose contracts come to an end at the end of this month — will stay until they can fill permanent vacancies. This plan also means that no more teachers will fall victim to compulsory retrenchments.

Aside from the 3 300 temporary teachers that were axed in January this year, an additional 6 000 were earmarked to go in order to reach viable teacher/pupil ratios.

But, according to Koornhof and O'Connell's plan, no more teachers will be subjected to compulsory retrenchments, even though the number of teachers on the WCED's payroll has to be reduced further to reach the financially viable teacher/pupil ratio of 35:1 in high schools and 40:1 in primary schools.

Koornhof will reduce staff by offering voluntary severance packages to teachers and non-teaching staff.

"Details of this, and of the whole plan, will begin to be negotiated with all stakeholders immediately. It's imperative that we bring stability to the system by June so that we can focus on building," said Koornhof.

Redressing imbalances between poor and wealthier schools and attracting business involvement are also priorities.

Western Cape Business (WCB) has agreed to begin an adopt-a-school plan so that companies can boost poor school facilities and resources, and train teachers and parents on how to run schools at an optimum efficiency level.

Privileged public schools will "twin" with disadvantaged schools so that facilities and expertise can be shared.

Redressing the imbalances will gain momentum once the pupil:teacher ratios have been reduced.

O'Connell said: "The 20% that we aim to have left for things other than salaries will be poured into poor schools. But, parents and teachers will have full responsibility for the money they are given. They will be trained to run schools like small businesses. Being a principal will change radically and require thinking like a company MD."

As part of this emphasis on school-based management, schools will be expected to take all decisions that affect them — and pay for them.

If schools spend less than their allotted WCED funding, they will "keep the change" to build reserves.

"Pupils at some schools cost the department 50 cents a month in municipal bills or maintenance. Pupils at other schools cost R50 a month. This shows how much wastage there is," O'Connell said.

National Union of Educators spokesperson Mr Mike Reeler said the theory was laudable and he welcomed the involvement by business. But he warned against a repeat of the "incalculable harm" done by the previous severance package offer.

"All the best teachers left," he said.

ANC education spokesperson Mr Yusouf Gabru said Koornhof's "slick publicity campaign" could not save education. While he welcomed relief for temporary teachers and the commitment to service and delivery, Gabru said the plan was "thin on detail".

● See Page 4

The grand plan

THE new vision to turn education in the Western Cape around:

● Restore job security that will boost morale — all temporary teachers will stay in the system, and, if the vision is successful, no more compulsory retrenchments will be enforced.

● Reduce number of salaries being paid by WCED by offering voluntary severance packages. Teachers and non-teachers must apply before April 21 this year.

● Devolve to schools all decision-making that affects them.

● Train parent-governing bodies and teachers how to manage finances.

● Use business to advise how to run the WCED administration as well as individual schools. Businesses will also adopt schools to assist them with training.

Afrikaans 'rejected' — FF

ANDRE KOOPMAN

CT 13/3/98

(50)

THE ANC's new language policy for Parliament meant that nine official languages were slightly elevated in status, English maintained its position and Afrikaans was rejected, Dr Pieter Mulder, chairperson of the Freedom Front, said yesterday.

This was the first step towards making English the only parliamentary language.

Speaking in Parliament, he said the proposed language policy "makes a joke" of President Nelson Mandela's proposal to have a multilingual policy in government work.

The proposed language policy states that English should be used in conjunction with one of the other 11 languages on a rotating basis in parliamentary documents, including Hansard.

"By downgrading Afrikaans it sends a clear message to all the other languages that there is no intention to let any of these languages ever develop and be upgraded to the same level as English in Parliament," said Mulder.

"On the same level as Afrikaans, they are doomed to be in an inferior position forever," he said.

Since discourse in Parliament largely took place in English, the impression was created that English was a language for widespread communication.

However, at least 60 to 65% of the population could not understand this discourse, he said.

He said it was argued that Afrikaans should lose its status since it was spoken by so few people.

This was a false argument since Afrikaans was the third most popular language in South Africa — spoken by 16% of the populace.

Most people in SA spoke Zulu (21%), followed by Xhosa (18%).

Ms Melanie Verwoerd, ANC MP, said it was important to note that in the ANC benches there were six times more Afrikaans speakers than in the NP.

If the FF wanted to promote Afrikaans they "should throw open the laager" and free it from the baggage of an apartheid past, she said.

The ANC had set Afrikaans free and this was the only basis for a language to grow.

If the nine other official languages were spoken in Parliament this would "set Afrikaans free" from its apartheid past, Verwoerd said.

What about Afrikaans?

IHAD MEANT to ask Breyten Breytenbach when we met recently in Hanover, Germany, when he would return to South Africa for good. But after almost five hours with him, the question became superfluous.

Breytenbach is a bitter man. Extremely bitter. He is bitter because he feels Afrikaans is being threatened. He is bitter because he feels the Truth and Reconciliation Commission (TRC) has failed. He is bitter because he thinks there is a plan to eliminate whites.

Breytenbach – poet, writer, painter and part-time (some say failed) revolutionary – today feels that people who were once in the struggle with him cannot be trusted.

“Beware of Greeks bearing gifts,” he says of Deputy President Thabo Mbeki and the initiative he announced a few weeks ago to ensure the survival of Afrikaans.

He also claims that Mbeki – and by extension the African National Congress – is more concerned about perception than reality in his quest to make sure Afrikaners feel part of the South African community.

But, in the same breath, he says one must accept Mbeki's *bona fides* and that Afrikaners should debate among themselves what exactly they want or, better still, how they want to fit into the new dispensation.

“What ought to come out of this is a far-ranging debate among Afrikaners about what they think. We have to accept there isn't just one Afrikaner nation just as there is no single Afrikaans language,” he says.

African language

But Breytenbach easily shifts his position from one hour to the next. One moment he says there “is no justification for a special position for Afrikaans” and the next he says it is an indigenous African language of a special kind.

Will the language die? No, he does not think so. He compares the language to an athlete – when the athlete stops using his muscles, he will not die but may end up in a wheelchair.

Afrikaans will not die either but may just end up in a wheelchair, he says, which will be a real pity because it could be an effective and useful language.

But he warns that Afrikaners must recognise that others have needs too and join forces with them – and even if that sounds like a ganging up of ethnic minorities, then so be it.

As for English, it is as useful “as a public convenience, rather like a public toilet”. But he adds that it is important because it is useful to communicate functionally with one another.

As for the TRC, Breytenbach thinks it has failed hopelessly. “We knew the truth all along that people were being murdered with the sanction of the state,” he says.

seweraan 13/3/98
Poet Breyten Breytenbach talks about what he sees as the failure of the ANC and the future of the ‘taal’.

Musa Zondi spoke to him in Germany... (50)

“Reconciliation is not working either as black people are getting frustrated because they do not feel the truth is coming out and do not believe that just saying sorry is enough.”

On the other hand, “whites consider the TRC an instrument of revenge”.

If he had his way, the TRC would:

- Be constituted by a group of independent researchers and historians whose job would be to find out what happened;

- Take people accused of crimes to court and have them charged for crimes against humanity. (He argues that South Africa has enough laws to do so and for justice to be seen to be done); and

- Institute ritualistic cleansing for the whole nation. This would include having special days for atonement and constructing a monument.

If Breytenbach had his way, the country would go back to negotiations from the beginning. “I think we could have done things differently,” he says.

“At the moment there is disillusionment with the whole rainbow nation. It is clear it has not worked and the TRC was obviously a stop-gap measure; we need to go back to square one.”

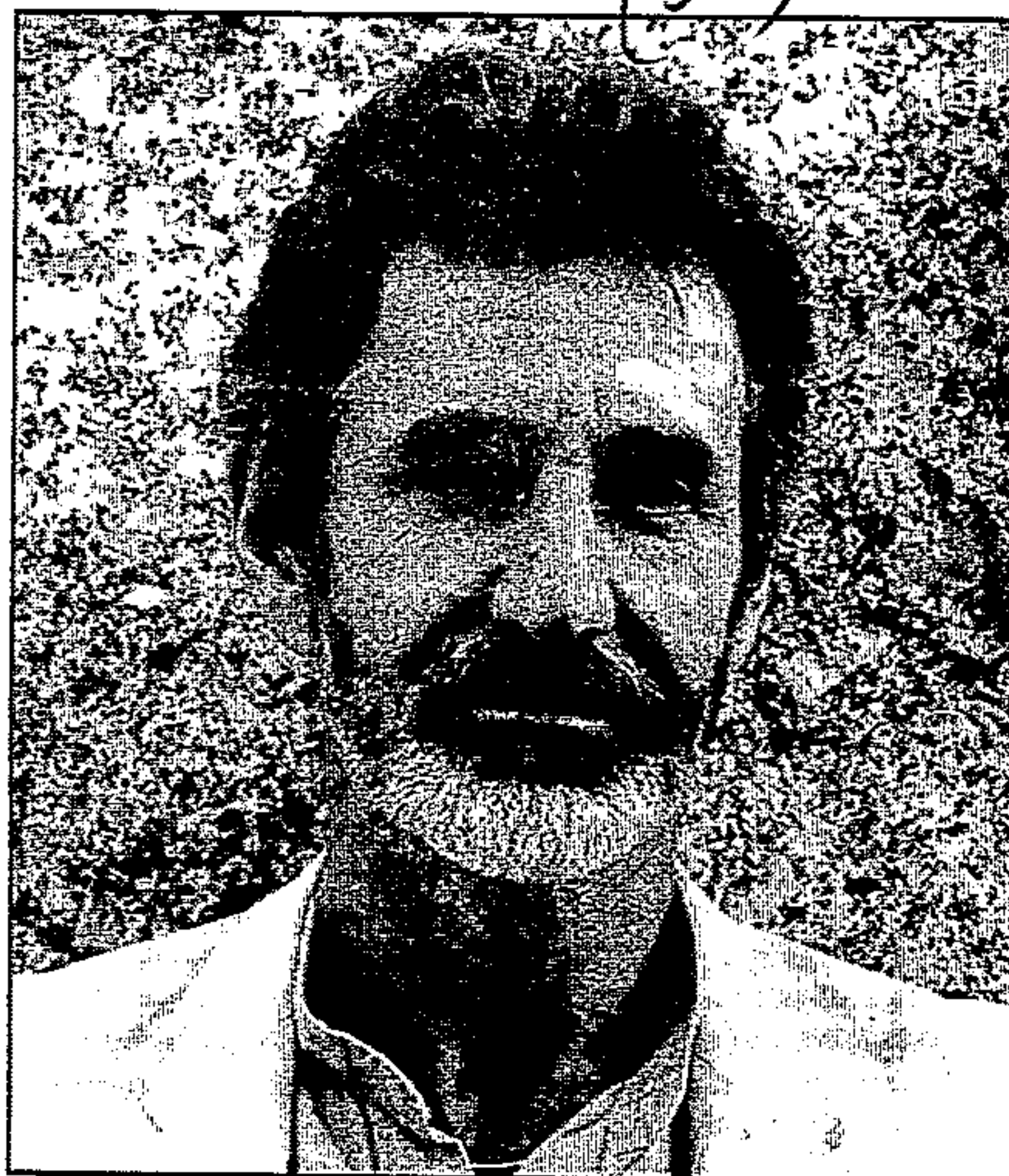
He is also scathing about affirmative action. “I would have wanted to see people filling positions they are capable of. We need to train people to be able to do their jobs properly.

“The accent should be placed on quality and performance; get rid of the deadwood. We need a system of social justice and then we would not need things like affirmative action.”

Breytenbach does not think things will improve: “I think as we go towards the elections of 1999, things will probably become quite harsh.

“A lot of old sores will be opened and it is more than likely there will be an attempt, perhaps an organised attempt, by certain sectors of the white community to seize the day.

“Nobody knows what this could lead to,



Breyten Breytenbach ... ‘English like a public toilet’.

what this could unleash in the country.” A dire warning indeed.

As far as he is concerned, whites should not be expected to accept a patriotic option. As for Afrikaners, specifically, “to survive they have to heal this very old rift with the coloured community”.

“They have to do this decisively. They have to finally distance themselves from any racist temptations and, in so doing, they can, and must, affirm their Africanness.”

But he would have different, maybe positive, views had the ANC called him aside and made some deal with him, he says. Then he would have participated in the “feeding frenzy” which he reckons is happening now.

At the end of the evening, I knew asking Breytenbach about coming back would be futile. It is easy to criticise from a distance. One can always parade revolutionary credentials to those who do not know any better.

● *An evening with Breyten Breytenbach* was sponsored by Volkswagen Group AG through their Citizens of the World programme.

Outcry at direct fuel sales to black firms

Star. 14/3/98

By WILLEM STEENKAMP

An "oil war" is set to erupt between major oil companies and the Government if it goes ahead with a R350-million scheme to import and sell refined fuel directly to emerging black-controlled companies.

Although the scheme would be funded by taxpayers, motorists could benefit if the greater competition leads to a price war.

If the project is approved, the Government-controlled Strategic Fuel Fund (SFF) would import petrol, jet fuel, diesel and other oil products and pipe it ashore in Table Bay to its old tank farm near Milnerton.

Refined oil products would be offloaded from supertankers linking in to a controversial new single-point mooring facility to be constructed in the sea between Robben Island and Bloubaaistrand. After being pumped ashore, the fuel would be trucked elsewhere.

Pollution threat

If the plan meets approval, the fuel would be sold directly to emerging companies (owned and operated by previously disadvantaged South Africans) and delivered by road transport from the tank farm.

This is set to lead to escalating competition between the major oil companies and SFF and cause an outcry among environmentalists over the pollution threat to prime beaches.

Pieter Coetzee, deputy chief director operations at SFF, said the project would be funded through the sale of crude reserves. This means that taxpayers would indirectly fund the project. Refined products would be imported from the North Sea and Mediterranean refineries.

FROM PAGE 1

Fuel outcry

SFF would not run the road tanker delivery service itself - instead, companies owned by previously disadvantaged groups would do the delivery of products by road tankers.

A spokesman for the Caltex refinery near Milnerton, which supplies the major oil companies, said the company supported black empowerment but questioned the financial viability of the SFF scheme.

"The profit margins on fuel are very low and, taking into account the road transport delivery costs of such a scheme, it remains doubtful whether it would be viable. Also, such a scheme flies directly in the face of Government's goal of job creation. Importing a refined product will not create jobs."

Riaz Jawoodeen, research director on liquid fuels at the Institute for Policy and Social Research (a Cape Town-based non-governmental organisation) said the scheme was "both ill conceived and totally uneconomical". He added that the SFF, which was busy "restructuring state assets", clearly "has no definite plan on how to achieve this goal. Quite frankly it is a stupid idea."

Environmentalists

The placing of a single-point delivery facility and a pipeline in the sea near Bloubaaistrand is expected to lead to strong opposition from environmentalists.

In July 1995 the Apollo C sank off Dassen Island and bunker oil washed up on the Cape's beaches for months afterwards. The oil pollution had a major impact on tourism to the region as people avoided beaches covered in oil.

It cost more than R26-million in direct costs to clean up the beaches, while the indirect cost to the tourism industry ran into many millions more.

The SFF is proposing that a mooring facility able to handle oil tankers of up to 150 000 tons be placed in the sea either south or north of Robben Island.

Marine experts have pointed out that Table Bay is generally known as the graveyard for ships. Over the years more than 300 vessels have sunk in Table Bay, and 47 ships foundered off Robben Island alone.

In a study on oil spills undertaken worldwide over a 15-year period, it was established that 77,8% of all "minor" oil spills (less than 7 tons) occurred at so-called single-point mooring facilities.

Colin McClelland, of the SA Petroleum Industry Association, said oil refineries already had pipelines in place and that there would be no problem supplying emerging companies with these products.

The industry supported black empowerment, and had already committed itself to an agreement under which all future service station licences for at least the next two years would go to black companies.

TO PAGE 2

Department can't close unregistered schools

By MOSES SHIBA

EVEN though the Gauteng Education Department this week vowed to crack down on unregistered schools in the province, it seems there isn't much it can do.

The department's registration officer, Ephraim Maringa, said the department knew of seven schools that were operating illegally in Gauteng. Three of these schools are in Johannesburg, one in Pretoria, one in Orange Farm and the others in Rood-

epoort and Midrand.

Maringa said the unregistered schools were Metropolitan College; Greendove, also known as Afrika College; Johannesburg Polytech Institute; Space Age Academy, Oakwood College; and two whose names he did not know but which were situated in Orange Farm and Kuduspoort, near Pretoria.

Asked what they were doing to make sure these schools were closed down, Maringa said their hands were tied. Parents had to lay fraud charges

with the police if they felt they had been deceived.

As a department, Maringa said, they could only advise parents to withdraw their children from them.

He said: "Legally speaking, these schools are not registered with us but we can't close them down because we didn't open them."

As for students who have allegedly been duped by some fly-by-night schools, Maringa said the department tried to help them by asking schools with good matric results to accommodate them.

The department has also told parents of pupils at one allegedly unregistered school - Metropolitan College - to take them to a registered institution.

"We even gave police an affidavit about Metropolitan's non-existence." He said the department did this after a story about the school appeared in City Press.

Maringa advised students and parents to "do something before April 3, when the first term ends. If they don't act now by registering with registered schools, they will lose a year".

ANALYSIS

Private sector can make the difference in education — Read

Private-sector partnerships can make a measurable difference to standards, writes Ireen Spicer

AMID the current hubbub surrounding lack of delivery by the national and provincial education departments, it is heartening to pause and take stock of the success stories in SA education. There are many such examples.

One is the work quietly carried out by the Read Organisation which is showing startling results in the progress of rural pupils — two years' advance in reading and four years' advance in writing skills. Read is a nonprofit concern which has, over the past 18 years, developed a literacy and language development programme for second-grade learners in primary schools. There are four pillars to Read's work: development and provision of materials, teacher training, support and motivation.

The organisation has worked with about 2 600 schools nationwide and more than 120 000 delegates have attended Read courses and workshops.

In recent years it has been developing closer ties with provincial education departments. For example, it has a contract from the Eastern Cape department to train officials to deliver school governance training. Mpumalanga also has a contract with Read for the delivery of in-service training to teachers of 50 schools in the Curriculum 2006 foundation phase (lower primary). In Gauteng it has worked with department officials on book and resource assessment. This year the Gauteng education department placed a book and materials order of R500 000 with Read. Towards the end of last year the Read programme was evaluated by external assessors in rural and farm schools in and around Umtata. The schools

are sponsored by the Joint Education Trust, and Read has been running its programme in all grades in these schools for two years. The evaluators tested the reading and writing skills of children in the project schools and applied the same tests to pupils in four control schools which have had no external

intervention. The results are promising. The Grade 5 pupils in the project schools have the same score for reading as their Grade 7 counterparts in the control schools. They have gained at least two years in terms of reading age.



Rural pupils are showing advances

In terms of writing, the results are spectacular. Having started from the same base in 1996, the project school pupils are outperforming their control school counterparts by an average of nearly 450% a grade — they are writing four and a half times as many correct sentences and have reduced the number of errors they make by more than 200%. In practical terms, the project pupils are at least four years ahead in terms of their writing.

In isolation, this sounds most impressive and worthy. But when one considers the effect of programmes such as Read's in the broader educational context, they do take on national significance.

First, the country's education authorities are faced with a situation where the average pupil entering Grade 8 (formerly Standard 6) in rural areas has a reading level of 7,6 years while her/his age is approximately 14-and-a-half. Since secondary school textbooks are written at the 16-year language level, students are unable to access the information. They are therefore unable to pass examinations or pass through using mindless rote-learning techniques which do not stand them in good stead for the future. The poor 1997 matric results bear testimony to this situation.

Second, there is a high repeater rate throughout all school grades. Research published in EduSource in December conservatively estimates the annual rate of students repeating at 20%. The situation is far worse in Grade 1

(50) 80 17/3/98

whose over-enrolment averages 67% but could be as high as 100% in certain provinces. This, says the researcher, is mostly due to repetition. Grade 1 over-enrolment, says a report published in October by the medium-term expenditure framework education sectoral team, costs SA R1bn a year.

Such repeater rates place an enormous financial burden on the state. If one uses the 20% repeater rate as a yardstick, in Mpumalanga alone pupils who repeated in 1996 cost the province R384m. The 182 325 repeater students accounted for about 6 100 classrooms and teachers. If the repeater rate could be reduced, substantial funds from the education budget could be released for more effective spending.

The findings of Read's independent evaluations show provision of proper resources and adequate teacher training are at the heart of successful and effective schooling, particularly in the primary phase. Not surprisingly, pupils not well taught in the basics of language have very poor comprehension of maths and science problems when these are presented as "story" or "word sums". Resource provision and teacher training are also at the heart of the outcomes based Curriculum 2006.

The implication is that Read-type programmes can lay the necessary schooling foundation of solid literacy and language development on which other education and training can be based. It can help to bridge the gap between rural and suburban

schools effectively and create the platform on which to establish Curriculum 2006. If pupils can read and write efficiently, they are more likely to pass exams. The Read programme's cost effectiveness will, therefore, be reinforced by diminishing repeater rates.

At a cost of R50 a pupil a year, the implementation of the Read programme, to scale, will launch the process which will cut the repeater rate. Again using Mpumalanga as an example, it would cost R36m a year to implement such a language development programme in Grades 1 to 8. This amount could be reduced by the education department providing most of the staff and training venues and allocating a proportion of the textbook budget, schools providing entering, publishers granting substantial discounts for large orders and education authorities approaching foreign donors and soliciting private-sector support.

The Read programme, which is implemented only with the full co-operation of the community, education officials and the schools, is one illustration of a project that delivers with tangible and measurable results in the short-term. It has the systems in place and has developed the materials and the management expertise required to assist provincial education departments to replicate such a programme on a large scale. The organisation is not an alternative to existing structures, but a willing and efficient support service to provincial education departments.

□ Spicer is a consultant to the Read Organisation

Threat to shoot black pupils

BD 17/3/98

(50)

VRYBURG — In a resurgence of violence at Vryburg High School in North West, white pupils yesterday threatened to take their fathers' guns to school and shoot black pupils.

"We are expecting trouble," police spokesman Capt Sam Sesing said. He said trouble flared at the school in the morning when a group of white parents chased television cameramen from the school gates.

"There was supposed to be a meeting between white parents and the task team (investigating violence at the school two weeks ago) on the condition there were no television cameras," Sesing said. "Two cameramen were there and the parents chased

them and wanted to assault them."

Sesing said there was friction between white and black pupils during the first break and at the second break a fist fight started between the groups, and white pupils made their threat. He said police separated fighting pupils.

Sesing said police patrols would be stepped up in preparation for a resurgence of the violence which erupted at the school two weeks ago.

On Friday a schoolgirl alleged that four black pupils indecently assaulted her after she delivered circulars to their teacher. The girl made a formal complaint to police.

The task team is expected to deliver its report on Friday. — Sapa.

ET 17/3/98

A ray of light for (50) illiterate children

JACQUI REEVES

JOHANNESBURG: Many black pupils in rural parts of South Africa are more than four years behind set reading goals.

A research project, conducted by the Read Educational Trust and a New Zealand-based publisher, has shown that many black Grade 7 students have a reading age of an eight-year-old despite the average age for that grade being 13. Results of the year-long research project conducted in 26 SA primary schools, were released yesterday.

The study has shown startling improvements in the reading capacities of pupils who have followed the Sunshine books-based programme. Published by Wendy Pye Publishers of New Zealand, it is one of many early literacy programmes competing for a role in the new outcomes-based Curriculum 2005 and moves away from traditional rote-teaching methods, where language textbooks were used, encouraging instead group reading and story-telling.

Discussion among pupils about

the stories develops the child's vocabulary and encourages more creative thought than the traditional system.

Although local publishers have welcomed Outcomes-Based Education (OBE) — many have done their own research into early literacy programmes — scepticism over the government's ability to pay for the material is rife.

"As an industry, we support the intentions of OBE, but there is a lot of concern about whether provincial departments are going to be able to spend an adequate amount of money on materials for Grade 1 and the other grades as Curriculum 2005 is introduced," said Maskew Miller publishing director Jappie Pienaar.

Cynthia Hugo, national director of the Read Trust, said the Sunshine programme was an affordable option for South Africa.

The programme costs approximately R50 per child, per year, for a three-year period. Similar OBE programmes on offer from local publishers will cost an average of R100 per child.

Penalties mooted for low output of black doctors

JOVIAL RANTAO

MEDICAL schools with a low or non-existent intake of black students could face penalties which might include the reduction of state subsidies, the Department of Health has warned.

Dr Ayanda Ntsaluba, the deputy director-general in the department, told Parliament's health committee that the government was unhappy with the number of black medical graduates produced by South Africa's eight medical schools.

"The pace (of admission) is not fast enough. When you look at the admissions, instead of improving they're getting worse," Ntsaluba said.

Of the 22 000 medical doctors in South Africa, only 3 000 are black.

Ntsaluba said discussions were being held with the Department of Education, which issues the subsidies, to ensure that institutions received subsidies congruent with the way their results matched the national policy and priority.

Probe will help to strengthen Medunsa

JOVIAL RANTAO

THE Government has no intention of closing any of SA's eight medical schools and was in particular looking at ways of strengthening the position of Medunsa (Medical University of South Africa), whose subsidy has been cut by R13-million.

At the same time University of Transkei's, subsidy was reduced by 8,4%, from R113m to R100m.

In a response to a query from ANC MP Adelaide Tambo, Dr Ayanda Ntsaluba, the deputy director-general in the Department of Health told Parliament's Health Committee that efforts were being made to strengthen Medunsa, which has single-handedly produced the highest number of black doctors. Ntsaluba said a task team has been set up

ET 17/7/98

(4) (74)

There will be very clear and coherent link between a subsidy given to the institution and their output in terms of the national objective.

"There must be some recognition and commitment to national priorities," he said.

Ntsaluba said a task team had been established to attend to the problem.

He did not respond to questions on whether the government would consider introducing a quota system as a way of forcing medical schools to increase their intake of black students.

ANC MP Dr Essop Jassat suggested that in the light of reports that 50% of students who qualified at Wits University left the country after graduation, the government should consider shifting more resources to fund students who remained in South Africa.

Institutions such as the Medical University of South Africa should be given special consideration, he added. He said Wits' subsidy had been increased from R274 million to R319 million.

look at the state of affairs at Medunsa with a view to strengthening the institution.

It will look at how Medunsa's outreach programme, which is currently focused in the Pietersburg, Mankweng region can be strengthened. These are genuine attempts to respond to Medunsa's problems. There's no intention to downgrade Medunsa," Ntsaluba said.

ANC MP Dr Essop Jassat suggested that in the light of reports that 50% of students who qualified at Wits University left the country after graduation, the Government should consider shifting more resources to fund students who remained in South Africa.

Institutions such as the Medunsa should be considered, he added.

W
RT

MEC meets Vryburg school on race clashes

(50)
STW 17/3/98
BY MIKE MASPA

The Vryburg High School meets with a parliamentary committee chaired by North West Education MEC Zacharia Tolo today to try to defuse the situation at the school.

Following yesterday's fresh outbreak of violence, the school was circled with barbed wire this morning, and guarded by 450 policemen backed by police trucks parked around the property, said deputy chairman of the governing body Frik de Bruyn.

Only 50% of the black or "English" pupils arrived for classes today, but 90% of the "Afrikaans" or white and coloured scholars were at their desks, he added.

Tolo said yesterday the Government would not heed calls for the closure of the school despite recurring racial conflicts.

He added that external forces, which he described as white parents calling themselves "the concerned group", and their black counterparts were compounding the problem by interfering too much in the school's affairs.

"Black parents have been calling for the closure of the school and the removal of the principal, Theo Scholtz, and the governing body.

"White parents have been demanding the expulsion of nine black pupils accused of misbehaviour. We don't believe the situation warrants such drastic action," Tolo said.

The suspension of five of the nine black pupils was the source of the conflict.

Clashes began yesterday when "the concerned group" demanded a meeting with a task team investigating the conflict, but instead fought with a television news crew.

The group finally had its meeting with the task team yesterday. The task team is expected to report to the MEC next week.

50 black (50) pupils held over demo in Vryburg

Vryburg - About 50 black pupils at Vryburg High School were arrested today for holding an illegal gathering outside the school. *APR 18/3/98*

Shortly before 11am a group of black pupils circled the school entrance bearing placards. School spokesman Frik de Bruin said: "We have an emergency situation."

Earlier today the pupils occupied the boardroom at the regional education offices and demanded to be taught there.

Education head Steve Kekesi sent staff home when the pupils arrived, and went to Mafikeng for an urgent meeting with North West provincial education authorities.

"The pupils said they are not safe at their present high school and want an alternative school or else they will have classes in my building," said Mr Kekesi.

He said they left their books in the boardroom about 10.30am and marched to the school carrying placards.

"The problem has now been transferred to my office," Mr Kekesi added.

Police said the pupils were arrested because they had not applied for police permission to hold the gathering.

Dirk Schoeman, a spokesman for the Concerned Parents' Group representing some of the white parents, said members would not go to the school today because this might aggravate the situation. - Sapa

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Education budget to restore 'stability'

(50) CT 19/3/98

TROYE LUND
EDUCATION WRITER

THE Western Cape education budget has increased by R1 million, but this will not be enough to counteract inflation — in real terms there is less money to go around this year and the pressure is on for the education department to spend more efficiently.

While parents were uneasy about how much more they would have to pay, economists said the allocation indicated "lean times" that were inevitable because of the national government's plan (Gear) to strengthen the economy, and ultimately improve people's lives through structural adjustment.

The South African Democratic Teachers Union (Sadtu) rejected the budget, and said even substantially more money was "meaningless" unless it was spent efficiently to prioritise poor communities.

In the meantime, as Finance MEC Lampie Fick handed Education MEC Nick Koornhof R3,595 billion to run the education department and its 17 000 schools this year. A wall of riot police guarded the provincial legislature yesterday from impassioned pupils and teachers protesting against teacher cuts and poor facilities.

Although education has the largest chunk (35%) of the



province's budget, educationalists said the 2,9% increase from last year would not compare with the 5,6% inflation rate.

The ANC said the increase was not enough to see orderly transformation in education — the party intends to fight for R4 million more.

Sadtu spokesperson, Mr Don Pasquallie said: "We cannot support a budget that labour had no input on." But for Pasquallie and the ANC the crucial factor would be how Koornhof spent his R3,5bn.

"The education budget must be restructured so poor schools benefit," Pasquallie said.

Koornhof replied: "Of course I would have liked more. But, educa-

tion cannot be increased to the detriment of welfare and health.

"This year we will restore stability and job security to the education system," said Koornhof, who plans to do this by reducing the salary component of his allocation by 2 000 through voluntary severance packages.

"Funding is according to the pupil/teacher ratios of 35 to 1 in primary schools and 40 to 1 in high schools. I have to reduce teachers to match this so that I have money to spend on things like resourcing, rebuilding and maintaining."

More pressure will be put on Koornhof to spend every cent wisely by the fact that this year's education

allocation is likely to be the fattest one until the next century.

Provincial allocations are set for the next three years, and Fick expects that education will get less next year (R3,428bn), and go up slightly in the 2000/2001 financial year (R3,548bn).

The chairperson of the Western Cape Principal Association and principal of Cedar High, Mr Melvyn Caroline, monitored one pupil protest and said the demonstration was not directed at the government only — it was to show parents and business that they had to pitch in with help. But, he warned against the teacher/pupil ratios being enforced over one year.

"They must be phased in, it's impossible for me to lose 15 teachers in one year. Provinces should be allowed to raise revenue to finance this phasing in."

Governing body chairperson of the former Model C Fairmont High School Mr Bob Williamson said privileged schools had to realise that they had to get on without government assistance so that the funds retrieved from reducing the salary budget could be channelled to the poor.

Exactly how the education budget will be spent will be worked out by the provincial standing committee next week.

Hidden shame of school system

He's 15, but can barely read

or write — after nine years

at school. Thousands like him

are falling through the cracks.

TROYE LUND
AND JUDY DAMON

PAVU, (not his real name) would love to finish matric and become a motor mechanic. But without the ability even to read the print on his jacket, his hopes are slim.

Two studies released yesterday show that many pupils at South Africa's disadvantaged schools — which make up most of the 21 000 in the country — have the most rudimentary literacy levels by the time they get to high school.

The average pupil entering Grade 6 in these schools has the reading age of a seven-year-old (Grade 1) pupil, the Read Educational Trust project, as well as the research of Professor Warwick Eilly, of New Zealand, conclude.

These findings, which also offer solutions, coincide with figures from a Cape Flats school, where 40% of the 1 484 pupils can hardly read or write — and only about 10% are completely literate.

The *Cape Times* visited Paul, a pupil at this school, at home yesterday.

He showed us some things he had written, but peered at the words as if they were in a language he didn't understand.

When asked to write something, he held the pen as if it was his first time, and then shyly and slowly penned some large letters. His handwriting was neat, but looked like that of an ordinary fifth

grader or 12-year-old.

Copying work from the blackboard was easy, but once his teacher started with dictation, his hands wouldn't work, he said.

Reading was an endless struggle. During examinations he spent most of his time re-reading the questions and he was always one of the last to finish.

His single-parent mother becomes "grief-stricken" at the end of any school term. She already knows the result — "utterly swak" (extremely poor).

"I want a good future for my child and it hurts to think that the other children at school make fun of him because he is so far behind."

"Not once did the school offer him any assistance or place him in a special programme to help him cope. The teachers concentrate mostly on the new students, they don't have time to teach my child — who is supposed to know the work already."

A senior staff member at the school said: "I don't think those pupils who can barely read or write will ever be able to."

Like most Cape Flats schools, the classes here are jam-packed and there is simply no way that each pupil can receive individual attention. There are more than 55 pupils.

Pupils manage to slip through the system without learning to read because of large classes, outdated teaching methods and inadequate testing.

Teenagers also land up in grades

with much younger children because they have either failed continually or have only started their schooling at a late stage.

Many children get stuck in the same grade without ever improving, and end up dropping out or getting pushed into the next grade, the two studies show.

Another study by education research group Edusource conservatively estimates that the annual rate of pupils repeating a grade is 20% at all schools.

Read consultant Ms Ireen Spicer said: "The situation is far worse in Grade 1 where the pupil repeat average is 67%. This is as high as 100% in some provinces. The money that could be saved by reducing the repeater rate is substantial."

If one uses the 20% yardstick, pupils repeating grades are costing the Western Cape Education Department about R400 million a year.

The department's director of curriculum, Mr Brian Schreuder, said pupils who became old in grades they were unable to pass, and pupils that started school in their teens and had to be slotted into early grades, were problems the department was trying to tackle with the help of non-government organisations.

Instead of allowing pupils to fall repeatedly, the new "rule of thumb" is to allow a pupil to fail only once in every grade.

Pupils who are not up to scratch after repeating once are supposed

of 18/2/98 (50)



FAILED BY THE SYSTEM: Angry and out of his depth, Paul, 15, repeats every year with his exams. He is not alone. Research shows that many South African pupils are virtually illiterate when they get to high school.

to be transferred to a special school or put up a grade and given the necessary remedial attention.

But, Schreuder said, it would be "less than accurate" to say this always happened — poor resources and overloaded teachers allowed little or no remedial attention.

University of Cape Town lecturer Mrs Carol Bloch, who has done

extensive research into how many children learn to read and write, said that the drop-out rate from primary schools is high and that many pupils get to high school but are being able to read and write only

"This is usually because they cannot understand the words which are written for a particular reading age."

And, if pupils are too old for their grade, their teachers don't have the flexibility to cater for them.

"This leads pupils to feel frustratingly inadequate, makes them less likely to learn and more likely to drop out."

Bloch's work also shows that many pupils who appear able to

read don't understand what the words mean. Instead they have learnt them off pat.

Bloch put this down to teachers focusing on training in teaching methods similar to those proposed for both studies.

Read and Eilly, who was commissioned by a New Zealand publisher, have formulated similar

teaching methods that focus on reading. They will pilot a trial in 2005.

Professor Eilly's work has shown that pupils in the 26 provinces are often given an additional year of their primary school

work. This is because they are not able to read and write at the level required for the next grade.

Research shows that many South African pupils are virtually illiterate when they get to high school.

PICTURE: GARTH STEAD

Schools' budget changes urged

TROYE LUND
EDUCATION WRITER

LAST week NP Education MEC Mr Nick Koornhof publicised his plan to tackle the widespread problems in Western Cape schools. Now, as party political jostling heats up before the elections next year and before the provincial education budget is announced today, the ANC has come forward with its version of a fix-it plan.

Yesterday ANC MPL Mr Yousuf Gabru welcomed any "sincere attempt to stabilise schools", but warned that aspects of Koornhof's plan were "outlandish".

Gabru, a former education activist, called on Koornhof to restructure his budget so that poor schools started benefiting.

He said: "Schools in richer areas with parent bodies that can afford to pay more are being funded according to the same formula that the poorest are. Why has the use of resources not changed in three years? It is the most obvious way to improve poor schools.

"Parents with children at privileged state schools also have to make meaningful contributions to change — a commitment to sharing resources and amalgamating privileged and poor schools that are close to each other."

Former Model C schools that had sold some of their (state) land and had kept the proceeds, Gabru said, had to hand the money over to poor schools. "R20 000 for a piece of land that is now in a trust may not be a huge sum, but it is a great deal for schools on the Cape Flats that barely have the resources to survive, let alone start paying 30% of their municipal bills."



OFFENDED: Yousuf Gabru, who slated the NP plan for schools.

Although Gabru agreed with Koornhof's emphasis on getting businesses to adopt poor schools, he said Koornhof had not given details of how he was going to do this.

Most offensive for Gabru was Koornhof's plan to have schools running like small businesses.

"Running a school like a business is absurd. The idea sounds good, but there is no understanding of education. It will introduce unhealthy competition for the best and most pupils," he said, calling for at least R4 billion to be allocated to education this year as opposed to last year's R3,4bn.

"The province got more money than was expected. This would allow the department to place an unconditional moratorium on teacher retrenchments."

Koornhof plans to start negotiating his plan after the budget is announced today.

Vryburg teacher, principal at odds over 'harassment' charge

Star 18/3/98 (50)

Differing accounts over claim which sparked latest conflict

OWN CORRESPONDENT
AND XOLISA VAPI

Monei Maretela, a teacher at Vryburg High School, yesterday dismissed a white pupil's claim that she was indecently assaulted by four black pupils, including a girl, in her class.

The school has been plagued by racial problems for many months, and the latest conflict was sparked by the girl's complaint on Friday.

"The complainant delivered letters to my Std 9 class, to be handed to pupils, and she later returned to the class to collect

the remainders. On her return, she was confronted by one of the black pupils demanding a letter from her, and I then intervened and reprimanded the boy to sit down," Maretela said.

The girl left the classroom, Maretela said, and she was surprised when, minutes later, she was summoned to the principal's office to discuss the incident.

"I related to the principal (Theo Scholtz) the incident of the fake harassment, but I could see that he did not believe me and instead insisted that the girl should lay criminal charges," Maretela said.

Maretela believes the girl

laid the complaint to have the pupils expelled from the school.

However, Frik de Bruin, deputy chairman of the school's governing body, said he believed the girl and that the incident was being investigated.

"My honest feeling is that it is a fact, because the girl was in a state of shock when she related the story to us. She was crying and demanded to be left alone because she felt threatened," De Bruin said.

The girl has laid a complaint with the police.

But the South African Democratic Teachers' Union has accused white pupils in the school

of fabricating complaints because they want to create the impression that they are unsafe with blacks at the school.

North West secretary Seth Ramagogo said the union's representatives at the school had uncovered a "growing trend" by the Afrikaner community and the school's governing body to shift the focus away from their reluctance to have the school fully integrated.

Ramagogo also claimed that the task team appointed to resolve the conflict was no longer working towards protecting black students, but was nursing the fears of white parents.

'Apartheid' returns to school

Hopes high that clashes at troubled Vryburg High will be resolved, but black pupils say they'll return to township schools

OWN CORRESPONDENT
AND STAFF REPORTERS
Vryburg

Hopes were high in Vryburg this morning of an imminent solution to the racial clashes at the local high school where the governing body yesterday separated black and white pupils to prevent further violence.

Vice-chairman of the school's governing body, Frk de Bruin, said the police presence was being scaled down and he was "very optimistic" that a solution would be found.

The matter was thoroughly debated until the early hours of this morning in a meeting between De Bruin's committee and a parliamentary committee headed by Education MEC Zachariah Tolo.

The decision to separate pupils followed threats from black scholars at the troubled North West school to return to township schools, to boycott classes and plunge education in the province further into crisis.

They say their militant actions were prompted by Tolo's failure to approve their demands for the resignation of principal Theo Scholtz and his mainly white governing body at the Vryburg High School.

Pupil leader Malati Hlapa said yesterday they had reached a deadlock with Tolo because he had failed to guarantee black pupils' safety at the school and had never seriously considered their demands.

Hlapa said black pupils had instead decided to occupy the education department's offices to force officials to facilitate pupils' immediate return to their previous schools in Hahndul township.

Another pupil, Regina Gabb-outwele, said the government had moved pupils to Vryburg High on the basis that the school was no longer for whites only.

Star 18/3/98 (50)



Making a point ... student leader Malati Hlapa (centre, pointing) says that the black students of Vryburg High School had reached a deadlock in negotiations

She said white pupils had repeatedly told their black peers the school is a white school and will remain white.

"We want to return to our high schools in the township, Boppanang High School and Pule Leeuw Secondary School, because we do not want to mix with AWBs who can kill us at any time," she added.

Trouble started again on Friday when a white female pupil said four black pupils, one a girl, indecently assaulted

her while she was delivering pamphlets. The pupils denied this and - after being detained while the principal investigated the allegation - tried, unsuccessfully, to lay a hostage charge against the school.

DP spokesman for the town, Parvats Group which represents some of the white parents, said: "We want the ... pupils who have caused the trouble removed." Yesterday politicians, pupils, parents and reporters milled in

and out of the school premises, which was surrounded by barbed wire erected by police.

De Bruin has condemned black pupils' demand for the dissolution of the governing body. "The absence of black parents on the body was due to their being unavailable for nomination. We can't be responsible for a lack of interest."

"I have told the MEC that we would like the school to remain open while disciplinary measures were taken against the

unruly pupils responsible for the disruptions at the school."

De Bruin said the disruptions were caused by "20 ill-disciplined and predominantly black pupils" who allegedly failed to abide by the school's rules.

Ethne Papentus, former headmistress of Kimberley Girls' High School and Speaker in the adjacent Northern Cape province, criticised the fact that the school was effectively two separate entities with black and white children separated

into different classes.

"Most schools in the old Cape Education Department were dual medium, including Vryburg High, without pupils being separated on language grounds," she said.

Reacting to the crisis, DP education spokesman Mike Ellis said last night he was disappointed that racism appeared to have triumphed in North West.

Now over harassment
Page 6

Cosas 'ready to take action'

Sowetan 18/3/98
(50)
By Justice Mohale

FOLLOWING physical clashes between black and white pupils and parents, once again fear roams the classrooms and residential areas of Vryburg, an area noted for its racial intolerance.

By late yesterday, tension had not eased with more clashes expected following threats from the Congress of South African Students.

Almost all black pupils at Vryburg High School in North West refused to attend classes yesterday after 10 black pupils were assaulted during racial clashes at the school on Monday.

Black pupils now want their security guaranteed. Cosas executive committee member Mr Charlie Mogale said the problem started after a mob of whites pupils stormed into the toilets and started assaulting black pupils.

He said black pupils would not attend classes because they were afraid of being attacked again.

"We are not going to sit back and fold our arms when white pupils attack us. We will retaliate if need be," Mogale said.

He said Cosas was unhappy that it was not represented in yesterday's meeting between a North West government delegation led by education MEC Mr Zacharia Tolo and MEC for safety and security Mr Satish Roopa, the principal and the chairman of the school governing body.

He said if the task team's recommendations were unacceptable to the black community of Huhudi Township, Cosas would embark on a programme of action. "We know our actions will hurt the government but we have no choice because we need equal treatment at our school."

Cosas' demands include:

- The resignation of the principal with immediate effect;
- The dissolution of the school governing body;
- That the school reflect the racial demography of the province; and
- That the idea of two schools in one — where black and white students have separate classes — ends.

Mogale said the another problem black students faced was the increase of school fees from R 800 to R1 250 a year. He argued that this was the governing body's "legal" strategy to rid the school of black pupils.

Police spokesman Senior Superintendent Pieter du Plessis said police received a report of a clash between black and white pupils on school premises and police were despatched to quell the violence.

He said a heavy contingent of police had been deployed to monitor the situation at the school.

Negotiations between role players were under way late into the night.

Affirmative procurement of up to 90% is planned

Vuyo Mvoko *BD 19/3/98*

CAPE TOWN — Government is to implement a programme over the next 18 months to ensure that 90% of public works department contracts at national and provincial levels conform with "affirmative procurement" policy.

At least 50% of all other national and provincial departmental projects, 25% of all local government projects, 15% of all parastatal projects and 10% of all private-sector projects will also be implemented in terms of the policy.

"We have the plan, now we have got to deliver," said public works deputy director-general Sivi Gounden, addressing Parliament's portfolio committee yesterday.

The procurement policy's key objectives are to provide jobs, and to develop small, medium and micro enterprises, particularly those owned by previously disadvantaged individuals.

The policy was developed by a task team appointed jointly by the ministries of public works and finance. It targets the construction and associated industries, including public and private-sector client bodies, consultants, contractors and suppliers. It encourages those not previously disadvantaged to form "structured joint ventures" with "affirmable" partners.

Gounden said documentation would soon be made available laying down systems and procedures.

These included anticorruption programmes; a framework for deregistration of contractors; information packs for user groups; risk assessment and management procedures; a standard format for the compilation of contract documentation; and a code of conduct for suppliers, service providers and contractors.

Documentation in respect of goods, for example, would contain a guidance manual for officials preparing tender documents as well as a standard contract, he said.

There would be standardised performance specifications on design and construction requirements for building and civil engineering works and specifications on issues such as repair of defects, strength, stability, durability and serviceability.

Gounden said during a pilot project conducted between August 1996 and July 1997, 2 206 building and civil contracts totalling R670m had been awarded. Of that, contracts valued at R206m went to affirmative procurement beneficiaries including prime contractors on smaller projects or joint venture partners, subcontractors and service providers on larger projects.

Govt plans 280ha leisure, business node

Robyn Chalmers

GOVERNMENT plans to redevelop more than 280ha of land south of Johannesburg, including recreation and exhibition centre Nasrec and the FNB soccer stadium, into a new leisure and commercial node.

Proposed land uses include a centre for national and international sports events, a sports academy, a skills training and production centre and a mix of commercial and business facilities, including hotels, restaurants, pubs and retail facilities.

However, analysts said one of the issues to be resolved was ownership of the site. Representatives from the public works department, the National Exhibition Centre, First National Bank (FNB) and Shareworld were holding talks to iron out legal and financial problems relating to ownership.

The total area in question was 280ha, with Nasrec, the FNB soccer stadium and other related buildings occupying about 180ha. Development of the remaining 100ha is under consideration.

Public Works Minister Jeff Radebe said government's development proposals would be thrashed out at a workshop next week. "Strategically positioned within the proposed development thrust of Baralink, Crown City

Continued on Page 2

Umthetho wokuqala ukubhalwa ngesiXhosa

Wyndham Hartley

CAPE TOWN — Justice Minister Dullah Omar made history yesterday by becoming the first minister to table in Parliament a bill in Xhosa — but earned the wrath of some opposition parties for doing so.

The Judicial Matters Amendment Bill, or Umthetho Oyilwayo Wofakelo Silungiso Kwimibandela Yasekondleni, is a three-page piece of legislation of little significance. It makes technical amendments to a number of existing laws.

National Party (NP) chief whip Izak Pretorius said the action by Omar

made a mockery and was in contempt of Parliament as a final decision on the new language policy was scheduled for a meeting next week.

He said the NP welcomed the first bill to be published in Xhosa, but condemned the downgrading of Afrikaans in the process.

This view was echoed by Freedom Front chief whip Joseph Chiole, who said the practical reality was that the African National Congress had already decided on the language policy for Parliament in spite of the planned meeting of the rules committee on March 25.

He said it demonstrated that the decision had been made to make English

the effective language of Parliament and that Afrikaans was being downgraded. He warned Afrikaans-speakers that "this step" was one of the most important of the past four years in the attempts to establish English as the nation's official language. It was time for all who spoke Afrikaans to stand together before their language became third-rate, he said.

The proposal before the rules committee is that the practice of publishing bills only in English and Afrikaans be changed. It suggests that all bills be published in English and that the other 10 official tongues take turns as "language of the month".

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Education cut, but funding welcomed

ANDREA BOTHA

STAFF REPORTER

ARG 19/3/98

The provincial Education Department has welcomed its new budget of R3,6-billion, although it is less than the cash-strapped department spent last year.

Education chief Brian O'Connell said: "It is almost R400-million better than I thought it would be a few weeks ago and, while it is less

that was spent last year, this is only to be expected."

As the budget was not as small as initially feared, he foresaw greater stability for education.

The good news was that there would be R16-million more for text books and R4-million more for school equipment than last year.

The bad news was that there was R200-million less for teacher salaries. This meant there was no money to pay about 2 000 teachers.

It was hoped these would take the voluntary severance packages.

Department administration would undergo some serious cuts to make it more streamlined and efficient. Staff expenditure had been cut by R17-million and it was hoped administration personnel would take severance packages.

The second-largest budget allocation would go to schools for pupils with special educational needs.

Vryburg race row grows

ARGUS CORRESPONDENT AND SAPA

ARC 19/3/98

(50)

Vryburg - Township residents stoned police at the entrance to Vryburg's Huhudi township in North West Province today.

Police spokesman Captain Sam Sesing said: "The situation in Vryburg is now totally out of hand."

Thousands of Huhudi residents with sticks and axes gathered at the local stadium to march into Vryburg, demanding that Vryburg High School be closed and that principal Theo Scholtz resign. They also want the school governing body disbanded.

By 11am other Huhudi residents were joining the protest.

Captain Sesing said the whole township appeared to have mobilised in support of black pupils who say they no longer feel safe at Vryburg High after a month of racial tension at the school. Police fired teargas at protesters. Captain Sesing said they had not applied for permission to march.

The group briefly retreated, then started stoning the police. "There is no chance of

negotiation now," said Captain Sesing.

At Vryburg High School spokesman Frik de Bruin said the situation was normal.

Earlier, in-fighting had broken out between white and black police officers in the racially divided town.

Tensions between the officers were running high yesterday after students, being detained at the local station for taking part in a demonstration at the school, were allegedly assaulted by white officers.

The students, who were protesting about their lack of safety at Vryburg High School, were detained and taken in police vans to the station, where tensions between the black and white officers came to a head.

"The white officers were pushing and kicking the students into cells and the black officers were trying to stop them from assaulting the students," said Popcru leader Anthony Selebogo.

Captain Sesing confirmed the racial tensions. "We have suspected that some of the white officers are biased towards the white students ... it has caused racial tension between the black and white police."

Now police are at each other's throats in Vryburg

By JACQUI REEVES
Education Reporter

Vryburg - Black students slowly converged on Huhudi Stadium this morning ahead of a planned march to Vryburg High School as racial tensions continued to run high in the racially divided North West Province town.

The march which was planned to start at 9am followed in-fighting yesterday between white and black police officers after pupils, who were being detained at the local station for taking part in a demonstration at the school in the morning, were allegedly assaulted by white officers.

"The white officers were pushing and kicking the pupils into the cells and the black officers were trying to stop them from assaulting the pupils," said local Police and Prisons Civil Rights Union (Popcru) leader Anthony Selebogo.

Police spokesman Captain Sam Sesing confirmed the racial tensions at the station and said senior officials were trying to resolve the issue.

He said the police had to



Pupil action ... the leader of the Concerned Pupils' Organisation, Charles Mlapa, addresses the community in the Huhudi town hall last night.

maintain law and order in the town and could not afford to "fight internally".

Sapa also reports that last month two policemen - one white and one black - were suspended pending an inquiry into their personal role in the racial violence at the school.

The white policeman was allegedly among a group of parents who attacked black pupils at the school with sjamboks in February. The black policeman is being investigated

for inciting the black pupils.

At a meeting last night, angry black pupils told of alienation and abuse at their school and once again demanded the dissolution of the school's governing body and the resignation of principal Theo Scholtz.

Rumours that the Congress of South African Students planned to form self-defence units to protect black pupils attending the school were said to have been "scotched" by Cosas

spokesman Charlie Mogale.

Black pupils vowed not to return to school until the governing body embarks on an effective transformation programme, and they feel safe there.

Opinions of the pupils in Vryburg over the reasons for the tension differ widely.

White pupils believe the black pupils are troublemakers and unwilling to learn.

Christelle Cronje, a matric pupil, said she did not need this kind of distraction in her matric year. "It is very distracting having five policemen hanging around outside your classroom," she said.

Charles Mlapa, a member of the Concerned Pupils Organisation, said black pupils could not study in an environment where they felt unsafe and feared victimisation. "Black pupils are being assaulted within view of the teachers by the white parents and white pupils, so obviously the black learners do not feel safe."

A task team investigating the causes of the violence will release a report tomorrow.

Meanwhile, black pupils are not attending classes.

Vryburg - (50) Sowetan 19/3/98 walkout after mass arrest

Pupils walk away from police station while cops argue about who should charge them

By Justice Mohale and Sapa

ABOUT 50 BLACK PUPILS from Vryburg High School in North West who were arrested yesterday, walked out of the police station while black and white policemen argued over who should charge them.

Police spokesman Captain Sam Sesing said the pupils had unlawfully occupied the offices of the education department.

"White policemen wanted to charge the black pupils, but black policemen argued against the decision, and that gave the pupils a chance to disappear," said Sesing.

There were rumours that police slapped and kicked schoolgirls during the protest, but Sesing said no charges or statements were taken.

He said police management at the police station would meet to inquire into the facts that had led to the walkout by the pupils.

On Tuesday, black pupils said they would convert an education department office into a classroom since they were afraid to attend classes at their school. Yesterday a group of about 200 black pupils from Huhudi township stormed the offices at 6.45am and took over

one of the offices.

Mark Ngozo (17) said black pupils were not safe at the school, even when police were present.

"We will continue to study on our own because the education department has failed to resolve the problem after lengthy discussions with the principal and members of the school governing body," he said.

Ngozo claims to have sustained cuts to his right eye and upper lip during racial clashes at the school.

Congress of SA Students (Cosas) executive member Charlie Mogale said after yesterday's developments: "The whole situation was just a strategy used by white parents and the principal to rid the school of black children."

Mogale said the problem at the school could be resolved if Cosas demands were met. Cosas wants the resignation of the school principal with immediate effect; the dissolution of the school governing body; and, the idea of two schools in one - where black and white pupils have separate classes - to end.

The principal of the school, Mr Theo Scholtz, chased Sowetan's team out of his office saying he did not see the importance of talking to the press.

Strife-torn Vryburg High closed for a month

VRYBURG — Vryburg High School, the centre of repeated incidents of racial violence in the North West town during the past few weeks, has been closed for a month, provincial education MEC Zachariah Tolo said yesterday.

"We are satisfied tensions in Vryburg are so high that it is posing a serious threat to life and property. After careful consideration the North West government has decided to bring the April recess forward," Tolo said.

Yesterday afternoon a group of five youths held up a town council delivery truck in Vryburg, ordered the driver out and threw a petrol bomb into the cab, police spokesman Capt Sam Sesing said. The youths fled and the flames were extinguished.

In neighbouring Fuhudi township an electrical firm's vehicle was burnt. Petrol

bombs were thrown at the Blackwood Meat Market in Vryburg in the afternoon.

Sesing attributed the latest wave of violence to thugs taking advantage of racial unrest in the town. Tolo said the education department had opted to bring holidays forward, closing the school until April 15. Learning time would be regained by

shortening the next holidays. He said the closure was to give the provincial education department and the task team probing racial violence at the school the space and conditions to restore a culture of learning there.

The Pan-Africanist Youth Congress' Trevor Moloto yesterday condemned the crisis at Vryburg High but com-

mended government for involving the community in solving the school's problems. Primarashmi Pillay reported tear gas yesterday to disperse allegedly armed black pupils set to march to Vryburg High.

The pupils, joined by pupils from other township schools, were demanding the

resignation of principal Theo Scholtz and that the school's governing body be disbanded. Sesing said yesterday the black pupils were armed with knives and firearms.

"Members of the community also participated. A shot fired from the crowd ... missed a police superintendent. It was when the pupils threw stones at police that tear gas was sprayed." There were no arrests. — Sapa.

Discipline call: Page 11

Race row: Vryburg school shut

Angry parents may seek court interdict

ARGUS CORRESPONDENT

Johannesburg - The governing body of Vryburg High in North West Province may seek an urgent interdict against the province's ruling to close the school.

Citing his department's inability to guarantee the safety of students, MEC for Education Z P Tolo yesterday brought the April holidays 12 days forward and closed the school.

Deputy chairman of the Vryburg High School governing body Frik de Bruin said parents were not happy with the decision.

"Why should we disrupt the schooling of 600 students just because 140 (black students) are not attending school?" he asked.

Mr De Bruin said he believed security forces should be able to control the black students and keep the Vryburg High students safe.

"If it's a question of us fearing for the safety of our children because the police and army can't do their jobs, then we should secure our children's safety ourselves.

"However, we don't feel this will be necessary," he said.

District director for Vryburg Albert Kekesi said he was pleased the school had been closed as it would give negotiators an opportunity to resolve the conflict.

He said no school days would be lost, as the June holidays would be shortened.

He said that the closure of the school was the only way to calm the volatile situation currently facing the people of Vryburg.

As Mr Tolo was making the announcement to close the school, violence flared again in Vryburg's Huhudi township.

Students there petrol-bombed and burnt out a vehicle.

In the town, a council vehicle and the butcherery also were petrol-bombed.

However police spokesman, Captain Sam Sasing said little damage had been caused in both incidents.

The SA National Defence Force has been called in to help local police.

Soldiers armed with rifles and shotguns are patrolling the streets of Vryburg and Huhudi on foot and in armoured vehicles.

Yesterday's violence began when police stopped black students from marching to the school.

As negotiations between representatives of the African National Congress, student leaders and members of the SA Democratic Teacher's Union continued in Vryburg, students confronted police who had blocked the exit from Huhudi.

A group of male students, from Vryburg High School and two township schools, were at the centre of the

marchers and were heavily armed. Police fired teargas canisters into the crowd, causing them to run for cover.

Once the teargas had cleared, a tense standoff that lasted for more than two hours began, with students singing and toy-toying in front of the police barricade.

Charlie Mogale, an executive committee member for the Congress of South African Students in Vryburg, accused the police of being heavy-handed.

"They should have fired a warning shot after which we could have sent our leaders forward to talk," said Mr Mogale.

Meanwhile, the provincial task team set up to investigate tensions in the town will conclude its investigation today.

Mr Kekesi said he expected the task team's report to be completed by Monday or Tuesday next week.

Pupils turn up heat on W Cape Education Dept

(50) ET 20/3/98

TROYE LUND

RIOT police rushed to the Western Cape Education Department (WCED) to control thousands of protesting pupils yesterday — for the second time in as many days.

Pupils have been showing their muscle in a week-long defiance campaign, planned by the SA Congress of Students (Cosas), in anticipation of two crucial events on Monday.

The first, a meeting between the National Employment, Development and Labour Council (Ned-lac), the WCED and Cosatu, will determine if the province's 300 000 workers go ahead with a strike against the WCED's teacher cuts and other rationalisation measures that will require parents to pay more for education.

At a second meeting, a provincial parliamentary committee will decide exactly how the new R3,59bn education budget will be spent.

The WCED said times were tough, plans were being made to address the problems and that the pupils' defiance campaign was "playing with fire" — making the tense, difficult and violent social conditions worse and more difficult to resolve.

But Cosas provincial leader Mr Siphon Kusie is determined.

"Poor schools have to get most of the money.

"Government cannot be allowed to divide money up without consulting pupils, teachers, parents and labour. These role-players know exactly how bad schooling still is in townships.

"How can money be allocated and costs be cut by people who don't understand what devastating implications they hold for the poor," he said.

The Cosas leader said most schools did not even have basic facilities like libraries, laboratories



THIRST FOR KNOWLEDGE: Frank Sam (above) was one of thousands of pupils who this week protested against cost-cutting at schools.

ATTENTION: Niaam Daniels (right) was among the protesters.

PICTURES: GARTH STEAD



or school halls. "Teachers are demotivated and frustrated so they are not dedicated to their job and feel nothing for skipping school.

"This is affecting pupils, who are also becoming bored, frustrated and more undisciplined," he added.

"Social problems that stem from all this are snowballing."

But the fact is that budgetary constraints cannot be denied or wished away.

WCED superintendent-general Mr Brian O'Connell said: "The department fully appreciates the serious difficulties that beset our schools. But certain facts need to be spelt out."

He said differences could be resolved without protest action that detracted from an already weak culture of learning and teaching.

"Protests add to our financial woes in a province where there are already serious problems with gang-related crime and a tense and volatile atmosphere that has to be monitored by an over-stretched police force.

"Education is a matter of joint

concern, to be tackled through the democratic structures. Everything must be done to keep schools going as near normal as possible. Promoting disturbances is simply playing with fire," he said.

The WCED is aiming to restore stability and job security in schools in the next two months by implementing a recently publicised vision for education.

The plan is to involve businesses in boosting resources at poor schools and aims to use severance packages, rather than retrenchments, to reduce teacher numbers.

Critics welcomed initiatives to stabilise education but warned that the "impractical plan" would fail.

They said the "most telling indicator" of the WCED's commitment to "bailing poor schools out of their quagmire" would be how the budget was divided.

● Their first term of high school has been wonderful — protests, gangs and teacher shortages have turned work into a side issue.

But Frank Sam and Niaam Daniels know that their future depends on getting educated.

They are in Grade 5 with 50 other pupils at Silverstream Senior Secondary, several lessons every day are spent teacherless and gangsters regularly wreak havoc at the school.

Sam's mother, who earns R1 200 a month, cannot afford to pay a cent more to help improve the situation as parents in wealthier areas are doing.

"Teachers who go on maternity leave or are sick are not replaced because of the Education Department's money-saving thing. Our school has to close some days because we do not have enough teachers," said Sam.

"Teachers stay away often because they are scared of gangsters and are demotivated — they all want to take the package.

"This is not even mentioning that most windows are broken at our school and we don't even have soccer balls."

The question that the pair wanted answered most as they stood outside the department's offices was why the government was ignoring township pupils.

Schools fear fallout from Vryburg (50)

MTG 20-26/3/98
Bongani Siquko

The ongoing racial clashes at Vryburg High School in North West province have put a strain on many Afrikaans schools around the country — some of them battling to overcome the perception that they are all racist.

The principal of Elandspoort High School in Pretoria, Sarel du Toit, said Afrikaans schools were watching developments at Vryburg with keen interest. "There are many other schools with the same problems," he said.

He added that in every school where there is more than one cultural group there will always be clashes. "Black students complain and say white students call them names, then the white students say black students call them names in a language they don't understand."

He said the best thing for Vryburg now would be to close down for at least three days to cool emotions down.

Last year the Human Rights Commission investigated 29 alleged cases of racism at Afrikaans schools, including Elandspoort — where classes were suspended for two weeks after a racial fight that left two black students hospitalised.

"Having white students and black students in one classroom will always be a risk. But one must be prepared to take that risk and when things like this happen, don't run away but get together and talk things out," Du Toit said.

The clashes at Vryburg started last Friday when a white student claimed that four black students assaulted her. The black students denied this, but were assaulted in retaliation by white pupils.

The principal of Linden High School, Louis van Dyk, blamed parents for the clashes. He said it is difficult for children to tolerate each other when their parents cannot.

Van Dyk dismissed the idea that all Afrikaans schools are struggling to deal with racial clashes. "Not all Afrikaans schools are like that," he said, adding that it was time this perception was changed.

He said his school has "blacks, coloureds and whites and my students are happy".

Historic mission school hostel a health risk

(50) ~~57~~ ARG 21/3/98

Children attending the Wupperthal mission station school in the Cedarberg exist on a subsidy of R1 a day.

As a result, they live in unhygienic conditions in an overcrowded hostel. Their meagre meals would have made Oliver Twist look overfed.

The children sleep two to a single bed, wash in the same furrow from which the cows drink, and survive on a dreary diet of soup, bread, eggs, potatoes, porridge and tinned fish.

In some cases, healthy children of the Carl Schiefer Hostel at the school have to share their beds with children who have tuberculosis, creating the risk that TB could spread.

The hostel provides accommodation for 80 boys and girls between the ages of 6 and 16, but has to house 129 in an environment conducive to lung diseases and allergies.

In what could be termed almost an insult, the Western Cape Education Department (WCED) pays a meagre R1 a day subsidy for each child - with which the missionaries must provide food, accommodation and education.

It is estimated that at least R15 a child a day is required for basic needs. The Moravian Church pays the differ-

ence with donations from overseas, mostly from Germany.

The communities of the Cedarberg, which include Wupperthal, Elizabethfontein, Pakhuis, Dwarsrivier, Kromrivier and the Biedouw Valley, rely on seasonal work to earn enough money to keep their families alive.

Most of the workers have work only for three months of the year, picking fruit on adjacent farms. Few are able to pay school and hostel fees.

A Saturday Argus news team visited Wupperthal this week and was shocked at the dismal conditions under which the children were forced to live.

It was evident their education was seriously hampered by the lack of funds which resulted in the overcrowded dormitories without basic facilities.

The 129 hostel dwellers have to make do with only six toilets and share six showers with no hot water or privacy for the girls.

The dusty conditions around the hostel have been blamed for causing lung diseases and allergies and it is often impossible to take sick children to the Clanwilliam Hospital 75km away because of impassable roads.

Also, parents often were unaware that their children were sick because in

winter, rivers in flood made it impossible to reach the mission station from outlying areas.

Hostel mother Amelia Zimri said: "The children are really suffering. They are undernourished and some who have TB have to sleep with healthy kids who can contract it and spread it still further."

"The matron and I are on duty for 24 hours, but we earn only between R600 and R800 each a month and there are no transport facilities for us to go to Clanwilliam (the closest town) to do our shopping."

"Racism has stuck out its neck here because none of the children's parents who live in the outlying areas are allowed to serve on the committees that look after the children. The matron and I have no voting right," said Ms Zimri.

A former headmaster of the school, Hernuce Heyns, who is now a community worker, said that although the Wupperthal community was not ungrateful for the help it received from the WCED, it felt the educational crisis at the mission station was a national one.

"We are thankful for the indication by the Western Cape government that they will grant us R200 000 to upgrade the shower and toilet facilities," said

Mr Heyns.

"However, most of the parents cannot pay the hostel fee of R15 a month and the church is also in the red, so we find ourselves in an increasingly hostile situation."

"We had high hopes that the situation would change after the elections in 1994, but nothing has happened."

"Because we are geographically isolated, we are forced to suck on a dry teat and we feel we are being discriminated against."

The Wupperthal mission school is facing another problem after an announcement by the district council that schools and hostels in the outlying areas of Nuweplaas, Heuningvlei and Tratra will soon be closed.

Wupperthal community leader Willem Valentyn said: "When the schools in the outlying areas close, we will have about 100 more children to care for. That would mean an additional burden of R1-million on the mission and we do not know where the money will come from."

"The WCED pays us R1 025 in rental for the hostel and which should be used to subsidise the children, but it includes the salaries of the matron and the hostel mother, totalling R1 400."



God-fearing: each day starts with scripture reading and prayer at the Wupperthal mission school in the Cedarberg



Mountain gold: Wupperthal Tea committee members Willem Valentyn and Gert Temmers scoop up newly processed tea



Made for walking: Fritz Hannekom with a pair of Wupperthal shoes which are known for exceptional quality and strength



Monument misunderstandings

At Vryburg High School, all hell has broken loose. Across the road, at the junior school, black and white children mix happily. So how racist is this cattle-farming town, and why? CHRIS BARRON reports

(50) 57 22/3/98

F WHITES in Vryburg in the North West province had a rogue's gallery, pride of place would go to their mayor, Hoffman Galeng.

He got up their noses as a fire-breathing political activist in the late 80s and early 90s — the town's chief *opsteker* (trouble-maker). Then, to their outrage, he became the town's first citizen. One of the first acts of his ANC-dominated council was to remove their most dearly held monuments, notably a statue of the first general of the old Boer Republic of Stellaland, of which Vryburg became the capital in 1883.

Every debate among whites about Vryburg High School starts with an attack on Galeng and how in a speech he said the school was an obstacle to progress and that he was going to ensure it became a Black school.

Galeng says this is "pure lies." "I said I would like to see it transform to reflect the democracy of Vryburg."

Nevertheless, this is the perception — mischievous or not — of the school authorities, and now it has become part of local white legend and a spur to white indignation.

"For 108 years this school has served the Afrikaner community," says Dornhee Kobus Venter, chairman of the governing body, and, he implies, it is not about to stop.

Listening to him, it becomes clear that Vryburg High School is more than just a school to the town's 8 000 Afrikaners. It is a monument to their existence, but one its guardians intend holding on to.

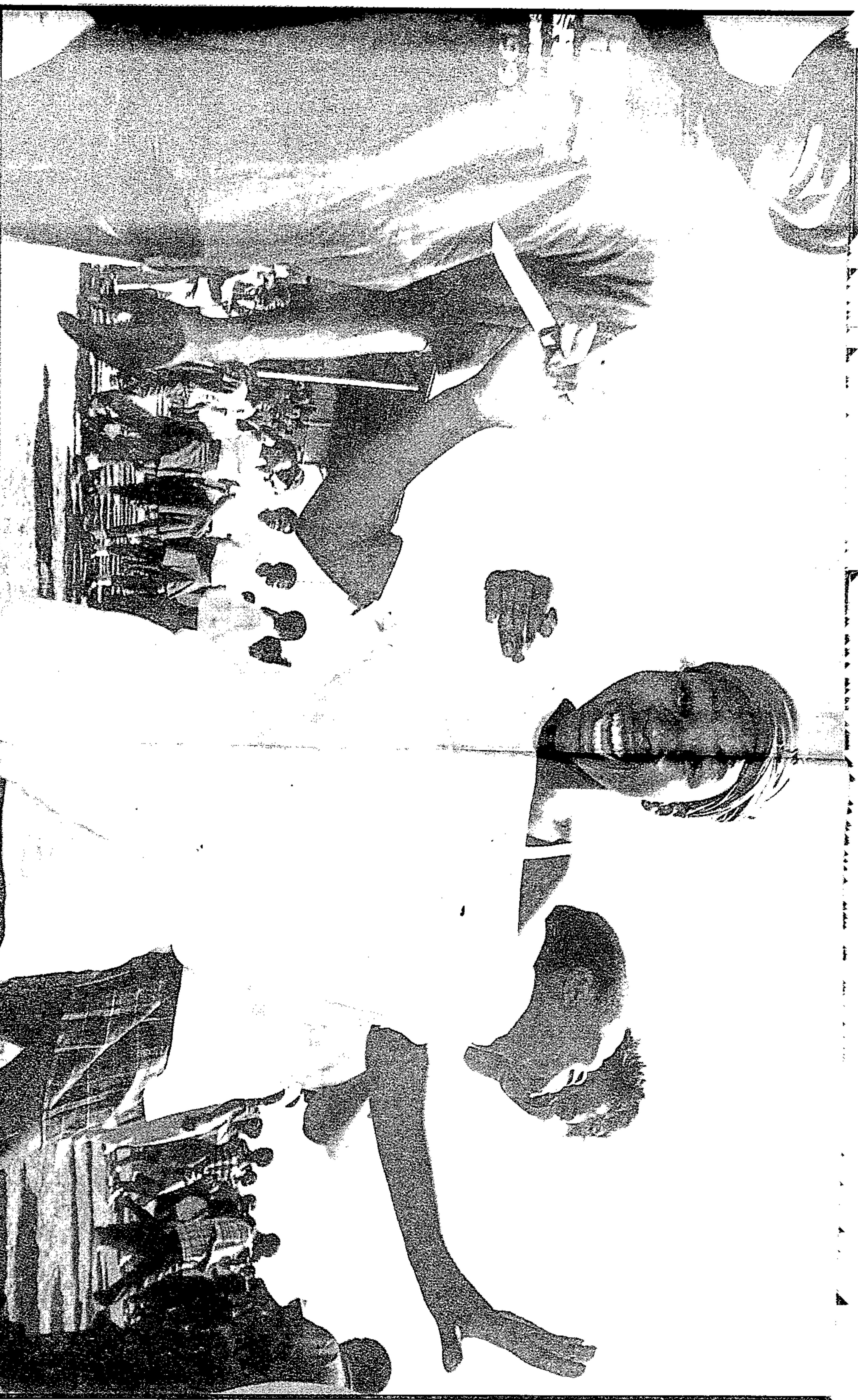
"A hundred of the 140 black children there (out of about 700) are fantastic, and we will do anything for them," he says.

The trouble with the others, he says, is not just that they are noisy and provocative, but that the school authorities, parents and whites of the town generally suspect a political motive behind their behaviour.

They see them as the potential vanguard of Galeng's threat to take from the Afrikaners their last precious monument.

"Vryburg is a stronghold of the AWB," says Father Karl Ege, a general Catholic priest based in the town. Most of his congregation of 2 500 come from Vryburg's township of Huhudi, where most of the town's 30 000 blacks live. "It's a boere town," he adds, with heavy emphasis on the word "boere".

As with all generalisations, however, this one is too easy. The town's gun shops and the fact that it once awarded the freedom of its streets to the notorious 32 Battalion, suggest a militaristic streak, reinforced



ALL THE RAGE A Vryburg woman brandishes a knife at Huhudi Stadium before angry black pupils marched on the town this week

Picture: NICKY DE BLOIS

by television reports of black clud parades and the burning of books outside the school gates.

But, as the town's white Afrikaners have reported, even in the days just before the school's closure, the town was a happy place. "I am servant of the Lord," says Ege, in Parliament and in his own council is a member of the ANC (It is a town where the ANC single in the 1994 election).

While some of the white middle class against them, others, becoming and, indeed, in the school classroom. It is a school where the barbed wire fence is a symbol of the road that has been closed at their feet. "We are a true supporter of Ferre Blanche the

pubescent normality. (The former Neels de Lange said his three grandchildren were pupils at the school. "They share classes with black children, they're happy, their parents are happy, and I am happy," he says.

"Two will go to the high school next year, and I hope they have sorted out the problems by then. I have no problem with black children going to the same school. It's the discipline I have a problem with. At the high school the blacks are a bit older than the whites, and they don't accept discipline."

Broker consultant Erwee van Roooyen makes no bones about it. "We are a conservative town," he says. "We don't tolerate shit." Spoken like a true supporter of Ferre Blanche the

Terrible, perhaps, but what he means is that in his day a child was a child, and was disciplined by his teachers and prefects. And they accepted it, even if, he says with a smile, it sometimes hurt.

"It's not about black or white, it is about the age of some of the blacks. It's not so easy to discipline them when they are 22 or 23 years old in matric. School is there for discipline."

"We are a plateland town," says grandmother Maxie van Eeden. "We believe in discipline, but the black children won't be disciplined."

White Vryburg's anger is focused on five black pupils, who have been identified as ringleaders and suspended. They have become the town's demons, face to face with

across as anything but. They are open, accessible and friendly. There is no trace of anti-white sentiment, hostility or aggression among them. They're happy to be taught by white teachers whom they associate with the "quality education" for

which they've come to this school. Yet it is easy to see where the problem lies. And it is not in their ages — apart from Cliff Shoorane, who is 21 and not 23 as generally reported, two are 17, one is 18, one is 16, and all

are in matric. The problem is that they are bright, articulate and streetwise beyond their years. Their experiences of life — Shoorane, for instance, has been detained and — have not equipped them to

rkaners in the way white pupils do. Grandma Van Eeden's granddaughter is a 17-year-old prefect at the school. She complains that when she tells black boys to tuck in their shirts, they don't exactly leap to it.

As approachable as 17-year-old Malasi Hlapha is, it is no surprise that any such order from Van Eeden's granddaughter is likely to leave him singularly unimpressed.

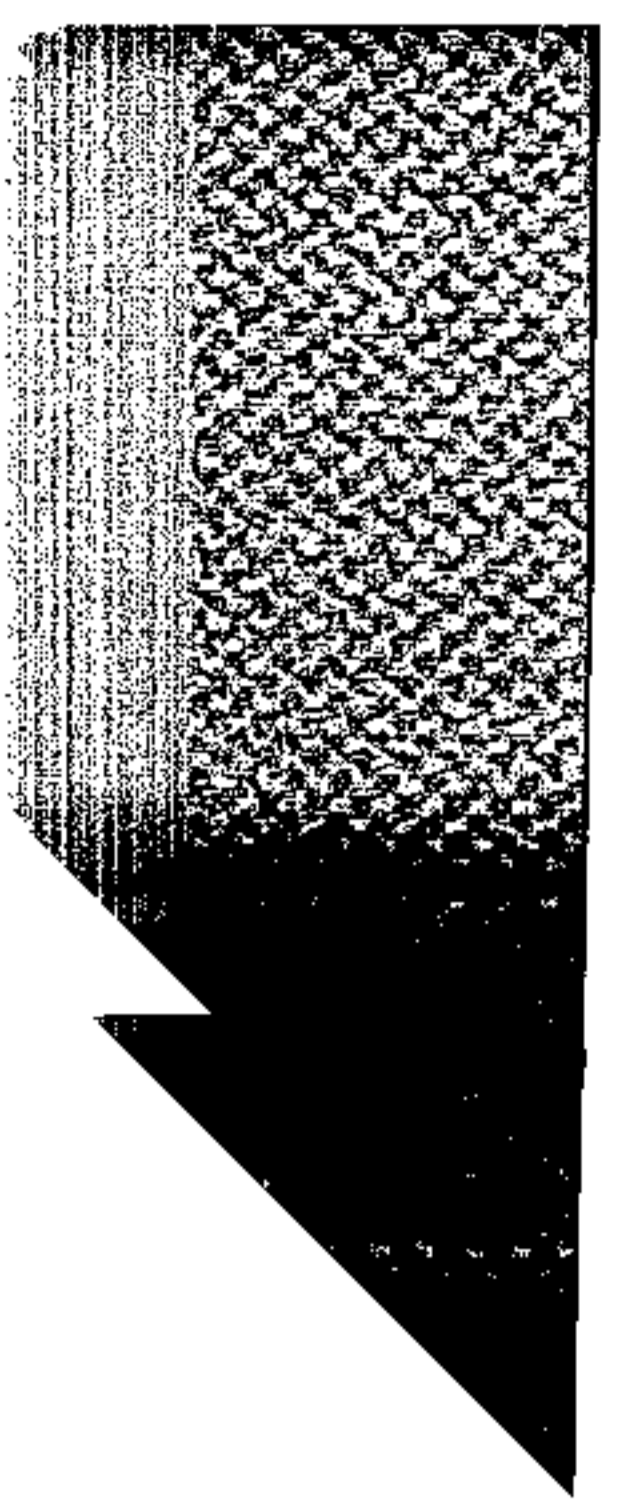
It is easy to see how the streetwise style of Hlapha, who has emerged as a spokesman for the black pupils, might not go down well with teachers, who are not used to the idea of a pupil quoting chapter and verse of the Schools Act at them to argue a point.

When Father Ege admits with a chuckle that some of his black school-going parishioners "have a kind of arrogance about them, they are no longer prepared to be told what to do," this is what he is talking about. With white teachers brought up to believe that unquestioning obedience from children is a holy commandment, this is a recipe for disaster. Whites here find it hard to get used to the fact that they are no longer the government," says Father Ege.

Van Eeden puts it differently. "Blacks grew up here from so high," she says, placing her hand at knee height. "They can speak Afrikaners. But they walk into your shop and refuse to speak Afrikaners to you. They want me to fit in on their level, but I want them to fit in on my level so we can live together."

The trouble, as Father Ege sees it, is that the whites of Vryburg "don't want to loosen their grip on their inheritance. So they do the opposite of what Christ says. He says only if you let go, will you gain. They all go to church regularly, but I don't know what they learn there."

Venter's foray into Holy Scriptures provides a likely answer. "The Bible says he who hates his child never uses the rod. He who loves his child doesn't spare the rod." Instead of "seize the day", Vryburg High's motto should, perhaps, be "Bulke" (Bend).



Why prefect Desmond Makobo gave up on asking white students to listen

JACQUI REEVES

One hundred and forty black students used to attend Vryburg High School, which was closed temporarily this week after racial tensions became intolerable. Desmond Makobo is one of the students.

Desmond said he had achieved something very special at the school. He is the second black pupil to have been elected a prefect since Vryburg High opened its doors to all races four years ago. He said he was extremely proud he

had been made a prefect and was pleased when staff at Vryburg High invited his parents to the school to congratulate them on their son's achievement.

But he added: "I never really tried to get the white students to listen to me. They don't like having blacks in their school. I wasn't going to change that."

Vryburg is a deeply divided town. Though the town has gained notoriety in the past few weeks due to the racial tensions at Vryburg High, the sentiments have been around for many years.

The divisions are clear when speaking to black and white students from different sides of town.

Valencia Mahole, a standard eight student at Pule Leeuw Secondary School in Huhudi township, said she believed school resources were the source of the conflict.

"The white kids don't want us to use their computers and their work equipment in the home economics classes. They don't want us to develop like them," she said.

A white male matric student from Vryburg High, who did not want to be identified, said things had become

increasingly difficult at the school after blacks were identified.

"The problems began when the *kgaffers* came to our school four years ago and it has just got worse. They are troublemakers," he said.

However, his sentiments are not reflected by the majority of students. Many of them appear to have nothing against the black students. "They only hold a few students responsible for the problems at the school."

"We don't have distractions like this. We could be either at school if they just wanted to study, but some are always making problems. They

also have a very nice school in Huhudi that they could go to if they don't like this one," said matric student Christelle Cronje.

Police spokesman Captain Sam Sessing said racial tensions had extended beyond the school into the Vryburg police service.

He said black officers accused white officers of being biased towards the white students and for using excessive force against black protesters.

However, tensions between black and white officers appeared to have been short-lived and partly brought

on by exhaustion and frustration.

But some did admit a better working relationship between black and white officers was needed.

The closure of Vryburg High 12 days before the April holidays were due to start has met the demands of some black students.

However, others are still demanding the resignation of Vryburg High's principal and the dissolution of the governing body.

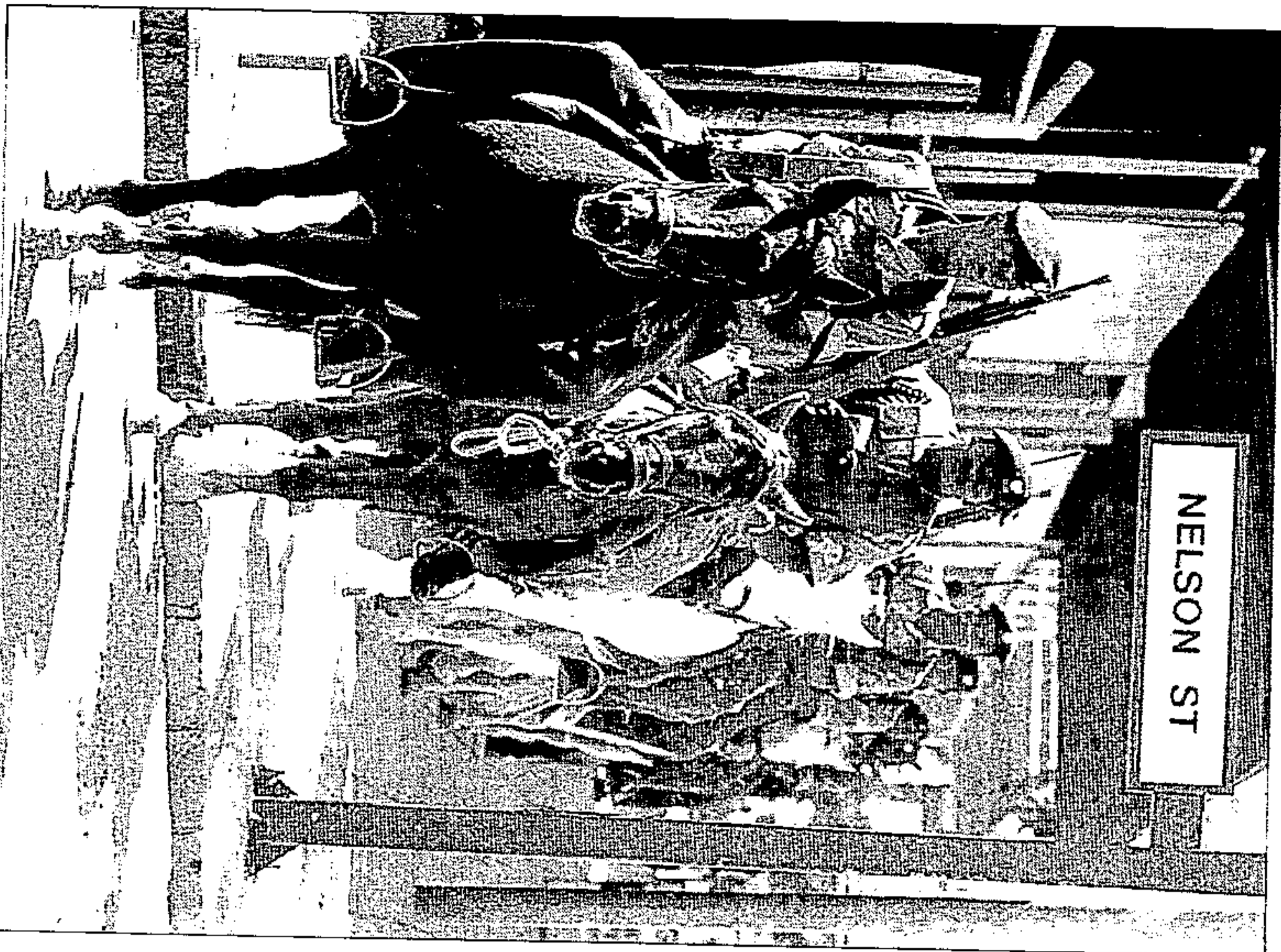
Albert Kekesi, Vryburg's district education director, said patrol bombings and the burning of a vehicle and tyres in the Huhudi township were

perpetrated by a "criminal element" among the students.

"This criminal element can be controlled, they are not extensive, so as long as the other students avoid getting involved, things will be fine," said Mr Kekesi.

Life will continue in Vryburg despite the police and army vehicles patrolling the streets.

The Neil Diamond impersonator at the local steakhouse will continue to draw the crowds while the residents of Huhudi township will continue to party on their side of town. Well, for now, at least.



Here comes the army soldiers patrol Vryburg on horseback



Take cover: journalists and police take cover as students throw stones from a makeshift barricade at the entrance to Huhudi township outside Vryburg. Police used tearsmoke and rubber bullets to disperse them

No end in sight to Vryburg race row

Virodene row: scientists withheld data

Researchers made terrible mistakes, says inventor of AIDS drug

(9a) ARG 21/2/98

GLYNIS UNDERHILL
The researchers of the AIDS drug Virodene withheld vital information when they presented their findings to the Medicines Control Council, by failing to mention that four patients had dropped out of their illegal clinical trials.
In a new twist to the Virodene controversy, it has emerged that the researchers also put their patients' lives at risk by failing to use recognised scientific methods for human tests.
The original inventor of Virodene,

researchers and court cases which have not reached settlement. There have been some terrible mistakes made by some of the scientists, but I can't go into details," she said.
Mrs Visser admitted the researchers had also only used one group of 11 patients to test the drug. Recognised human clinical trials on a drug considered effective usually require two groups involving between 100 and 200 people in each group.
In these trials, referred to as "double-blind trials", one group is given the active drug and the other an inert tablet similar in taste and

Concerned medical sources claim researchers put human lives at risk by failing to perform preliminary animal work. Virodene has been described as an "industrial solvent", unfit for human use, by the Medicines Control Council.
Further controversy surrounding Virodene could severely embarrass the deputy president, who has thrown his weight behind the drug researchers. Mr Mbeki has stressed the urgency of the situation, as South Africa is considered to have one of the fastest growing HIV epidemics in the world, with close to 50 000 people infected every month.

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Researcher Thabo Mbeki, who has shown active support for the researchers of Virodene, hailed the "seemingly encouraging" results of the drug on two patients who appeared before Cabinet last year.
But an investigation by this newspaper has revealed the Medicines Control Council was forced to use its legal authority to demand all the data when it heard about several

reliable sources disclosed concerns that when Virodene was originally presented as a successful "nontoxic" drug to treat patients with AIDS, the fact that several patients had withdrawn from the trials was not mentioned by the group promoting it.
Mrs Visser claimed the complete data, including information on the patients who dropped out of the trials, was submitted to Cabinet on 21/2/98.

to show how well they were doing on the drug. She had also attended the presentation to the Medicines Control Council, but said she could not discuss why crucial data on the clinical trials had been omitted.
In his widely-published rebuke of the Medicines Control Council two weeks ago, Mr Mbeki said the Minister of Health, Nkosazana Zuma, had requested Cabinet to hear a presentation by the Virodene researchers.
"Cabinet had the privilege to hear the moving testimonies of AIDS sufferers who had been treated with Virodene, with seemingly very

township.
"We are going to be on our guard. We cannot trust that it will remain calm," said Captain Sising.
Dirk Schoeman, chairman of a group representing white parents, said the unrest was the result of a group of black "troublemakers" in the school and demanded their expulsion.
"We can't understand why a traditional white Afrikaner school should be closed because of a minority of black pupils," said Mr Schoeman.
"There are five to six hoodlums in the school who don't want to learn and have a political agenda."
Mr Schoeman said he would consult with white parents, who have patrolled the school perimeters in recent days, carrying pistols and long leather whips, before any decision was made on what action to take.
"We don't want to engage in war talk. We don't want to think with our blood."
"This is a matter that is very volatile and affects the whole of South Africa," said Mr Schoeman.
Vryburg High admitted only white pupils until the elections in 1994.
The school now teaches about 650 white students and 150 blacks.
The majority of the black students are taught in English, while most of the white pupils study in Afrikaans. - Reuters.

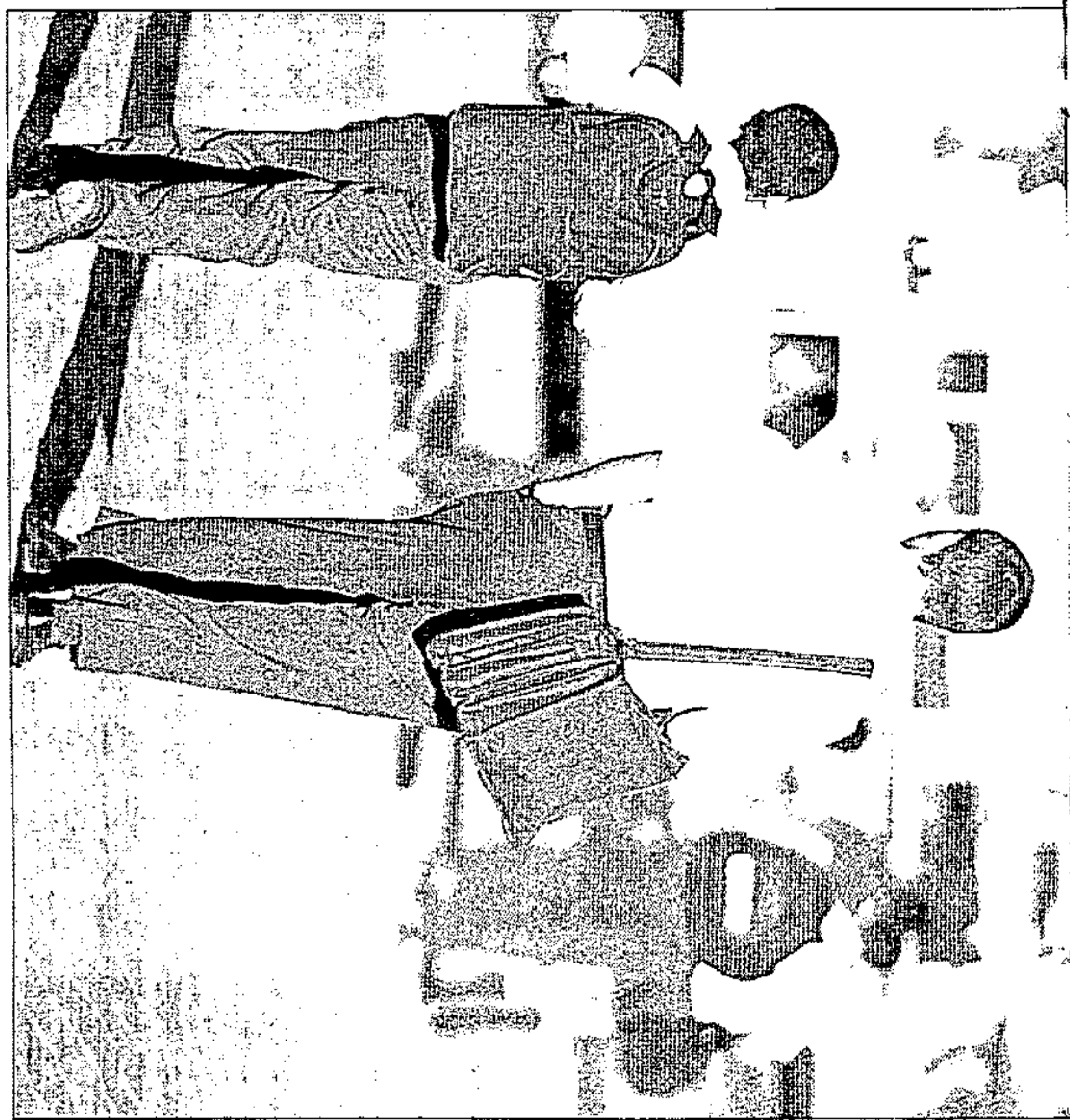
Police spokesman Sam Sising said he could not rule out further clashes in the town, where about 3 000 whites live next to about 37 000 blacks in the

Protest: black residents of Vryburg give vent to their feelings. Student leaders battled to keep control of people in the township

Police have thrown a two-metre high cord of razor wire around the school.
Yesterday, several hundred

Police and soldiers patrolled the streets yesterday.
Some were on horseback carrying assault rifles, others drove in

Police and soldiers patrolled the streets yesterday.
Some were on horseback carrying assault rifles, others drove in



School's out: white pupils walk to Vryburg High School while police keep watch



Protest: black residents of Vryburg give vent to their feelings. Student leaders battled to keep control of people in the township

township.

ARMY 20/3/98

(52)

ENHMA THORASSON

Youths clash with police, armed parents patrol school

Vryburg - Black youths angry over alleged racism in their predominantly white school have burnt tyres and stoned a police vehicle in scenes reminiscent of apartheid-era clashes.
Student leaders yesterday struggled to keep control in the black township of Huhudi on the outskirts of this small, conservative cattle-farming town.
They are appealing to the young people to restrain themselves until the completion of an independent inquiry into racism at the school.
Charlie Mogaie, a spokesman for the Congress of South African Students (Cosas), told a news conference in the township: "We will wait for the outcome of the task team."
"If their reports are negative, we are going to take a very radical position."

Provincial officials decided to close Vryburg High School on Thursday after weeks of unrest.
The violence started when white parents allegedly attacked black pupils at the school.
"There are a lot of farms around here and all the Boers gather together to promote racism," said Charles Hlapa, a 17-year-old pupil at Vryburg High.
"But we're not scared. We've got our own defence force."

Police have thrown a two-metre high cord of razor wire around the school.
Yesterday, several hundred

Police and soldiers patrolled the streets yesterday.
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Police and soldiers patrolled the streets yesterday.
Some were on horseback carrying assault rifles, others drove in

Racial intolerance seems to be growing. This week, Vryburg's high school was closed because of racial clashes, while in the Cape a married mixed-race town by prejudiced neighbours. We explore both incidents and report on ways that are being used to defuse an explosive issue that could see the

Rainbow can't hide resurg

By ELLIOTT SYLVESTER

With the recent spate of racial clashes in Vryburg and the Western Cape, you could be forgiven for thinking that the apartheid beast has not been slain by democracy.

David Bruce, a researcher at the Centre for the Study of Violence and Reconciliation, is one of many analysts who believe that apartheid is still alive and well in SA. He says that although the centre has not

had specific discussions concerning the recent emergence of racial clashes, it believes that the occurrences are merely a glimpse of what is now a part of the South African scene.

"Racism is part of the fabric of our society. Years ago it was acceptable to use racist terms, and if you were a fly on the wall in many households today you would see that attitudes have not changed." Bruce adds that the Rainbow Nation is

living with the legacy of hundreds of years of racial oppression and not just the decades during which apartheid was law.

"Racial equality is only addressed in policy but we need to target people's perceptions and attitudes if we wish to rid society of racism," he says.

A comprehensive survey conducted by the Human Sciences Research Council, concerning public perceptions of race relations since the first democratic election, concluded

that relations have remained at the same level since the watershed event of 1994. There was, however, a deterioration in tolerance levels among small groups of individuals.

The survey concluded that the fundamental transformation of South African society has not given rise to a large-scale accompanying backlash of racial intolerance.

The Institute for Race Relations' Shaun Mackay says the onus is on opinion leaders in churches, schools, Parliament and sports

to make the Rainbow Nation into a reality and not remain the naive concept that many feel it still is. He says the incidents in Vryburg and the Cape are testimony to the underlying intolerance still harboured by some people.

"Everyone, both blacks and whites, are victims of apartheid brainwashing. What aggravates the situation in Vryburg is that no one has been trained to deal with mixed schools and the new South Africa."

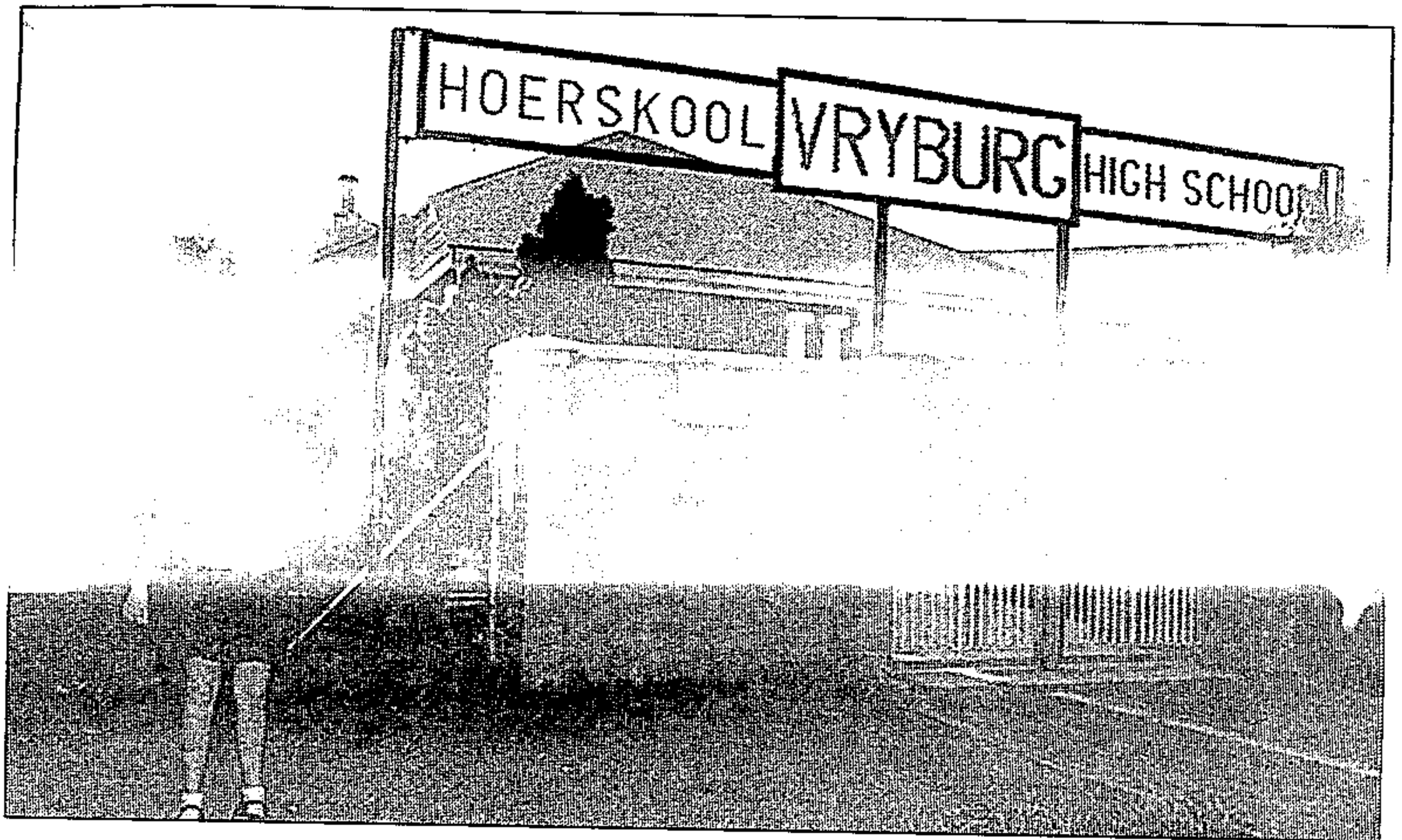
Mackay says politicians still use race as an excuse to justify the failure of certain policies and indirectly strengthen the hold that racism still has on SA. He says a further danger lies in the message people will draw from incidents like the one in Vryburg.

"When communities get drawn into racial conflict, people are quick to attach stereotypes to those groups they do not understand, and these perceptions are what our community leaders need to challenge and change."

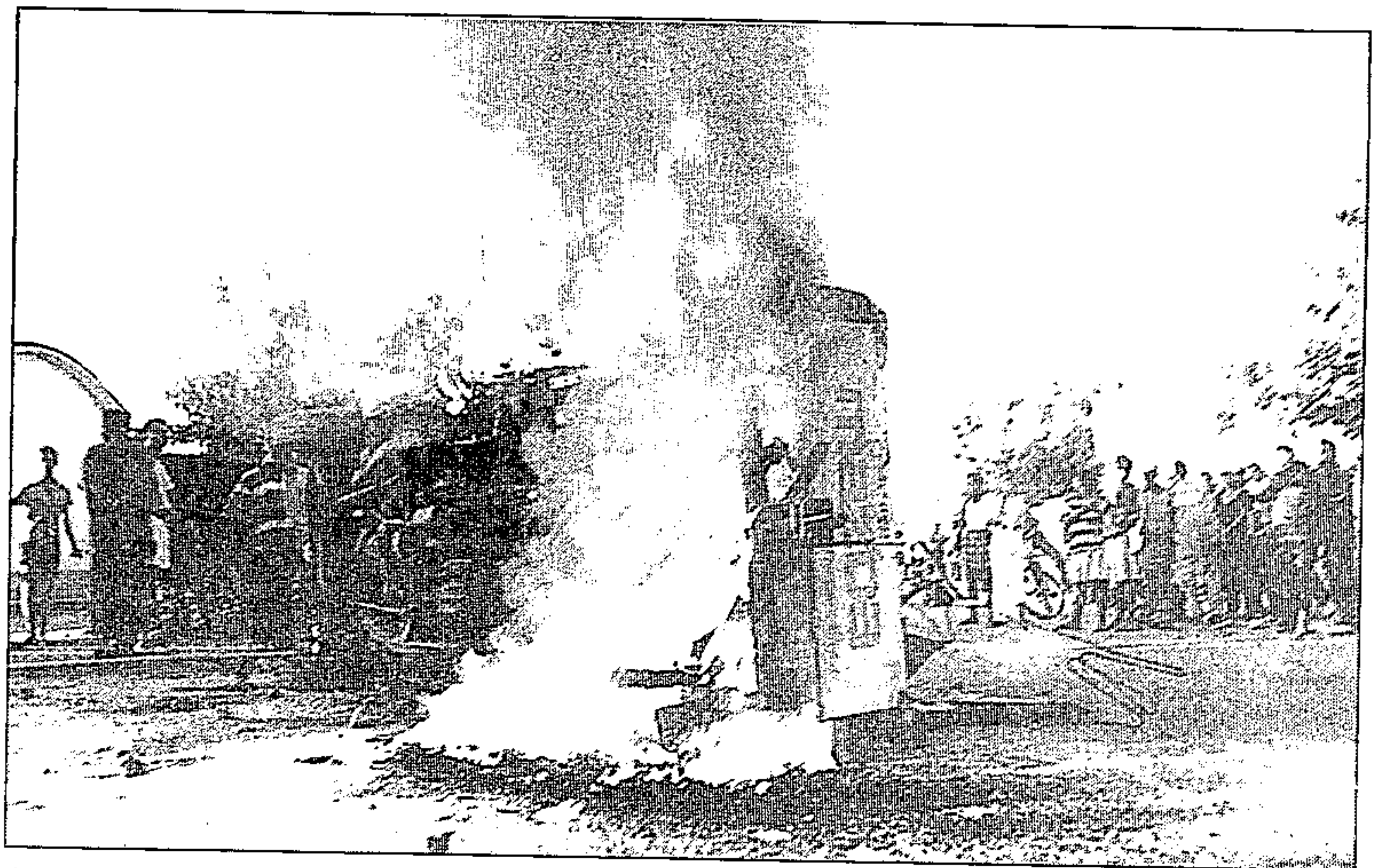
couple is being hounded out of concept of a unified nation shattered

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North West's stricken town



CALM APPEARANCE... Vryburg High School looking completely peaceful – though it has been the centre of racial clashes recently.



ALIGHT... This bakkie was overturned and set alight by angry Vryburg students during their running battles with the cops.

■ Pics: TLADI KHUELE

CP 22/3/98 (70)

Town is tense as clashes between police and students mount

By DAN DHLAMINI

HUHUDI ROLLED back history this week as barricades suddenly sprang up, teargas rent the air and students and policemen clashed in the streets.

It was almost like the dark days of a decade ago or the June 16 uprisings, when clashes between police, students and black residents were a common feature of most black townships.

Huhudi in North West is a small, dusty township near Vryburg which seems to have had a disproportionate share of trouble in recent years.

This week it was once more hogging national headlines. Trouble started on Wednesday when about 50 black pupils from Vryburg High School, who had earlier occupied the Education Department offices demanding that they be taught there because their safety at school could not be guaranteed, were arrested for protesting outside the school premises.

What should have been an ordinary sit-in snowballed into a serious racial incident. Black policemen accused their white colleagues of using excessive force against the pupils who had staged a sit-in at the Education Department.

On Thursday an angry group of about 1 500 youths who wanted to march to the trouble-torn Vryburg High School to hand in a memorandum detailing their grievances were stopped by a contingent of police.

Tensions rose as the group, some armed with sticks, approached the human wall created by heavily armed policemen with riot gear.

Matters came to a head when police warned the group that their march was illegal.

As the crowd surged forward police fired teargas at the group and stones rained on the cops.

The situation was chaotic as cops pumped teargas and rubber bullets into the crowd and youths retaliated by throwing stones, some using catapults.

One of the march organisers, Mike Taaibos, conceded that they had not applied for permission to march.

Taaibos argued that he did not see the reason to apply for permission because their march was going to be peaceful.

But police insisted that the march would not be allowed without written permission.

The standoff between police and the angry youths went on for about four hours, with police barring everybody from entering or leaving Huhudi.

Some of the youths sneaked into town and attempted to torch a butchery.

The incidents this week follow three weeks of tension created by racial clashes at Vryburg High School where black pupils were sjambokked by white parents in the presence of police.

On Monday black and white pupils were again engaged in a fist fight which resulted in the Congress of South African Students demanding the dissolution of the whites-only School Governing Body and the resignation of Vryburg High school headmaster Theo Scholtz, whom they accused of taking sides with white pupils.

□ To date, the whites who allegedly beat up black pupils are yet to be brought to book, save for Piet Plesis Police Station Commissioner Captain CD Ludick who, police said, has been suspended for his alleged part in the sjambokking of black children.

North West police spokesman Captain Sam Sesing also confirmed that another cop, Inspector J Mocumi, has also been suspended for allegedly having incited youths who were involved in the bombing of a bottle store.

Regarding the armed whites who invaded the school and beat up black pupils, Sesing said no arrests have been made, but that the investigations were completed and the case docket has been sent to the Attorney General for his ruling.

the school, the cops and the flames . . .

Racial tension sends Vryburg High School into sheer chaos

By DAN DHLAMINI

THREE WEEKS of racial tension in North West's farming dorpie of Vryburg this week culminated in full-scale violence and the closure of the troubled Vryburg High School.

Vryburg High School, which again shot into the limelight three weeks ago when white parents, including a police captain, sjambokked black pupils, is a true mirror of the racial intolerance in the town.

In his statement, Education MEC Pitso Tolo said the closure of the school was necessary in the light of very serious situation clashes, tensions and marches that have developed at the school and in Vryburg.

Tolo said the safety and security of teachers and learners could no longer be guaranteed.

He said the closure would allow his department and the Independent Task Team to find a sustainable solution to restore the culture of learning and teaching.

Tolo said the Task Team will complete its consultation and submit a report to the Provincial government early next week.

Vryburg High School Governing Body's deputy chairman, Frik de Bruin had threatened to seek a court interdict should the government decide to shut the school.

On Friday, De Bruin who had earlier said the black pupils did not actually want to be taught how to use computers but only "wanted to play games on the computers", told City Press that he would not mind if the English section of the school, which consisted of black pupils, was closed and the Afrikaans section left to continue with schooling.

In reaction to Tolo's decision to suspend classes at the school, the school's Governing Body chairman Dominee J D Venter said in a statement that it was disturbing that the MEC had decided to close a school with a majority of white pupils due to pressure from a small group of blacks which represented only 20 percent of the student population.

Venter said the MEC has obtained a court interdict against white parents and the Governing Body while ignoring and condoning the violent actions of black youths in Huhudi.

He said the government was prepared to take away the constitutional rights of 600 pupils for the sake of 10 mischief-makers.

Chairperson of the Independent Task Team Theresa Oakley-Smith told City Press that the MEC's de-

cision has been a difficult one.

She however said it was a constructive resolution as the safety of the teachers and all the children could not be guaranteed.

Oakley-Smith said the "early recess" for the Easter holiday would also give her Task Team an opportunity to focus on its report which would be released in Vryburg by MEC Tolo on Wednesday.

The temporary closure of the school was welcomed by mostly black parents, who said it would knock some sense into the heads of some right-wingers as their children would also be affected.

Vryburg's branch chairman of Sadtu Pabalelo Maseng criticised the action of the public order police who were deployed at Vryburg.

Maseng said the only solution would be to shut the school so as to enable all stakeholders to negotiate on an equal footing.

Said Maria Setlhahuno: "I am altogether for the culture of learning and teaching for both white and black pupils. But I welcome the decision of the MEC because only black children have been on the receiving end of lack of teaching while their white schoolmates had been taught."

Another parent, Petrus Mosebudi, accused the North West government of dragging their feet in solving racial clashes at Vryburg High School.

"Had the government acted decisively in closing the school and taking action against the racists who invaded the school and assaulted our children, we would not have had acts of violence in our town.

"The government did a terrible mistake of negotiating with the whites-only governing body as equals," said Mosebudi.

An angry Marike Van Zyl, who said she did not have a child at Vryburg High School said: "We have been living peacefully until some black children came to the school and wanted to take over the running of the school.

"I think discipline is what they lack and they want to bully everyone.

"Closing the school will not solve the problem, but will instead increase racial tensions."

Another parent, Albert Prinsloo, said he only hoped that a speedy solution would be found so that matters should go back to normal.

Vryburg High School pupil Dirkie Bosman told City Press that he was not part of those who fought black pupils.

However the young boy was visibly scared.

He said he was afraid that the racial animosity had become so strong that everyone who is white

was perceived as being anti-black and vice versa. "I am scared! I do not feel safe because I now view everybody black with suspicion and think I could be attacked at any moment," said Bosman.

But Bosman was still lucky when compared to his schoolmate Thabo Mzuzo, who claims he was attacked by a group of white pupils in the toilets.

He said when he reported the matter to the principal Theo Scholtz, the principal took sides and said he lied about the assault.

This resulted in the Congress of South African Students (Cosas) demanding immediate resignation of Scholtz and the disbanding of the whites only Governing Body.

On the other hand the suspension of five Vryburg High School black students for alleged misconduct, sparked off violence that rocked the small North West dorpie and the subsequent closure of the school.

The affected students, Cliff Shwerane, Neville Mothibakeledi, Shadrack Bosman, Linford Kelemetse and Malatji Hlapa, said their suspension was just a smokescreen to silence them from unearthing racism at Vryburg High School.

According to Hlapa, black student representatives have been negotiating - for more than two years - with the school principal to effect transformation and implement genuine integration. Most recently, the high school fees have been causing problems.

He said the "whites-only" Governing Body's decision to raise fees from R800 to R1 250 was aimed at excluding blacks, whose average earnings ranged from R60 a week and R250 a month.

Hlapa said Scholtz refused to negotiate with the representatives regarding matters concerning black students.

"Two years ago the principal gave us a flimsy excuse that we could not use computers as we were in standard eight. Now he refuses to allow black standard sixes to study computers," said Hlapa.

Attempts to get a comment from Scholtz drew a blank, but Vryburg High School's Governing Body deputy chairman De Bruin, said the five students were suspended as they had disrupted classes.

De Bruin however confirmed that Vryburg High was a parallel medium school and that black students who were taught in English were not allowed to use the computer centre because the computers were paid for by white parents.

He said besides, there was no teachers for them (blacks) and that the classes were currently full.

CP 22/3/98 (50)



Guns and helmets: policemen are now always on the alert for more violence

POLICEMEN ON STANDBY . . . Heavily armed policemen stand on watch at the Huhudi township taxi rank, always on the look-out for more violence in the region, which is extremely volatile at the moment. In the inset a man creates a cloud of smoke by using a hosepipe to douse a pile of flaming tyres. Passers-by seem to take little interest in this scene, which has become all too common in the area.

■ Pic: TLADI KHUELE

Meiring denies conflict between black and white cops

By DAN DHLAMINI

RELATIONS BETWEEN members of the SAPS in Vryburg plunged to a low ebb after this week's teargassing of black cops by their white colleagues.

According to Sergeant Freddy Isaacs, the acting station Commissioner at Huhudi, when the Public Order Unit members of the SAPS, who are mainly white, fired teargas into the crowd in the township, the fumes also drifted into the charge office and affected him and his men.

"We went to Superintendent Calitz and requested him to stop his members from shooting teargas in the direction of the police station because we did not have gas masks. To our dismay he arrogantly told us that he would not discuss anything with us and instead ordered us to go back to work.

"We could not work under such circumstances. We then spoke to a number of local youths not to vandalise the police station because it is theirs.

"I locked the charge office and we went to the police station in town. Nothing had happened to it because we

spoke to our people.

"Calitz's attitude towards black policemen leaves much to be desired. It is this type of attitude that makes members of the public disrespect black policemen because they think we are being used by our white counterparts," said Isaacs, also a Popercu member.

In another development, tempers flared on Wednesday as black and white cops clashed openly in Vryburg following the arrest of about 130 black pupils at Vryburg High School. The pupils had gathered outside the trouble-torn school which had been cordoned off with razor-wire.

Black pupils were protesting and demanding that the headmaster Theo Scholtz should resign and that hisilly-white school governing body also disband.

Pupils claimed that Scholtz sided with white pupils who provoked them, and that he did not want to implement transformation at the school.

The deputy chairman of Popercu in Vryburg, Sergeant Anthony Selebogo, told City Press that on the day

of the incident senior officers, who have put up a temporary police station in the premises of Vryburg High School, ordered black policemen to go and patrol the streets in town.

Selebogo said the black policemen suspected that their white colleagues were up to some mischief.

He said white policemen who had remained at the Vryburg High school arrested a group of black children.

"But it was the rough manner in which they handled the children that made us as Popercu members object," he said, adding that the white policemen who took part in the arrest had removed their name tags to avoid being identified, and had not taken responsibility for charging the suspects.

North West police spokesman Senator Superintendent Pieter du Plessis said Superintendent Calitz denied having said he was not prepared to talk with the Huhudi policemen.

Du Plessis said Calitz's response to the request not to use teargas could not be acted on, due to the danger his men were faced with.

He said Calitz added that if the

same circumstances occurred again he would act in the same manner.

Regarding the clashes between white and black cops, Provincial Commissioner AT Meiring said the so-called discord between members of the police in Vryburg was devoid of all truth.

"With reference to the media reports, I want to express my dismay at the manner in which the media are exaggerating a minor incident.

"The report is based on one-sided information and does not reflect the truth. The discord was a quarrel about an administrative difference and is being regarded as a minor incident which can happen at any work place. The matter has been dealt with correctly by the commander on the spot and I regard it as finalised," said Meiring.

He said he could not however deny that there could have been personal differences between some officers, but to say police were divided into two camps was untrue.

He called on all parties to refrain from provoking the already tense situation in Vryburg.

Education dept warns that mass action will

Reneé Grawitzky

50 23/3/98

(50)

THE education department warned teachers at the weekend that the planned mass action on March 25 and 26 would be treated as an unprotected strike if it took place during school hours.

The warning came after the SA Democratic Teachers' Union (Sadtu) announced plans for two days of rallies, marches, sit-ins and pickets to protest against the retrenchment of 43 000 temporary teachers

at the end of this month, with possible retrenchments of permanent teachers.

The union said it would support the National Union of Metalworkers of SA in its call for a moratorium on retrenchments in the build-up to the presidential job summit later this year.

Sadtu general secretary Thulas Nxesi said the planned mass action would not constitute a strike, which was planned for April 21 if no resolution was found. The issue, he said, was not the legality of the action but

whether the department would respond to the issues giving rise to the action. The union, he said, had suspended all communications with the provincial education departments.

Sadtu president Willie Madisha said "it is not the union which is disrupting education but the department".

The education system was already in chaos, with pupils not having access to textbooks or teachers, Sadtu said. The action was sparked by government's attempts to renege on a plan not to retrench

teachers if they agreed to be redeployed to areas of need, Sadtu said.

The union received a "further blow" when it became clear that the national and provincial education budgets would not address the enormous backlogs in education or "education transformation".

The national budget also showed that government intended renegeing on the three year wage deal for the public sector after setting aside only R3,7bn for increases. Wage negotiations start on March 30.

Research undertaken for the finance and fiscal commission has shown that retrenchments could be minimised if unions agreed to lower wage increases.

Researcher Kuben Naidoo said reduced wage increases could lower the level of retrenchments, but not rule it out totally because redeployment had not worked in most provinces. "Retrenchments need to be an option and an instrument to achieve greater equity in the education sector, but not used as a cost saving exercise," he said.

Nxesi said the union rejected any notion that transformation implied downsizing, which was being driven by budgetary constraints and neglected service delivery.

Naidoo said the current education system's budget structure was unsustainable, as 90% went to salaries, leaving little for non-personnel expenditure such as providing textbooks, equipment and school facilities. "The result is that teachers cannot perform their duty due to the lack of a support infrastructure."

be unprotected

Province gears up to send taskforce to run strife-

ARGUS CORRESPONDENT

A government taskforce is to be set up immediately to take over the administration of the troubled Vryburg High School in North West Province.

Education MEC Zacharia Tolo announced the move yesterday. It follows the dissolution on Saturday of the school's "too-white" governing body, which has been at the centre of racial tension between black and white pupils.

Mr Tolo said provincial deputy director-general Abe Seakamela was satisfied that the governing body had not performed its functions properly. "If it had, we would not be where we are now," he said.

Mr Seakamela's decision would not be altered by the proposals of an independent inquiry due to table its findings to a multi-party parliamentary committee on Wednesday.

The independent team, headed by Theresa Oakley-Smith, was set up to probe allegations of racism, the composition and election of the governing body, funding, allocation of resources and racial integration at the school.

Mr Tolo said the next step would be to call on parents to elect a new governing body in terms of the Schools Act, which empowers a task team to administer a school for up to three months.

North West Sadtu chairman Seth Ramagaga said charging the Government with overall responsibility for ensuring equal access to quality public education for all, and for integrating the school, was a "very responsible decision".

He reiterated Sadtu's demand for the immediate sacking of Vryburg school principal Theo Scholtz for allegedly failing to guarantee the safety of pupils.

"He proved ineffective, biased to the Afrikaner community and insensitive to the needs of black children. We believe that he should be transferred, as his continuous presence at the school will cause further problems," said Mr Ramagaga.

The school remains closed.

~~ARGUS~~ ARGUS 23/3/98 (50)

torn Vryburg school

'Struggling' SA to observe TB day

Sowetan 23/3/98

By Mokgadi Pela

SOUTH Africa's tuberculosis epidemic will once again come to the fore when the country joins the rest of the world in observing World TB Day tomorrow.

This is at a time when South Africa has been identified with those countries that have failed to curb the disease.

Only last week, the World Health Organisation (WHO) declared in London that South Africa was among 16 countries in the world struggling to control TB.

The WHO said "lack of progress in these countries is threatening global TB control efforts".

The WHO said global TB control targets for 2000 would not be met because the 16 countries had moved too slowly in using Directly Observed Treatment Shortcourse (Dots), a strategy proven to be effective in controlling TB.

These countries are the source of over half of the world's seven million annual TB cases.

Insiders say the Ministry of Health hopes to encourage health workers to commit themselves to Dots, to ensure patients take and complete their six to eight months' treatment.

A study conducted by international experts in 1997 showed that the TB control programme was moving slowly because the ministry was effectively

only managing four out of 10 infected TB patients in all health facilities.

The ministry has committed itself to address this situation as a matter of urgency.

Experts say TB is completely curable if the patient completes the Dots programme. If completed without interruption, the patient is unlikely to be infected again.

Experts further say interrupted medication taking can lead to multi drug resistance, which is the stage where a patient becomes sick again because the body may have developed resistance to the TB drugs they had taken before.

Already, over 1 000 South Africans die of TB each month.

Language board supports Omar

(50)

Sowetan 23/3/98

By Saint Molakeng

THE Pan South African Language Board (PSALB) is excited that Justice Minister Dullah Omar made history by introducing a bill in Xhosa before Parliament last week.

It was the first legislation to be set down in a language other than English or Afrikaans.

The bill is titled Umthetho Oyilwayo Wofakelo Silungiso Kwimibandela Yasekondleni, Xhosa for the Judicial Matters Amendment Bill. The three-page legislation constitutes technical amendments to certain existing laws.

PSALB chairperson Professor Nxalati Golele said the change should be regarded as a significant step towards multilingualism.

"We are happy Parliament has set a good example which proves that it supports multilingualism," Golele said.

Previously Golele complained to *Sowetan* that Parliament failed to implement multilingualism as spelt out in the Constitution.

"If Parliament uses African languages, citizens will appreciate that all languages are equal. People have been wondering when language equity would be practised."

"Everyone should be allowed to use languages of their choice. People should learn African languages to reverse the prevailing expectations that only Africans have to learn European languages."

Golele suggested that Parliament and Government bodies should establish translation facilities for indigenous languages to enjoy the same freedom as Afrikaans and English.

Although the National Party supported Omar's move, it questioned his timing as a meeting on language policy was scheduled for this week.

Judgment day today

JUDGMENT in the case of three policemen accused of stealing R2 million in a raid on a Lenasia businessman's house in 1995 will be passed in the Soweto Regional Court today.

Johan Beukes (30), of Norwood in Johannesburg, Kenneth Tshikalanga (28), of Tshiawelo in Soweto, and Mome Coetzee (26), of Krugersdorp on the West Rand, are out on bail of R10 000 each.

A fourth accused, Thamabran Naidoo (44) of Lenasia, who is a relative of Mr Viyandrakamar Naidoo, whose house was allegedly raided by the three policemen, had charges against him withdrawn.

According to the state, the three policemen visited the businessman's house on November 25 1995 and told his wife they were from the Durban diamond and gold unit and that they believed her husband was dealing illegally in gold and diamonds.

They then searched the house and allegedly stole R2 million. - *Sowetan Reporter*.

Vryburg's not free

VRYBURG, a small "dorp" in North West, is a melting pot of hatred and bigotry. The entire population is separate and unequal.

Black people live at Huhudi, a small township on the outskirts of Vryburg, while their white counterparts live in a suburb near town.

Black residents of the town still use toilet pits while their white counterparts use flush toilets.

Vryburg town is serviced by one main road - Market Street.

Most residents are unemployed and rely on pension stipends; houses are made of mud with either thatch or corrugated iron roofing, there are no tarred roads, electricity or telephones.

The poor infrastructure best highlights the need for reconciliation between the town's folk.

These and other factors have perpetuated the ongoing racial clashes between black and white pupils at Vryburg High School.

On Monday, this resulted in the conflict spilling into the South African Police Service with both black and white policemen taking sides on the issue of racism at the school.

These racial flare-ups almost brought the parties to the brink of war.

The situation reached boiling point last Friday when a group of white students at Vryburg High randomly assaulted black pupils inside a school toilet.

A grade 11 pupil, Marks Ngozo (17), became the first victim of the assault.

In an interview with *Sowetan*, he claimed to have sustained cuts to his right eye and upper lip during the assault.

He said black students could not organise themselves to retaliate because they did not constitute even a quarter of the school pupils.

He is among the first black students to have been registered at the school. This is his third year at Vryburg High.

Ngozo claimed they felt insecure on the school premises. "We cannot continue learning in an environment where we are regarded as outcasts," he said angrily.

Again on Monday the situation was bedevilled by claims from a white girl who was sent to distribute pamphlets in the English black class that she was assaulted and "fondled" by two black boys.

That, again caused pupils to be grouped into two racial camps. The girl reported the incident to the school principal Mr Theo Scholtz.

It was then that Scholtz summoned about 50 black pupils to his office to probe the alleged case of sexual harassment.

A grade 12 pupil, Cliff Sharoane, said they were surprised to find white class prefects with the principal and chairman of the school governing body.

It was inevitable, perhaps, that racial clashes broke out at Vryburg High. Our visit to this 'dorp' revealed that it is a hotbed of bigotry explains, **Justice Mohale**...

Sowetan 23/3/98 (50)

'There is nothing black students can do that is worthy of praise here. The authorities are hellbent on demoralising us'

He claimed that Scholtz accused them of abusing the white girl. However, the pupils refuted the allegations.

Sharoane said: "There is nothing black students can do that is worthy of praise here. The school authorities are hellbent on demoralising us."

On Monday clashes on school premises left 10 black pupils injured.

The next day, the Congress of South African Students (Cosas) issued a stern warning to the North West department of education that black students were going to occupy its offices if they failed to address the conflict.

At 6.45am on Wednesday about 200 pupils occupied three departmental offices.

The racial uproar at the school has affected the South African Police Service, dividing it into two racial groups.

This stemmed from the fact that two policemen - one black, the other white - were suspended because of their roles in the racial violence that rocked Vryburg High for a month.

According to police spokesman Captain Sam Sesing, a white policeman was suspended because he was allegedly among a group of parents who sjambokked black pupils at the school.

Sesing said that a black policeman was also investigated for inciting black pupils to retaliate. Confusion broke out on Wednesday after 50 students were arrested for "illegally" occupying the offices of the education department.

They were taken to Vryburg police station where an argument ensued between black and white policemen over who should charge them.

While this comedy of errors continued the students took advantage of the situation and slipped away unnoticed.

Observing events unfolding in Vryburg, one is tempted to agree with the feeling among black people of the area that the department has

failed to come up with proposals to restore the culture of learning at Vryburg High.

Since last month the department has been involved in discussions with all the stakeholders in a quest to find a solution to the problems at the school.

On Tuesday a high-powered delegation from the department, led by MEC for education Mr Zacharia Tolo, held a series of meetings.

These lasted from 9am to 1am and all failed to find a solution.

The *Sowetan* crew also experienced a reminder of the system of apartheid in the town.

On Tuesday evening, the crew decided to have a drink in one of the bars at the local hotel. There were two bars in the hotel - Die Losie, for gents and The Bullring for ladies.

Men are allowed to use the ladies pub, whereas women cannot have drinks in the men's pub. The black barman in Die Losie told us that no drinks would be sold to us at The Bullring because we were black. We decided to test the truth of this. When we entered The Bullring all eyes turned on us.

Sure enough the white barwoman refused to sell drinks to us. The pub was still open, but she suddenly decided that she had closed. She said she could not close the doors because there were many customers inside.

It was 11pm and while we were speaking to her, patrons just stared at us. The more we extended our conversation, the more irritated and impatient she became.

She told us that the pub belonged to residents of the hotel and when we informed her that we were residents of the hotel she was shocked. Still she would not change her mind. We left the pub peacefully.

Earlier that day, white receptionists let a room belonging to our colleague to someone else. After a lengthy discussion we won the argument and the keys were given back to him.

The situation is confusing in Vryburg. At night we could see black prostitutes getting into white guys' cars. Some prostitutes would be lured into the hotel rooms.

In another incident, a white chef at the hotel refused to serve a black North West provincial government official, claiming that he was about to close. Later the same chef served a French reporter who had just entered the hotel.

On Wednesday the *Sowetan* crew were ordered out of the office of the angry principal of Vryburg High.

Principals divided over what's best

TROYE LUND

DO single-sex schools turn girls into Victorian ice-maidens and boys into young bulls who treat women as commodities?

And, do girls at co-ed schools become shrinking violets that go to any length to the seek boys' approval?

As a global trend towards single-sex schools grows and as reports of sexual abuse at South African schools increase, these are questions up for debate.

And, a contentious debate it is, especially now that the Gender Equity Task Team (Gett) education report concludes that single-sex schools be maintained, and, where necessary, established.

Advocates of all boys schools believe boys hold back in co-ed schools — they are afraid to make fools of themselves in front of their female counterparts who are more mature.

Principal at Johannesburg's all-boys' King Edward High School, Mr John Lobben, is immovable on the point that boys achieve their potential more easily in all-boy classrooms.

He says: "Boys in a co-ed classes are slower in developing things like initiative and leadership. An all-boy school creates a sense of belonging, spirit, unity and a sense of loyalty."

Principal of Cape Town's boys only Sacs High School, Mr Gordon Law, bases his preference for all boys' schools on American studies showing that boys and girls learn

differently — boys learn logically and girls intuitively.

"But, one cannot say categorically that single sex or co-ed is better. It depends on individual children," he says.

Both principals admit their boys may battle to fit into a heterosexual post-school social scene.

But, as Law says: "It is not like the old days, now there is greater inter-action between girls and boys after school. Events with girls' schools are also arranged."

Cape Town High School principal, Mr Linden Phillips, says schools should be a microcosm of society.

"In a society where people have different backgrounds and upbringing, all manner of incidents are going to occur. Pupils have to be taught to deal with these so they can become responsible and accountable and live, work and respect all people after school."

Girls' school principals said their girls achieved higher marks than they would in a co-ed school. And, because they had been afforded space to develop all facets of themselves, without having to be self-conscious about boys, they went into more high-powered careers after school.

And, what does the research say?

Studies by Dr Robert Morrell of the University of Durban who

CT 24/3/98

(50)

advises Gett, says the only advantage for girls in all-girls' schools is higher academic achievement.

There is no advantage, socially or intellectually, for boys in all-boys' schools, he says.

"The only advantage a boys' school might have is providing a network to link into business after school," said Morrell, who argues that single-sex schools have been able to boast high academic and sporting results because they have

been a privileged phenomenon drawing from the cream of the pupil crop.

The reason why boys' schools are making a comeback across the world Morrell ascribed to a conservative notion that feminist advancement was

allowing boys to be neglected and contributing to high suicide levels among adolescent boys.

"A co-ed environment allows children to have friends of the opposite sex. It prevents weird ideas developing that sexualise and commoditise the opposite sex," Morrell said.

There is more of an argument for all-girls' schools because Morrell's work shows how girls can become withdrawn in a co-ed classes where males often dominate.

"It depends on individuals. Schools should be chosen on the merits of their learning environments for an individual," he said.

Girls' schools become crucial in

communities that are dominated by violence and sexual abuse.

"But, girls' schools must not just be safe havens — places of domesticity and subservience.

"Girls must be protected at the same time as given an environment to progress academically and then move on to a competitive career."

But, pupils who attend Cape Flat schools believe that single-sex schooling will increase sexual abuse of girls by male peers.

SA Congress of Students leader Mr Siphso Kusie explained that this would "put girls more in the spotlight".

"Boys would start going out of their way to get to the girls. Harassment is not so much a sexual thing as a discipline thing. Principals and teachers are losing control over boys who carry guns and are on drugs. Corporal punishment cannot be used and most boys do as they please.

"Sexual abuse at schools in violent, poor communities will improve when there is discipline, self-respect and a culture of learning," Kusie said.

Although boys and girls tend to get on best in adult life if, in childhood, they mingle and learn to deal with one another in societies with high levels of violence, it is important to develop safe places for girls to study. Single-sex schools for girls may offer a temporary answer to the gender crisis of education. But, in the longer run, we should be aiming to work out a gender peace together, not apart.

'Girls' schools must not just be safe havens — places of domesticity and subservience'



Vryburg tests paper freedoms

Constitution's small print cannot replace compromise, writes Patrick Bulger

8888 24/3/98

(50)

In the real world, away from the frothy beer advertisements that happily proclaim one nation, one loyalty, the realities of a divided South Africa are apparent. Not everywhere, but every now and again, the reality suggests divisions of frightening proportions and implications. With little but common sense and goodwill to guide us, the divisions of the past will draw heavily on South Africans' ability now and in the future to make the best of imperfection.

And in these imperfect times, the constitution is but a blurred signpost. The constitution abounds in guarantees - freedom of speech, freedom of expression, freedom of political association - yet they are of little immediate value when put to the test. The troubling incidents this past week at the Vryburg school provide South Africans with a chance to test both the letter of the constitution and the spirit it embodies. One may ask, what chance is there of full equality before the law when black

and white policemen shove each other around as suspects walk free? What chance is there of education in your own language when the competition for a single school is contested by at least two language groups? What chance is there of reconciliation, which has always had a more symbolic rather than real content, when the gulf between black and white deteriorates into racial abuse and violence?

Some may argue that South Africa's embrace of freedom has been altogether too ambitious, too unrealistic and inappropriate to the challenges facing the country. Others see the working out of tensions within a constitutional framework as the only way ahead.

The thirst for freedom aside, it is difficult to imagine that the constitution we now have will, say a decade from now, remain intact as it is. Quite simply, its fault may be that it prescribes the frontiers of freedom too widely and this is partly why it satisfied most of the par-

ties who helped negotiate it: just about anybody can read anything into the constitution.

Take the clause on education, for example, and what little real guidance it offers the residents of Vryburg. The clause reads: "Everyone has the right to receive education in the official language of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices."

This may be useful in the confines of the committee rooms of Parliament, but it is altogether less useful in the harsh light of day in Vryburg when real people's lives and futures are at stake, when real expectations are dashed on the hard rock of prejudice. In time, the judges of the Constitutional Court will probably

be called upon to give a judgment on the education issue, but not before much damage will already have been done.

This may be the constitution's great downfall: in trying to be everything to everybody, it may have succeeded in being nothing to nobody. For if everyone is a winner, who are the losers? And if the constitution is not going to serve as a useful guide to action, what will? Sentiment? Prejudice? Entitlement?

So South Africans will have to reach out to something far more tangible than merely a constitutional entitlement. What better way to sort out this problem than by putting the constitution aside for the moment and asking how best can we solve the problems of today in a meaningful and practical way? What room is there for compromise, negotiation and give-and-take?

It is only when faced with pressure to come up with a solution that individuals will realise the real issues which are at

stake. It is only when the parents realise that we all have to live together, either in friendship or eternal enmity, that real progress will be made. That way, rather than being a har-binger of a dreadful future, Vryburg can become the start of a new way of doing things. Far from bringing us to the end of a road of April 1994, the constitutional and the accompanying political settlement offer merely a starting point, a playing field in which to work out our differences in a sensible and profitable way. We would make a big mistake thinking that this is the end of the road. The settlement provided us with a chance to start again, to do better in the future. It will require compromise and hard work, constant negotiation and firmness from the Government. But without negotiation and by just relying on the constitution, we will end up the world's foremost constitutional state - on paper. **Star** Patrick Bulger is political editor of *The*

Black Vryburg High pupils are seeking education elsewhere

By JACQUI REEVES
Education Reporter

Black pupils who have been boycotting their classes at Vryburg High School in North West Province for the past two weeks are negotiating extra lessons at schools in the township of Huhudi to make up for the teaching time they have lost.

Tshali Mogale, spokesman for the Congress of South African Students in Vryburg, said negotiations were currently under way with the principals of the two high schools in Huhudi to allow for the extra lessons.

"We cannot allow our students

to get behind, so we will try and set up classes to make up for the lost time," he said.

The pupils were set to lose out on more schooling following last week's decision by the provincial education department to close the school for a month. The school will reopen in mid-April.

First on the agenda for the staff, parents and students of Vryburg High when the school reopens will be the election of a new and more representative governing body following the province's dissolution of the current body at the weekend.

"We are hoping that the elections will take place as soon as the

new term starts," said Frans Batsi, spokesman for the MEC for Education, Zacharia Tolo.

There are 140 black pupils enrolled at Vryburg High School for lessons that are presented in English and 750 other pupils who are studying in Afrikaans. Forty coloured or black pupils have chosen to be taught in Afrikaans.

The school's now defunct governing body is seeking legal advice on whether to appeal against Tolo's decision to dissolve the body.

Parents met yesterday to be briefed by the governing body's chairman, Kobus Venter, on latest developments.

Star 24/3/98

(50)

R5bn for adult ⁽⁷⁰⁾ learning 21 29/3/98

TROYE LUND

A R5 BILLION plan has been unveiled to educate millions of adults with limited schooling so that they qualify to slot into the national education system.

The plan is aimed at 9,4 million adults with less than nine years of schooling. Finances are likely to come mainly from state lotteries, gaming taxes and government funds.

The Education Department is also planning to boost the new Adult Basic Education and Training (Abet) plan through foreign and local donors, learners' fees and other state departments.

Adult learners will enroll with Non-Government Organisations which will use the teaching methodology set out by the National Qualifications Framework.

"For the first time there is a co-ordinated path for adult education. There will be no fly-by-night schools that demand money from learners and provide meaningless qualifications," said Ms Regina Mokgokong of the NGO, Project Literacy.

Emotions run high over

Vryburg crisis

(50) CT 25/3/98
JOVIAL RANTAO

THE decision of Parliament's portfolio committee on education yesterday to undertake a two-day visit to Vryburg, the strife-torn North West town, was preceded by emotional exchanges between the ANC and the Freedom Front.

Tabling a proposal for a multi-party sub-committee to investigate the racial clashes, an angry ANC MP Mr Randall van der Heever said events at Vryburg High School had a serious impact on the implementation of the Schools Act and its provisions on admission policies, the required representivity of school boards and the safety of pupils.

"The situation there is very disconcerting. There is no creative integration, but there is a policy of parallel integration and racial segregation," Randall said, adding that the ANC education study group supported the closure of the school and the disbandment of the school's governing body.

Mr Membathisi Mdladlana, from the ANC, said: "I saw black children on TV bleeding. That blood is a worrying factor. It was not the first time that this kind of thing happened. We saw it at Ruiterswacht, Potgietersrus, Schweizer Renecke, and now Vryburg. Our children are bleeding and we cannot be expected to sit down and fold our arms. People must not assume that because we want peace, they can just go into a school and beat up our children."

Freedom Front MP Mr Leon Louw, whose party came under attack for not condemning the attack on the children, said the cause of the racial clashes should be investigated before any stance was taken.

Louw said the FF was opposed to the closure of the school and the disbandment of the school's governing body.

"It's a short-term solution which will not help anyone. We can't see Vryburg in isolation. In the rest of the country there might be many Vryburg's below the surface. I support the establishment of a committee to visit Vryburg," he said.

The National Party and Democratic Party also supported the establishment of a committee.

A divided town at odds with its conscience

At first glance Vryburg appears like your normal platteland 'dorp', but underneath this 'tranquillity' lies a simmering tension which has erupted into racial conflict

(50) Star 25/3/98

THEMBA HADEBE

By JACQUI REEVES
Educational Reporter

Vryburg is a town of family stores, crocheted toilet roll covers, a single main road and stifling heat.

The houses in this farming town are not grand or opulent and most of the designs are fairly dated.

They are throwbacks from 1970s architecture - slightly gaudy with garden gnomes and colour-matched gates and gutters.

The homes are immaculately kept and have lush manicured lawns that are cultivated with plenty of watering and much care.

The tarred roads are wide and flat and are neatly finished off with white stone pavements and good street lighting.

Less than a kilometre from this part of Vryburg is the township of Huhudi.

Along Dr Nelson Mandela Drive and Oliver Tambo Street you will drive past tiny

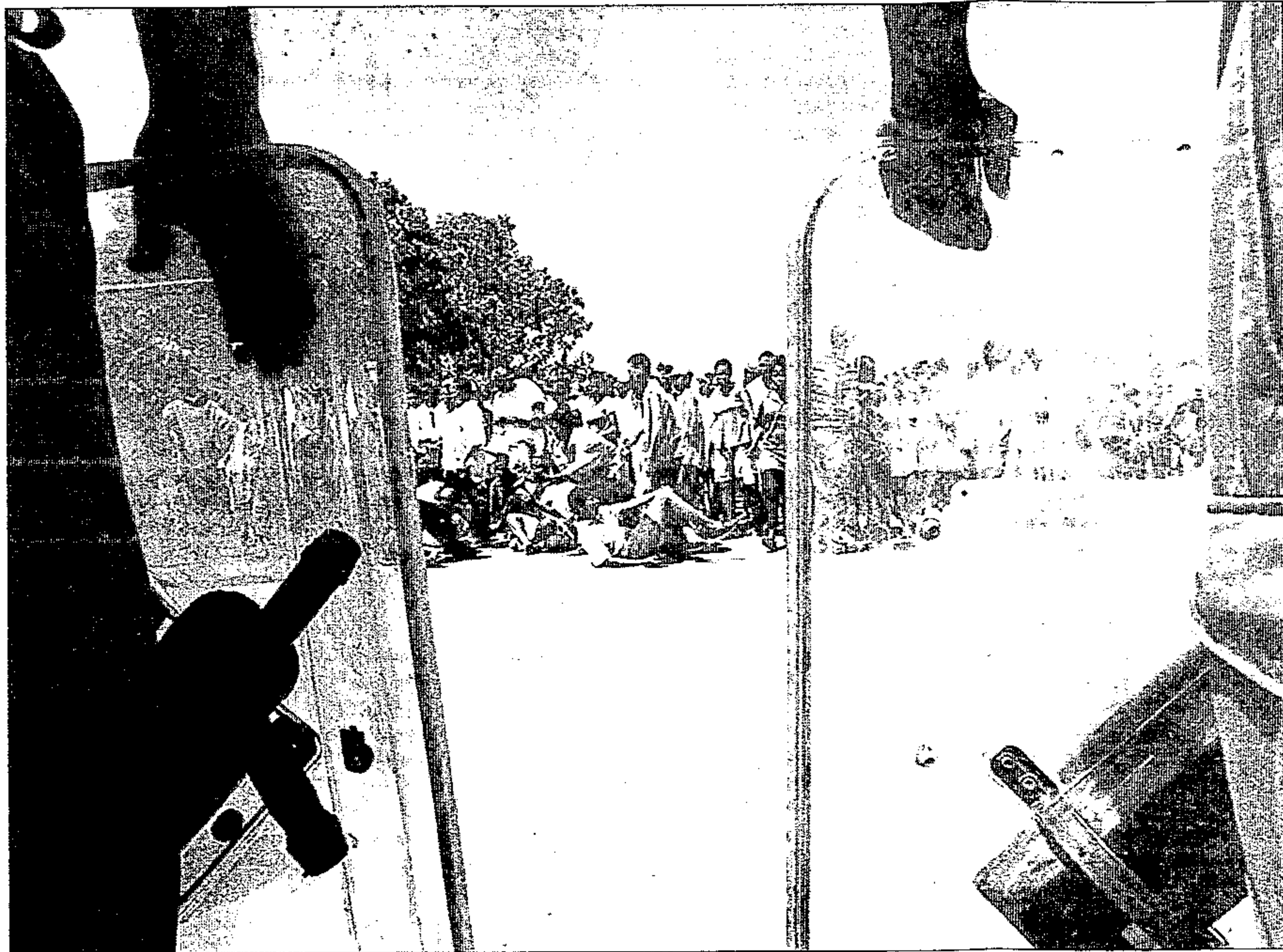
Not all parents for divisions

brick homes where toddlers use twigs and wire to scribe patterns in their dusty front yards.

The summer sun beats down harshly on this North-West Province town making weather a prime object of discussion at the hotel bar, with wives discussing the heat's effect on their camellias while their husbands worry about this year's maize crop.

The spaza shops in Huhudi are as well frequented as the local pub, except residents buy a kind of makeshift ice lolly made from diluted cool drink that is frozen in a sandwich bag. Later in the day attention moves to the shebeens but few choose to venture into the main town.

Vryburg is a divided town that has been rocked by racial conflict in recent



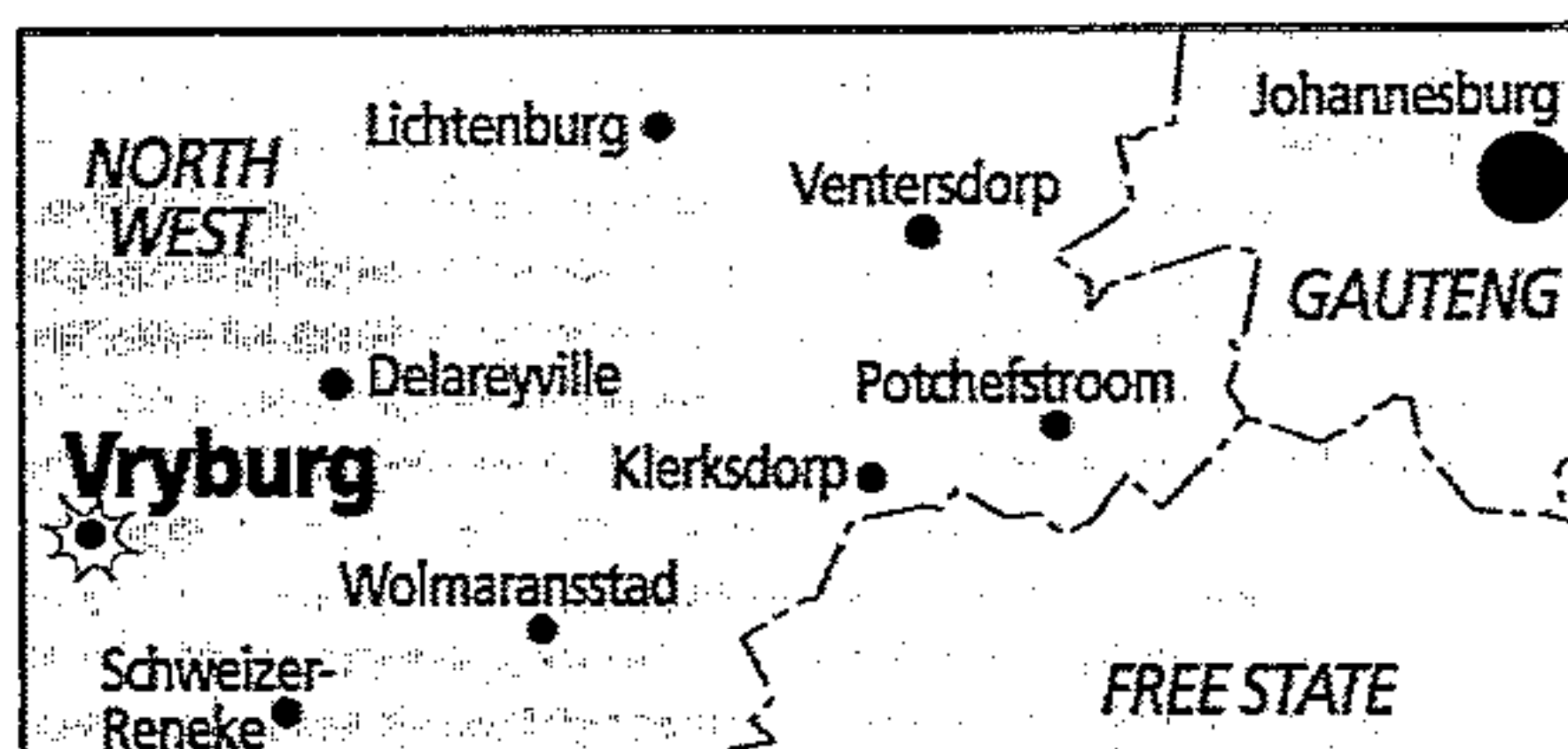
Keeping the divide ... riot police, sweltering in the midday heat last week blocked the entrance to Huhudi township in Vryburg to stop protesting pupils from marching to the local high school

weeks when black pupils clashed with white pupils and parents over their right to an education free from racial tensions.

Conflict at Vryburg High School began, some say, when the now dissolved governing body took legal action against parents who had not paid fees for the 1997 academic year.

These parents were from Huhudi and their children took exception to the action. When the students protested and became disruptive, some of the white parents retaliated and the vicious circle of action and response was complete and ready to operate.

Although Vryburg is divided, neat and comfortable divisions are not the ones that operate in either the main town or Huhudi. This is not as simple as black against white because within



the racial camps opinions can be poles apart.

One parent in Vryburg, whose daughter boards at the local hostel, described his daughter's black classmates as "trouble-making kaffirs" that should go back to their side of the town.

Another white parent, who said her 15-year-old daughter would "never forgive her" if their surname appeared in the newspaper, said she and her family did

not mind having blacks in the school as long as they were there to learn.

It would also be an overstatement to say that all 140 black students at Vryburg High are determined to change the environment in which they are studying.

As students gathered at the Huhudi township stadium on Thursday in preparation for the march to the school, there were a few students sitting around deject-

edly, thumbing through their school books. If they had spoken their minds, they would have become outcasts, so they did not mention the fact that they wanted to go back to class.

"It's not that I am scared that they will hurt me or something, they just will think that I don't care, but that is not how it is. Lots of people have told me how tough Std 9 is and I am going to have to use these marks to get into university and I just don't want to lose out," she said.

When Desmond Makobo, only the second black student to be elected a prefect at Vryburg High, tried to speak to me, an older pupil stepped between us and demanded that I not speak to any students other than the official spokesman for the Congress of South African Stu-

dents or the Concerned Students body. Only when I pointed out that his strong-arm tactics were no different to those used by some of the white parents he was protesting against, or the Verwoerd-inspired Bantu education he had been slating minutes before, did the young man back off.

The division has also extended to the local police who turned on each other last week when black police accused their white colleagues of being biased and of using excessive force against black students.

Although the tensions may have been heightened by exhaustion and frustration, local white officers admitted to their differences, but were angry at being painted with the brush of racism.

"We disagree and suddenly we are called racists, but most of my black colleagues will not say it's race but just internal differences," said an officer from Potchefstroom.

Press seen as worst of the worst

Vryburg is not a very comfortable town for outsiders.

As the media, we were considered the worst of the worst, with one resident accusing me of "feeding on our troubles". Star photographer Themba Hadebe and I were greeted with cold scepticism at a local steakhouse. Even as nothing more than colleagues and friends, I gather the idea of a mixed couple is not one the people of Vryburg have embraced.

Fortunately, the pavements in Vryburg are wide so when blacks and whites are on the streets they don't have to squeeze past each other on their way to the shops.

Not all whites in the town avoid blacks - but enough do to remind you that change has not yet come to this divided town.

Freedom Front rejects Vryburg school closure

(50) (122) Star 25/3/98

By JOVIAL RANTAO
Political Correspondent

Cape Town - The decision by Parliament's portfolio committee on education yesterday to undertake a two-day visit to Vryburg, the strife-torn North West town, was preceded by emotional exchanges between the ANC and the Freedom Front.

In tabling a proposal for a multiparty subcommittee to be formed to investigate the racial clashes, angry ANC MP Randall van der Heever said events at Vryburg High School had a serious impact on the implementation of the Schools Act, its provisions on admission policies, and the required representivity of school boards and the safety of pupils.

"The situation there is very disconcerting. There's no creative integration, but a policy of parallel integration and racial segregation," Van der Heever said. He added that the ANC education study group supported the closure of the school and the disbandment of the school governing body.

Membathisi Mdladlana,

from the ANC, said: "I saw black children on TV bleeding. That blood is a worrying factor. It is not the first time this has happened.

"We saw it at Ruiterswacht, at Potgietersrus, Schweizer-Reneke and now Vryburg. People must not assume that because we want peace they can just go into a school and beat up our children."

Freedom Front MP Leon Louw, whose party came under attack for not condemning the attack on the children, said the cause of the racial clashes should be investigated before any stance was taken.

Louw said the FF was opposed to the closure of the school and the disbandment of the school governing body. "It's a short-term solution which will not help anyone. We can't see Vryburg in isolation. I support the establishment of a committee to visit Vryburg," he said.

The NP and the DP also supported the establishment of a committee.

► A divided town

Page 11

Now Vryburg gets national attention

Lowelam 25/3/98 (50)
By Ido Lekota

PARLIAMENT decided yesterday to intervene in the racial conflict at Vryburg High School and is to dispatch a multiparty delegation to the area with a mandate to explore ways of finding a lasting solution.

The parliamentary portfolio committee on education resolved to go to Vryburg as soon as possible because, while the Vryburg saga was the responsibility of the North West government, it had national implications.

Committee chairman Dr Blade Nzimande said the delegation would "without undermining the integrity and capacity of the North West government, investigate ways of contributing towards finding a

solution that supported the effective implementation of the Constitution and non-racialism".

Nzimande pointed out that the delegation would acquaint itself with the situation in the town by holding discussions with all the people with an interest in the matter, including the North West government.

The committee's decision comes in the wake of the recent decision by North West MEC for education Mr Zacharia Tolo to close Vryburg High School for a month following racial flare-ups at the school. Tolo has also called for the disbandment of the all-white governing body and has established a commission of inquiry into the conflict.

Vryburg High to be desegregated after

RD 26/3/98

VRYBURG — Vryburg High School would appoint a black vice-principal, hold anti-racism classes, and open its facilities to all pupils, North West education MEC Zacharia Tolo said yesterday.

Tolo was reporting on the findings of an inquiry into the causes of racial violence at the school since February 24.

The inquiry team found that black pupils living in the hostel at Vryburg High were segregated, school sport was not integrated and black pupils had no access to computer training facilities.

"Hostel facilities are segregated, so much so that in the dining room the table reserved for black pupils has a differently

coloured cloth," Tolo said.

The team found that the English stream, which has only black pupils, has not had textbooks or an English second-language teacher since the beginning of the year.

The school is divided into two language streams — English has only black pupils, and Afrikaans is integrated. When school fees were increased to pay for extra teachers the fees were used only for the Afrikaans stream.

The task team commented on a dominant male ethic at the school, and said peer pressure was significant in aggravating tension.

Two separate schools operated in one school, and the pupils came into contact with each other only between periods.

The team found attitudes of extreme racism and prejudice and said black pupils in the hostel were bullied.

The catalyst for the trouble at the school was a group of black pupils' objection to the increase in school fees, but the team said the increase was justified. Black parents complained that were not properly informed and that the school's money was not being used equitably.

White parents told the task team the school's problems came from a lack of discipline among black pupils, which the

parents considered to be almost a natural trait. "The team did a control study of Huhudi (Vryburg township) schools, and found a high standard of discipline and management," Tolo said.

The team said although white parents were demanding the expulsion of five pupils they could positively identify only one of them. The school was criticised for turning to the police and the governing body for disciplinary functions.

The governing body, which was dissolved over the weekend, did not reflect the demography of the community and excluded black labourers from elections. The report said a teacher at Vryburg

High may have planned and executed confrontations between parents and pupils on February 24, when black pupils were sjambokked and white and black parents also clashed.

The team recommended opening all facilities to all pupils at the school, restructuring of the school governing body, anti-racism education classes, and signs of transformation, such as the SA flag and anthem, to be evident at the school. The team said a black deputy principal should be appointed.

After a month of violence the school was closed early for Easter holidays last week. — Sapa.

inquiry

Changes at race row school

Vryburg - Vryburg High School will appoint a black vice-principal, hold anti-racism classes and open its facilities to all pupils, says North-West MEC for education Zacharia Tolo.

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(50)
English second-language teacher since the start of the year.

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The inquiry commented on a dominant male macho ethic at the school and said peer pressure played a significant role in aggravating tensions among pupils.

Two separate schools were operating in one - and each group of pupils came into contact with the other only between periods.

But the team said the increase in school fees - which triggered

ART 26/3/98
trouble among a group of black pupils - was justified.

Black parents had complained that they were not properly informed and that the school's money was not being used equitably. White parents blamed the school's problems on a lack of discipline among black pupils.

■ The alleged sexual harassment of white girls at a high school in Maritzburg turned into a racial clash between black and white pupils. Police were on hand at Linpark High to keep watch over pupils moving in and out of the schoolyard. Parents, police, the school governing body and its managing body were expected to meet today. - Sapa

Top language man tells why he quit board

Alexander speaks out

(50) ARG 26/3/98

MICHAEL MORRIS
SPECIAL WRITER

Leading leftwing intellectual Neville Alexander has blamed the Government's lack of political will to promote indigenous languages for his summary resignation from the Pan South African Language Board.

His direct challenge – coupled with a blunt claim that the board has effectively been stifled by the overweening bureaucracy of the Department of Arts, Culture, Science and Technology – coincides with mounting resentment at moves by Parliament to entrench English at the expense of the 10 other official languages.

Dr Alexander is a veteran of the anti-apartheid struggle and spent 10 years on Robben Island.

He headed the 1994 election list of the leftwing Workers' List Party.

Today, he is director of the project for the study of alternative education in South Africa at the University of Cape Town.

And, until earlier this week, he also was vice-chairman of the language board.

His resignation brings into the open the resentment that has long

been festering in the linguistic fraternity over the Government's apparent unwillingness to live up to its stated commitment to multi-lingualism.

He said: "The main reason for my resignation is the lack of political will to make multi-lingualism work.

"The reason I say this is the unbelievable bureaucratic obstructionism on the part of the department, to the extent that we have no infrastructure and are unable to carry out our mandate.

"This has been going on from the start.

"We decided to give it a chance, but in recent months there has been a very clear tendency on the part of the department to treat the board as a sub-department of state, instead of an independent statutory organisation," said Dr Alexander.

The biggest problem was that "there is not

enough pressure from within the ranks of government on the Cabinet to make them realise the fundamental importance of this".

He lambasted Parliament for moves to entrench English at the expense of other languages.

Dr Alexander warned that the "vast majority" of South Africans were being "condemned to inarticulate mediocrity" by having to use a second language alien to them.



Neville Alexander

Racial clashes spread to Maritzburg high school

(50) of 26/3/98

OWN CORRESPONDENT

DURBAN: Clashes have erupted at a Maritzburg high school after a fight between white and black pupils over allegations that some of the black pupils sexually harassed two girls.

The Public Order Policing Unit kept a strong presence at Linpark High School yesterday after the fight on Tuesday during which a black pupil was allegedly punched and a white pupil slightly injured.

Yesterday a group of about 30 black pupils, who claimed they had been beaten up by white matric pupils, refused to enter the school and were calling for the prefect body to be disbanded.

Classes continued as usual for the rest of the school.

Mr Dave Dell, principal of the school, said the problems began on Friday when two matric girls alleged they had been sexually harassed by a group of black pupils and that they intended laying charges of crimen injuria.

"When the incident was repeated on Tuesday and the girls concerned called some male prefects, the situation got out of hand," he said.

During the fight a black pupil was punched and a white pupil cut across his stomach with a knife and his finger dislocated.

Another matric pupil was hit on the ear with a blunt instrument.

The black pupils, most of whom are in Grade 9, have accused the white boys of beating them up.

The white matrics have accused the black pupils of pulling a knife on them.

But the black pupils denied this, saying they had in their possession a blunt instrument used in the fitting and turning workshop at the school.

A knife and a meat tenderiser were handed in after the fight.

The names of the pupils involved in the clash have not been released.

The police later carried out a thorough search of the school but found no weapons, said Dell.

He said a meeting would be held today with all the pupils involved, their parents, the police and school management in an attempt to resolve the

matter.

He said a small minority of pupils were involved in the incident. The school has 980 pupils, about 25% of whom are black.

"After we have defused the situation, disciplinary action will be taken," warned Dell.

● In Pretoria yesterday, President Nelson Mandela said transformation was beginning to take hold and blossom and problems such as those in Vryburg (where racial clashes have also flared at the high school) did not reflect the sentiments of the overwhelming majority of South Africans.

Mandela said force was not the way to deal with Vryburg and other examples of the reluctance of the far right to transform.

"Don't look upon others, like the extreme right-wing, as people you cannot persuade.

"We have problems because now we have introduced one education system and there are groups resisting this.

"(But) I want to assure you that every night I go to bed feeling strong and full of hope because I can see this rainbow nation rising in front of our eyes.

"What is happening today is that Africans, coloureds, Indians, whites, Afrikaners and Englishmen are all rallying around to build our country."

He said he would soon intervene in Vryburg and had faith that negotiation would resolve the situation as it had in Potgietersrus last year.

"Those people (in Vryburg) are carrying on like that because we have not really intervened.

"When we intervene and confront them, saying 'You claim to be Christians — how can you be committed to the work of the devil?' — because if you are racist you are actually working for the devil — then they cannot justify it.

"We must be able to confront one another and discuss our problems.

"Don't be afraid of confronting your enemy and say: 'Let's sit down and talk.'

"That is our own system and that is why we are succeeding."

The girls concerned called some male prefects and the situation got out of hand

Govt blamed for Alexander quitting

TROYE LUND

DR Neville Alexander, a leader in the struggle for language equality in South Africa, has resigned from the Pan-South African Language Board.

Many academics and politicians have blamed the government for his resignation.

They say it proves a "lack of commitment to multi-lingualism".

The accusers also claim that the government is sidelining minority languages in favour of English.

Alexander told the media that the government's hold over the board was paralysing it.

He handed his resignation to the chairperson of the National Council Of Provinces (NCOP), Mr Patrick Lekota, as the board is a statutory body that



LEADER:
Neville Alexander

He believes that this will detract from the board's independence because it is a statutory body, independent of any government department.

Academics at the University of

CT 26/3/98

falls under the NCOP.

Alexander's decision to resign was preceded by the transfer of the Department of Arts, Culture, Science and Technology's lexicographic unit to the language board.

Cape Town said that a unilateral decision by the department to transfer its lexicographic unit to the board, after the board had distanced itself from the notion in the past, could be interpreted as a move to dictate to the board.

But the department said it was obliged to formulate policy for any body funded by the national treasury.

It said that the function of language development had been given to the board to avoid duplication, and dictionary-writing was part of this function.

Political parties said yesterday Alexander's resignation was testimony to the government's intentional plan to drag its feet on meeting the constitutional promise of a multi-lingual society. (50)

Clinton show sweeps in

Star 26/3/98

~~30/4/98~~

US president greeted by fury of Cape of Storms, but misses protest group chanting 'Death to Clinton'

By CLIVE SAWYER
Cape Town

Two unofficial and different receptions awaited Bill Clinton in the early hours of this morning as he stepped off Air Force One to become the first United States president to visit South Africa.

As he came into view atop the stairway leading down to the windswept Cape Town International airport cargo landing area where his plane had stopped, a cheer rose from a small group of airport staff on the late-night shift.

From a cordon some metres behind the press photographers' podium, the excited cluster of staff shot their souvenir pictures with instant cameras. The other reception was kept far away from Clinton. Police barred a group calling itself Muslims Against

Global Oppression from entering the airport premises. Dubbing the president "Mr Evil" they chanted "Death to Clinton" and said he was not welcome on the soil of Africa.

As the hours wore on while VIPs, a strong security contingent, and the media awaited Clinton's delayed flight, the group abandoned its airport protest, apparently in the hope of getting their message to him at the Cape Grace Hotel where he will stay during his two-day spell in Cape Town.

It was shortly before 2am when Clinton, hand-in-hand with his wife Hillary, stepped from the plane to be greeted by Foreign Minister Alfred Nzo, Cape Town Mayor Theresa Solomon, South African ambassador to Washington Franklin Sonn and US ambassador James Joseph. Also on the plane were Sec-

Moving too fast to take it all in

Clinton's 12-day dash across six countries is moving so fast that information at one stop is difficult to absorb before he moves on. Yesterday he visited Rwanda, flew back to Uganda, took part in a summit and then flew to South Africa; all in about 18 hours.

Asked about Clinton's thoughts on going to South Africa, spokesman Mike McCurry said the president was still thinking about Rwanda. "I'll be honest with you, he is looking forward to going to South Africa but he has not processed that information yet." - Reuters

See pages 4 and 15

retary for Labour Alexis Herman, Commerce Secretary William Daley, Transportation

Secretary Rodney Slater, and the US special envoy for democracy in Africa, Jesse Jackson.

Awaiting the visitors on the landing strip were the president's stretch limousine and a fleet of other VIP vehicles, baggage buses and security cars which formed a cavalcade stretching more than 500m.

A police helicopter hovered close by, and snipers occupied a hangar roof to protect first Air Force One's most important passenger, and then, for the rest of the night, the plane itself.

In a chilling reminder of the power Clinton holds in his hands, his bagman - the bearer of the case with the codes to launch the US's array of nuclear weapons - made sure the case was close at hand before the president stepped into his limousine.

A series of official occasions await Clinton today.

He was due to meet Deputy President Thabo Mbeki prior to his official welcome by President Mandela at Tuynhuys.

Clinton was to address a joint sitting of the Houses of Parliament this afternoon, after which he will meet opposition leaders. South Africa is Clinton's final call on his six-country African safari.

His previous stop was Uganda, for talks with leaders of six countries on ways to prevent a recurrence of violence in the Great Lakes Region.

Meanwhile, Cape Town's mayor has got her way - a national protection service body-guard has been assigned to protect her during Clinton's visit.

Solomon irked foreign affairs officials eager to be nice to the visiting Americans when she complained publicly about her previous treatment at the hands of US bodyguards.

By TERO MORRIS

A task team probing a spate of clashes at Vryburg High School in North West province yesterday released a report stating that blatant racism was the source of the conflict and recommended radical change. The team found there was a lack of transformation at the school and that recommenda-

Vryburg High School told how to solve its problems

tions regarding transformation had not been implemented.

The school has been volatile since black students voiced dissatisfaction at the racist treatment meted out to them by the school management.

The team discovered there were "two schools" operating

from the same premises, with two sets of time tables and two separate groups of teachers.

The team reported that the principal did not understand transformation, that he lacked vision and that he did not have empathy with the needs

Star 26/3/98

52

ers, among other things.

The following are some recommendations of the team: that the school governing body be restructured to be representative; parallel medium should continue; the option of English as first language to be introduced, and the transformation process must be started in accordance with the recommended action strategy.

TYRANICS

JOKERS WILD

WORLD

BUSINESS

Vryburg to get black (50) vice-head

Sowetan 26/3/98

VRYBURG High School will appoint a black vice-principal, hold anti-racism classes, and open its facilities to all pupils, North West MEC for education Mr Zacharia Tolo said yesterday.

Tolo was reporting on the findings of an inquiry into the causes of racial violence at the school since February 24. The inquiry team found that black pupils living in the hostel at the school were segregated, school sport was not integrated, and black pupils had no access to computer training facilities.

"Hostel facilities are segregated, so much so that in the diningroom the table reserved for black pupils has a differently coloured cloth," Tolo said.

The team found that the English stream, which has only black pupils, has not had textbooks or an English second-language teacher since the beginning of the year.

The school is divided into two language streams – English has only black pupils, and Afrikaans is integrated. When school fees were increased to pay for extra teachers the fees were used only for the Afrikaans stream.

Two separate schools were operating in one school, and the pupils came into contact with each other only

between periods, when they moved from one class to another. The team found attitudes of extreme racism and prejudice and said black pupils in the hostel were bullied.

The catalyst for the trouble at the school was a group of black pupils' objecting to the increase in school fees, but the team said the increase was justified.

Black parents complained that they were not properly informed and that the school's money was not being used equitably.

White parents told the task team that the school's problems were because of a lack of discipline among black pupils, which the parents considered to be almost a natural trait among black learners.

"The team did a control study of Huhudi (Vryburg township) schools, and found a high standard of discipline and management at these institutions," Tolo said.

The team said although white parents were demanding the expulsion of five pupils, they could positively identify only one of them.

The school was also criticised for turning to the police and the governing body for disciplinary functions. – Sapa.

NP accused of renegeing on education accord

Linda Ensor

BD 27/3/98

(50)

CAPE TOWN — The National Party (NP) in the Western Cape has been accused of renegeing on an agreement with the African National Congress (ANC) to reallocate R200m of the Western Cape budget to education.

The savings would come from several departments.

The agreements were reached

during a meeting of the standing committee on finance on Wednesday but yesterday morning the NP members of the committee were hauled before the NP caucus and told to retract them, ANC finance spokesman Tasneem Essop said.

The executive arm of the provincial government had made a mockery of the oversight role of the committee by reducing it to a mere rubber-stamp of the execu-

tive, she said during a debate on the budget in the legislature.

Essop said the ANC believed that education, which required R3,8bn to maintain instead of the R3,6bn it was allocated, should be treated as a priority in the budget.

The higher sum would have obviated the need for retrenchments, stabilised education and facilitated the achievement of equity, she said.

Hanekom objects to bill

Linda Ensor

BD 27/3/98

CAPE TOWN — Agriculture and Land Affairs Minister Derek Hanekom has objected to the Western Cape Planning and Development Bill, which seeks to govern development in the province, on the grounds that it concentrates "excessive executive powers" in the hands of the MEC and did not make sufficient provision for public involvement.

In a letter to newly appointed planning and administration MEC Kobus Meiring, Hanekom expressed regret that the Western Cape had decided not to follow other provinces in implementing the Development Facilitation Act, designed to overcome the "grim legacy" of apartheid.

He said the bill as proposed — which has met with wide opposition from various organs of civil society as well as the National Party controlled Cape metropolitan council — failed to recognise the important new role of local government in planning and development.

It failed to provide for integrated development and "effectively preserves the very different, and unequal, land use management and zoning systems applicable in apartheid's different race zones".

He said he was concerned that the Western Cape was still, in 1998, subject to pre-1994 planning legislation which in many ways formed the basis for the bill.

Clinton

Continued from Page 1

promise of your land". Quoting Max Weber's statement that politics was about the patient boring of holes in hard boards, he said he was aware that change was not always easy, but "the promise before you is immense".

Africa remained the world's greatest development challenge, with a need to overcome poverty, malnutrition and conflict. But democracy and economic development were progressing and the world was seeing what Mbeki had dubbed the African renaissance.

Asking what could be done for or about Africa, US policy had in the past posed the wrong question. What should be asked was "what can we do together with Africa to our mutual benefit". Effort should go into building strong economies, expanding democracy and preventing or ending conflict.

Accompanying the Clintons from Tuynhuys to Parliament, Mandela was joined by his companion Graca Machel. Two SA officers led the group, which was followed by a US Marine Corps officer in dress uniform.

Clinton spent more than an hour in the parliamentary complex after his speech. After chatting to Inkatha Freedom Party (IFP) leader Mangosuthu Buthelezi on his way out of the chamber, he greeted African National Congress and SA Communist Party leader Blade Nzimande, raising a cheer from many MPs.

In Speaker Frene Ginwala's office he met the parliamentary leaders of the ANC (Max Sisulu), the Freedom Front (Constand Viljoen), the Democratic Party (Tony Leon), and the National Party (Marthinus van Schalkwyk), and the IFP's Joe Matthews.

More reports: Page 6
Analysis: Page 16
Delicious irony: Page 18

Johnnic

Continued from Page 1

Another issue being debated is Johnnic's portfolio investments in SAB and Premier. Some other institutional investors in the group believe a Johnnic-Nail merger would be feasible only if both stakes were unbundled out of Johnnic, leaving a more focused group. This will be one of the issues addressed by Johnnic's board subcommittee.

Johnnic's joint control with Liberty Life of SAB and Premier may be seen as giving it little or no influence over their strategic direction or management, but the preponderance of the

SAB stake's value compared to the other assets in the Johnnic portfolio leaves the Johnnic share price highly geared to SAB's stockmarket performance. Johnnic has a market capitalisation of R9,8bn, of which R6,6bn can be attributed to its stake in SAB.

It is unclear at this stage what Nail's view on SAB and Premier would be should the merger go through. Nail MD and executive deputy chairman Dikgang Moseneke said yesterday he could not comment as the companies were trading under cautionary notices.

Nail executives were canvassing some of Nail and Johnnic's institutional shareholders this week as part of protracted and thorough discussions on the proposed merger.

PEANUTS

By Charles Schulz



EDUCATION

fm 27/3/98 (50)

Now I have power, I'll sort out the mess

Amid the chaos, Bengu reckons he offers good value

After four years in office, Education Minister Sibusiso Bengu still refuses to accept blame for education's ills. It's not his fault, he insists, that the public schooling system is in a shambles and higher education is at best limping along. He blames politics for preventing him from taking control of what is happening in the schools, and lack of legislation for being unable to rationalise a badly distorted tertiary sector.

His job, he says, is merely to prescribe education policy, national norms and standards. It's the responsibility of provinces to make them work. Unfortunately, they lack management and administrative capacity. Hence the shambles.

It needn't have been like that, he says. The Constitution says provinces shouldn't take on executive powers in areas where

they have a right to until they have the capacity. But they demanded such powers immediately — and got them for the sake of political peace, he says.

Continuing lack of provincial capacity remains "the biggest problem in achieving satisfactory education delivery".

What Bengu fails to mention is that the Constitution adds: "The national government, by legislative and other measures, must assist provinces to develop the (necessary) administrative capacity."

He refers to the national Department of Education running the matric exam for a couple of years and "babysitting" the provinces in other ways. Only now is the department taking that injunction seriously. It will soon form a small team of administrative experts which, with outside consultants, will be deployed into the



Education Minister Sibusiso Bengu... blames the provinces for schools chaos

provinces to improve their efficiency.

"You can't create a province overnight and expect it to have adequate capacity," he says. "The various political parties should have asked us to maintain a hands-on

approach and keep some kind of control for the sake of the system."

They've done that now, he says, because of the chaos into which the public schooling sector has fallen. But that is an implicit admission by him of political failure — to persuade the IFP in KwaZulu-Natal and the National Party in the Western Cape to seek help far sooner from central government. And though he may be able to shrug off administrative responsibilities, there can be no denying he has to bring about political accommodations.

Not that there is any certainty his Ministry could have provided adequate administrative support. The extent to which money can be found for taking on experts still remains to be seen.

Talking with Bengu confirms the impression his legislation and policy pronouncements have given over the years — of inability to foresee the outcome of steps taken in his name.

He says, for example, that "if education does not work in even one province, the whole system will collapse." Asked to explain why, he says "the education system must be seen as a single, national one." It is left to his interlocutor to suggest the reason is that failure by one province to deliver adequate schooling will result in inter-provincial migration and associated administrative problems. He agrees.

Nor does he appear to appreciate the close connection between what can be afforded for education and the size of SA's economy relative to the number of children. Experts have warned him, he says, that to seek to provide 10 years of free education now "would quickly collapse the system because we live in a country of vast economic disparities."

Because Bengu can't see the difference between economic disparities and the size of the economy as reflected in the tax take, he doesn't appreciate the economic need to get properly prepared youngsters out of school and into the workplace by the most efficient means. He talks approvingly of "centres of schooling excellence", but then reveals his strategy for achieving them will concentrate on raising the standards of the worst-performing schools, rather than on the good ones whose performance has declined since 1994 (he admits they exist) and on those that have shown the will to improve and some success in doing so.

He battles, too, with evaluating delivery. "You can speak of the return on education spending, but how do you measure it?"

The answer is, by counting the number of people it turns out capable of playing significant roles in a steadily more sophisticated economy. His colleagues have realised this, and are finalising a green paper on further education and training

(FET), which takes in grades 10-12 at school level, as well as colleges of education, agriculture and so on.

The aim is to have FET provide several certificated exit points. That would reduce the emphasis on the matric examination and, Bengu hopes, see more people taking vocational training rather than loading universities with twice as many students as technicians.

It would open the way to rationalising SA's 21 universities. Armed since the beginning of this year with new powers by the Higher Education Act, Bengu intends wasting no time. No-one should doubt, he says, that he will merge some universities and close others. But first he must appoint a Council on Higher Education.

And so the system's wheels grind on, establishing a new working relationship with the Department of Finance, setting up an education management development institute, launching district development projects and so on. It will take several more years before tangible improvements are seen in SA education.

Would Bengu, who is about to turn 64, accept a second term in office? He would be obliged to the nation to do so, he replies, because of "the experience I have gained during these years, and the impact I would have on the system now and hereafter."

The task team that failed Vryburg

M+G 27/3-2/4/98 (50)

Andy Duffy

The racial battle that propelled Vryburg High School into the international spotlight came 18 months after a provincial government strategy designed to defuse such flare-ups was drafted.

Provincial government officials in the North West province now fear 50 other schools in the area could be in the same predicament because the transformation strategy was ignored. Premier Popo Molefe's office has already identified five schools as priority monitoring cases.

The province has so far limited blame among its employees to staff at the Department of Education's Vryburg office. However, department insiders claim senior officials, including education chief director Don Ngakane and director IS Molale, must also shoulder responsibility.

Mamokoena Gaoretelelwe, former MEC for education, was fired last November amid allegations of incompetence and corruption.

The trigger for the events at Vryburg was the expulsion of five black pupils for the non-payment of fees. Over the next three weeks, white

parents whipped black pupils with sjamboks, police used teargas and erected razor wire round the school, and vehicles were torched.

The torment continued until last Friday, when Molefe ordered the school to close early for its Easter holiday, and sent in independent investigators.

They took less than a week to identify the main problems at the school. "There was no transformation," the report reads. "The team found that there were two schools operating from one premise."

The report adds that the education

department's Vryburg office was "biased" toward black learners and should be "reorganised".

"The department also failed to play a pro-active and supportive role in the situation."

The report notes that previous recommendations were not implemented, and that the task team that drew them up lacked direction and disbanded too early.

The initial team, established in mid-1996, followed a similar racial skirmish at the Vryburg school.

The 1996 uprising reached a peak when outraged black pupils took former provincial education deputy director general Gulam Husein Mayet hostage.

Mayet was on the task team Molefe established. It also included

Gaoretelelwe, current MEC for Education Zakes Tolo and officials from Molefe's office.

Its recommendations, agreed with Vryburg's governing body, teaching unions and the black pupils, included providing support to schools in their integration efforts, such as finding "creative solutions" to employing more black staff.

Such recommendations, however, were stillborn. Mayet had long fallen out with Gaoretelelwe (he resigned last August), and the senior officials he charged with enforcing the plans let the recommendations quietly die.

It is understood that provincial education officials have been expecting Vryburg to boil over for the past six months.

Another dark place of learning

M+G 27/3-2/4/98 (50)

While all eyes are trained on the Vryburg conflict, another platteland town is experiencing a school race war. Angella Johnson reports

On the banks of the Harts River at the foot of a hillock known as Mamusa, in a fertile valley shaded by handsome acacia trees, lies the town of Schweizer-Reneke.

Blink twice while driving through this former heartland of the old Transvaal Republic and you would miss it.

With its disproportionately wide roads and neatly laid-out colonial-style homes, Schweizer-Reneke is like a quiet oasis surrounded by hectares of bushveld flatland. But a silent war against transformation is threatening to tear this apparent tranquility apart.

The white population, which makes up about 10% of the 85 000 inhabitants spread across this farming community, is fighting to hold on to what they see as the last bastion of their cultural superiority — education.

And the 400-pupil Schweizer-Reneke Hoërskool, which has been forced to enrol 30 black and coloured Afrikaans-speaking children from the nearby township, seems destined to be their Waterloo.

Searing resentment at this "invasion" erupted on the morning of February 5, when four of the township pupils were attacked by white boys wielding cricket bats and sticks as they entered the school gates.

Three black students were hospitalised for several days with head and facial wounds.

Headmaster John Viljoen describes the assault as "an isolated incident" and insists the wounds were superficial "plaster cuts".

"It was not like what later happened at Vryburg," he argues. "We are not a school where hate lives, as some have reported. I have tried very hard to integrate all the students."

Many of his fresh-faced young charges, who were taking part in an annual Afrikaans song festival at the school this week, took a different line. They were almost delirious in their enthusiasm to demonstrate that integrated racial harmony is not on their agenda.

"Rainbow nation is kak (shit)," exclaimed a pudgy youth who identified himself as Piet van Rensburg (16).

"We're not interested with what happens in places like Johannesburg. We were raised on farms where black people work for us, not with us. Look how badly they live! We don't want to mix with them. They have their place and we have ours."

A bubbly blonde girl piped up: "I don't like them because if you listen to the news it's all about violence and death. They just destroy things. My dad says they may run the country, but they won't run us here."

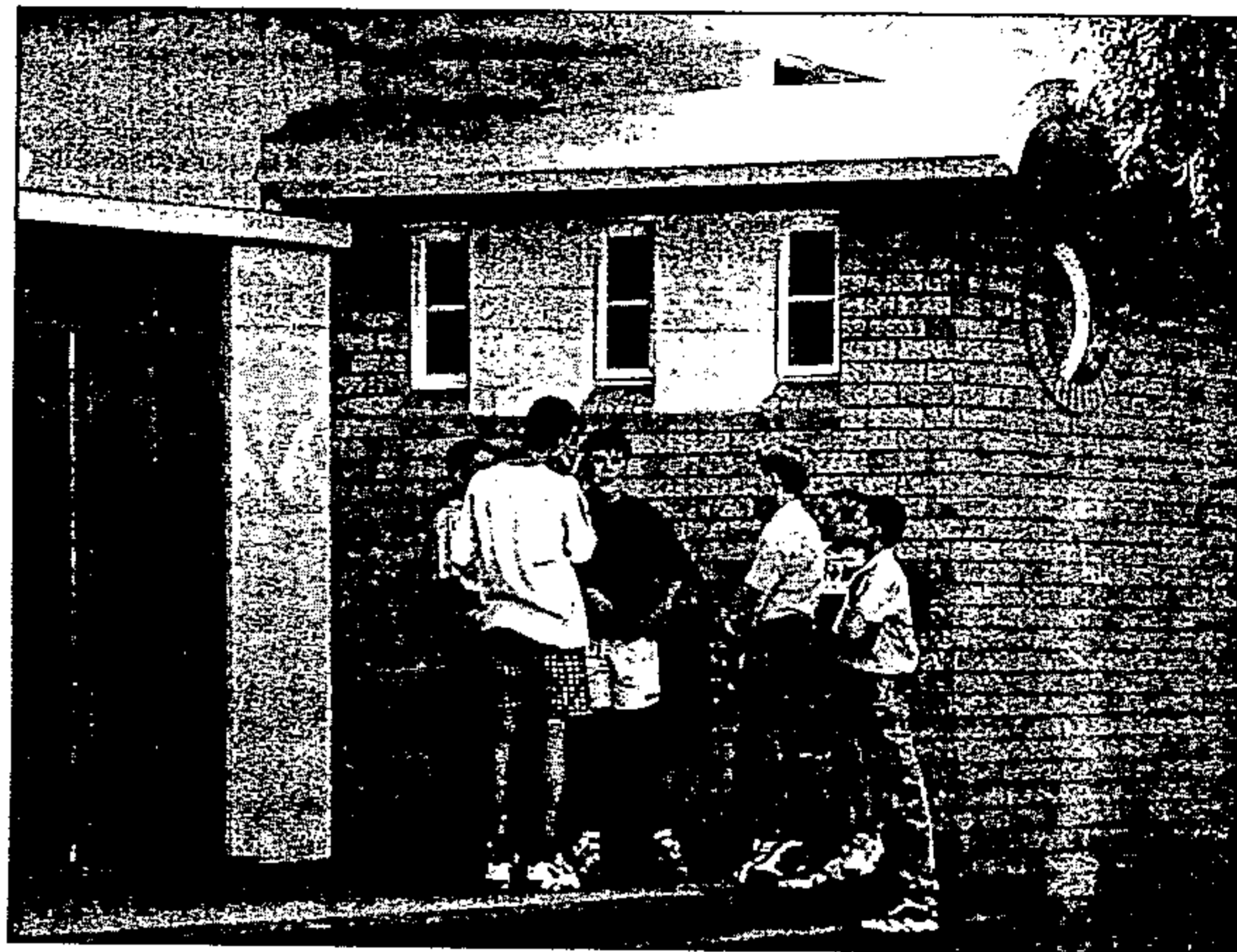
It is clear that the apple has not fallen far from the tree, as two mothers waiting outside to collect their children from the fest attested.

"Everybody has to decide who they want to mix with. It's about knowing your place and not trying to be friends with people who you know don't want you," said Evé Fouche. "We have a right to be with our own kind. I'm not a racist, but it's about choice."

She complained that blacks had all the privileges in the new South Africa. "Okay, we may have had things a little easy before now, but why should our children have to suffer?"

Her companion, Marlize Rautenbach, believes whites are being oppressed under the government's transformation policy. "Everything the blacks do is right, but when we stand up for ourselves it is wrong."

Despite its diminutive size, Schweizer-Reneke — named after the



Battle of Waterloo: Resentment at an 'invasion' by 30 black and coloured pupils at Schweizer-Reneke Hoërskool (above) erupted on February 5. Rocky ground: Mayor Mpho Madevu (left) confesses his town is still very conservative. PHOTOGRAPHS: RUTH MOTAU

two Afrikaner military leaders who slaughtered or drove off the local Korana people they found on the land — has flourished on the production of maize, groundnuts and livestock.

It has also been a fertile breeding ground for white conservatism and an active anti-apartheid movement — African National Congress stalwarts Essop Pahad and Ahmed Kathrada cut their political teeth in the town.

So did the mayor, Mpho Madevu, who confesses that the seeds of transformation have fallen on rocky ground: "This is still a very conservative area and sometimes that makes for poor relations. They may smile at you, but you know you're not really welcome."

Madevu and his wife, who teaches

at one of the township's two high schools, are among the only three black families which have dared to move into town since the 1994 elections. Soon after moving in, he was mistaken by a neighbour as a car thief while standing in his garage.

"I'm not saying all the whites here are racist," Madevu adds. "Some are trying, but mostly things have not changed much for black people here — especially the farm workers."

Even before the school incident, tensions were high in the community because of the brutal murders of several farmers over the past two years.

In the aftermath of each killing, farmers set up commando-style road

blocks where blacks are either verbally abused or assaulted.

Madevu, who once worked as a teacher in farm schools, met the local agricultural union representatives and warned that the killing could be linked to the ill-treatment of farm workers and their families over the years.

"They accused me of siding with black trouble-makers, but they stopped the indiscriminate beatings on the road," he says. The bodies of black men beaten to death are still occasionally found lying at roadsides in the province.

Another source of conflict identified by Madevu is the operation of the civic structures — the town clerk in charge of the day-to-day administration is white, as is his deputy and clerical assistants.

"We have one or two die-hard conservatives working at the town hall who show respect for me because of my authority, but pretend they don't see me when we meet in the supermarket."

Schweizer-Reneke and Vryburg, he argues, are not isolated cases. "Things have only changed superficially in rural towns like this where the struggle [for equality] continues unabated."

Debate rages over Vryburg

Findings of the task team are disputed by SAHRC and others

By DAN DHLAMINI

THE SOUTH African Human Rights Commission (SAHRC) questions the recommendations of the task team on Vryburg High School that the principal LT Scholtz should remain in his position.

The task team handed its report to Education MEC Zacharia Tolo last week.

The SAHRC also questions the task team's recommendation that student leader Clifford Shorane be transferred to another school.

"We are of the opinion that this transfer will create a bad precedent in that all vociferous student leaders will be transferred to other schools under the guise of 'protecting their safety'," the SAHRC said.

The SAHRC supported the task team on the finding concerning racism at the school. Their slight amendment is "to the effect that the anti-racism education be implemented by suitable and credible institutions and be monitored by the Commission on an ongoing basis".

Even Scholtz's commitment to transformation of the school is questioned by the SAHRC.

"In our opinion, Scholtz had sufficient opportunity to demonstrate his commitment to the transformation."

"Although we accept the fact that in some instances he needed the support of the department to transform the school, in other instances it was within his competence to do so," said the SAHRC.

They are also against the task team's recommendation that a black deputy principal be appointed, for the "reason that it is stereotypical and is based on the assumption that the principal will remain white".

"Such a person could be without the authority required to institute the necessary transformation. We recommend that suitably qualified and competent persons, who are committed to transformation and the ethos and values of the Constitution (of our country) be appointed as principal and deputy principal," said the SAHRC.

The Commission also recommends to the Task Team that by the year 2000 practical measures be in



TRYING TO FIND SOLUTIONS... MEC Zacharia Tolo, the North West Education MEC, who received the recommendations of the task team.

place to phase out the dual system. This is because the SAHRC wants to avoid what happened last year.

They explain: "To cite a few examples, when the Commission visited the school it found that there was an inequitable distribution of resources between black and white learners.

Technical subjects, eg. Home Economics, were not available to black learners, and black matriculants were without Maths and English teachers for over a month".

The SAHRC also wants black teachers to be accommodated in the hostels according to agreed criteria.

The SAHRC will also monitor the implementation of transformation at the school, and recommend that the education department, both at provincial and national levels, appoint an advisor on transformation, racism awareness programmes, curriculum develop-

ment, integration and improvement of race relations.

"To that end the Commission proposes that the department furnish it with written progress reports on an ongoing basis. The Commission will assist with workshops on human rights education for the teachers, learners, parents and members of the governing body of the Vryburg High School," said SAHRC.

Hundreds of pupils are expected to gather this afternoon at the Huhudi stadium to decide whether or not to accept the task team's recommendations.

The spokesman for the Vryburg branch of the Congress of South African Students (Cosas), Dammy Mosiapo, told City Press that although the report covered most of the affected pupil's demands, they still had some doubts.

"We do have reservations regarding the increased school fees and the presence of the principal

Scholtz.

"Despite differences among members, there is a general feeling that for peace's sake, he should be given a long rope to hang himself.

"If he does not implement transformation, it will only prove that he failed the test of time. But we will get a clear mandate from our members," said Mosiapo.

The South African Students Congress (Sasco) provincial chairman Smuts Matshe said his organisation was disappointed at the way the provincial ANC government had been handling the Vryburg issue.

Matshe said in Sasco's view the government failed to implement the popular mandate gained in the 1994 elections.

He said Sasco called on the Education Minister Sibusiso Bhengu to exercise control over schools as it seemed there was a clear agenda by right wing elements to destabilise the country using education as their springboard.

Matshe cited previous incidents at Potchefstroom University, Rand Afrikaanse University (RAU), Schweizer-Reneke, Rustenburg and Lichtenburg.

"Since 1996, when this problem emerged for the first time, our government avoided making any serious decision to permanently resolve this matter as part of its programme of Transforming Education," said Matshe.

Regarding the task team report Matshe said Scholtz should be given a chance to implement transformation. If he fails he shall have kicked himself out of the Vryburg High School.

Matshe said because of lack of transformation in the security forces and the judicial system, Sasco felt that charges against the whites who sjambokked blacks and youths involved in acts of violence should be dropped.

He said there was already a perception among blacks in the Vryburg area that justice would not be done because of the involvement of Vryburg's chief magistrate, Johan Pretorius, in the fracas.

Earlier Pretorius had told City Press that under normal circumstances he would recuse himself from presiding over cases related to the Vryburg High School saga.

The general feeling of most black and white parents, pupils, teachers and organisations in Vryburg, which was last week engulfed in violence, is that peace must be given a chance.

The task team, headed by Ther-

esa Oakley-Smith, has interviewed a wide spectrum of stakeholders and has made recommendations, some of which were this week adopted by the North West Government's Executive Committee (Exco) after a lengthy debate.

However, deputy chairman of the Vryburg High School's Governing Body which has been stripped of its powers by government, Frik de Bruin, said he personally did not have a problem with the recommendations of the task team.

He said he agreed with the recommendations that Scholtz should keep his post and with the increase in school fees.

But he said he could not see why a democratically elected governing body could be dissolved and another one elected.

"I want black parents to be represented in the governing body, but it is impossible that in a democratic election, black parents of 140 learners can be equal in numbers to white parents of 600 pupils," said De Bruin.

De Bruin said all the parents of children attending at Vryburg High School and other stakeholders will hold a meeting tomorrow morning at the NG Kerk hall where crucial issues regarding the school will be discussed.

Mayor of Greater Vryburg, Hoffman Galeng, who is under tremendous pressure from some members of the white community who are demanding his resignation, said he was satisfied with the report.

The white tax- and rate-payers have distributed pamphlets threatening to withhold their taxes in a bid to force Galeng to resign.

Galeng said no resident was above the law and that those who would not pay for services would face the law.

"The council will switch off their electricity, hand them over to council lawyers and subsequently attach their properties. It's a small group that did not accept change. There are however other members of the white community who are countering that small group," said Galeng.

South African Democratic Teachers Union (Sadtu) provincial deputy secretary Omphile Motang said although they had initially wanted Scholtz to go, they would accept the report.

Motang said Sadtu however felt very strongly that the black deputy principal's powers must be increased in order to facilitate transformation.

SA research councils to stay

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Yuvo Myoko
BB 3/3/98

CAPE TOWN — Government was set to retain the existing statutory scientific-research councils as they were found to be "a major strategic asset", Lionel Mtshali, the minister of arts, culture, science and technology, said yesterday.

Mtshali's announcement followed a review of the councils conducted by international and local experts, which began last October.

A number of the councils have suffered budget cuts in the coming financial year. There have been talks of streamlining them to avoid duplication and to cut costs, raising concerns about job losses.

Vryburg parents will fight move to dissolve body

By JACQUI REEVES
Education Reporter

Angry Vryburg High School parents yesterday applied for an interdict to overturn the North West department of education's decision to dissolve the school's governing body.

The chairman of the now defunct governing body, Cobus Venter, said the parents had received the findings of a task team investigating racial clashes at the school with "an open mind", but they were not willing to accept the dissolution of their governing structure because of its all-white make-up.

"Not once during this whole saga has the government been able to say, 'you did something wrong here', so we will fight this. We were democratically elected and should be reinstated," he said.

Venter said moves had been made by the governing body to include black parents. "We told the province three weeks ago that we would co-opt some black parents on to the governing body, but they did not respond and simply took away our powers," he said.

More than 200 parents turned up yesterday for North West Education MEC Zacharia Tolo's briefing.

(50) Star 3/3/98
Speaking to The Star last night, Tolo said that if parents wanted to take a third party into the negotiations, they would "spoil the broth". "It is their right to pursue litigation, but my office remains open should they want to negotiate," he said.

Sources within the parent body confirmed there were divisions within the group: "Some of us just don't see the point in going after Tolo over the governing-body issue. This thing has dragged on for too long now and some of us just feel we should bring it all to an end."

Another meeting has been scheduled for Thursday.

Keeping mother

By Nthabi Moreosele

SOUTH Africa has the luxury of an abnormal language policy which is only affecting blacks at school, says Professor Ekkerhard Wolff of the Institute of African Studies at Leipzig University in Germany.

Wolff was speaking after a workshop held by the Centre for Research in the Politics of Language at the University of Pretoria early this month.

The workshop was titled the Role of the African Languages in Democratic South Africa.

Wolff said the norm all over the world was mother tongue instruction. The elite, by taking their children to English medium schools, were helping in the suicide of the African languages.

"Mother tongue instruction is a most effective way to function cognitively and socially," he said. "English instruction is like limping on one leg all your life. It is like self-amputation."

Nigerian Professor Ayo Bamgbose echoed these views. He said the shift to non-racial schools in South Africa was typical of the elite groups in Africa.

But their reasons were that these schools were rich in the quality teachers, learning environment and materials. Their preference was not entirely due to the status of a European language but because of the higher quality of education.

The elite made up only 15 percent of the population and therefore Government could not legislate for all on the basis of the preference of a minority.

"If the situation were to arise where education improved in public schools, the elite would be the first to send their children to those schools."

Model schools

"We propose that the Government and non-governmental organisations should establish model schools in which the medium of instruction is in an African language and English is only taught as a subject."

Bamgbose said the elevation of English and denigration of African languages and the resistance to the idea was because of apartheid's treatment of African languages. Africans were taught "soft" subjects while whites were taught "real" subjects.

"If we do not do something about black languages, the Afrikaners will have the last laugh. African languages will be disparaged while Afrikaners go on teaching their children in Afrikaans," Bamgbose said.

Wolff said all so-called developed countries, which started climbing up from rural bases, would not have succeeded if they had adopted a foreign language.

"The politics of apartheid crippled the perception of African languages. That is why there are low and dismal matric results," Wolff said.

The two professors said translation of manuals and textbooks was not a problem. Use of the language in education would lead to new words, a by product of using African languages beyond their present level into higher domains. New words would have to be found for new terms.

A case in point was the word Soweto which many take to be an African word. It is in fact an acronym for "South Western Townships".

"You begin by using African equivalents if any," Wolff said. "There are very few if any problems in biolo-

gy, for example a back is a back and all languages have a name for it.

"When you move to more esoteric terms, for instance a square, in most languages it is a four-sided figure. But the same can be said for a rectangle and a parallelogram. The descriptive language will have to be more specific. In this case you can borrow terms from dialects - a serving mat can be a table."

Bamgbose said language had a poetic resonance and African terms can compete with foreign borrowed words until the preferred one becomes the norm.

"In my tongue, Yoruba, a radio is called 'One that speaks but does not wait for a reply'," Bamgbose said.

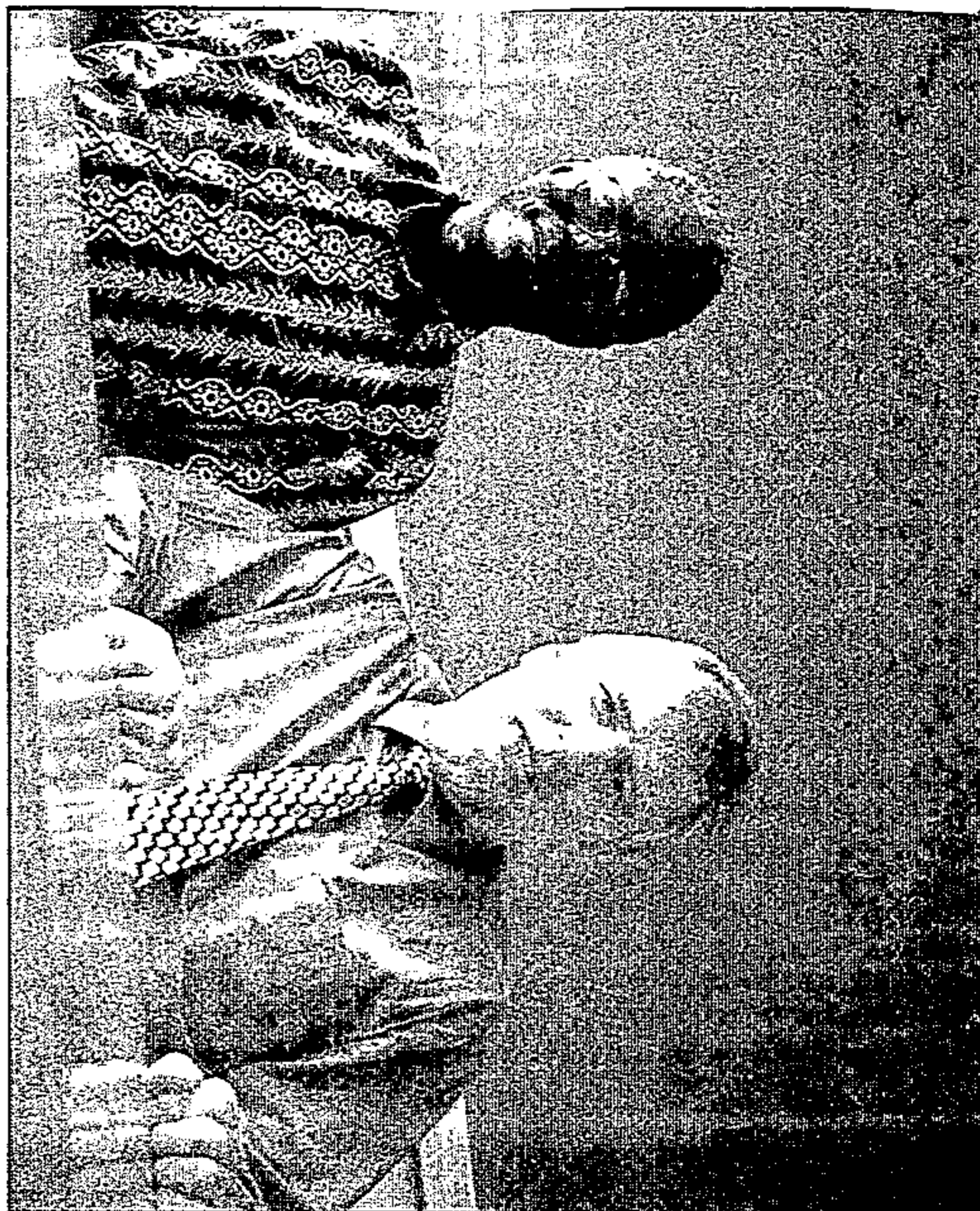
"The term has been shortened with usage but radio is now the preferred word."

The professors said it was an uninformed opinion that African languages could not express certain mathematical terms. They said the terms would be found or invented if people were forced to do so.

Bamgbose said another reason for using mother tongue instruction was the need for development. "Each time people think about development, they think of concrete, steel and so on.

"That is wrong. Development is linked to people. There is no development without a thorough grounding in the first language."

Professors Ayo Bamgbose and Ekkerhard Wolff are arguing for a better use of indigenous languages.
PIC: NTHABI MOREOSELE



Sowetan 3/3/98
Tongue alive

(50)

Resignation call leads to boycott threat in town that forgot tolerance

Vryburg - Demands for the resignation of Vryburg mayor Hoffmann Galeng by the local ratepayers' association could be met by a consumer boycott of white-owned businesses, splitting this racially divided town even further.

Galeng said yesterday he was not responsible for closing Vryburg High School, and that calls for a rates boycott to put pressure on him to resign were undemocratic and had been instituted by someone with a personal agenda.

On Monday the New Ratepayers' Association accepted a resolution to withhold all rates and taxes payable to Vryburg municipality from May 1 until the mayor resigned both as councillor and mayor, or was removed by a higher authority.

The demand followed hot on the heels of an application for an interdict by members of the dismissed governing body of the school which asked the

Mmabatho High Court to set aside the decision to strip them of their powers.

The application will be heard on Friday.

"Our mayor has never been a man for reconciliation, he

Vryburg is not a banana republic, says mayor

prefers confrontation and stirs racial division," said Abel Bester, chairman of the New Ratepayers' Association.

He said residents would continue to pay water, lights and service accounts, but rates and taxes would be paid into a trust account audited by two independent auditors.

Bester said the ratepayers'

(50) Star 1/4/98
association was formed in November 1996 and that Monday's meeting was attended by members of all race groups.

He could not say how many ratepayers belonged to the association.

Galeng said Vryburg was not a banana republic where everybody could do as they wanted.

"I was democratically elected by the community of Vryburg and will not resign from office. People with personal agendas must stop dividing the communities of Vryburg.

"The black community has already called for a consumer boycott of white businesses in the town, but I have convinced them not to do so.

"The entire process has been orchestrated by an individual who is frantically trying to mobilise a sector of the community against me. It will not work," Galeng said. - Sapa

Language not major issue in learning

(50) Sowetan

By Nthabi Moreosele 1/4/98

WHILE it is fine to postulate that mother tongue instruction is the best way of imparting knowledge, it is a tall order in the South African situation.

This was said by Dr SP Matseke, former principal of Orlando West High School in Soweto.

He said while vernacular instruction was ideal in the first two years to accustom the child to the school environment and to learning, those who continued their education in the vernacular still failed.

"The real reason behind success or failure is the teacher's attitude," Matseke said.

"It is the motivation and the attitude that the teacher imparts to pupils that leads to their success or failure. It does not depend on the language used.

"Several high profile South Africans passed mathematics and science with flying colours despite learning in English, their second language."

Matseke said the theory did not hold water because children in America pass mathematics because they have very good teachers. He said if a teacher made the subject difficult then the child would not understand it.

Matseke also said in other countries technology was studied at an early age. It was not treated as an alien concept.

"Language is merely the vehicle of passing knowledge to a child," Matseke said.

"I have misplaced an article which says 'maths as a science is as simple or as difficult as it is taught'," he added.

Vryburg wrangle gets even worse

(50) *Southern 1/4/98*

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Banana republic

The mayor said Vryburg was not a banana republic where everybody could do as they wanted.

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"The entire process has been orchestrated by an individual who is frantically trying to mobilise a sector of the community against me. It will not work," he said. - Sapa.

ATIRV ...



Government helps market SA

Patrick Wadula

GOVERNMENT has pledged a R10m marketing assistance scheme to encourage and enable entrepreneurs to market SA worldwide as an attractive tourist destination.

Deputy Environmental Affairs and Tourism Minister Peter Mokaba said the aim of the scheme was to compensate entrepreneurs active in tourism for certain costs incurred when promoting international tourism to SA.

He said SA needed to realise the country's tourism vision and fully capitalise on the major contribution it had to offer to the country's economy.

"More emphasis therefore needs to be placed on innovative and aggressive positioning of SA in global markets and assistance to the private sector in achieving this goal," Mokaba said.

The scheme would provide financial assistance to the industry for international sales and marketing missions, including investment recruitment missions, exhibitions and the production and distribution of international tourism marketing material.

Assistance included expenses for travel, exhibition, postage and transportation costs of marketing material and assistance for the design, printing and distribution of such material

internationally.

Tourism department chief director Mike Fabricius said companies which wished to make use of the scheme had to register with the department.

Those interested had to meet certain criteria, including trading for commercial gain, membership of a recognised tourism organisation and being appropriately equipped to conduct business in the international marketplace.

They had to have participated in an SA Tourism-organised international exhibition or be formally approved by Satour to participate in events.

Fabricius said the scheme also provided for emerging tourism enterprises that were independently owned and managed.

The companies had to have been in business for more than three years with a turnover of less than R5m and operational costs that were less than R2m.

"We have formulated a development strategy on tourism, which targets a growth of 71% in international tourism arrivals until 2000," Fabricius said.

He said this would result in a rise in foreign earnings to R23bn a year and sustainable tourism-related job creation of between 550 000 and 860 000 jobs

BD 1/4/98

R90m donated to education NGOs

Primerashini Phay

THE Joint Education Trust (Jet) announced yesterday a further commitment of R90m over a three-year period from the Private Sector Initiative to fund non-governmental organisations in education and training.

Jet was set up by the initiative in 1992 to draw together major political parties, trade unions, business and educational organisations which represented the then disenfranchised citizens of SA.

Its mission was to address the education crisis in SA on a national scale.

Over the past six years, Jet has acquired nearly R400m from the initiative. The money has been distributed to more than 40 non-governmental and community organisations. The funding was directed to the most disadvantaged sectors of SA society in a bid to improve the quality of education and the relationship between education and business.

BD 1/4/98



ANGRY: Brian O'Connell

Odds stacked against schools being vibrant

TROYE LUND

IN a landmark address about the state of education in South Africa, Western Cape education head, Mr Brian O'Connell said the odds were stacked heavily against schools developing as vibrant sites of learning.

"I believe that unless some factoring up takes place urgently, bravely and decisively, schools will not play the role that this country needs them to play to ensure its development," he said. O'Connell was addressing the

annual general meeting of the Joint Education Trust (JET) — a government and private sector partnership that administers and co-ordinates funds donated by foreign donors and 18 of South Africa's top companies.

O'Connell stressed that because decisions taken over the past two years had been related to pupil/teacher ratios, the response and focus has been on teachers not teaching.

"This has meant that, in many schools, it has not been possible for serious engagement about organisa-

tional and personal development.

"What is happening to school improvement and the enhancement of quality in the classroom while the state and teacher unions are in conflict?" O'Connell asked.

He added: "During the struggle in South Africa, we believed that all teachers were caged professionals, beating the bars with fury, fighting for release. We believed that opening up the gate would unleash mega-tons of pent-up teaching power.

"Thank God that in places in our country this has happened, but alas,

as a general rule, that power, whatever kind it was, dissipated fast."

His anger and bitterness extended to the fact that in this, the most democratic of countries, children were again involved in actions against the state that seriously disrupted school life.

"I hoped and prayed that this would never happen again, because once a school is disrupted, it takes years to reconstruct what has been lost, and many years after that for that school to develop into a learning organisation," he said. He then told his audience that

the progress that had been made in many schools over the past two years was now being undone.

"Unless we face the realities, share a common vision, South African schooling will fail this country."

"I am very angry at the lack of knowledge about this country and the challenges facing it.

"Government and other agencies should by now have ensured that every South African understood why economic constraints exist. "Our democracy is so fragile and we need people to be informed, so

that they can understand why certain decisions are made so they can react on the basis of that knowledge, whether they support or reject it.

Many South Africans were also completely dependent on the state and believed the state should be responsible for solving every problem.

He added: "When are South Africans going to learn that they are the South African state. They have to stop believing that someone, somehow will ensure things are done for them. We must, if we are to succeed as a nation, learn to do

things for ourselves."

O'Connell stressed that teachers had to reflect and act on what the country expected and needed from them.

Those who were too "tardy" to do this should be forced to reflect on what they were achieving in their work by appraisals and assessments, he suggested, and added that the focus had to shift away from teachers to teaching.

He thanked those "many, many" professional teachers who, despite adverse conditions, had never ceased to nurture learning.

sites of learning



Falling behind: Despite emergency training and materials, 20 000 targeted primary schools missed the launch of Curriculum 2005. PHOTOGRAPH: DANNY HOFFMAN

Curriculum 2005 falls further behind

Andy Duffy

The government is poised to again delay the introduction of the new school curriculum after its launch earlier this year missed at least 20 000 primary schools, one in five of the schools targeted.

Provincial report-backs for the first term of the school year show that up to half of the primary schools in some provinces had ignored the launch of Curriculum 2005.

The blow is all the more bitter because the national education department had attempted to kickstart the phase-in. It provided emergency training and materials to ensure all the provinces could at least all start from the same footing.

But Department of Education Deputy Director General Ihron Rensburg says several provinces had failed to implement the emergency plans. The worst culprits were the Free State, KwaZulu-Natal, the Northern Province and North West.

The start-up scheme, initially costed at R25-million and slated to run for just three months, may now run for the entire school year and cost up to R80-million. In the meantime, the department is considering

delaying the curriculum's introduction in other grades for another year.

Another, less-favoured option would be to allow those provinces that are doing well, such as Gauteng and the Western Cape, to stick to the original timetable.

Rensburg says the department's decision to seek maximum involvement from the provinces in the launch has probably backfired. The department's options now include cutting out provincial departments by arranging for textbook publishers to deal directly with schools. Rensburg adds, however, that this proposal is also dangerous, given the lack of management capacity at school level and the vulnerability of such a set-up to fraud. The department is also seeking to draft in NGOs to help provide teacher training and support.

Teaching unions have been warning for months that the curriculum's launch would hit problems at provincial level. Provinces spend the bulk of their education budgets on personnel, leaving little for expenditure on training or textbooks.

Education in the North West and Free State has also been hampered by chaotic management. Both provinces have fired education MECs recently.

Such obstacles forced Minister of Education Sibusiso Bengu last July to limit the curriculum's launch to just grade one, with the phase-in for additional grades running from 1999.

Rensburg says the phase-in for grade two can probably go ahead as planned next year, but that the launch in grades three and seven will probably have to be delayed for another year. He remains confident that the curriculum will be fully in place by 2005. Much hinges, however, on the funds the department can raise for training and materials.

Rensburg reckons the total cost this year could be about R80-million. Some of the cash will come from a recently established department policy reserve, but the department will also look to the president's education fund for further support.

The National Professional Teachers' Organisation of South Africa says schools in areas such as Gauteng are doing well with the new curriculum, but these are "isolated cases". "We've realised all along the magnitude of the task ahead," says representative Andrew Pyper. "One has to be realistic. There are few materials and it is physically impossible to train so many people so quickly."

70
MIG 3-8/4/98

SA and US on educational cliff face

(70) MD 3/4/98

If SA is looking to the US for lessons in outcomes based education, it could be surprised at the similarities between the two countries, not the differences, write **Arnold Packer** and **Philip Christensen**

IF BILL Clinton found a moment to read local newspapers during his whirlwind visit to SA, he would have discovered enough problems in the education sector alone to take his mind off some of the more vexing issues facing him.

Threats of mass action by teachers reflects a funding crisis that not only is producing teacher retrenchments and consequent increases in student-teacher ratios, but has left so little money other than for salary budgets that essentials such as textbooks and stationery are lacking at many schools. This, in turn, creates a variety of knock-on effects such as the ailing education publishing industry, which laid off 15% of its labour force in February alone.

Events at Vryburg High School represent the latest act in a drama of racial conflict within schools that would be all too prominent in the memories of an American president from the south. Behind such headlines lies growing public concern that government may simply be wrong about Curriculum 2005 and the national qualifications framework in which it lies, if not in theory than at least in early practice.

One might assume Clinton would look on these challenges as another example of how far SA must travel to catch up with the US and its G-7 partners. Certainly many South Africans do. But in several important respects they are mistaken.

In a series of meetings late last year with key local players in education and training reform, we were struck not by the differences, but by the similarities between the two nations. In fact many of the challenges seem so alike that it is easy to forget which country one is speaking about.

These similarities offer both encouragement and cautions about the qualifications framework and its associated reforms.

Obviously we found differences as well as parallels between the two nations. The US labour force is almost fully employed, while more than a third of the SA workforce remains outside of the formal economy. Paradoxically, the growth rates in both economies are restrained by a shortage of skilled workers. The sturdiness of democratic government in the US rests on 200 years of history, while the new SA has yet to reach its fourth birthday. Yet political success in both countries requires redress for those whose potential has been denied by past policies.

The US has committed itself to providing Internet access to all schools by the year 2000, while 67% of SA schools remain without electricity and/or telephone lines. But South Africans, when asked whether the Internet will be available to everyone in 2020, always say it will be sooner than that.

Outcomes

To an American familiar with a decentralised education system the South African system seems to allow for central direction of change. However, the implementation concerns of Gauteng education MEC Mary Metcalfe seem much like those of Maryland's state superintendent of schools, as does the intensity of their response to these challenges.

Still, these are broad strokes. It is at a more detailed level that the similarities are most profound. The South African attempt to break free from rigid academic curricula to prepare students for the rigorous competition of the 21st century has taken the form of outcomes-based education. The national qualifications framework comprises seven essential outcomes, elements common to all areas of work.

In 1992, the US labour department published five competencies and a three-part foundation which defined workplace know-how (in the report of the labour secretary's commission on achieving necessary skills, or scans). The two results are close relatives.

Independently asking the same question — what are the basic skills required to live and work in the 21st century — experts in the two countries have come to very similar conclusions: teamwork, managing information, interpreting and communicating information through maths and science, using technological and scientific systems, problem solving, thinking and learning in different ways and acquiring fundamental personal qualities such as integrity and the ability to make wise choices.

SA is also introducing specific outcomes that represent the skills and information required in particular occupational contexts. At the same time, the US has established a national skills standards Board and voluntary industry standards groups. The SA hospitality industry training board is establishing national qualifications for its domain. Its

US counterpart is the hospitality and tourism skills board.

Both are attempting to define job-driven criteria for successful hospitality workers and to translate them into valid learning outcomes.

Both intend to provide foundations for more focused training programmes and more portable certificates.

Both countries, in other words, have chosen the same approach for translating fundamental outcomes into industry specific core and elective outcomes. Both countries find themselves at the very beginning of this standard-setting process.

In the US, one can no longer use the words "outcomes-based education" which many segments of US society now associate with failed innovation.

The cautionary lesson for SA needs no further comment. But American "standards-based school reform" looks a lot like SA's Curriculum 2005.

Both countries seek to integrate academic and career related education. Both are enamoured of co-operative (as opposed to competitive) learning. Both want to assess "authentic performance on real tasks" rather than using multiple choice tests. Both are concerned about the quality of their teachers' education and of the need to shift from "teacher centred" to "learner centred" instruction.

Finally, and most importantly, neither nation knows precisely how to bring about the desired changes. Implementation in pilot programmes or selected situations is proceeding, but systemic

knowledge that will make a difference, not according to academic syllabi. Assess learners on the basis of real-world tasks, not artificial exercises. Who can argue with these basic principles?

Perhaps it is time for South Africans and Americans to accept the inevitability of these trends and direct their attention and their concern to where the real dangers lie: implementation.

This is where both countries have so much work left to do. This is where they ultimately will win or lose the race.

As always, the devil is in the details.

□ Packer is a senior Fellow at Johns Hopkins University's Institute for Policy Studies and was an executive director of the scans commission. Christensen is a Gauteng-based consultant specialising in transforming education and training systems.

change — the educational transformation required by both countries — will take a massive and sustained effort. Instructional materials will have to be created, produced and distributed. Assessments of the new outcomes must be developed. Teachers' education and retraining will have to be revamped. No one can claim that the US (or any other country) already has the answers which SA must now copy. Both countries have just begun to sail uncharted educational waters as they head towards the new horizon of global competition.

As risky as this situation may be, it at least gives SA the potential to win the race. The fact that the two nations have chosen parallel courses offers some reason for confidence in the direction taken.

Focus on what learners can do, not on what teachers teach. Define content according to the skills and

At the wrongs end of the stick

Teachers were banned from hitting their pupils more than a year ago. But the cane is still common in many schools, writes CORNIA PRETORIUS

ST 5/14/198

(50) (298)

IT'S against the law. But children who arrive late for assembly at Jabulani Technical High School in Soweto know they will be in for a whack across their palms.

This is just one of many schools in South Africa that has decided, with parents' consent, to continue using the stick.

Pupils said they knew teachers were not allowed to hit them, but they were happy as long as the teachers did not hurt them.

A teacher on gate duty said: "At some schools around here the pupils stroll in at 9am. They know they will get away with it. Their discipline is shocking."

Most schools appear to have instructed their teachers to obey the law, and some have implemented innovative disciplinary procedures, like community service. But a number admit to using the stick. There have also been more than a dozen cases in the past few months of individual teachers snapping under pressure and landing in trouble.

Only Gauteng and the Eastern and Western Cape have provided their schools with ideas on how to maintain discipline.

The Gauteng department has issued a 23-page document to schools for comment. It deals with issues ranging from arriving late to murder, and divides transgressions into five categories, suggesting action for each one.

It suggests that a pupil who fails to do his homework, bunks a lesson or cheats in a test be given a "verbal warning, constructive extra work, small mental tasks or detention". There is also a suggestion for a demerit system, in terms of which pupils start the year with credits, and parents are called in when these fall below a certain level.

Repetition of one of these offences would become a class-two offence, the solutions for which included "conferences with learner, conferences with parent, written warnings, behavioural contracts" and detention or working in the school grounds. Offences in this category included sweating, smoking, bunking a number of lessons or displaying racial intolerance.

Class-three offences included injuring another person, gambling, drinking, disrupting classes, pornography, drugs and arson. Punishment could involve up to one week's suspension. Class-four offences included threatening someone with a weapon, "sexually grabbing someone", having sex, selling drugs, boycotting school and forging documents or signatures.

In these cases, parents would be notified immediately. The parents and their child could then sign an agreement with the school undertaking to behave.



Graphic: SHAHN IRWIN

The most severe punishment would be suspension for up to a week, but only after a disciplinary inquiry was held.

Class-five offences included rape, assault, sexual harassment and murder. These could lead to a school asking the head of the education department to expel a pupil. The police should be informed in cases involving a crime.

Those offered by the Eastern Cape are vague, and deal with issues like not punishing a group of children for something done by only one child.

Dr Shirley Kokot, an educational psychologist at Unisa and the principal of a school for gifted children, said the ban on corporal punishment had left schools with a huge problem. "Through never an advocate of corporal punishment herself, or a mother who had used it on her own children, Kokot said she

believed it was a good thing when not abused.

Although many previously white schools had strict rules regarding the use of the cane, Kokot said that after hearing what went on in some schools, she could understand why it had been outlawed.

Some children benefited from detention — the most popular punishment — but it was not a real deterrent, she said.

She sympathised with the parents of children who were punished, but said that when two children fight, the teacher will send them out with a third child as a mediator to solve their problem. Another method, "time out", involves asking a child to leave the class and calm down. However, this option is not allowed in state schools.

Thibang Letwaba, the headmaster of a school in Northern Province, admitted using the cane. "Corporal punishment is barbaric, but teachers are not trained to deal with discipline offences if it does not have

an alternative."

He said he would prefer not to use the stick, and was trying to implement "conflict resolution".

Letwaba said only mature teachers were allowed to use the cane when, for example, a pupil scored less than 40 percent in a test. "The maximum number of smacks was two, because pupils knew the law, and more would lead to a 'rebellion'."

Johnsburg, said discipline had deteriorated since the law was changed. Her school obeyed the law — the most common forms of punishment were extra work or cleaning in and around the school, but after 20 years of teaching, she believed corporal punishment was "best".

Dick, a teacher in Mpuulanganga, was lucky not to have faced criminal charges when he snapped and hit a 17-year-old boy 17 times with a feather duster last month after he had made 19 mistakes in his work.

Additional reporting by Lucas

Vryburg tensions soar

(50) 5/4/98

A MEETING with North-West local government MEC Darkey Africa on Friday failed to convince the Vryburg ratepayer's association to call off its rates boycott.

A group of Vryburg ratepayers on Monday resolved to withhold rates payments in a protest to demand the resignation of the town's mayor, Goatlotsemang Galeng.

The ratepayers accused Galeng of meddling in council affairs and fanning the recent outbreak of racial

violence in the North-West town, which started over a month ago at Vryburg High School.

"We won't budge," association chairman Abel Bester said on Monday, "the boycott starts on May 1 unless Galeng is removed."

Bester did, however, agree to meet officials from the Vryburg African National Congress office next week to discuss the association's grievances.

He said as Galeng was appointed by the ANC, they were the only people who could remove him.

"We have no squabble with the rest of the council. Galeng is the fly in the ointment."

Galeng on Friday dismissed Bester's demand.

"My resignation does not depend on what a section of rightwingers wants. The only people empowered to replace me are the ANC," he said.

Bester's group proposes to deposit the withheld rates into a trust account until their demand is met.

A rates boycott would cripple Vry-

White ratepayers boycott v black consumer boycott



PREMIER HEADACHE... That's what premier Popo Molefe probably thinks about Vryburg.

burg in two months, town clerk William Langeveld told Sapa on Friday.

Africa said the meeting with the ratepayers was "conducted in an atmosphere of goodwill" and it was resolved that they would meet the

ANC next week.

"Demand should not be a condition of negotiation," Africa said.

"Vryburg is a wounded town and needs to heal its own problems."

The Pan Africanist Congress intends starting a consumer boycott in Vryburg on Monday in protest against the assault of some black pupils outside Vryburg High.

PAC spokesman Reaname Sediti on Friday said: "The people who assaulted our kids were never apprehended."

The ANC in Vryburg has distanced itself from the boycott.

"People are clouding (the problems) along racial lines.

"Not all white people in Vryburg don't want black children at their school and that is the rationale behind the boycott," ANC spokesman Speedo Moreosele said.

Also on Monday, the disempowered all-white governing body of Vryburg High will know the outcome of an appeal against the suspension of their powers. The body was stripped of its powers by the North-West department of education last month, when the school closed early. - Sapa.

'Reforming education needs more than money'

Dustin Chick Pp 6/14/98

INVESTING more than just money in the SA education system was crucial in the process of transforming the management of local education institutions, the Heads, Teachers and Industry (HTI) organisation said at the weekend.

Caroline Faulkner, HTI's executive director in SA, said at a forum on education and business in Johannesburg that transformation of the education system, coupled with the requirement for teachers to also act as managers, meant that a vast majority of school principals and senior teachers had to perform tasks for which they had no training.

Although schools could never be run as "mini businesses", certain aspects of the administration of companies applied, she said. These aspects included goal striving, strategic planning and quality control and assurance.

Faulkner said that the national and provincial education departments could learn from the British Education Reform Act which opened schools up to market forces, especially in the implementation of an education management programme.

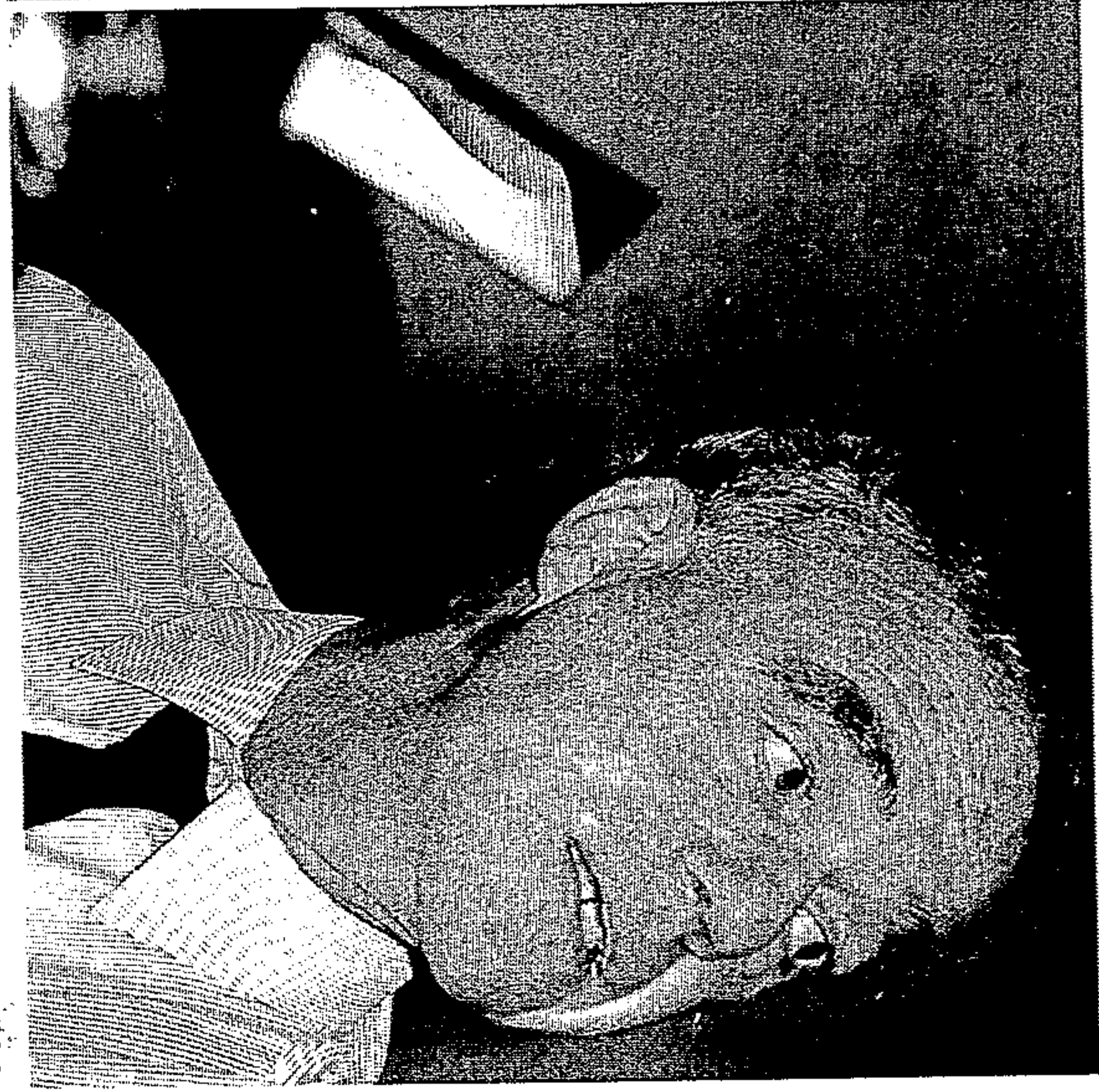
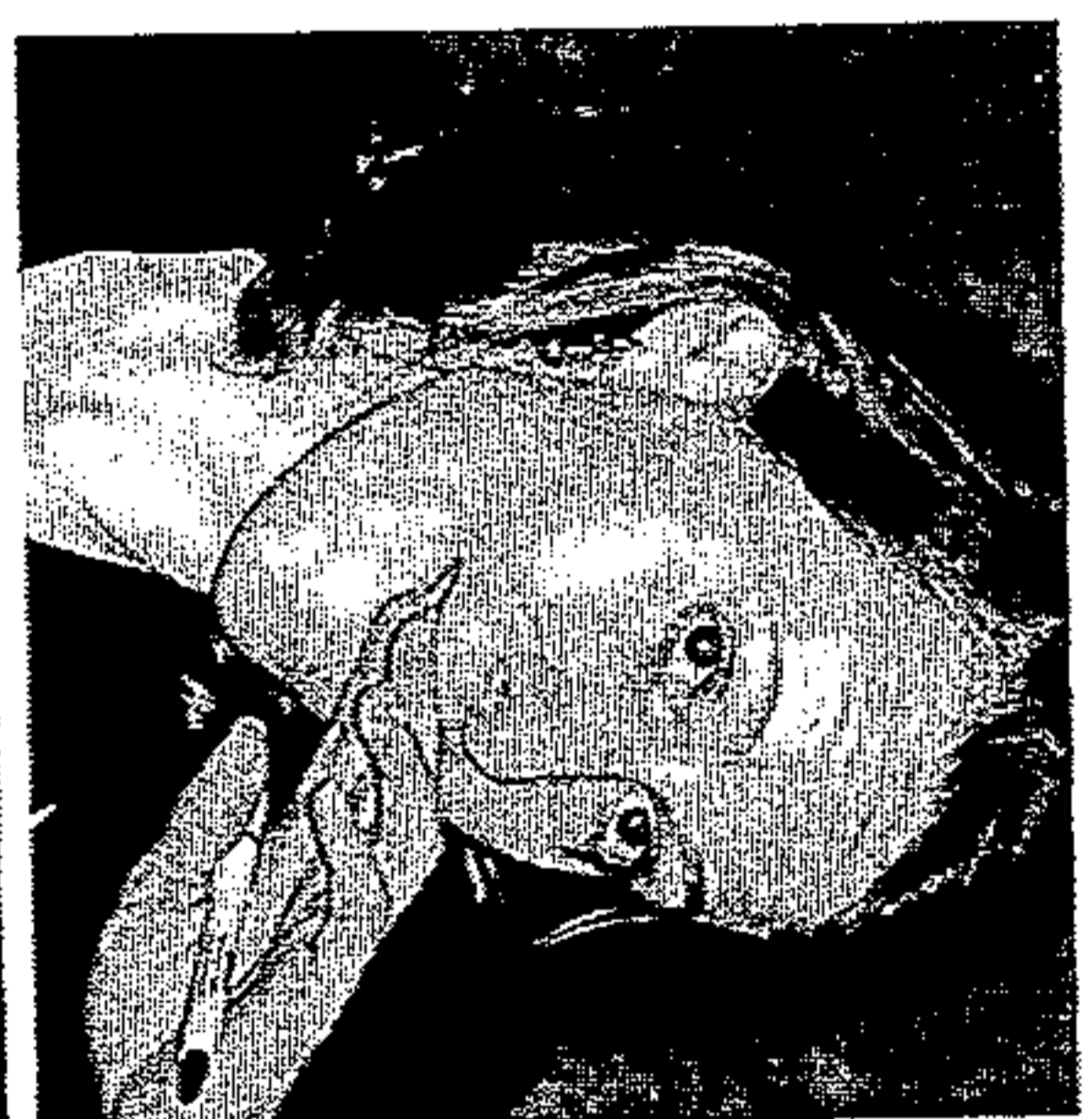
Standard Bank Foundation head Don Macey said that corporate support in a developing education system was of fundamental importance. However, educational institutions and

non-governmental organisations (NGOs) needed to realise that corporate companies faced similar challenges, and were not simply "pots of gold".

Companies operated in a highly competitive environment (for example, there were more than 66 banks operating in SA). This made it all the more important for companies to become corporate citizens, said Macey.

It was becoming increasingly popular for companies to give support in their fields of influence — with food companies targeting hunger relief, publishing houses illiteracy and oil companies the environment.

Macey said that NGOs had to meet strict criteria before they "were simply handed a blank cheque". NGOs needed to be credible, relevant and, most importantly, sustainable. Companies needed to understand the difference between sponsorships and goodwill, and should not try to get as much mileage out of an event as possible. There could be no profit for a business in a disintegrating society.



Caroline Faulkner, executive director of the Heads, Teachers and Industry organisation, bottom, with Catharine Thiek, acting co-ordinator of the Programme to Promote Partnerships between Business and Education, listen to Standard Bank Foundation head Don Macey at a forum in Johannesburg on Friday.

Picture: TVRONE ARTHUR

Vryburg task team opposes reinstatement

(50)

By JACQUI REEVES

Education Reporter

8 Mar 7/4/98

The independent task team appointed to investigate racial conflict at Vryburg High School in North West Province has condemned the decision by the MEC for Education, Zacharia Tolo, to reinstate the school's all-white governing body.

Task team spokesman Terry Oakley-Smith accused the governing body of "acting within the letter of the law and not the spirit of the constitution.

"It would have been an indication of good faith if the governing body had simply agreed to disband and then made themselves available in a new election," she said.

The governing body was dissolved by Tolo last month when tensions between black and white pupils and parents flared into violent confrontation. At the time, Tolo said the provincial government could not guarantee the safety of pupils attending the school. He closed the school 12 days before the Easter holidays began.

Shadrack Mogale, chairman of the Congress of South African Students in Vryburg, said the organisation supported the proposals of the task team and would have to present the latest developments to the black parents.

"We don't feel that just co-opting black parents on to the body is enough. There needs to be a democratic election but we will first take this to the parents and ask them for their opinion," he said.

Tolo has appointed three departmental officials who will guide the governing body's implementation of the task team's recommendations. Two black parents will also be appointed to serve on the governing body.

The school will reopen on April 15.

Frik de Bruin, deputy chairman of the governing body, said he was pleased with the decision and had been expecting it. He said the governing body was fully committed to implementing the recommendations of the task team.

FRD donates R184m in grants and bursaries

SHERILEE BRIDGE

Johannesburg — The Foundation for Research Development (FRD) said yesterday it had set aside R184 million for research grants and student bursaries for this year.

The FRD equips people with research expertise in the fields of natural and applied sciences, engineering and technology.

It is funded by the government, but also pursues joint ventures and collaboration with industry and the international community.

Khotso Mokhele, the president of the FRD, said the foundation had had a significant increase in its grants budget, R37 million up on the previous financial year, thanks to an increase in the government's science vote to the FRD and increased local and international funding.

The department of trade and industry also raised its contribution from R40 million to R50 mil-

lion for its Technology and Human Resources for Industry Programme.

Mokhele said priority areas to benefit from the increased funds would include the purchase of expensive, essential research equipment at all higher education institutions, as well as support for research at historically black universities.

About R12,2 million will be available for research equipment and R16,2 million for black universities. FRD has dedicated R12,5 million for its bursary and fellowship programme.

"South Africa needs research which puts us at the competitive edge, as well as research activities which look at the immediate needs of the community," said Mokhele. "Without adequate funding researchers' hands are tied."

He said that while FRD was successful in obtaining more research funding, this was "still far from adequate" to address all the challenges facing the community.

BD 8/4/98

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R184m pegged for research (90)

8/4/98

Primarashni Pillay

THE Foundation for Research Development will contribute R184m in research grants and student bursaries to researchers at SA higher education and research institutions this year.

This amount includes funding from the trade and industry department for the Technology and Human Resources for Industry Programme.

Foundation president Khotso Mokhele said: "This significant increase in our grants budget, R37m more than in the previous financial year, comes from an increase in the government's science vote to the foundation, as well as from increased contributions from local and international sources." He said the amount from the department for its programme had also increased from R40m to about R50m.

Mokhele said SA needed research which "puts us at the competitive edge, as well as research activities which look at the immediate needs of the community. Without adequate funding, our researchers' hands are tied", he said. The increased amount for research was still inadequate to address all the challenges facing the community, Mokhele said.

He said priority areas which would benefit from increased funding included the purchase of expensive, essential research equipment at all higher education institutions, as well as support for research at historically black universities.

An increase of 38% in the budget for building research capacity at black tertiary institutions would make R16,2m available to researchers in science, engineering and technology during 1998/9.

All foundation grants have an earmarked portion for student support. Also, the foundation has a dedicated bursary and fellowship programme which will make R12,5m available to university and technicon students this year.

Vryburg 'faces rates boycott' if mayor doesn't quit

Star 9/4/98

BY JACQUI REEVES

Education Reporter

(50)

The Vryburg Ratepayers' Association has refused to back down over its threat of a rates boycott despite numerous top-level meetings with MECs, political parties and North West Premier Popo Molefe.

The boycott will begin if the town's mayor, Goatlotsemang Galeng, is still in office on May 1.

The ratepayers' association has accused Galeng of being a "divisive force" in Vryburg.

Galeng told The Star yesterday that he believed the threatened boycott was coming from only a "disgruntled few".

"If the majority of the people of Vryburg want me to go, then I will.

"I am here as a servant of the ANC and will also leave if they want me to, but my departure is not what the majority of Vryburg want," Galeng said.

Abel Bester, the chairman of the association, described Galeng as "confrontational".

He said Galeng was running the town as if he were an executive mayor who did not need to consider the people of the town.

"You simply cannot negotiate with this man," he said.

The ratepayers' association has set up an office in the town to control the operation of the boycott, which will not include payments for water, lights or services.

Bester said the association had reiterated its willingness to co-operate with the ANC.

"We have no problem with the ANC or that the next mayor will also be a black ANC representative, but we do have a problem with Galeng, so the ball is now in the ANC's court," Bester said.

Galeng said he had been receiving messages of support from people within and outside Vryburg and added he was working "very hard" to rescue the town's tarnished image.

World Links project certificates awarded

Primarashni Pillay

50
9/4/98

THE World Bank held a certificate awarding ceremony in Pretoria yesterday for participants in the World Links for Development Programme.

The programme involved a group of principals, teachers, and students from SA's provinces who attended a five-and-a-half-day training project on pedagogical use of the Internet.

The programme's mission is to encourage learning through information technology and to establish education-

al online communities for secondary school students and teachers.

The aim is to expand distance learning opportunities, improve educational results, enhance cultural understanding and build support for economic and social development. Another aim is to link students and teachers in at least 1 500 secondary schools in 40 developing countries by 2000. The project has initiated activities in SA by working with existing initiatives and in working with the education department and the Soweto Technology Project.



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Johannesburg
9 April 1998

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Vryburg High defends actions

(50) *Sowetan 7-7/4/98*
THE governing body of Vryburg High School has refused to advertise for a black deputy principal on the grounds that it is unconstitutional, vice-chairman Mr Frik de Bruin said yesterday.

A task team investigating the causes of earlier racial conflict at the school recommended the appointment of a black deputy principal to fill the vacuum of a role model for black pupils.

De Bruin said: "It is unconstitutional to advertise the position for only a black person. We refuse to handle it as a black appointment. We want the best person for the job.

"The school needs a strong person. If a black person is appointed it must be because he is the best."

De Bruin said it would be unfair to other schools in the region to make the appointment of a deputy principal at Vryburg High a priority.

At a meeting on Wednesday to endorse the task team's 20 recommendations, the school governing body also rejected a recommendation that the school's racial composition be 60 percent white and 40 percent black.

The wording on the recommendation was changed to state that Afrikaans-speaking pupils in the school's traditional feeder area, which reaches the North West/Botswana border, would be given preference for the 750 places available at the school.

De Bruin said the school's admission criteria was not based on colour.

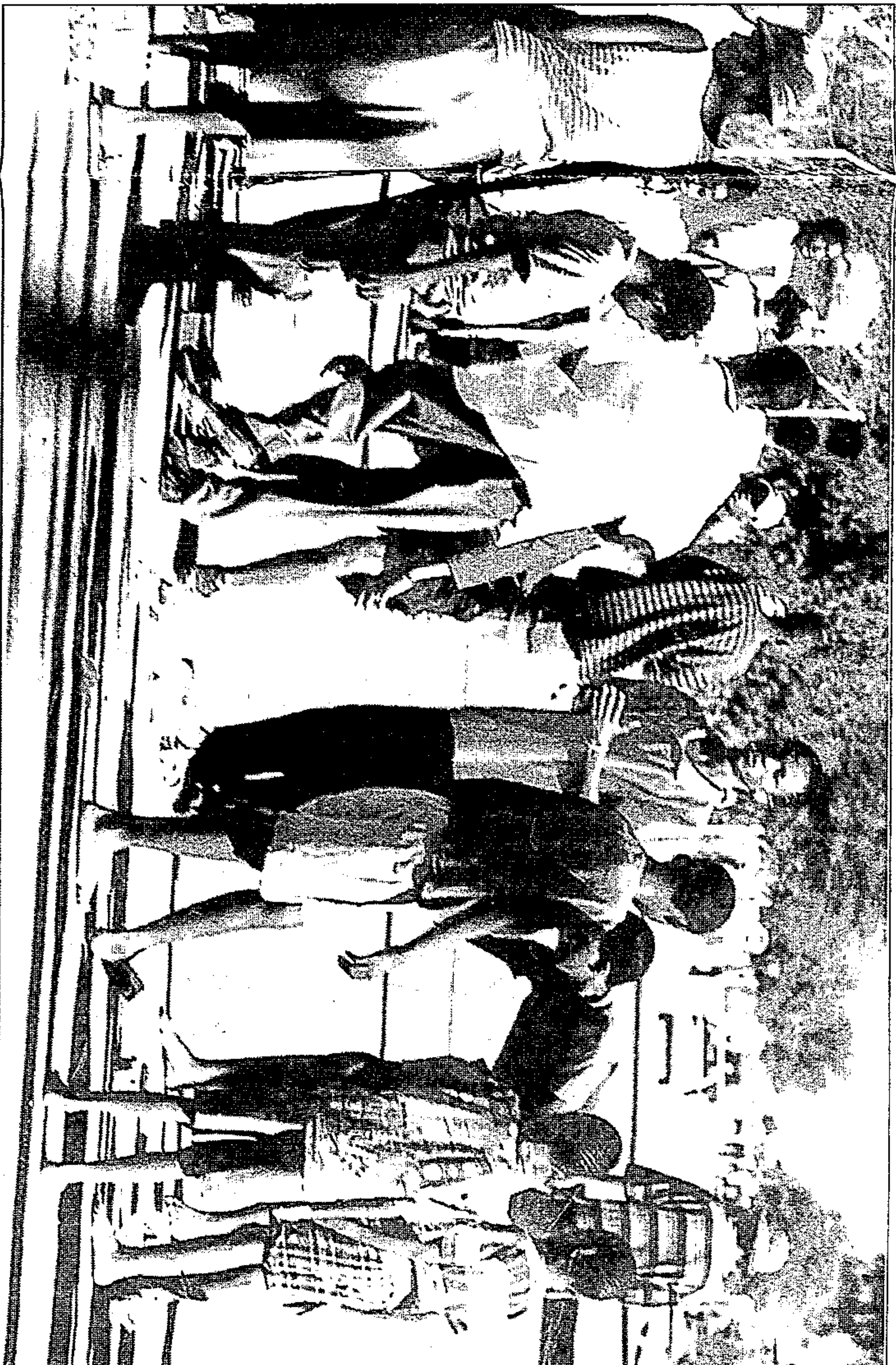
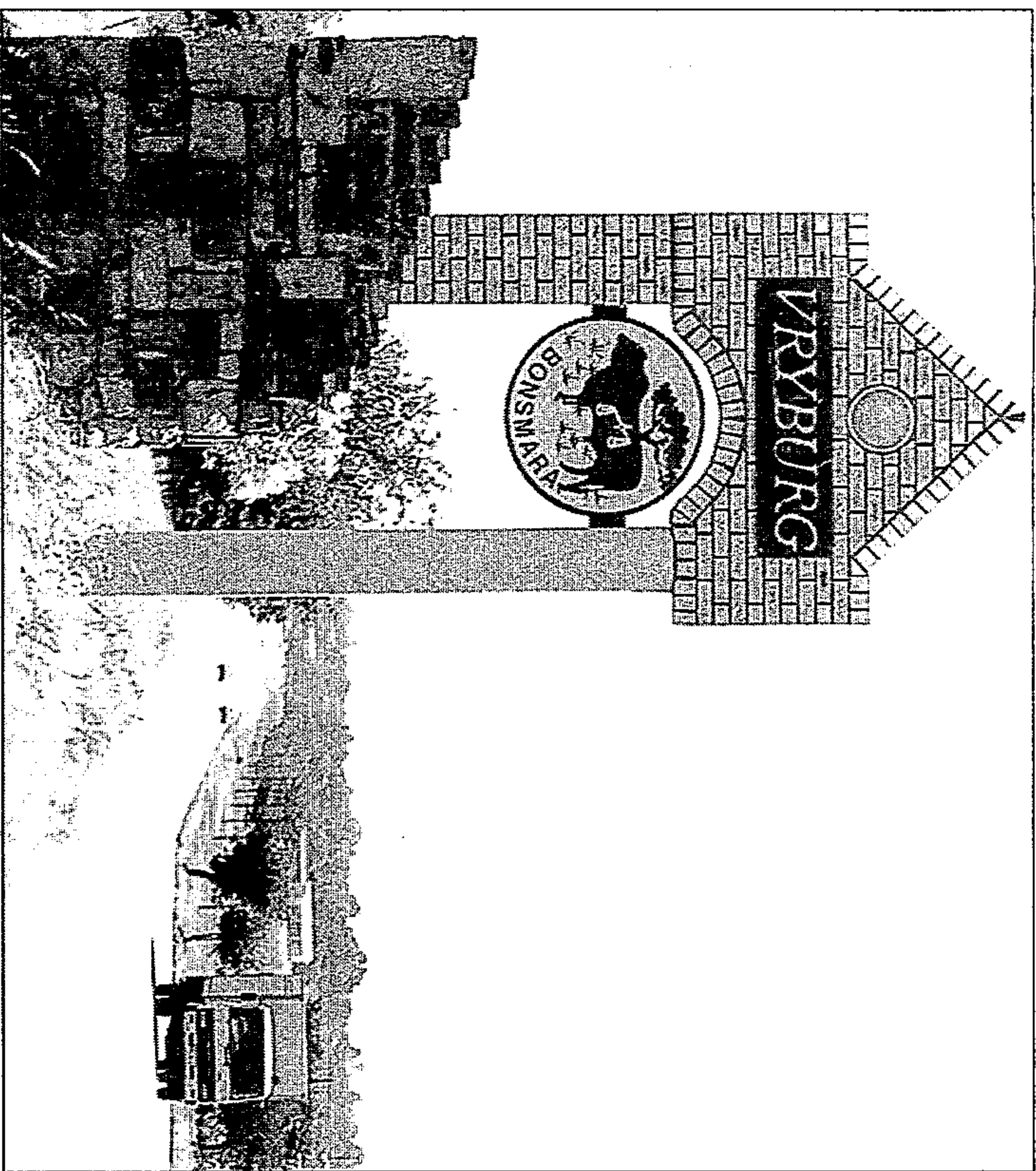
Vryburg already had three English medium schools - one attended by Indians and two in Huhudi township.

"Vryburg High School is the only Afrikaans high school in the entire area. If they prefer to be taught in Afrikaans they are welcome because this is their closest Afrikaans-medium school," he said.

Vryburg High is a parallel medium English and Afrikaans school. There are about 600 Afrikaans-speaking pupils at the school and they are predominantly white. All the pupils in the English stream are black.

The new ruling may exclude additional pupils from Huhudi township, about 2km from the school, who choose to be taught in English. - *Sapa*.

Vryburg: sleepy town of contradictions



BADGE OF DECEPTION... This is the emblem which welcomes visitors to Vryburg. But underneath the seeming tranquility lies racial dynamics which are stirring up passions in the 116-year-old town.

BOYCOTT AFTERMATH... Part of the chaos that erupted in Huhudi township this week when a group of youths enforced a consumer boycott. The boycott followed a community meeting when a group of residents vowed to punish white-owned businesses in Vryburg after closure of the Vryburg High School.

It looks like any other rural dorp, but beneath Vryburg's sleepy exterior, deep racial conflicts smoulder.

Boycotting the boycott in the wake of school clashes

THE troubled Vryburg High School in the North West opens on Wednesday under a dark cloud.

Nobody, it seems, knows what will happen to this once whites-only school when it opens its gates to its 600 white and 140 black students.

And the school's opening comes in the wake of a consumer boycott which erupted into political and racial heat in Vryburg and the nearby township Huhudi this week.

The consumer boycott was a ripple effect of the premature closure of the Vryburg high school following racial clashes. The school was closed abruptly last month at the height of the clashes which

South African Students) accused the PAC of acting without a mandate.

"We are not part of this consumer boycott. We are also disturbed that the thing is not hitting whites but our people," said Cosas spokesperson Chantle Mogale. He argued that the North West government had met the residents' demands on the transformation of the Vryburg high school and therefore there was no reason for the consumer boycott.

But the Vryburg PAC branch secretary Tsholofelo Mogorosi, had a different story to tell. He said nothing had been resolved at the Vryburg High School.

The consumer boycott was the township residents' reaction to Vryburg's *pro-fascist racism* which has been

de Bruyn.

"I've asked the PAC to suspend the boycott. But there was no finality on this," said De Bruyn. "We have decided to have a meeting soon with all stakeholders."

Later the PAC had another closed meeting with the Ministers' Forum in the township. "The Forum, a group of church ministers from different denominations, met with the PAC and ANC on Wednesday night, as the church leaders feared "a possible outbreak of a conflict between the two parties around the present consumer boycott in Vryburg."

A three-person statement after the meeting said the ANC, PAC and the forum condemned the violence and

employed as casual labour, while whites and coloureds were permanent staff.

As a result of this new boycott strategy, the PAC has decided to consult with Cosatu, among others. "This selective consumer boycott would continue until further notice."

"We feel we should invite other structures such as the ANC and the Civic Association to support us," said Mogorosi, who pointed out that the consumer boycott was not the initiative of a certain party but of the community.

He said that had been the problem with the ANC, which claimed it was a majority party in Huhudi. But Mogorosi rejected this and claimed the PAC enjoyed the

Act of 1996."

"The HCA said the statement "comes as a shock to us". It said the impression and understanding it had from the MEC's report-back to the Huhudi community last month after the School's Governing Body had been dissolved was that the Absolute Task Team report was final "and its recommendations were going to be implemented in toto."

The HCA said it rejected the MEC's statement and found it unacceptable to have some of the crucial recommendations of the Task Team being unilaterally altered by Tofo "without even bothering to inform us as part of the stakeholders"

and photographer TLADI KHUELE

visited

the North West
town this week

'Our town is going through a nightmare'

FOUR-PAGE, three-language Vryburg Town Council pamphlet hastily distributed to residents on Thursday afternoon comes to the heart of the matter.

Says the revealing pamphlet: "Our town is going through a nightmare at the present time with the negative and unpleasant incidents and investigations surrounding Vryburg High School, and which are now having a negative impact on our Municipality and Council.

"These incidents have been of a highly emotional nature, and when actions and decisions are taken in an emotional atmosphere, often the wrong decisions are taken.

"These three immediately come to mind - 'Concerned Parents' beating school children with slamboks and pick-handles; children petrol-bombing vehicles and property; and the call by the New Ratepayers' Association for residents to withhold rates and taxes."

The pamphlet warns of a number of difficulties residents will be faced with - especially regarding the consumer boycott and the rates and taxes boycott.

On the consumer boycott the council warns that residents will face closure of businesses, an increase in crime, people leaving the town and loss of jobs.

As for the rates and taxes boycott, it warns of council employees not being paid wages and salaries - and most employees have house and car instalments to pay, school fees for their children and medical fees.

This is the town which boasts Hoffman Galeng as its resident number one.

"There is nothing wrong with Vryburg," town mayor Galeng declares proudly. "The people who caused the problem at the school (Vryburg High) do not belong here. Eighty percent of them are surrounding farmers found up to 200 km from Vryburg."

Warning up to the subject, Galeng

and black and white policemen divided along racial lines on how to handle the violence that ensued.

This week the ANC, PAC, the Chamber of Commerce, the Town Council, the Huhudi Civic Association and the Huhudi Ministers' Forum were caught up in the consumer boycott that threatened to erupt into violence.

On Wednesday Huhudi's main road was in chaos. It was strewn with groceries snatched from residents by youths enforcing the consumer boycott, spearheaded by the PAC.

Black and white police had their hands full as they tried to restore order. In the chaos the ANC-aligned Cosas (Congress of



HEADING FOR CONFRONTATION .. Lawyer Abel Bester, who is spearheading a rates and taxes boycott of Vryburg.

says these "outsiders" wanted the Vryburg High School to be an Afrikaans-medium school catering only for whites.

"We refused and said Vryburg was a multi-cultural place. We have AmaXhosa, BaTswana, Portuguese, English and Afrikaans-speaking people here. The BaTswana are the majority." Galeng smiles like the cat that has swallowed the cream.

He tells you that the majority of his senior colleagues in the council are white. And relations are wonderful at the Civic Centre.

Galeng steps on the good news accelerator. His town was probably the first local government body that grappled with transformation. That was in 1991 when politicians became the midwives of the "new" South Africa at Kempton Park during the Codesa talks.

"Hence, in 1994 we were probably the first fully-fledged multi-racial local government in the country. We have a common understanding here. We are proud of our (local government) record," says the 47-year-old Galeng, a father of five.

The Vryburg native says his political inspiration comes from North West Premier Popo Molefe; Reverend Frank Chikane, who serves in Deputy President Thabo Mbeki's office; and Terror Lekota, chairman of the Council of Provinces.

He then introduced some of the bad news facing his council - the looming May 1 rates and taxes boycott led by another proud Vryburg native, lawyer Abel Bester



SPOT CHECK ON A TOWNSHIP WAR ZONE .. Vryburg mayor Hoffman Galeng inspecting the damage caused in Huhudi township in the wake of consumer boycott chaos.

(62). Bester pulls no punches when he tells City Press: "The feeling in this town is that we will return to prosperity if Galeng is removed."

When asked to elaborate, Bester says Galeng is confrontational in his dealings with the town's citizens - especially on the Vryburg high school crisis.

When asked how strong the group spearheading the rates and taxes boycott is, Bester says the meeting that resolved to withhold taxes was attended by more than 300 black and white residents.

He looks heavenwards and declares: "We sincerely hope a solution will be found in this town."

On hearing this, Galeng retorts: "We have set up a task team to tackle that problem. We are sure the rates boycott will not take place. If they go ahead with the boycott they will not enjoy support. It will suffer the consequences of the law."

After this mood change you detect the hardened politician in Galeng. After all, he was in the anti-apartheid trenches. Especially in the former Bophuthatswana, where he cut his political teeth in the erstwhile Seoposengwe Party.

In 1982 - on the advice of the ANC, Galeng says - his party came under the umbrella of the United Democratic Front. He was among the founder members of the Huhudi Civic Association.

What about the consumer boycott which is threatening his town with violence? He dismisses the PAC,

charged Mogorosi. "We have a community mandate on the consumer boycott. We had a community meeting two days ago and residents mandated us to launch the boycott," he said.

Mogorosi said the ANC and Cosas were bent on breaking the boycott with the encouragement of Mayor Hoffman Galeng.

On Thursday matters had taken a dramatic turn. Town Clerk and Chief Executive of the Town Council, WR J Langewald, called a meeting with the PAC. The meeting ended inconclusively when the PAC said it was a waste of time. Later the PAC met Vryburg Chamber of Business and Industry president, Pieter

with the PAC, the Forum said it would as a matter of urgency call for a meeting between the ANC and the PAC.

"We urged the PAC to suspend its boycott. The boycott came at Easter time and we had problems with that," said a Forum spokesperson, Reverend Shanga Bosman.

Bosman, Mochudi Lebone and SP Maphalle also said the PAC had said it would focus its boycott on specific targets: the town's main department stores, which the PAC have accused of racism. OK Bazzaars, Shoprite/Checkers, Ackermans and Pep Stores.

Mogorosi said these stores showed no integration. Black workers were mostly

who called for the boycott, as a minority with no standing.

"Really," he says, his eyes widening, "there is no PAC here. I'd say they have ten members. They have no card-carrying members. There are no adults in that party, except for one gentleman."

Then Galeng sketches what brought about the consumer boycott. It was at a mass meeting at the Huhudi Communal Hall two weeks ago that the PAC called for the boycott.

According to Galeng, the ANC and its allies insist that there is no consumer boycott in Vryburg.

"What you see is a criminal element. I'm going to monitor the situation and bring this criminal element to an end. They are using PAC colours. They're destroying the image of the PAC nationally," says Galeng.

He adds that his township, Huhudi, has no supermarket, and that the shops are not of such a standard that they can withstand a consumer boycott. That explains his stance against a consumer boycott.

The former school teacher says the secret of his staying power in the mayoral chair comes from many directions.

He says some people label him a buddy of the National Party, while others say he is a radical.

But what helps him run the Vryburg ship on an even keel, says Galeng, is that he takes the best from the blacks and whites in his town.

Charged, for a glass of water!

no mood for a drink and orders a glass of water. We are charged 75c for the glass of water, and protest, demanding an explanation.

With the patience of Job the barmaid explains that public houses charge for water. Why? Because water in Vryburg is more expensive than electricity. Mmm.

After speaking to a number of residents about the water incident, the penny drops. The hotel thought we were blacks from the street and non-residents, so they charged us for a glass of water. "This is what they do to black non-residents. But they never do this to whites," says Tsholofelo Mogorosi, who once worked at the hotel.

DRIVING DOWN Market Street, you notice a national road sign which proclaims: "SWA/R27 Kuruman". Aah! South West Africa! This town is still fossilized in the past.

Vryburg was born last century when Boer mercenaries allied themselves to various Barolong and Bathaping chiefs in return for conducting raids against BaTswana chiefs who were hostile to their friends.

The mercenaries were rewarded with cattle and grants of land, and they promptly set up the republics of Stellaland and Goshen.

The Boer mercenaries' idea was to use the republics to stage further incursions into Batswana country, ruled then by chiefs like Montshiwa. Vryburg became the capital of Stellaland in 1892.

After a hard day, we repaired for a drink to the International Hotel, a two-star job which prides itself on being "the place to stay over and relax in comfort and style".

Photographer Tladi Khuele is in Africa.

In the town you have limited success trying to speak to the whites. Two things work against you: first you're black; second you speak English.

This is forceably brought home when you try to interview a white parent whose child is a Vryburg High School student.

| | |
|------------------------|--------------|
| INTERNATIONAL HOTEL | |
| VRYBURG | |
| B | NAME: Cash |
| A | ROOM: 203 |
| R | No: 10535 |
| 10U | DATE: 8/4/98 |
| SIGNATURE: [Signature] | |
| ROOM NO: [Blank] | |

self speaking to you in English. You get the message.

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Photographer Tladi Khuele is in Africa.

by stakeholders including the MEC and their organisation, demanded, among other things, that the school be closed, the principal be dismissed and the governing body be dissolved.

"What is happening? We don't know what to say to our community, who mandated us to push for these demands. The MEC's action has taken us back to square one as far as the Vryburg High School is concerned," said the HCA president, Skipper Seimelo.

He was joined by general secretary Bini Maiba: "Why waste (taxpayers') money on a task team when its recommendations are going to be ignored? Yet we were told they are binding and will not be altered."

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Religion in schools becomes a hot issue

CORNIA PRETORIUS

ST 12/4/98

THE Minister of Education, Professor Sibusiso Bengu, is to set up a special team to advise him on how to introduce religion into the new education plan — if at all.

The team is to be appointed in the next few months, and a final policy statement on what Bengu's office described as a "very, very sensitive matter for religious people in the country" is expected by the end of the year.

Because no agreement could be reached on how religion should be taught, religious instruction was left out of the new education strategy, Curriculum 2005, when it was implemented in Grade 1 classes at the beginning of this year.

But the public outcry since has forced the department to investigate the matter.

A spokesman for the Department of Education said that only a small percentage of people objected to religion being taught in schools.

"The public wants religious education in schools. I think we can accept that it will be in the new curriculum, but the form it will take will be a hot issue," he said.

Until Curriculum 2005 was implemented in other grades, religious education remained compulsory, he said. Schools are supposed to devote at least one 30-minute period a week to religious education, which can be specifically Christian, Muslim or Hindu.

He said some schools had decided not to teach children about only one faith but to include other religions as well.

Other schools, contrary to policy, had dropped religious instruction because they believed it was too sensitive, or because they needed their limited number of teachers to concentrate on

50
subjects which children were examined on.

Dr Ronald Murray from Unisa said that in the past, when parents knew religious education was guaranteed through legislation, they didn't worry about the quality of teachers teaching religion. But the moment it was left out of the curriculum they woke up.

According to representatives from religious organisations involved in the debate about religious teaching, the government will be examining at least three basic options:

- No religious instruction;
- A curriculum for religious education including all religions; or
- Leaving it to parents and governing bodies to decide on what they would like taught.

Christian Education Movement, an organisation representing various churches, is trying to get support for a statement which calls on the government to guarantee the place of religious instruction in the national curriculum.

The churches say they know that religious teaching has been used in the past to perpetuate apartheid, but Christianity is the faith of most South Africans and therefore there should be a place for a new form of religious education, including the teaching of Christianity.

The Catholic Institute of Education last month released a policy for religious education in Catholic schools, which are mostly private. Because religion reflects the character of Catholic schools, they felt they needed guidelines on how they could help pupils discover their religious sides no matter what faith they belonged to.

The spokesman said the task team would have to look at the Constitution, education legislation, the debates about religious education over the past two years, and the documents produced on religious education. They would also take public opinion into account.

Education paper 'explores ways to increase productivity'

Deborah Fine

THE planned green paper on further education and training would explore ways of increasing the learning, productivity and "employability" of thousands of South Africans at the "crossroads" between work and higher education, senior education official Ihron Rensburg said yesterday.

The paper will be released tomorrow by Education Minister Sibusiso Bengu. Rensburg, an education deputy director-general, said it followed investigations by the national committee on further education, on the nature of schooling in the senior secondary phase as well as technical and community college-based education. About 2-million youngsters

were expected to attempt the national senior certificate between 1995 and 1999. Just more than half of them would secure the certificate, and only about 10% would gain full-time access to universities and other higher learning institutions. "This leaves us with 1,8-million people between the ages of 16 and 19 with no hope, in part because their education and qualifica-

tions are out of alignment with economic and social reality." The paper explored mechanisms by which learning in the period after 10 years of general compulsory education, but before higher learning at tertiary institutions, could be structured to enable youngsters to obtain more easily full-time productive employment or productive self-employment.

Black parents in Vryburg may hold separate election

BY JACQUI REEVES

Education Reporter

(50)
2/11/98
Black parents of high school pupils in the North West town of Vryburg may be called upon to elect two representatives as the second term begins today.

Vryburg High School, where racial tensions forced the early closure of the institution for the Easter holiday, opened its doors with the same governing body but with a commitment from the all-white group to co-opt two black parents onto the body.

Frik de Bruin, the deputy chairman of the body that was dissolved by MEC for education Zacharia Tolo, and then reinstated two weeks later, said the governing body was waiting for the names of the two black parents.

"The black parents will have to decide who they want on the governing body. It has to be done democratically so perhaps they will have to have their own little election among themselves to decide who should be co-opted," De Bruin said.

More than 100 police officers, from the public order policing unit in Mafikeng, are expected to stand guard outside the school today.

Police spokesman Captain Patrick Asaneng said although they were not anticipating any trouble, they were leaving nothing to chance.

The present governing body took up its position in August last year and will be re-elected, according to legislation stipulated in the South African Schools Act, in three years' time. The two co-opted black parents will serve on the governing body until that time.

Schools equal in law but divided by economics

R2-m astro turf project planned while some pupils cry out for textbooks

CAROL CAMPBELL

SPECIAL WRITER

South Africa has some of the best public schools in the world – and some of the worst.

And although all schools are equal in the eyes of the law, thanks to the new Schools Act, which replaced apartheid education laws last year, they will never be on a financial par.

The widening gap in the facilities public schools offer children has been highlighted by a decision by three Wynberg schools to lay a R2-million astro turf hockey field.

Sources say spending R2-million on astro turf is not out of the ordinary for former Model C schools. Some schools are installing state-of-the-art athletics tracks, swimming pools, gymnasiums and computer centres.

On the other hand, one example of the way the overwhelming majority of South Africans receive education is the Bende Mutale Primary School in the Northern Province.

Here, deputy principal Recent Munyai owns the only science text book in the school – and he bought it himself.

None of the pupils has text books, so Mr Munyai writes his lessons on a rickety old blackboard and the pupils copy what they can.

There are not enough classrooms

to accommodate the 157 pupils so the Grade Sevens (Standard Fives) have their lessons under a tree and the other grades share the classrooms.

There are too few desks, so the younger children learn to write sitting on the floor.

Like thousands of other schools, this one relies on the state for everything, but the government's budget is spread so thin that the pupils of Bende Mutale get very little.

Former Model C schools already have the basics of classrooms, books and desks.

The aim of the Schools Act was to redress this imbalance and ensure that all children in South Africa, irrespective of race, creed or wealth, had an equal chance at a good education.

But even though the law has changed, economics have not. The schools with resources are able to give their pupils much more than the state can offer the poor.

Not all Model C schools are insensitive to the needs of the poor. Pinelands High School, for instance, was the only former Model C school in Cape Town which did not support the court action to stop the Government's teacher redeployment plan last year.

At the time, principal Dave Arguille said the school was establishing new relationships with schools in

Langa and Athlone which could be undermined by joining a court battle.

The court action, led by the Grove Primary School in Claremont, was slammed as "racist" by Government supporters.

Now, say critics, the astro turf hockey field at Wynberg Girls', like the court action by Grove Primary School, is another indication that former Model C schools cannot shed their past and embrace the new South Africa.

"These schools want to cling to past privilege," said Blade Nzimande, head of the parliamentary portfolio committee on education and a committed communist.

"This (the astro turf) is totally insensitive, especially to the majority of black people in this country who have been so generous in their forgiveness of past inequalities. Whites must remember they have a lot to be thankful for and it is time for them to put something back into this country," Mr Nzimande said.

The astro turf hockey field is at Wynberg Girls' High but will also serve Wynberg Boys' High and Wynberg Boys' Primary. The field has been paid for with trust funds accumulated by the three schools.

Donors to the funds made the proviso that their money could be spent only on upgrading and improving

facilities at the schools. The government, the trustees made clear, still had to meet its financial responsibility to the schools by paying teachers, providing equipment and making sure the lights came on and the toilets flushed.

At Bende Mutale there are no toilets, the only light comes through the gaping holes left for windows which have never been put in and the Mutale River provides the community with water.

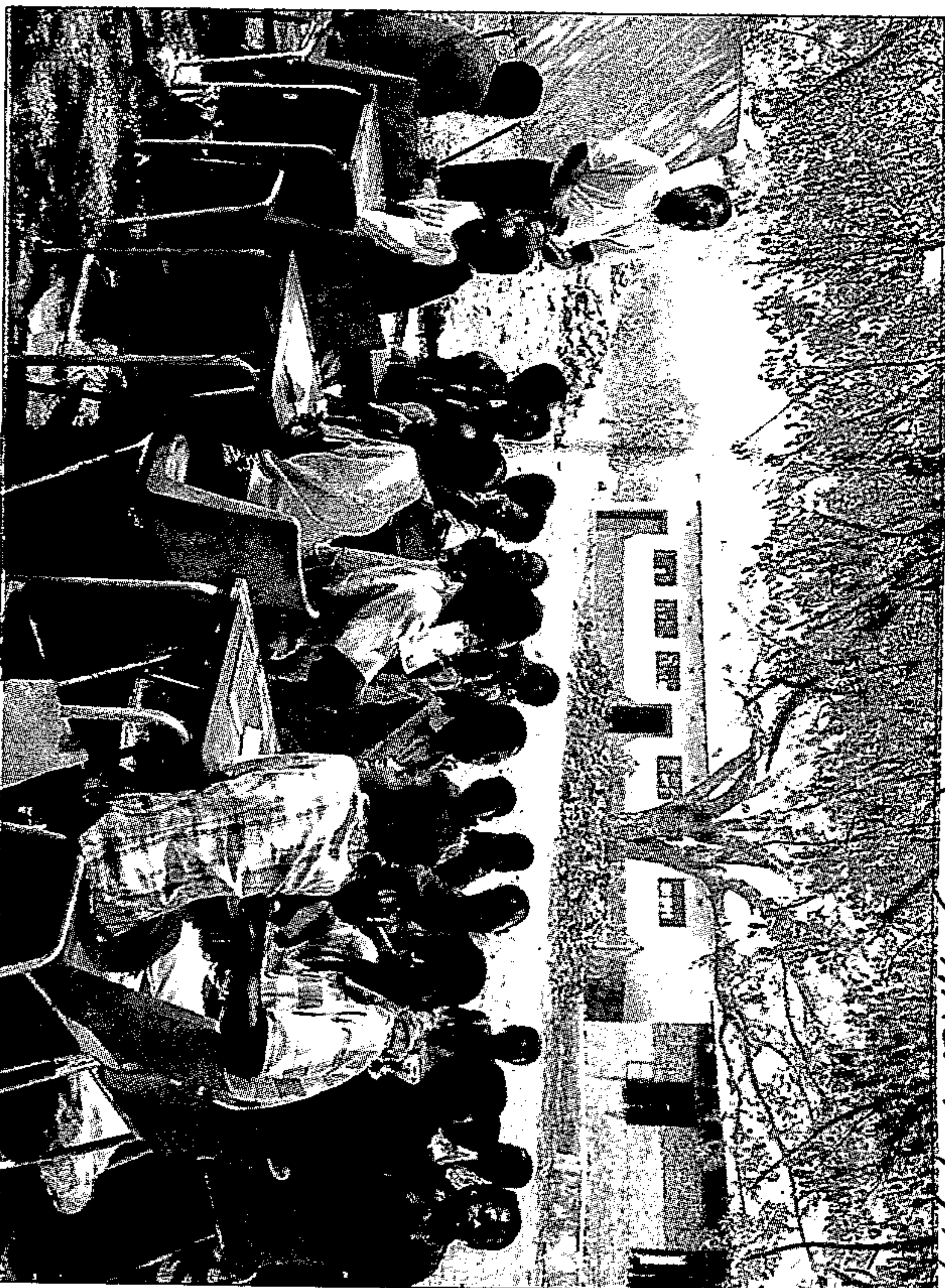
Kobus Smith, chairman of the Cape Province Parents and Schools Association (a body made up of the governing bodies of mostly former Model C schools) said the rights of donors could not be overlooked when spending trust-fund money.

"If a donor wants a school to have the money there is nothing the government can do about it.

"You can't force the school to give the money to the government to redistribute to the poor because then the donor might as well just hand the money to the Receiver of Revenue."

Mark Wiley, a member of the school's board of governors and a prominent National Party politician, said South Africa needed to have "centres of excellence" which could be enjoyed by all races.

"A country which does not aspire to excellence has lost hope," he said.



Waiting for the future: pupils of Bende Mutale school sit at their desks under a tree. The school does not have enough classrooms

CAROL CAMPBELL

(50) ARGUS 15/4/98

Students are disorganised, says Bengu

ARGUS CORRESPONDENT

(50) (22)

Johannesburg - Education Minister Sibusiso Bengu has accused student organisations, youth groups and teacher unions of contributing to the destabilisation of education through disorganisation in their structures.

Speaking at the ninth annual conference of the Congress of South African Students (Cosas), Mr Bengu said organisations in

the education sector were very disorganised and he challenged delegates to marshal their members and become more effective.

An example of the confusion among education groups was the move by the South African Democratic Teachers' Union to meet the national Department of Education at the National Economic Development and Labour Council before the union had looked "within the democratic movement for a way to solve the issues".

He added: "What this act reflects is a lack of organisation in democratic forces in education which must end so that we can join and work with the Government."

The minister also suggested that some "apartheid teachers" should not hold positions in schools.

The Government appeared to be in constant "battle" with teachers and teacher organisations but placed the blame on forces opposed to transformation in education.

ARG 15/4/98

SA flag now flies at troubled Vryburg High School

Vryburg - The South African flag was raised today at Vryburg High School by the vice-chairman of the school's governing body, Erik de Bruin.

As pupils adjusted to the first day of the winter term at the troubled North West Province school, Mr De Bruin returned from the town centre, where he had bought a rope for the flag.

He raised it with the help of teacher Andre Kotze.

A large group of journalists were led to the school quadrangle and De

Bruin triumphantly pointed to the flag flying over a bed of rose bushes.

"It was important to me to put up the flag - for the simple reason that I could not believe the flag was not flying. Go to other schools and see if the flag is flying there," said Mr De Bruin.

He said plans to sing *Nkosi Sikelel' iAfrika* in assembly this morning had been abandoned because the sheet music and the projector for the words were not available.

The anthem would be sung from Monday.

ARL 15/4/98

These were the first steps to implement recommendations made by a task team investigating racial conflict at the school, Mr De Bruin said.

The recommendations include integration of all school facilities.

Five black pupils at the centre of the conflict which erupted in February were back at the school.

Mr De Bruin said he had spoken to pupil Clifford Shoarane, who was earlier accused of being the ringleader in the conflict. Shoarane had told him he was back to learn and promised no further disruptions.

Mr De Bruin said almost all the pupils has returned to school today.

He said some pupils, both black and white, had stayed away and he thought it was because they had decided to see how the first day at school went.

The next step is for two black parents to be appointed to the school's governing body. This afternoon the governing body and principal will meet two provincial task team members to discuss how the rest of the recommendations will be implemented.

-Sapa

Metcalfe invites discipline guidelines

By Victor Mecoamere

GAUTENG MEC for education Mrs Mary Metcalfe yesterday invited comments from school governing bodies and the public on draft regulations which deal with the misconduct of pupils in the province.

Comments on the document should reach Metcalfe's Johannesburg office before May 4.

It contains guidelines for school governing bodies and teachers on a code of conduct, limitations on penalties for misconduct and the institution of disciplinary procedures which may lead

to the suspension or expulsion of guilty pupils.

It also details how disciplinary committees should be constituted and procedures when holding disciplinary committee hearings for serious misconduct, suggests corrective measures, appeals against expulsions, and lists of offences which constitute pupil misconduct.

Metcalfe said the document was an important guide as to what the appropriate definition of misconduct was, the implementation of disciplinary procedures and the rights of all parties.

"It is supportive of the code of conduct for

pupils which was formulated together with student organisations in 1995," said Metcalfe.

Although confident that there had been sufficient consultation with pupil, teacher and parental bodies, Metcalfe has distributed the document to Gauteng schools for school governing bodies' comments, before the document becomes law after May 4.

A wide variety of instances that constitute misconduct by pupils are named in the document.

● Comments should be sent to the education MEC Mary Metcalfe at fax (011) 355-0542.

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Dramatic proposals to overhaul the face of education

BY JACQUI REEVES
Education Reporter

Dramatic proposals to overhaul the face of senior education in SA will provide tomorrow's matriculants with a practical education, Education Minister Sibusiso Bengu said yesterday.

Releasing the Green Paper on Further Education and Training (FET), Bengu said the proposals would break SA education free from the current linear style of learning that leaves thousands of young people with a matric certificate and little chance of a job.

"Young people have to see their education linked to the needs of their country and their communities. The FET will allow for a practical education that can be developed through its flexibility throughout one's life," he said.

Bengu did, however, warn against falling into the trap of using short-term objectives to satisfy immediate needs. He said the proposal had to be a medium- to long-term policy that will require a total change in the mindset of the public towards education. Bengu said the FET system

would offer pupils and adults a practical and continuing form of education.

He described the paper as marking the "crossroads" that exists between general education and training (from the pre-school to senior phase) and higher education.

FET will come into effect in what is currently known as Grades 10-12, and will not be compulsory.

There will be no age limit and central goals will be to provide lifelong learning and on-the-job education. The FET system will also of-

fer entry points to adults wanting to continue their education through learning programmes that are both theoretical and practical.

FET will be provided by public schools and colleges, independent schools and colleges and in-house training.

The Green Paper is now open for discussion.

FET qualifications will be based on three components - fundamental learning; core learning; and elective learning. Fundamental learning forms the basis of the education with subjects such as mathematical

literacy and communication.

Core learning is based on the 12 fields identified by the National Qualifications Framework from which pupils will choose two or three to study.

Elective credits are additional credits selected by the pupil in the latter stages of the process to ensure practical training is achieved.

The FET policy can be viewed at the website <http://www.gov.za/doe/index/html>.

Comments should reach the Department of Education by May 29.

(50) Star 16/4/98

300 000 set to strike over better education for poor

CT 16/4/98

(50)

TROYE LUND
EDUCATION WRITER

OVER 300 000 Congress of South African Union (Cosatu) members in the Western Cape are finalising arrangements to strike later this month to force the provincial government to bring the standard of poor, former black schools into line with their privileged, former white counterparts.

The final notice of Cosatu's intention to strike will be given to the National Economic Development and Labour Council (Nedlac) today.

This follows a meeting between the provincial government, business and the Western Cape Education Department

(WCED) yesterday which ended in a deadlock.

Although the WCED and provincial government announced at the meeting that it would give R1 million this year to upgrading schools in disadvantaged areas,

We need an audit that sets standards for disadvantaged schools —

Cosatu

Cosatu was not convinced that the department had done a sufficient audit to establish the exact differences between privileged and disadvantaged schools.

Provincial general secretary of Cosatu Mr Tony Erenreich said "the government does not go far enough. We need to have a proper audit that sets standards for disadvantaged schools and sets out what needs to be done to achieve those standards".

The province has been given

some respite in that Cosatu will not strike on April 21 as planned.

Instead, the federation will call all education interest groups across the earning spectrum, including governing bodies, churches, business, government and students, to a provincial education summit on April 21.

If, after the summit, the federation believes that provincial powers are still not fully committed to concrete plans of redress, the strike will go ahead on a date that will be noted in today's notice to Nedlac.

Erenreich said that the federation was still open to negotiation.

Labour and Transport MEC Piet Meyer, who attended yesterday's meeting, did not believe a deadlock had been reached because the federation was still prepared to hold further meetings, and because his government had already handed it three drafts of the audit done on all schools.

Metcalfe releases draft school discipline rules

(50) BO 16/4/98
GAUTENG education MEC Mary Metcalfe yesterday released draft regulations aimed at enhancing discipline at schools.

Speaking at a media briefing in Johannesburg, Metcalfe said the regulations would eliminate grey areas surrounding the definition of misconduct and standardise procedures for dealing with it.

Although extensive consultation over the regulations had already taken place, Metcalfe invited the public to comment on the draft regulations by May 4 so that the final document would be in tune with what the community wanted. "The regulations try to define serious misconduct in respect of which a punishment, suspension or expulsion may be imposed. It is important the public has a say in the document."

After the regulations were gazetted, school governing bodies would draw up their own codes of conduct. Any pupil accused of contravening such codes would have to be presumed innocent until proven guilty. The pupil would have to be given a fair hearing on the charges against him.

"School codes may not conflict with any provision of the law and only principals may institute disciplinary action against learners in respect of serious misconduct," Metcalfe said. "Upon the advice of the principal, the school governing body must appoint a disciplinary committee to hear the allegation and the learner involved must be given not less than 10 school days written notice of the hearing."

"A learner or his parents can appeal against a decision taken from the hearing," she said.

Under the new regulations, pupils would be guilty of misconduct if they threatened, disrupted or frustrated learning in classes; insulted the dignity of teaching staff; cheated in an examination or test; engaged in public indecency; sexually harassment or were found under the influence of alcohol.

Pupils would also be guilty of misconduct if they failed to comply with a punishment, engaged in fraud or theft, were in possession of dangerous weapons, assaulted murdered or raped somebody or damaged property. — Sapa.

Racial conflict in Vryburg 'far from resolved'

THE North West education department still had a long way to go in finding a lasting solution to the racial conflict which had plagued Vryburg High School, the SA Human Rights Commission said yesterday.

The school, which reopened yesterday, was closed early for the Easter holidays when racial violence erupted.

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Commissioner Pansy Tlakula said: "Our concern is that the measures taken may be perceived as biased in favour of the white community of Vryburg that seems bent on resisting transformation.

"Unless all the parties are treated fairly and equally, racism is bound to rear its ugly head again." — Sapa.

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A new page in the same old story at Vryburg High

New term shows the most important lessons have still not been learnt

CHRIS BARRON

(50)

ST 19/4/98

FOR matric pupil Malatsi Hlapa, 17, the start of term on Wednesday was just another day at school — no English teacher, no English lesson, no computer studies and no textbooks.

Malatsi returned to his school, Vryburg High in North West province, full of hope that things would be different after it was closed on March 20 and given more than three weeks to implement the recommendations of a government-appointed task team. Apart from a (new) South African flag being hoisted in the school grounds, he found everything depressingly the same.

The school management hadn't even bothered to get sheet music for the national anthem, so, as usual, pupils sang the school song at assembly. Not that this particularly bothers them.

"Flying the flag, singing the anthem, getting a black deputy headmaster are not the things that really bother us," said a black teacher. "What bothers us is a lack of teachers and a lack of textbooks. Have they (the white teachers and parents) asked themselves: what would we have done if our children were without textbooks and teachers? They would have moved the world. It shows how much a part of the school these children are. They are in a separate school."

When the school raised fees this year, authorities tried to still the outcry from black parents by explaining that the hike was necessary to pay for extra teachers. But the new teachers were assigned to the Afrikaans-speaking pupils, who are mostly white.

According to the school, its English teacher gave 24 hours' notice at the start of the year, and they had been unable to find a replacement.

Headmaster Theo Scholtz said teachers for the Afrikaans-speaking pupils were already overburdened and so could not teach English-speaking pupils, who are all black, as well.

Malatsi is one of the black pupils contemptuously referred to by the school's governing body and white parents as "the big five". They were singled out last term as the ringleaders causing all the trouble at Vryburg High.

Quietly spoken, articulate and conscientious about his school work, Malatsi does not appear to fit the bill. His threat to the school authorities seems to lie in the fact that students have chosen him to speak on their behalf about their problems, and he does so with a persistence and sophistication that is interpreted by the authorities as arrogance and indiscipline.

Malatsi steers studiously clear of politics. He refuses to become a member of

the Congress of SA Students because, he says, his religion forbids him from associating with a political party.

The lack of English tuition is not Malatsi's only problem. Because computer studies is not an option for black pupils — it is for whites — his hopes of studying information technology at university next year are doomed.

Technical subjects like electricity, plumbing and mechanical engineering are also off limits to black pupils. They can take subjects like maths, science, biology and Tswana but he and other black pupils have been given no textbooks for these subjects.

None of the eight black boarders at the school's Nico Malan hostel last term returned on Wednesday.



BACK TO BASICS: Malatsi Hlapa and Cliff Shoarane are still waiting for textbooks, an English teacher and computer lessons
Picture: ZOE SELSKY

Scholtz said parents had told him they had withdrawn their children because they were being intimidated into joining black pupils' protest marches.

Black staff at the boarding school have another story: white pupils poured water over sleeping black pupils, some of whom smelled urine on their blankets afterwards, and prevented them from washing in the morning until they themselves had washed.

One of the boarders was Ashford Bale, 12. His mother said she had removed him after he was among a number of pupils beaten by white parents in February. What traumatised him even more than the beating, said Evelyn Bale, was that a supervisor at the boarding school had done nothing to protect him.

"They thought the teacher (whom she named) would rescue them from the white parents, but he left them in their hands," said Bale this week. "Can you imagine a huge white boer hitting a 12-year-old with a fist in the face?"

Black pupils and teachers feel as let

down by the education department as

by the school. They are especially aggrieved that the school governing body, which was dismissed by the department at the end of last term, has been reinstated. They believe the governing body is the major obstacle to change at the school, and that without it the principal, seen as a fundamentally decent, if soft, man, would get things right.

"If the governing body sees the principal is going the right way, they push him in the wrong way," says Malatsi. Black teachers agree. "With the governing body there, nothing will change," said one.

"I was very disappointed to find the people we left last term still there this term," said Malatsi with a wry smile. "People we did not expect to meet again."

Scholtz said legal technicalities had prevented him from implementing the task team's recommendations.

Black pupils and teachers suspect the authorities are hoping that as long as the right flag is fluttering and pupils sing both anthems at assembly, it will be business as usual.

Cosas spokesman Charlie Mogale said that at a meeting with the education department arranged for Tuesday, they would demand that the all-white governing body — which has offered to co-opt two black parents — go.

Are we talking ourselves into trouble?

(50) *AAG 20/4/98*

Politicians gear up for more battles on South Africa's language front

It is hard to think of a more intoxicating moment in South African political history than the point at which the percussive tones of Xhosa and, later, Zulu, were heard for the first time in the National Assembly.

As veteran MPs, some bemused, others uncomprehending, reached for their earphones on the afternoon of Wednesday, May 25, 1994, this first echo of Africa in the former apartheid state's Parliament was as inescapable a signal of the advent of democracy as you could wish to find.

The times oozed with an elixir of idealism. Pragmatism and compromise were dirty words then.

There was something impressive, if faintly unbelievable, about the matrix of principles on which the new politicians were determined to build their government. And language rights, long and bitterly contested, were at the heart of it.

Wally Serote, "people's poet" and newly-elected ANC backbencher, spoke passionately that Wednesday afternoon about Parliament's destiny as a forum for truly indigenous dialogue.

Implementing the "11-language policy", he pleaded, would "enable our people to speak for themselves, to speak about who they are, about what they want, and about what they want to be".

"We sitting here," he went on, "have never heard them speak because they thought that if they talked about issues of state, one had to use English. This Parliament is giving them the freedom to speak as they want to speak, in the language they can use best. I am sure it will be a language that will give us wisdom that we have not had before."

Well, that wisdom, and those opportunities, are being severely con-

INSIDE STORY

As he predicted,

Neville Alexander's departure in protest from the Pan South African Language Board has raised not even an eyebrow in Government.



But there's a potent argument that it should. Special Writer **MICHAEL MORRIS** reports

strained by the ANC itself. Parliament has yet to decide what precisely to do on the language front. A clear decision on the unembarrassed proposal that would relegate the other 10 official languages to roster-status (to be used now and then as a sop to multilingualism) appears elusive. Some suspect MPs are content to avoid facing the issue, and allow English to become entrenched.

It is clear that if the atmosphere of 1994 was dizzyingly portentous, the intoxication has diminished since.

In the duller days of 1998, the cost and logistical implications of implementing a multilingual policy - compounded by the new elite's taste for English - have dampened the fervour that once impelled it. The Pan South African Language Board - an independent, but government-funded, commission - was established to promote multilingualism.

To the powerful ANC, awkward outbursts from the likes of Neville

Alexander must seem eminently desirable.

"The fundamental issues," Dr Alexander told the Cape Argus, "are that the (Pan South African Language) board is not being treated as an independent body, and there is clear evidence of a lack of political will to make multilingualism work."

He bemoaned the fact that "there is just not enough pressure from within the ranks of Government or the Cabinet to make them realise the fundamental importance of this," and described as "unconscionable tokenism" the shift towards entrenching English in Parliament.

Given his political identity, one can imagine that within the mainstream there is a powerful temptation to dismiss Dr Alexander as a petulant left-wing intellectual who clings blindly to impractical ideals.

Is that reasonable? Not so, says political analyst Lawrence Schlemmer. Dr Schlemmer is by no means the oracle on political credentials, but he has spent much of the past decade examining public sentiment, especially the significance of cultural and linguistic identities.

And, in this light, he believes Dr Alexander's summary departure "should be a warning, not only to the Government, but to all the major forces (corporations, for instance) operating in this society". It can be taken, he says, as "a warning of problems to come much later".

Dr Schlemmer notes that to all intents and purposes, the language of South Africa, the lingua franca of politics and business, is English and that - using a phrase startling in its implications - the "minority languages are, in my view, now in survival mode".

"As in Namibia, we find that even

where people who are, say, Afrikaner and Zulu, get together in official meetings, they use English. It has the advantage of being universal and eases communication. So, I think the writing is on the wall for minority languages."

He has long expected resignations from the Pan South African Language Board because of the mounting unhappiness over the Government's attitude to multilingualism, and the board's growing irrelevance.

So, while he doesn't find Dr Alexander's resignation surprising, he does believe it warrants careful attention. Why?

"Well, there's no political risk in the short-term, but in the medium- and long-term there are quite enormous risks."

A lot depends on the extent to which the economy and the Government succeed. "If South Africa discovers the winning formula and there is increasing prosperity spread across the board which washes out and over the regions, then, for decades, you will not have any political risks."

"However, if the economy remains mediocre and governance and state capacity remain problematic, there will be a lot of frustration in society."

Invariably, such frustration finds expression in "some kind of ideological framework".

"For some, that ideology will be class protest, but for others - for minorities - that framework of expression will very easily become their cultural claims, their language loyalties and feelings of being neglected. This is universal. It has happened all over the world throughout history." Twentieth century conflicts in Sri Lanka, Northern Ireland, Bosnia, Kashmir, Nigeria, Spain, Canada and



OSBE ZIWA

Outspoken: Neville Alexander of the Pan South African Language Board

Sudan are ample testimony to this.

The risk is "enormous", he argues, because when discontent and protest become intertwined with identity and ideology, the "mix is extremely potent". "I believe that if we gaily assume, as many people do - not merely in Government, but among

mentation in the next century."

Given these things, he believes greater expense achieving a more equitable spread of language usage is worth it.

He adds: "Of course, it would be impossible to maintain 11 official languages throughout. What is really required is imaginativeness."

It should be feasible, for instance, to devolve certain functions of government to regions - not provinces - which share a "fairly coherent cultural identity". This would effectively amount to "investing in stability in the long-term".

Dr Schlemmer suspects the Government's fear is that "if you leave the economy in the hands of culture, you risk divisiveness".

"That's fair comment ... but divisions denied faster and develop pathological qualities.

"The alternative is that if they are acknowledged, helped, assisted, incorporated, then you have the best of all worlds. You get synergy."

He concludes that it is this "difference in perceptions" - between acknowledging and celebrating diversity, and trying to constrain or discourage it - "which we have not got right".

Getting it right was, in part, the crux of Dr Alexander's presence on the Pan South African Language Board. He has long propagated the ideal of a "Gartep nation", a society with multiple or sub-identities.

And he has argued that it is language and languages that give meaning and substance to the ideal.

Doubtless, his departure does not herald any immediate - or automatic - upheaval. But for those who bother to take a long view, it's a signal of greater import than it may at first appear.

Publishers hit by latest curriculum delay

JACQUI REEVES

JOHANNESBURG: The Education Department dealt the South African publishing industry another blow yesterday when it announced that curriculum 2005 would not be implemented in Grade 7 next year.

The new curriculum, which was to be phased in over eight years, will be introduced only in Grade 2. This could delay implementation.

Although yesterday's announcement did not come as a surprise to publishers, the consequences sent shockwaves through the industry, sparking fears of more staff retrenchments and cutbacks.

Publishers have been working round the clock, often employing additional staff, to meet the tight

deadlines set by provincial departments for new learning materials.

All this preparation will now have to be put on ice and expected income will not materialise.

The chief director of early childhood, technical, vocational and adult education in the Department of Education, Mr Khetsi Lehoko, said the latest delay should not be seen as a crisis in the implementation of the new curriculum.

"For now we are still confident that we will finish the process by 2005, and we will keep the time-frames flexible so that we can 'concertina' some grades when we feel the system is strong enough to do so," he said.

This "concertina" process could mean the new system could be

implemented in more than two grades at a time.

Lehoko said the department had, at recent meetings with publishers, re-affirmed its commitment to buying educational materials and had appointed a standing committee on learner support materials to investigate the situation.

"It is a serious matter that decreasing amounts are being invested in educational materials, and we hope this standing committee will report back to us at the end of May with some concrete proposals on how to deal with the situation," he said.

Delays could result in pupils being left with a new curriculum but no study materials

The impact of the decision does, however, not only affect the educational publishing industry.

Japie Pienaar, publishing director of Maskew Miller Longman, said educational materials had always cross-subsidised other sectors, which were now also suffering.

"We aren't seeing the funds we used to see, so we simply cannot afford to do small print runs of other literature," he said.

Mr Peter Murby, publishing director for MacMillan Publishers, said further delays could play havoc with final print orders and that the

delivery of textbooks, and this could again result in pupils being left with a new curriculum but no study materials with which to implement it.

Mr David Lea, managing director of educational publishers Hodder and Stoughton, said orders from provinces for Grade 1 books were only dribbling in. The firm had been expecting an order from the Eastern Cape for two months, but did not know whether the Free State, North West or Northern Cape would be placing orders.

National teachers' unions and Gauteng MEC for Education Mary Metcalfe welcomed the delay, saying it would give them more time to prepare for implementing the new curriculum in Grade 7.

ET 21/4/98

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Educational publishers dealt new blow

(50)

Shock waves after delayed introduction of Curriculum 2005 in Grade 7

By Jacqui Reeves
Education Reporter

The Department of Education yesterday dealt another blow to the South African publishing industry when it announced that Curriculum 2005 will not be implemented in Grade 7 next year.

The new curriculum, which was to be phased in over an eight-year period, will next year be introduced only in Grade 2, which could delay the entire implementation process.

The decision sent shock waves through the industry, sparking fears of more staff retrenchments and cutbacks.

Publishers have been working overtime to meet the tight submission deadlines set by provincial departments for new learning materials.

Teacher cutbacks possible

All this preparation will now have to be put on ice and incomes will be curtailed.

The chief director of early childhood, technical, vocational and adult education at the Department of Education, Khetsi Lehoko, said the latest delay should not be seen as a crisis in the implementation of the new curriculum.

"For now we are still confident that we will finish the process by 2005 and we will keep the time-frames flexible so that we can 'concertina' some grades when we feel the system is strong enough," he said.

This concertina process could mean the implementation of the new system in more than two grades at a time.

Lehoko said the department had, at recent meetings with publishers, reaffirmed its commitment to buying educational materials and had appointed a standing committee on learner support materials.

"It is a serious matter that decreasing amounts are being invested in educational materials and we hope this standing committee will report back to us at the end of May with some concrete proposals on how to deal with the situation," he said.

The decision does not only affect educational publishers.

Japie Pienaar, publishing director of Maskew Miller Longman, said educational materials had cross-subsidised other sectors, which were now also suffering.

"We cannot afford to do small print runs of other literature," he said.

Peter Murby, publishing director for Macmillan Publishers, said further delays could play havoc with final print orders and the delivery of textbooks, which could again result in a situation where pupils were left with a new curriculum but no materials with which to implement it.

David Lea, managing director of educational publishers Hodder & Stoughton, said orders from provinces for Grade 1 books were still just dribbling in. He has been expecting an order from the Eastern Cape for months but does not know whether the Free State, North West or Northern Cape will be placing orders.

National education unions as well as Gauteng MEC for Education Mary Metcalfe yesterday welcomed the delay and the additional time to prepare for the Grade 7 implementation of Curriculum 2005.

Tough NP 'street fighter' hangs up his gloves

Wyndham Hartley

CAPE TOWN — Hernus Kriel, who announced his retirement from active politics yesterday, has been called a "street fighter" and a relic of the old order.

Kriel was undoubtedly on the conservative wing of the National Party (NP) and a tough and uncompromising politician. Yet the irony is that although he was first elected to Parliament in the turbulent mid-1980s, when PW

Botha was president, he did not hold executive office at national level until asked by FW de Klerk to take the provincial affairs portfolio in 1989 after Botha's political demise.

Another irony is that he was appointed law and order minister by De Klerk to restore the image of the police after the demotion of old-order veteran Adriaan Vlok in the wake of the Inkathagate scandal.

A lawyer who began his political career in Parow, Kriel chose to return to the Western

Cape as premier in 1994 rather than play second fiddle to the African National Congress (ANC) in parliament.

Consolidating NP power after its narrow election win in the region became his principal concern. His spat with Roelf Meyer, whom he drove from the NP, had more to do with this than ideology — he believed the NP should not sacrifice its Western Cape base in joining a broad opposition movement.

Ever conscious of the power of the coloured

vote, he ousted the ANC from his executive council to create more scope for patronage.

Kriel could, though, be suave and entertaining. He would drink with political opponents and journalists, whom he delighted in thrashing at snooker.

Kriel explained his departure in much the same way as FW de Klerk did last year — as being in the interests of the party. The new leader will be coloured and is likely to maintain his combative style of politics.

Dustin Chick

THE national education department yesterday defended the phased introduction of the new outcomes-based teaching system Curriculum 2005 and said it was on track to complete the implementation of the programme on target.

The department's chief director for childhood, technical, vocational and adult training, Khetsi Lehoko, said the introduction of the grade one syllabus this year was successful,

Department defends phasing in of curriculum

with more than 1.6-million pupils and 60 000 teachers taking part in the project.

He denied reports that some schools had been missed and said all the country's 20 000 primary schools had taken part.

In terms of the current timetable, the grade two syllabus will be introduced in next year and grade seven during 2000.

Lehoko said that if the system proved stable enough, the department would consider introducing a new syllabus for more than one grade in the same year.

The department had adequate opportunities for the assessment and development of the programme within the present time frame.

A R200m grant from the finance department was expected to grow to

R600m within the next financial year and this would enable the department to improve "efficiency gains" within the education system.

This would include continuing teacher development and management training.

The money, which fell outside the education budget, would be used to encourage a culture of learning, Lehoko said.

R2 811 41 98

The phased introduction of the new system adopted by the department reflected a cautious approach which allowed educators and the broader public to transform an outdated and racist curriculum, Lehoko said.

Curriculum 2005 was launched by education minister Sibusiso Ben-gu in March 1997, changing the education system to an outcomes-based orientation in an attempt to improve the preparation of pupils for tertiary education.

Via Afrika b

Leer Xhosa



SOUTH AFRICANS ALL: Bernard Botha (left), Vuyani Maneli and John Thuytsbaert epitomise a nation of people who share passions, but remain divided by the languages its citizens speak. The three boys gave a presentation that demonstrated the advantages of multi-lingualism at the launch of the *Leer Xhosa* book yesterday.

PICTURE: GARTH STEAD

United in passions, divided by languages

TROYE LUND

THREE boys, one named Botha, another Davidson and the third Radebe.

All are born and bred Capetonians, but they express their common passion for rugby in different mother-tongues.

This trio epitomises the multi-lingual society of South Africa that is not being unified into a nation because its citizens are not making an effort to understand each others' languages, senior subject adviser to the Western Cape Education Department. Mr Christopher

Banda, said yesterday.

He was speaking at the *Leer Xhosa* book launch in Parow.

"The walls of apartheid have been smashed and the Bothas, Davidsons and Radebes live and interact in the same neighbourhoods and circles.

"It is essential that people start learning each others' languages," said Banda.

He justified his statement by pointing out three effects of multi-lingualism:

- It broke negative stereotypes.
- It stopped one language being used to discriminate against

people who speak other languages.

● It exposed people to other cultures.

"Being able to speak and understand another language gives us a glimpse into another culture when it is expressed by an individual speaking in the language of his tradition or ancestors," said Banda.

He believes the struggle to meet the Constitution's requirement of a multi-lingual nation is not mak-

ing any headway.

This is because the concept has

been politicised, and because the "ordinary" people of South Africa are not "taking the bull by the horns and promoting it".

The author of the book, Ms Anne Munnik, stressed the empowerment and sense of com-

munity that comes from experiences such as standing in a queue at the bank and being able to hold

Being able to understand and speak another language gives us a glimpse into another culture

a conversation with a person in that queue who communicates in a different mother tongue.

But, which of the country's 11 official languages does one tackle?

"It is like life," said Munnik. "You choose what is most relevant to you."

This means that Afrikaans, English and Xhosa are the three that the Western Cape's Bothas, Davidsons and Radebes must learn.

In Banda's words:

"English may be international and very important. But if you want to reach people, you must speak their language."

Oct 23/4/98

Northern Province education chaos

Mukoni T Ratsitanga

(50) M+G 24-29/4/98

Northern Province Department of Education staffers welcomed the suspension last week of their Director General, Zachari Chuenyane. Staffers say Chuenyane, suspended by MEC for Education Joe Phaahla, was "incompetent, inefficient and severely lacking in management skills".

Cracks in Chuenyane's hold on one of the province's most senior posts began to show four weeks ago after millions of rands' worth of stolen textbooks belonging to the department were discovered in a warehouse outside Pietersburg.

"The management and administration of the department ... is at the moment characterised by inefficiency and lack of sufficient controls required to safeguard the interests of the government and the public," education department representative Bernard Matsane said.

Matsane added that Chuenyane will soon appear before a disciplinary hearing to answer charges levelled against him.

Although Matsane could not reveal what the charges are, the *Mail & Guardian* has learnt he will be quizzed on mismanagement and his alleged failure to develop procurement systems.

Critics say Chuenyane tended to rely on consultants and failed to develop capacity in the department. "I suspect that he and his colleagues hid their inefficiencies behind the consultants," said a staff member.

"There is no machinery in place to make things happen. You have a management that is unable to put forward plans and projections — questions like where they would want to see the department in five, 10 or 15 years' time."

The discovery of the books added to Chuenyane's woes, giving rise to a flurry of criticisms.

"When you hear of books being discovered in warehouses and you know there is no procurement system, then you can't help but ask: how many more warehouses are there?" stated an education department staff member.

Of the 1 211 people recently found to be recipients of ghost salaries, provincial authorities say more than half of them were Department of Education employees.

Some 942 schools were found to have principals employed on a temporary basis, creating a sense of insecurity.

Another criticism levelled against Chuenyane is that his managers are unable to interpret the department's strategic plan drawn up three years ago by Aurora and Associates, a United States consultancy that delivers USaid education projects in Africa.

The inefficiency of the department's switchboard system in Pietersburg has also come to haunt Chuenyane. According to staffers, while other government departments employ a system supplied by Telkom, the education department uses a Siemens system that, they charge, takes between 10 and 20 minutes to signal an incoming call to a receptionist.

Staffers this week claimed the system often breaks down and technicians have to be called from Johannesburg.

"Why we continue to use this system I really can't tell you," said a staff member, who added that: "The tender for this contract was very fishy and I would be happy if we were told who was involved and how much was involved."

Some staff members who spoke to the *M&G* said former MEC for education, Aaron Motsaledi, should share the blame for the crisis.

"He appointed practically every single one of the ex-bantustan bureaucrats to senior positions," said one critic.

"Those people have no history in education transformation and the capacity to drive that

transformation. All they know is how to receive orders." He also fingered the provincial Cabinet and the legislature's standing committee on education for not intervening to block the appointment of ex-bantustan

bureaucrats when it was suspected they were incompetent.

Some young and capable staffers at middle-management level have left the department for other provinces like Gauteng, claiming they felt marginalised.

The *M&G* knows of four who have landed senior management posts in Gauteng — in the provincial education and land affairs departments, and in consultancies.

Staffers allege Motsaledi ran the department as if he was superintendent general.

"There was a time when there was a great trek of regional managers because Motsaledi kept on summoning them to Pietersburg almost every day to give them orders. You employ people who are incapacitated and then you incapacitate them more because

they have to stop working and travel."

The staff member also blamed Motsaledi for the department's lack of understanding of strategic plans. He says Motsaledi blocked a move by management to draw up a needs assessment list before Aurora and Associates moved in to devise the plan, saying it would take time.

"He said Aurora and Associates would do everything because they were experts. I was present at that meeting and the poor managers simply bought his word."

Motsaledi this week refuted the claims, saying: "I never made any appointments, I never sat in any single interview. Appointments were done by the provincial Cabinet."

At the time of going to press, Chuenyane had not responded to requests for comment.



Former MEC for education Aaron Motsaledi: 'He should share the blame'

Education rides the rocky road of the past into the future

BY JACQUI REEVES
Education Reporter

As the memory of the 1994 election fades, many South Africans continue to cling to education as the panacea to most of our society's ills.

Though effective and inclusive education is undoubtedly one of the world's most powerful social tools, this South African "fixer" has been seriously tinkered with during the past four years, leaving a determined, yet battered, education system.

Low matric pass rates still plague the education system, tertiary institutions still experience transformations and fee-related upheavals every year and the integration of schools

has not progressed smoothly.

Despite this many plans from the department's 1994 Policy Initiatives document, the blueprint for the transformation of education, have been initiated or implemented.

A National Qualifications Framework is in place, the bureaucracy has been overhauled, lifelong education is being pursued through Parliament's Green Paper on Further Education and tertiary institutions are being transformed in accordance with the Higher Education Act.

Though there are pupils who have better schools, improved facilities and materials, there is still the recurring problem of the education authorities' failure to deliver sufficient materials to schools on time.

Staw 24/4/98 (50)

The challenge facing educators and government in the next four years is bringing those changes to the people.

One of the first major changes brought about by the new government's Department of Education came in the form of the South African Schools Act of 1996.

The act tackled issues of governance, organisation and funding at public schools.

Though the allocation of resources to schools has now been placed more directly in the hands of the provinces, the provincial education departments have been left with the unenviable task of trying to address the huge backlogs left by the previous order.

The introduction of Outcomes

Based Education (OBE) this year, where the focus moves from content learning to a series of end-result skills, has been the public's first real brush with the post-apartheid government's new style of education.

Having introduced Curriculum 2005 this year to Grade 1 pupils, the Government has already decided to opt for a more cautious approach, and reined in the plan, by only introducing it to Grade 2 next year and not Grade 7 as well. The 2005 date has now been called "flexible" - only time will tell how flexible.

The past four years have also seen growing tension between the Government and teacher unions over salaries and the retrenchment of temporary teachers.

Church hits out at crisis in education

STAFF REPORTER

The Methodist Church has expressed "deep concern" over the precarious position of the South African schools system.

Reverend Mvume Dandala referred to the alleged corruption and consistent displays of incompetence and inefficiency in the Government, irresponsible and unaccountable teaching staff and pupil truancy.

In a statement issued after a meeting of Methodist bishops in Paarl this week, Dandala said there was a need for black parents to become involved in white and black school management bodies and to hold education authorities accountable.

Bheki Khumalo, spokesman for the Education Ministry, welcomed the church's input.

"The minister (Professor Sibusiso Bengu) has emphasised that his aim this year is to make schools work more effi-

ciently. The church's concerns tally with our own. We can make the schools more effective if teachers are committed and not sitting in she-bens with their pupils."

"It is the church's right to offer comment and criticism - we need a mirror so that we can examine ourselves," Khumalo said.

Dandala said by establishing feeding schemes at disadvantaged schools and the relative lack of disruption with which integration had taken place should be viewed as "positive successes".

But, he stressed the urgent need to tackle problems which threatened to paralyse education.

He said teachers should be committed to their role in shaping the lives of future generations of pupils.

"Responsible and dedicated teachers have achieved outstanding results from highly motivated pupils despite meagre resources."

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MANAGER

W Cape pupils get lion's share of state spending

Classroom pay differences blamed

CLIVE SAWYER
POLITICAL CORRESPONDENT

State spending per head on primary and secondary school education is highest in the Western Cape, Education Minister Sibusiso Bengu has told Parliament.

He was replying to questions in the National Assembly by Donald Lee of the National Party.

Dr Bengu said discrepancies in such spending in each province were because of differences in the average pay of staff and the average teacher-pupil ratio among the provinces.

A province's average remuneration of

staff was related largely to the qualifications of the staff in each province.

In the Western Cape, state spending on primary-school pupils in 1996/97 was R3 740 per head and in secondary schools R5 569 - well above the national average of R 2370 for primary-school pupils and R3 380 for secondary-school pupils.

These figures included the administration costs of provincial education departments, but excluded specialised school education, technical college education and teacher training.

The next highest figures for state spending were those for the Northern Cape, at R3 656 for primary-school pupils and R3 812

for secondary-school pupils, and for Gauteng, at R2 951 for primary pupils and R4 319 in secondary schools.

Spending on primary pupils was lowest in the Eastern Cape, at R1 947 a head, and on secondary school pupils Mpumalanga, with R2 511, spent least.

Replying to a series of questions, Dr Bengu disclosed that of the 2 454 Western Cape teachers identified for redeployment, only 366 had been moved by December last year.

A total of 998 Western Cape teachers had applied for severance packages last year.

At the same time, 206 new teaching posts were created in the province last year.

Crackdown ahead for errant teachers

ARGUS CORRESPONDENT

Durban - Errant teachers will be brought to book from July 1 when the SA Council of Educators (SACE) begins investigations into violations of the profession's code of conduct.

Teachers found guilty of serious misdemeanours - such as sexual abuse of pupils, alcoholism (where this affects the profession), "gross periods" of absence, late coming and early departure - could expect to face the full extent of disciplinary action.

This would include being struck off the register of educators, a move that would prevent the teacher from teaching at any public school again, the chief executive officer of SACE, Reg Brijraj, said yesterday.

For lesser offences, they could be fined up

to R1 000 or receive a warning or a period of probation during which "corrective measures" would be taken.

"In time it will become clear where the no-go areas in education will be," said Mr Brijraj.

Basil Snayer, a representative of the SA Democratic Teachers Union in the Western Cape, said the code of conduct was intended to develop the culture of teaching and learning in schools as well as disciplining people who step out of line.

"The code is meant to establish and uphold standards in our profession.

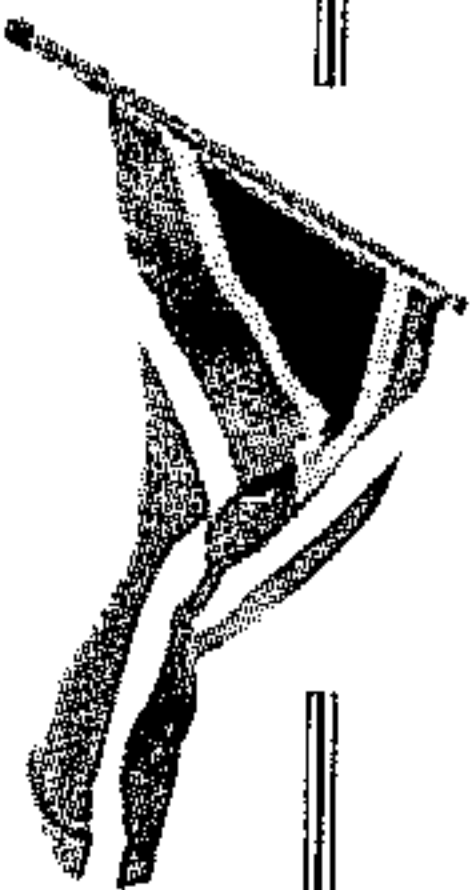
"We can't allow problems like sexual harassment, late coming, absenteeism and the general desertion of duties to continue in schools. Once the code is working properly this kind of behaviour should stop."

SACE was formed in 1996 with the purpose of enhancing the teaching profession.

All teachers, including temporary staff, are required to register with the council by July 1, the likely cut-off date. Anyone who had not done so by then would be deemed to have resigned from the teaching profession, Mr Brijraj said.

Until July 1, teachers would be required to pay a once-off registration fee of R20, but this would increase to R60 for new teachers after that date.

The council had been experiencing some difficulty in getting all teachers to register because it had been using an outdated address list. Over 200 000 applications had been received out of a total of 360 000 teachers and the balance was expected over the remaining months, Mr Brijraj said.



Effective delivery hinges on improved facilities

TROYE LUND

27 27/4/98

CHANGING South Africa's ramshackle, segregated and racially-funded educational system has been a formidable task.

Four years down the path to equal, quality education for all, there are still astounding inequalities between many of the country's 22 000 schools.

According to the University of the Witwatersrand Policy Unit, this is mainly because of the magnitude of demand, inability to implement policy because of a lack of funds and resources, legal hitches and labour disputes.

In 1994, an estimated 64% of the black population was functionally illiterate. Numeracy and technical skills were widely lacking.

Most black teachers, who comprise the bulk of South Africa's teaching corps, were under-qualified, and most African pupils never completed more than eight years in the highly-ineffective apartheid schooling system, claims an Idasa report on socio-economic delivery that is to be published in book form soon.

The main thrust of the schooling policy since 1994 has been to work towards a goal of at least 10 years of basic schooling for everyone. It has also tried to equalise state spending on schools.

"This has proved a mammoth task with much friction," states the Idasa report.

Rationalisation has also involved adjusting the teacher:pupil ratio — 1:40 in primary schools and 1:35 in high schools.

Implementing this ratio has caused massive disruption and dissatisfaction because it meant addressing the allocation of teaching staff to schools.

Some provinces, in particular the Western Cape, had higher teacher:pupil ratios than others, so thousands of teachers lost their jobs, and some schools lost 12 or more teachers.

Most formerly white, coloured and Indian schools

across the country were in similar positions.

To make job cuts easier, teachers were offered voluntary severance packages (VSP's) and a redeployment scheme was introduced to secure the jobs of those that did not take packages. Redeployed teachers were to be transferred from advantaged to disadvantaged areas.

But the redeployment scheme was stopped by the Cape High Court, which meant that provincial education departments had to continue paying teachers for whom they had not budgeted. The nine provincial education departments are now R5 billion in debt.

Although integration of formerly segregated schools for white, coloured and Indian pupils has been relatively successful, the 1997 Schools Register of Needs highlighted how integration has not benefited schools in black townships and rural areas — 57% of the country's schools have no electricity.

But the Idasa report also states: "New schools are being built at a considerable rate, old ones renovated, teachers retrained, and a host of other initiatives are aimed at providing science and mathematics courses."

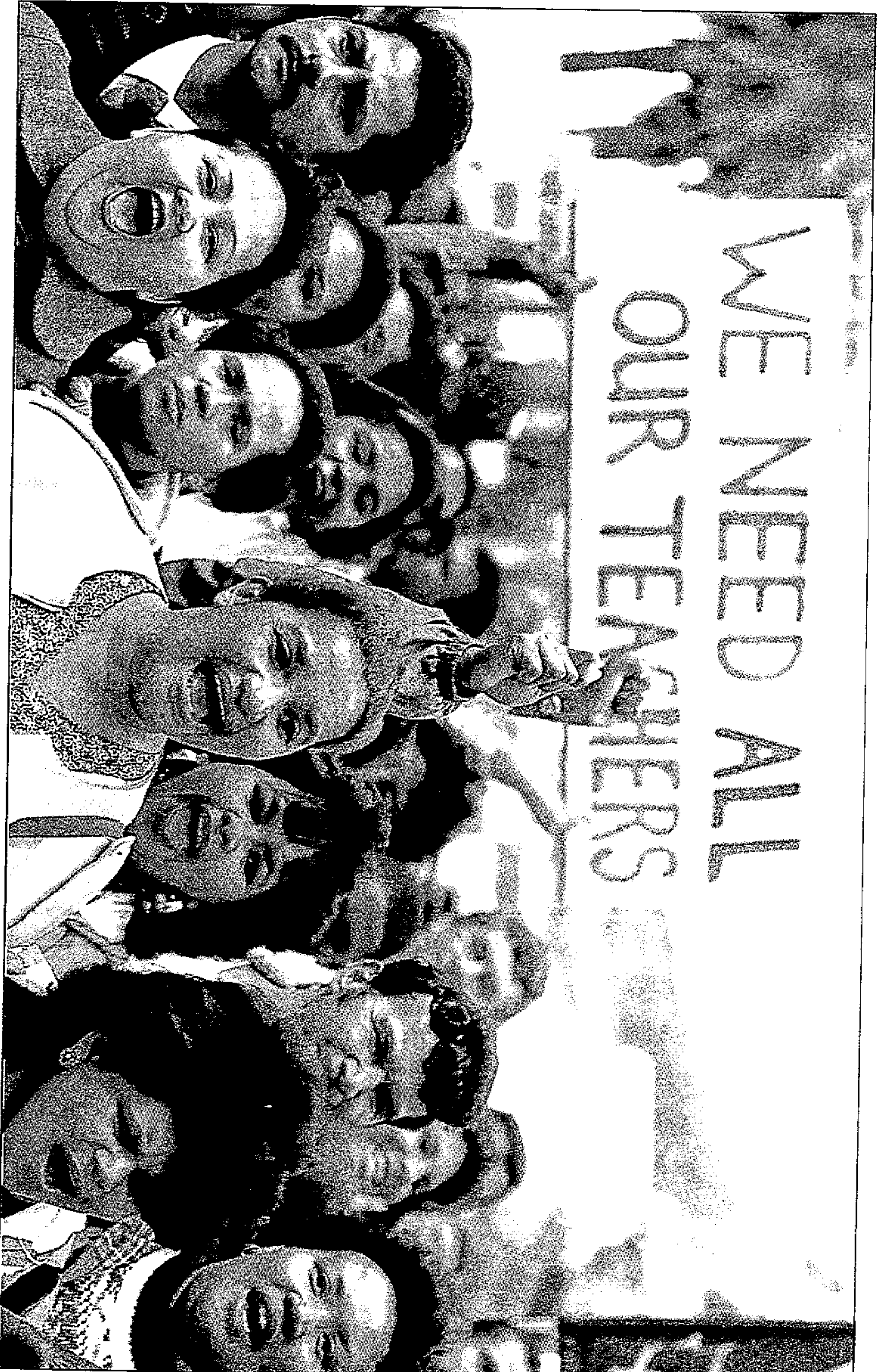
About 84% of the R300m school renovation programme has been spent since 1995, and the R1,2bn budget for building schools has paid for 1 191 new schools in the past three years.

Curriculum 2005, a radically revised national school syllabus, was implemented in Grade 1 this year and will be phased in.

But resource constraints preventing teacher training and textbook purchases make its effective implementation, especially at most black schools, highly problematic.

Cape Town socio-economist, Mr Jeff Lever said: "All in all, the abysmal condition of the *de facto* African school sector remains the single most pressing educational challenge facing the new state. While provinces spend about four-fifths of their budget on public education, expenditure is not sufficiently pro-poor."

Effective delivery hinges on two things, claims Idasa.



IN NEED: South African teachers have had their hands full trying to deal with the highly-ineffective apartheid schooling system. According to the Idasa report, in 1994, an estimated 64% of the black population was functionally illiterate and most black teachers, who comprise the bulk of South Africa's teaching corps, were under-qualified.

The first is redressing the concentration of expenditure on current costs — especially teacher salaries — so that schools can be given adequate basic facilities like water and electricity. And, money spent on poor schools must be increased.

Transforming the tertiary education system has so far

consisted in each institution adopting a plan which aims to satisfy the government's goals in the new Higher Education Act that came into effect this year.

The new act aims to enforce, among other things:

- A unified and more centralised tertiary education system.

- Higher participation by black students and staff.
- A "participatory" system of governance at universities.

- Payment for university education by students, who will, however, be helped by a national student aid scheme if they are unable to afford fees.

Fees soar at ex-Model C schools

ANDREA BOTHA
STAFF REPORTER

Parents of children at some former Model C schools in the Peninsula are reeling at fee hikes designed to keep standards up and teachers employed.

Wynberg Boys' High has already raised its school fees twice this year, first in January and again at the beginning of the second term. Effectively, fees at the school have increased about 11% since January and now stand at R5 300 a year, R500 more than at the beginning of the year.

Wynberg High principal Keith Richardson said fees went up after the national education department announced it would push through teacher-pupil ratios of 35:1 in high schools and 40:1 in primary schools, initially planned only for 2000. The increased fees meant the school could keep on 18 teachers it otherwise would have lost.

Mr Richardson said parents had agreed to the increases.

At Sacs High School in Newlands, school fees are set at R5 120 this year - almost R1 000 up on last year. Principal Gordon Law said fees had gone up only once this year and the school had waited until January to advise

ARG 27/4/98
parents of the final increase, which saved the jobs of seven teachers. "The parents are not happy. They feel the state should pay for education," said Mr Law.

But parents accepted that the education department had no money and that what little there was should be spent on disadvantaged schools, he said.

Ishmoenie Taliep, principal of Trafalgar High School in District Six, said his school could not afford to raise fees high enough to re-employ teachers it had lost.

Trafalgar lost seven teachers through the cancellation of temporary teachers' contracts and this had resulted in jam-packed classes and difficult teaching conditions. Trafalgar's school fees were R200 a year and about 40% of parents had not yet paid them.

Mr Taliep said he could understand why schools were raising their fees. He feared more teachers would take voluntary severance packages and leave the school because of the difficult teaching conditions.

Earlier this month, Dave Arguile, principal of Pinelands High, said his school had been drastically affected by the loss of teachers. But it would not raise school fees again as they had already gone up by 18% this year. Parents were paying R3 000 a year.

Mr Arguile said cuts had been made in several areas of the budget to enable the school to keep on 10 teachers.

Provincial Education Minister Nick Koornhof said all schools did not get the same per capita subsidies from the department, which also no longer paid the electricity and water accounts of former Model C schools. He quoted the example of a former Model C school which no longer got money for telephone accounts, photocopying expenses, hire of equipment or transport.

He emphasised that no pupil would be excluded from a school because his or her parents could not afford the fees.

Last week, Education Minister Sibusiso Bengu told Parliament the state was spending more per head on primary and secondary school education in the Western Cape than anywhere else in the country. This was because of higher teacher salaries and lower teacher-pupil ratios.

In the Western Cape, state spending on primary school pupils in the last financial year was R3 740 a head and R5 569 a head on secondary school pupils - well above the national average of R2 370 for primary school pupils and R3 380 for secondary school pupils.

COSATU THREATENS STRIKE

WCED pulls out of education summit

(50)

CT29/4/98

THE FUTURE of poor public schools — buckling under budget cuts and without additional assistance — will be debated at a summit today. Education Writer **TROYE LUND** reports.

PARENTS representing governing bodies of the wealthiest to the most impoverished schools will sit down today and thrash out the future of poor public schools at an education summit with business organisations, religious groups and trade unions.

But the Western Cape Education Department (WCED) pulled out of the summit late yesterday after it was informed that Cosatu planned to go on strike over education, on May 11.

WCED labour spokesperson Mr Melvin Joshua said: "This notice has torpedoed everything. We were willing to attend the summit if Cosatu agreed to meet us again after the summit. But we cannot go to a summit with a strike hanging over our heads."

Cosatu believes the option of a strike is a last resort that would be used if the department failed to present acceptable plans for redress.

"The department has the political will to address inequality but it is not acting fast enough or showing true

commitment," said Cosatu provincial secretary-general Mr Tony Erenreich.

The summit debate today will focus on saving poor schools that are buckling under the present cuts and still receive no extra financial attention from the provincial government.

The summit, which has been convened by Cosatu, will also discuss the merits of supporting a strike by the province's 300 000 Cosatu members.

While the details of redressing the inequalities between many of the province's 1 700 schools will not be worked out today the broad aim of the meeting is to gain consensus on the importance of redress and to highlight to wealthier communities what abysmal conditions many pupils and teachers have to work under.

Erenreich said: "Once we have the broader community's support that there needs to be more attention paid to redress, we can put more pressure on the provincial government to do more than it has been."

The last meeting between the

WCED and Cosatu ended on April 15 when Cosatu rejected the WCED's R167-million redress plan as inadequate.

Although many delegates who will attend the summit were sceptical about the ANC-affiliated Cosatu's agenda, especially because national elections were just around the corner, they agreed that any initiative to improve education was worthwhile.

Cosatu stressed that their intention was to make all sectors aware of the urgency to prepare definite plans to bring poor schools up to a level with their counterparts.

Because the former Model C schools enjoy facilities similar to many private schools, they will be a major focus of discussion today.

Cape Chamber of Commerce spokesperson Mr Alan Lighton said: "While the chamber shares Cosatu's concern that past imbalances in public education must be actively addressed, we also recognise that provincial budgets have been cut and the department has little scope."

He hoped the summit would adopt a constructive approach and that a practical, progressive timetable for redress would be worked out.

Another education chief on the line

Andy Duffy

The head of state education in the Northern Cape faces a disciplinary hearing next week on charges of misconduct.

Zodwa Dlamini is alleged to have defied MEC for Education, Arts and Culture Tina Joemat and provincial Director General Marin van Zyl in their attempts to manage the embattled provincial education department.

The province suspended Dlamini on full pay in February. Van Zyl this week declined to detail the charges against her.

Dlamini, who took up the job as head of department in June 1996, was unavailable for comment this week. Her attorney, Joseph Mlambe, says the province claims she had disobeyed Joemat and Van Zyl and flouted procedures last June when she recruited a textbook publisher.

"Their emphasis is that she did things without their permission," he adds. "We want to know further details."

The internal disciplinary hearing is due to start on Monday. Dlamini's suspension is another example of the high-level

bloodletting under way in provincial education.

State education chiefs in the Free State, Northern Province and North West province have all been given the boot or quit in recent months.

Their departures have often been accompanied by allegations of mismanagement, incompetence and fiery relations with their MECs.

An investigation by the Department of Public Service and Ad-

ministration in the Northern Cape last year found Dlamini was denied key decision-making powers. All authority over her department's finances and recruitment policy rested with Van Zyl's office.

"[Dlamini] felt she needed these functions within her department in order to allow her to make management decisions," the report said — an argument it supported in its final recommendations.

Other major problems facing the education department in the Northern Cape include personnel costs, poor training and the huge distances between its schools and offices.

The province estimates it overspent its 1997/98 education budget of R705-million by R120-million, most of it on personnel. A representative says it is not yet clear how that over-expenditure will be funded.

The provincial education budget

(50) MRS 30/4 - 7/15/98

this year has been set at R812-million. The department expects teaching numbers to drop from 6 500 to 6 200 over the next few months.

About 40 000 schoolchildren in the province are taught at farm schools. Previous estimates said 98% of teachers at these schools are not qualified.

But many farmers have obstructed the department's attempts to lift teaching standards.

THE language rights of the individual are recognised as a human right and, therefore, belong in a Bill of Rights. These rights and privileges must be extended to all South Africans.

South Africa's multilingual character should be regarded as an asset that should be developed. It is of crucial importance in promoting mutual understanding and appreciation of our cultural diversity.

But the tendency is to denigrate and sideline the African languages in the economic, social and political spheres.

The reason is that higher education is the privilege of a few. The African majority is also sidelined by what is called the "tertiary education crisis". This crisis concerns finance, and, therefore, the African majority is compelled to bear the brunt.

Illiterate constituents are addressed in English by government leaders who campaigned in African languages before the 1994 elections. At that time, political parties' manifestoes were explained in African languages, but today that is history.

The illiterate African majority is now used as a springboard for telling the world the opinions of these leaders. This means that information is only for those who understand English.

There is a clause in the government's language planning policy, which states that multilingualism should be promoted and developed so that all the inhabitants of the country can realise their potential and obtain access to all fields of life. This is easier said than done.

Let us take education as an example. It is said all individuals have the right to communicate with the authorities in any of the official languages. This does not happen in practice.

In our schools, the only language used as a medium of instruction is the one that obstructs the education process of Africans — English.

Africans are given the daunting task of translating from the

second opinion

M S I MOLOI

African majority must fight for equal rights for their languages

ST 3/5/98

(30)

mother tongue into English and then back into the mother tongue. This causes Africans to drop out of school at an early age.

The illiteracy rate in South Africa is so high because the government takes no responsibility to address this defect.

The Pan South African Language Board, a product of the government, is a toothless lion because only the principles put forward by the government and the business sector are accepted.

The aim of the board was to protect the rights of African languages, but this has not been done. This is because non-African language speakers have been included on the board.

These people's children start learning English at nursery school. They do not promote African languages within their families. How can they, therefore, have an interest in promoting and protecting the rights and privileges of these languages?

Public and private companies also contribute a lot to this sorry state of affairs. Companies advertise vacancies requiring certain qualifications and a proficiency in certain languages from the potential applicants.

The most wanted language is

English, even though it would make more sense for the applicant to be proficient in African languages instead.

But if the successful candidate cannot speak or write English properly, Fanagalo becomes the medium of communication.

Why can't these employers learn African languages, instead of resorting to Fanagalo?

Is it because multilingualism is not recognised in certain quarters, or because certain cultures and languages are perceived to be superior?

The Labour Relations Act of 1996 is good for defending employees — but when it comes to language, problems arise. An African language speaker cannot stand in front of the Commission for Conciliation, Mediation and Arbitration and properly address it in Afrikaans or English.

Government documents should also be written in African languages so that there is a free flow of information.

These days we talk of the South African Qualifications Authority and the National Qualifications Framework. These bodies are responsible for changing the education system of the country. But in one way or another, they are controlled by

those who are afraid of change. These people will sabotage the process of change and the status and rights of African languages will remain the same.

If we say African languages fall under communication studies and languages at tertiary institutions, does this mean a student can learn to be a journalist in any of the African languages? Where will courses such as general linguistics and literary studies belong? Only those who dislike change can tell.

Some South Africans are not prepared to promote mutual understanding of, and appreciation for, cultural diversity. The recognition of multilingualism is not seen as one of the most important means of mutual understanding.

What is happening with the South African Rugby Football Union and the government should also serve as an eye-opener. There are people who do not want change. They want to remain in the past, a past where they enjoyed their human rights at the expense of the African majority.

These people are not only in Louis Luyt's rugby union, but everywhere in South Africa. They only want to recognise and protect their culture. These people include academics, educationalists and others who are out to destroy the dawn of a new era.

It is a shame, because the African majority is prepared to live as one with them.

I cannot imagine what will happen should the African majority decide that it can no longer take these insults to their languages and culture.

In order to provide a better life for all South Africans — politically, economically and culturally — language rights and privileges in South Africa must be extended, not curtailed for the sake of defending the few who abhor change.

● *Moloi works in the African Languages department of the University of the North*

Provinces underfunded — education department

1805/5/98

(50)

Vuyo Mvoko

CAPE TOWN—Education in provinces such as Eastern Cape that remained riddled with backlogs had “not been sufficiently provided for” in the budget, the national education department conceded in Parliament yesterday.

Addressing the education portfolio committee ahead of next Monday’s debate of the education budget in the National Assembly, senior department officials expressed concern that personnel expenditure was “crowding out” other areas.

“This has been brought to the attention of state expenditure,” director-general Chabani Manganyi said.

He emphasised that, constitutionally, decisions on the matter did not lie with his department.

Some of the provinces “lack capacity even to generate capacity”, Manganyi said, but warned that there were “no quick fixes”.

Trevor Coombe, the department’s systems and planning deputy director-general, pointed out a “seemingly anomalous” situation in which no money had been allocated for land and buildings beyond the 1998/99 financial year in the budget, as was expected in terms of government’s new budgeting

tool, the medium-term expenditure framework.

He said R51m in conditional grants has been made available to provinces for classroom backlogs, but only for the current financial year.

Manganyi said the department was, however, “gratified” that discussions were continuing between the department and state expenditure, and that increases in other areas had been recorded, leading to an overall 16,9% rise from the previous budget.

Coombe pointed out that the department was responsible for only about 15% of the education budget.

The other 85%, he said, was being administered by the provinces collectively and that the best the department could do was to “try to have a beneficial influence”.

About R5,7bn, up from 1997/98’s R5,2bn, would go to higher education institutions this year.

He said R200m in conditional grants had been allocated to the “strengthening” of financial management and to other quality enhancement initiatives in the provinces hard hit by backlogs.

The national student financial aid scheme allocation had been increased from R200m to R300m.

Speaking of the language board

ET 5/5/98 (50)

THE Pan South African Language Board should be fully operational by the third or fourth quarter of this year, according to the director-general of arts, culture, science and technology, Mr Roger Jardine.

By then, its administrative problems would have been resolved and its regulations approved, Jardine told the portfolio committee on arts, culture, science and technology.

He was commenting on a report by a commission set up in October to investigate the administrative problems hindering the language board.

The report said the board had not received adequate and effective administrative support after it was constituted.

Parliamentary Bureau, Sapa

Huge govt boost for provincial education

JOVIAL RANTAO

et 5/5/98

THE government has set aside millions for provincial education departments, it was announced in Parliament yesterday. The money will help improve their administrative and financial management capacities.

In a submission to Parliament's portfolio committee on education, the Department of Education said R200 million would be spent on programmes to help provinces overcome the lack of corporate and financial management skills which had led to overspending in the past financial year.

The money — which is to increase to R600 million by the year 2000 — is to be spent on a programme which will focus on: District development projects, R100m; teacher development (to cope with Curriculum 2005), R45m; education management development (training of school governing bodies), R29m; the Culture of Learning, Teaching and Service Campaign, R7,8m; a Provincial Assistance Unit, R10m; quality assurance, R5m; management support R3,1m.

According to Dr Trevor Coombe, the deputy director-general (systems and planning) in the department, the funds cannot be used to employ large numbers of staff, nor can it be used for capital expenditure except where investment in essential infrastructure can be justified.

In a plan presented to the committee, Coombe said the funds should be disbursed in the 1998/99 financial year with no roll-over.

He said the R100m for district development projects showed the department's resolve to revive districts which had collapsed. The districts would receive help in quality assurance, management development, the culture of learning, teaching and service campaign and teacher development.

The Eastern Cape, KwaZulu-Natal and the Northern Province have been allocated the bulk of the R100m.

Legal battle looms over strike

Linda Ensor

BD 7/5/98 (50) ~~(50)~~
CAPE TOWN — A legal battle is looming between the Western Cape government and Cosatu over the latter's resolve to hold a 24-hour general strike this Monday over the education crisis in the province.

The federation claims a direct membership of about 300 000 workers across all economic sectors in the province, but believes many sympathisers will go on strike as well.

Labour and transport MEC Piet Meyer served Cosatu's Western Cape region with a notice threatening an interdict in the Labour Court to prevent the planned protest action.

The interdict, which Cosatu said it would oppose, was expected to be lodged today and heard tomorrow, a government official said.

Cosatu regional educator Anthony Dietrich said the strike was a last resort after months of negotiations with the National Party-controlled regional government had failed to reach agreement on the need to redress the continued racial imbalances in the

provision of education.

The federation believed there had been no material improvement in the education of African and coloured children in the three years of NP rule, while white schools continued to receive higher funding.

The protest action was called in terms of section 77 of the Labour Relations Act, which gave workers the right to highlight their socioeconomic concerns.

"Our members demand quality public education and the redressing of disparities to narrow the gap between the state of public education in working class communities and that in white areas," Cosatu regional secretary Tony Erhenreich said.

"Since the beginning of this year, we have in good faith negotiated with the provincial government around our concerns. It has become abundantly clear that they do not have the political will to address the demands of working people. They even decided to boycott our education summit held on 29 April, which we called in an attempt to explore solutions to the problem."

Popcru backs Cosatu strike call over city schools row

Court action slated

(50) ARG 7/5/98
BUSINESS EDITOR

The Police and Prisons Civil Rights Union has come out in support of plans by the Congress of SA Trade Unions to strike on Monday in protest at conditions in township and Cape Flats schools.

Popcru said the union could not distance itself from the plight of teachers in the province and called on all members to take part in Monday's protest action.

Safety and security could easily be affected by the same budget problems as education, Popcru said.

Meanwhile, Cosatu has hit out at the Western Cape provincial government for trying to block the strike.

"The provincial government cannot be allowed to deny parents the right to show their anger at conditions in the schools by blocking this protest," Cosatu spokesman André Kriel said today.

The Western Cape administration is to seek an interdict in the

Labour Court tomorrow in a bid to prevent the protest strike going ahead.

Mr Kriel said Cosatu considered the strike legal.

The union federation claimed all the requirements of the Labour Relations Act relating to protest strikes had been met.

Cosatu had tried to negotiate with the provincial government, but three meetings in the National Economic Development and Labour Council (Nedlac) had ended in deadlock.

"Even yesterday we told the provincial government that we would be prepared to minimise the effects of the strike by, for instance, asking teachers to come to school until about 11am.

"But the government rejected that," Mr Kriel said.

"We are not calling for a boycott of schools. We are not trying to disrupt education.

"We believe in the culture of learning, but we are not happy with conditions in township and Cape Flats schools."

Judge rules in favour of worker's strike (50)

THABO MABASO

ARG 9/10/98

Western Cape workers will go ahead with a 24-hour strike on Monday to protest against school budget cuts, following a ruling by the Labour Court in Cape Town.

The strike could hit factories, buses and schools.

The court yesterday dismissed an application by the provincial government to declare illegal the strike by the Congress of South African Trade Unions (Cosatu), which has 300 000 members in the Western Cape.

Lawyers for the Western Cape government were hoping that Justice Dunston Mlambo would grant them an interdict to compel workers not to strike.

The province said Cosatu's reasons for striking were political and, therefore, not legitimate.

Provincial counsel Paul Hoffman asked the court: "Is it not a coincidence that the strike will happen right before an election year or that it will occur on the day the new provincial premier, Gerald Morkel, is to be inaugurated?"

Cosatu argued that the Labour Relations Act allowed workers to strike over a matter of socio-economic interest to them.

Their lawyer, Martin Arendse, said education was a matter that concerned workers.

Cosatu wants the provincial government to reprioritise the needs of disadvantaged schools in its education budget.

Every Cosatu affiliate in the province has given its support to the strike.

In his judgment, Judge Mlambo said the federation was within its rights to strike.

He added that education constituted a socio-economic issue.

"The list of demands are, indeed, designed to serve socio-economic interests," he said.

Tony Ehrenreich, Cosatu's Western Cape secretary-general, applauded the judge's decision and said it strengthened the labour federation's resolve to fight against issues it did not agree with.

"Our children cannot have their place in the sun or a better education, unless we do something about it," said Mr Ehrenreich.

He added that Cosatu would go ahead with the strike on Monday.

Education strike in the Cape

(50) Mar 9/5/98
Cape Town - Thousands of supporters and members of the Congress of South African Trade Unions will strike in the Western Cape on Monday against imbalances in provincial education. The Labour Court in Cape Town yesterday dismissed with costs the Western Cape's bid to stop the strike.

The province said the strike would harm the province's economy. Mr Justice Dunston Mlambo found that Cosatu complied with all the requirements of the Labour Act.

However, the judge said he did not rule out the possibility the Labour Appeal Court would come to a different conclusion, and he would leave the door open for an appeal. - Sapa

NEWS that subsidies for independent schools are to be cut, with immediate effect, by between 50 percent and 100 percent have shocked the schools.

Some, providing sound education in disadvantaged communities, will close almost immediately. Particularly hard hit has been the Eastern Cape, where subsidies will cease forthwith, although amounts outstanding from the previous financial year will be paid.

It is the season for MECs responsible for education to present budgets to provincial legislatures. Without exception, they struggle because resources are inadequate to meet needs.

There is an irony underlying the major cause for this.

Personnel costs consume 90 percent or more of available funds. Although teachers can afford only modest lifestyles, they are paid more than South Africa can afford, given its GNP. Salary scales place them in the top 15 percent of earners. But they are paid much less than other professionals here, and their unions will fight for improved conditions of service.

Faced with this intractable problem, provinces see subsidies to independent schools as the softest of soft targets for cuts.

Although the Eastern Cape schools will suffer most, those in other provinces are also hard hit. In Kwazulu Natal, the R39-million allocated last year (out of a budget of R6,9-billion) has been reduced to R27-million. The R168-million Gauteng budgeted in the 1997/8 year has been reduced in 1998/9 to R117-million. Mpumalanga schools learnt this week of their MEC's intention to impose a 50 percent cut from this April.

Independent schools in South Africa serve a wide range of communities. Some are located in informal settlements or townships and serve the truly poor. There are those in the inner city

and those in the suburbs. Some are in remote rural areas.

Independent schools that serve disadvantaged communities will now focus entirely on survival.

They have been plunged into crisis, and the communities they serve have limited access to resources.

The more affluent schools will lose ground in their efforts to widen access to all races.

They are facing the most important challenge of their existence: how do they change so that they better reflect the country they serve? That they want to do so is beyond question. Their deliberations since the 60s have shown this.

The heroes of these schools include leaders and educationists like Peter Anderson, who left the comforts of Cape Town and Bishops to be inspired by the rural community of Jane Furse in Sekhukhuneland; Deane Yates, who moved from St John's in Johannesburg to found Maru-a-Pula in Gaborone; and David Matthews, who has helped to resurrect the famous Tiger Kloof institution near Vryburg in North West province.

Independent schools accept the realities of government funding. They recognise the

onus on the state for equity and redress. Although dismayed by the huge cuts in subsidies, the more privileged schools have shown their willingness to assist by proposing a differentiated subsidy with three levels, as an interim measure while national policy on schools funding is being determined:

- All registered schools not operating for profit and providing education of a satisfactory standard should receive a basic subsidy. Until now, this has been 50 percent of the cost of educating a child in a public school but, given the financial crisis, a reduction to 35 percent has been suggested;

- Schools serving mainly black communities should receive an additional amount as a redress subsidy; and

- Schools in informal settlements, townships or poor rural areas should receive a further redress subsidy, so they will receive more than they do now.

These proposals appear to be acceptable to authorities in Gauteng and Kwazulu Natal.

Independent schools understand that financial resources are strained, but fear that there might also be a lack of will to fund children in independent schools.

second opinion

MARK HENNING

ST 10/5/98

Lesson for the nation in the crisis facing independent schools

The Hunter report confirmed that independent schools play a small but important part in the provision of education. The White Paper on education recommended that subsidies be paid to independent schools, and the discussion document on the funding of schools established that the cost of subsidies to independent schools can be considerably less than the cost the public sector would incur if the subsidies were eliminated and the learners enrolled in public schools.

However, until there is agreement on the national norms and standards for funding public and independent schools, provinces have to take decisions that require them to prioritise expenditure.

The schools' concerns need to be seen against the wider background of their hopes for the nation. Derided though the concepts of nation building and a non-racist, non-sexist, democratic future for all may have become in some quarters, people need a vision.

But to what extent is the ideal of a united nation a concern to us? Certainly, leaders of the stature of President Nelson Mandela and Archbishop Desmond Tutu exemplify and promote a vision of inclusivity, but is this a concern at other levels?

We are told that education will be the strategic goal of the 21st century. In schooling, the focus must be on uplifting the poor, but it is also important to have what the Americans call "lighthouse" schools, public and independent.

The challenges before South African education are so great that to meet them will require the combined efforts of all: public sector, private sector and individuals.

It is in this spirit that independent schools are wrestling with the present crisis.

- *Mark Henning is the national director of the Independent Schools' Council*

Provinces sign death warrant on private schools

(50)

Closures loom for thousands of pupils after subsidies are cut

ST 10/5/98

CORNIA PRETORIUS

THOUSANDS of pupils could be forced out of their classrooms because the government has slashed subsidies for private schools.

Among the worst hit are the 54 private schools in the Eastern Cape, where the government has wiped its entire private-school subsidy off the books.

Gauteng has cut its subsidy by 25 percent, Kwa-zulu Natal by 29 percent and Mpumalanga by half.

The Western Cape, North West and the Free State have left their subsidies intact this financial year. However, the subsidy in the Western Cape has been reduced by almost half over the past three years. Figures for the Northern Cape and Northern Province were unavailable yesterday.

Most schools affected belong to the Catholic Institute of Education.

It is estimated that 800 schools countrywide will feel the crunch.

In Uitenhage, Sister Kathy Gaylor, the principal of Mary Mount High School, which, along with its primary school educates 1 018 mainly black children, is facing the prospect of seeing her school having to shut down within weeks.

The provincial subsidy provides 90 percent of her school's budget.

Last year, she expected R1,8-million in subsidies but received half. She had hoped her school would be saved when new subsidies were announced. Instead, she learnt there was no money.

"Unless we get funding at the end of May we'll have to close," she said.

The school had a 100 percent matric pass rate last year.

About 300 Catholic school principals, governing body chairmen, parents and pupils will attend a crisis meeting in Johannesburg today to develop a strategy to deal with the cuts.

Mark Henning, the national director of the Independent Schools' Council, said the budget cuts would affect about

six schools registered with the council. He estimated between 20 000 and 30 000 pupils from 40 private schools countrywide could see their schools being closed immediately. The consequence of the cuts would be schools being unable to pay teachers, forcing them to close and pushing children into the already stressed public school system, he said.

Even schools that survived would lose pupils, he said, as they would be forced to raise fees.

The Eastern Cape's education minister, Professor Shepherd Mayatula, said recently no subsidies would be available to private schools in his province this financial year.

The subsidy was R13,6-million two years ago.

Le Roux Niemand, the chairman of Eastern Cape's Joint Liaison Committee, which acts on behalf of the province's private schools, said the schools would be forced to go to the Constitutional Court for relief.

The Schools Act had given provincial education ministers the right to determine funding levels, he said, but the Constitution gave every child the right to education.

Brother Jude Pieterse, of the Catholic Institute of Education, blamed the national education department. National government had not set policy for private schools' subsidies, so provincial departments did whatever they wanted, he said.

The trend is illustrated by figures for the Western Cape, where government spending on Grade 1 to 9 private-school pupils has been cut from R1 670 a pupil to R923 over the past three years.

Spending on Grade 10 to 12 pupils has been cut from R2 504 to R1 384.

Helen Addis, spokesman for 60 private Catholic schools in Gauteng, said private schools had suggested a tiered funding system whereby they could get a basic subsidy of 30 percent. This would rise to 60 percent for those schools in poor areas.

● See page 17

'No instant answers to imbalances'

Business Day Reporter

THE problems faced by historically black educational institutions, particularly universities and technikons, could not be solved in the immediate future because of desperately scarce resources, Deputy President Thabo Mbeki said at the weekend.

He was speaking at the installation of Prof Mapule Ramashala as vice-chancellor of the University of Durban-Westville, in KwaZulu-Natal, where he praised the appointment of a black woman to the post. He said while government was ex-

pected to address apartheid education-
al imbalances by way of disbursements
from the national budget, revenues
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were little changed from those collect-
ed by the previous government.

This revenues shortage was exacer-
bated by the fact that there was "ab-
solutely no social need in our country
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... we are immersed in a long-term na-
tional emergency out of which we can-
not escape unless we adopt emergency
measures".

He called for an urgent "national
mobilisation" in which decision mak-

ers, including the business sector,
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Ramashala said the debate about
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She said many universities, partic-
ularly historically black institutions,
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marily because of the fee issue.

The financing of access to tertiary
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issues that government as well as the

private sector should address given the
large numbers of students previously
denied the right to education.

"The challenge facing historically
disadvantaged institutions is to enter
the debate ... not as victims or slow
starters, but as vigorous participants
in defining the needs of a new social
order," she said.

Academics needed to "re-orientate"
their roles and functions to bring them
in line with a transformative vision
while at the same time prepare stu-
dents for the impact of the information
revolution and global market of the
next century, she said.

Thousands expected to strike in west Cape

Linda Ensor

(50)
80 11/5/98
CAPE TOWN — Thousands of people in the Western Cape are expected to stay away from work today in protest against the failure of the provincial government to "redress the apartheid imbalances" in education.

Anthony Dietrich, regional official of the Congress of SA Trade Unions (Cosatu), said yesterday the federation had conducted intense mobilisation campaigns among the province's 300 000 members in all sectors.

After a protest on the Grand Parade, workers will march to the provincial government buildings — where newly elected premier Gerald Morkel will be inaugurated — to demand that the funding gap between white and black education be narrowed.

The strike was given a judicial nod on Friday when the Labour Court rejected an application for an interdict stopping the strike brought by labour affairs MEC Piet Meyer, who argued that it was motivated by political, not economic, reasons.

'No instant answers to imbalances'

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pected to address apartheid education-
al imbalances by way of disbursements from the national budget, revenues flowing into national public accounts were little changed from those collected by the previous government.

This revenues shortage was exacerbated by the fact that there was "absolutely no social need in our country which is not both massive and pressing... we are immersed in a long-term national emergency out of which we cannot escape unless we adopt emergency measures". He called for an urgent "national mobilisation" in which decision mak-

(50)

ND 11/5/98

ers, including the business sector, recognised the seriousness of the emergency and devised "bold and original ways" to eliminate it.

Ramashala said the debate about maintaining the quality of tertiary education should not be used as a "smoke screen" to deny disadvantaged students access to such learning.

She said many universities, particularly historically black institutions, were plagued by student protests primarily because of the fee issue.

The financing of access to tertiary education was one of the most crucial issues that government as well as the

private sector should address given the large numbers of students previously denied the right to education.

"The challenge facing historically disadvantaged institutions is to enter the debate... not as victims or slow starters, but as vigorous participants in defining the needs of a new social order," she said.

Academics needed to "re-orientate" their roles and functions to bring them in line with a transformative vision while at the same time prepare students for the impact of the information revolution and global market of the next century, she said.

23 Vaal technikon students arrested after riots

Primarashni Pillay

POLICE arrested about 23 students from Vaal Triangle Technikon on charges of stealing, looting and damaging the campus, acting public affairs director Andrew Strauss said.

Trouble broke out at the technikon a few weeks ago when students, who were protesting over a course-related matter, trashed and looted the campus. The campus was then closed for about two weeks and re-opened last Monday. Strauss said some of the university

equipment, which included computers, had been "found dumped in the veld", and that assessors had worked out the cost of the damage.

Furthermore, the technikon management had obtained a court interdict which prohibited staff and student meetings of any kind on the campus. "The interdict... will be in force for an indefinite period," Strauss said.

Strauss said management would not be intimidated by "sinister forces operative on campus", and that police were monitoring the campus and strict access control was still in force.

Kruger's curio sellers unite and boost income

BERG-EN-DAL — The familiar bands of curio sellers that line the roads to the Kruger National Park have organised themselves into a high-powered alliance earning R40 000 a month from curio sales.

Elizabeth Mhlongo, manager of the Kruger Park's social ecology department, said at the weekend that the 69 curio sellers initially eked a living on

fixed, competitive prices at specific gates to the park.

The former Mahala woodcarver's association and Nyongane arts and crafts group, for example, worked the Kruger Gate near Hazyview. The former Lubambiswano arts and crafts group worked the Numbi Gate, near White River. Mhlongo said the Kruger Park was

ND 11/5/98

Thousands join staya Peninsula workers rally to Cosatu schools

STAFF REPORTERS

About 75% of Western Cape clothing workers heeded the Congress of SA Trade Unions' call to action on the crisis in education and stayed away from work today, say the unions.

The Southern African Clothing and Textile Workers Union (Sactwu), Cosatu's largest affiliate in the province, hailed the strike as a big success.

Sactwu education officer André Kriel said many workers had reported for duty this morning and then clocked out at 11am to attend a rally scheduled for the Grand Parade at midday.

Cosatu called on the 300 000 members of its affiliate unions to down tools today to help pressure the provincial administration to tackle the education crisis in township and Cape Flats schools.

"An initial union survey covering

approximately 100 factories indicates that, conservatively, about 41 000 or 75% of workers in our industry supported the Cosatu call for protest action," Mr Kriel said.

The survey covered factories as far afield as Worcester, Atlantis and Paarl.

But Cape Chamber of Commerce and Industry (CCCI) president Johann Beard told the Cape Argus that the impact of the protest action had been insignificant.

"In many cases workers and factories

have opted for delegations to attend the protest march," Mr Beard said.

Mr Kriel said Cosatu was not targeting employers. "We are targeting the Western Cape provincial administration," he said.

Early reports indicated commuter trains were carrying 80% of normal capacity and on some routes, taxis were 80% empty.

Buses in the city centre were virtually empty.

A Cape Metrorail employee said trains

had run half an hour late but none had been cancelled.
Taxis on the Hanover Park and Mitchell's Plain routes were reported to be transporting on average a fifth of their normal loads.
Teachers at some Peninsula schools were reported to have joined the protest action.
About 3 000 Cosatu members listened to speeches from Cosatu and community leaders at the Grand Parade before marching to the offices of the provincial government.

ARC 11/5/98
protest

WAY

R200 million price tag for strike today

CT 11/9/98

INDUSTRIES RANGING from construction to clothing will be affected today should Cosatu members heed its call for a strike. **TROYE LUND** and **LOREN KOLEVSOHN** report.

BUSINESSES in the Western Cape could lose up to R200 million today if the majority of the province's 300 000 Cosatu members heed the union movement's call not to turn up for work.

Cosatu has called on all its members to go ahead with the 24-hour stayaway to protest against school budget cuts and to demand quality public education in poor schools.

Cosatu said the food and beverage business, including restaurants and hotels, clothing and textile industries, chemical industries, municipal services, the construction industry and schools, would be affected by the mass action as the majority of Cosatu's affiliated unions operate in these fields.

However, transport services will be operating as usual, with minimum disruption for commuters.

A spokesperson for Metro Rail, Ms Riana Jacobs, said: "Of our seven trade unions, only one is affiliated to Cosatu and if it goes on strike it will only affect a small section of the railway line, which includes the Khayelitsha and Kapteinsklop lines."

The ANC endorsed the congress's right to strike, especially in view of the provincial government's failure to improve schools in poor areas.

"Poor communities have been failed by the provincial government and respond to the congress with a plan

to fund equity in education. In the past it has been clear that this provincial government only responds to community pressure through social action," said ANC spokesperson Mr Cameron Dugmore.

Although this move by the congress has been arranged from the union's top national ranks, it is unlikely that it will carry through to other provinces. The congress said other provinces had been more accommodating of workers' concerns and had been willing to negotiate or delay rationalisation plans such as teachers cuts that hit the poorest schools hardest.

The Cape Chamber of Business empathised with Cosatu's concern that little had changed in poor schools over the last four years, but it condemned the damage the strike would cause.

"In a month where so many days have already been lost to public holidays, the province cannot afford this disruption," said chamber spokesperson Mr Colin Boyes. "Workers have got to realise that we are now in a highly competitive environment. This competition is not the factory next door but countries like Taiwan and India."

Cosatu said the strike was a last resort after talks had deadlocked. Cosatu regional secretary Mr

Tony Ehrenreich said: "Our decision to strike has not been reached easily. Strike action was decided on after lengthy but failed engagements with the provincial government ... the crisis in education is limited to Coloured, African and Indian areas. There is no crisis in white schools."

South African Clothing and Textile Workers (Sactwu) regional spokesperson Mr André Kriel stressed that Cosatu's affiliated unions supported the strike as a last resort to highlight a lack of commitment by the province to improve schools in areas like Manenberg and Kayelitsha.

"We even proposed that teachers join the strike later and make up the two hours of school they miss but the province rejected this, saying the strike must be called off," said Kriel.

The crisis is limited to Coloured, African and Indian areas. There is no crisis in white schools.

Education MEC Nick Koornhof hoped that teachers would not support the stayaway because this would affect learning at a time when "exams should be a priority".

He added: "Everyone agrees that poor schools need upliftment, but a strike has negative effects. If the economy does not grow, there is no hope that more money will come to education. My door is open."

Koornhof, who recently unveiled his plans to uplift schools by involving business and training programmes, said that more meat would be given to these redress plans in his budget vote this week.

Cosatu said the strike was a last resort after talks had deadlocked. Cosatu regional secretary Mr

Stayaway: Govt, Cosatu give their views

COSATU and the provincial government are at loggerheads over strike action planned today.

TONY EHRENREICH

Cosatu's regional secretary

- Talks with provincial government have deadlocked because the province is not committed to making a concrete plan to change spending patterns and uplift poor schools.
- Nothing has changed in former white schools and budget constraints are making education in poor schools even worse — the financial damage incurred by a stayaway does not outweigh the damage that will be done if workers continue to be confined to a second-rate education.
- Poor communities cannot pay more for basic services. The provincial budget has to be changed so that poor schools get priority.



TONY EHRENREICH

- Workers' children are entitled to be given the opportunity to take their rightful place in the labour market, and not be condemned to a life of poverty.
- Provincial government failed to present satisfactory plans to redress inequalities created by apartheid and they rejected offers to limit the impact of a stayaway by teachers staying in classrooms until 11am before joining protests.

NICK KOORNHOF

MEC for Education

- Most of the available budget is already spent on poor communities. Budget cuts and unforeseen costs like the failed national redeployment scheme have meant that 106% of the department's budget went to teacher salaries last year.
- If the central government paid the province back for the unforeseen loss of R312 million (incurred by the failed teacher redeployment plan), all of it could be spent on poor schools.
- The provincial government is still open to negotiate a plan with unions for redress — in our opinion deadlock was never reached in talks.
- I intend to give more meat this week to my vision of redressing the



NICK KOORNHOF

- If education is a priority by teachers should not be staying away from school to support the protest.
- Strike action is negative. It sends negative messages to investors and the loss of revenue detracts from the province's ability to compete with other countries and provinces.

Farmers loath to release land

Course Cook

PRETORIA — Farmland transfers reform only 1,1% of government's land reform programme, despite several state-run initiatives to change the status quo in which white farmers still hold the bulk of agricultural land.

These findings follow research into land reform released yesterday by the National Land Committee, which represents landless communities.

Indications were that at least 1-million hectares of state land were immediately available to satisfy people's hunger for land, but this was not being released by government departments and local authorities.

In addition, where state land was released for land reform, a R15 000

settlement grant from the land affairs department was sometimes made available to pay the state back for its land, a policy termed "pointless and silly" by one researcher.

Other land committee analysts at the workshop found that nearly 67,7% of people in rural areas still had no tenure security. Many of these poverty-stricken, landless people did not qualify for the department's settlement grant, analysts said.

One study found that altogether 23,6-million hectares were needed to meet the demand for land. Of this, 9,3-million hectares could come from under-used commercial farms, senior researcher Sam Bonti-Ankomah said.

"To remedy the problem there should be a ceiling of 1 242ha on farm

sizes in SA and the R15 000 settlement grant should not be used when state land, which should be given away free to the most needy, is involved."

Patekile Holomisa, the chairman of the land affairs parliamentary committee, backed this view, saying that one of the most basic problems with land reform was still government's targeting of privately-owned land on a "willing buyer-willing seller" basis.

Land and Agriculture Minister Derek Hanekom has so far insisted on this approach, despite calls for expatriation of private land.

Hanekom said that land reform was speeding up. In the first quarter of this year alone, more than 50 000 people had obtained land through the redistribution programme.

Volkstaat Council 'must go'

Farouk Chothia

CAPE TOWN — Constitutional Development Minister Valli Moosa indicated yesterday that he wanted the Volkstaat Council to be dissolved later this year, but said a commission to protect language and cultural rights was to be established.

Council chairman Hendrik Robbertze said in reaction that the desire for self-determination among Afrikaners could not be ignored.

Moosa told Parliament's constitutional development committee that the council was "part of the politics of transition". No funding had been allocated beyond September. However, no decision on dis-

sbanding the council would be taken without consulting political parties across the spectrum, Moosa said.

Moosa said he would table proposals during the present parliamentary session for the formation of a commission for the promotion and protection of the rights of cultural, religious and linguistic communities. The commission would be formed only after consultation with other parties.

The council's vice-chairman, Ernest Pienaar, said a meeting with Moosa would be held on Tuesday to urge him to continue funding the council so that it could continue research on "territorial" self determination for Afrikaners.

Cosatu-aligned teachers threaten to call for minister's resignation

Primarashni Pillay

THE SA Democratic Teachers' Union (Sadtu) in the Western Cape warned yesterday that it would call for Education Minister Sibusiso Bengu's resignation if he did not ensure economic redress at schools.

Sadtu issued the warning during its protest action with the Congress of SA Trade Unions (Cosatu) in Cape Town yesterday. Sadtu, a Cosatu affiliate, joined thousands of workers under the Cosatu banner and marched on the National Party-

led Western Cape provincial government to demand that it reshuffle its budget to reflect prioritisation of education in black working class areas.

Sadtu Western Cape secretary Don Pasquallie said that "although this protest action is taking place at a provincial level, central government and the national education department need to play a role in ensuring that redress takes place at schools".

Sadtu gave notice that if Bengu did not deliver in areas where the majority of the people were marginalised and disadvantaged, "we'll call for his head".

Meanwhile, Tony Ehronreich, Cosatu's regional secretary in the Western Cape, said in a memorandum handed to Western Cape Labour and transport MEC Piet Meyer that the provincial government had no "satisfactory programme to transform the inequities which exist in this province". The memorandum also said the province "must accept the financial assistance offered from national government and use (it) to remedy the funding crisis in education".

Ehronreich said the provincial government should not withdraw support measures such as subsidies to disadvantaged communities, should continue funding the municipal costs of schools and should put in place a funding mechanism that redressed the disparities between previously disadvantaged and advantaged schools.

Ehronreich said pupil-teacher ratios in predominantly white schools were about 25 to one, while in some black schools they were as high as 60 to one, reports Reuters.

He argued that some of the state subsidy to predominantly white schools should be reallocated to black schools and extra money found elsewhere. Failure by the Western Cape government to put forward a substantial programme that addressed Cosatu's demands by May 31 could result in further mass action, he warned.

Cosatu national spokesman Noweth Mpati said last night that Cosatu "will support teachers in their struggle to ensure transformation occurs". Western Cape's refusal to apply for grants from the national government was "propositional" and the NP has no interest in advancing and develop-

ing a black child's education".

Jannie Koos, Western Cape labour relations director, said key roleplayers, including the provincial education department, would have to discuss Cosatu's demands.

Alan Fine reports from Cape Town that a spokesman for the Cape Chamber of Commerce and Industry said the strike was "patchy". About 25% of steel and engineering and 20% of clothing workers marched. Buses were running normally.

Comment: Page 13

Danner admission to 'shame'?

(503) M 12/5/98

Bengu admits to 'chaos' but denies he is to blame

Vuyo Mvoko (FO) 10/12/98

CAPE TOWN — Education Minister Sibusiso Bengu conceded yesterday that the main challenge facing the management of SA's education system was not to find additional funds but to use available funds more efficiently.

Introducing a debate in the National Assembly on this year's R6,5bn education vote, Bengu said more money would be welcome but the education department needed to "allocate funds more equitably, cut waste, improve work rates and target spending where it will make a real difference to education quality".

He admitted, before chronicling the successes of his four-year term, that in many instances progress was "agonisingly slow, shocking inequalities still exist, performance is miserable, budgets are stretched thin, management is struggling and people are loafing".

However, he dismissed calls from the opposition benches that he take the blame for the allegedly chaotic state of the country's education system.

Opposition parties said the system was characterised by teachers losing their jobs, bad management, a lack of infrastructure, the unavailability of

textbooks, a lack of infrastructure and poor matric exam results.

Sapa reports the Democratic Party's Mike Ellis said 6,5% of gross domestic product was spent on education but of that, 92% was spent on salaries and too little on infrastructure. He said the problems stemmed from bad management, which could be laid fairly and squarely at Bengu's door.

Bengu pointed out that when he took over, education "was run by a nightmare of 19 separate racial and ethnic departments" presided over by a "white Broederbond bastion". In "a snapshot of only some" of his successes, he cited the establishment of a single nonracial, nonsexist national system of education. Technical and community colleges were being equipped to contribute to the economy's modernisation and the national student financial-aid scheme had been allocated significant additional resources.

Sapa reports that Blade Nzimande, African National Congress MP and education portfolio committee chairman, said enrolment had risen 10% since 1994. About 70 000 students benefited from government aid and spending on textbooks had risen from R40 a pupil in 1995 to more than R100 this year.

Shisana 'still head of department'

Josey Ballenger (FO) 10/12/98

THE health department was thrown into confusion yesterday by reports of the imminent sacking of director-general Olive Shisana, with senior officials being called to an inconclusive "emergency" meeting on the issue.

Acting director-general Ayanda Ntsaluba said as far as anyone knew Shisana was still the head of the department. Sapa reports Independent Group newspapers reported yesterday that senior ministry officials had leaked the impending dismissal at the weekend, after Health Minister Nkosazana Zuma left for Geneva, where both were attending a World

Health Organisation gathering.

Zuma had apparently contacted senior government officials before leaving about the procedure for dismissing her accounting officer.

Sources said Zuma and Shisana had butted heads on various matters over the past year. Foremost among these was Shisana's failure to take full blame for Sarafina 2.

Opposition parties yesterday urged Zuma to do the honourable thing and resign rather than seek a scapegoat for her own failures.

Government officials said any decision by Zuma to sack Shisana would have to be made by the cabinet, a government official said yesterday.

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Protest hits Cape Flats schools

Pupils split on teachers' backing for Cosatu action



OBED ZILWA

Mass meeting: Cosatu strikers outside the provincial legislature protest against cuts in education and health services

ANDREA BOTHA
STAFF REPORTER

It was the first sunny morning in a long week of heavy rain and Lynne Cleophas was looking forward to riding her bicycle.

The 14-year-old Belgravia High School pupil was home early after classes were dismissed by teachers for the Congress of South African Trade Unions day of protest.

Lynne did not think one day away from school would make a difference to her education.

Members of the South African Democratic Teachers' Union and other teachers were called on to support the stayaway yesterday to protest about the education crisis in the Western Cape and most schools on the Cape Flats were deserted.

At Fairview Primary in Grassy Park, two teachers, who asked not to be named, were coaching members of the school table tennis team.

They said they supported the protest, but were not members of a union.

They said teachers had come to school, but classes were cancelled as most of the pupils had not arrived. Many of the pupils' parents were Cosatu members and had told their children not to go to school.

Livingstone High and Oaklands High in Lansdowne Road were empty and children in uniform were seen

(50) ARG 12/5/98
walking home from several schools.

Westridge High, Hyde Park Primary, Lotus River Primary, Belgravia High, Parkwood Primary and Grassdale Secondary closed early.

Some children said they supported their teachers' decision to stay away from school.

"There's nothing else for teachers to do. If they don't protest, nothing will change," said 17-year-old Marlon Petersen of Garlandale High.

Dale Petersen said: "They are retrenching teachers like flies. They have to teach us - what will we do without them?"

But 17-year-old Ian Spanenberg said it was unfair of the teachers to suspend classes.

"I came to school to work because I want to do something with my life. We are nothing without education," he said.

One of his friends, who did not want to be identified, said: "We have lots of problems in the school. Some of the teachers want to help us, but many others just sit in the staff room and drink tea all day."

Temporary teacher Nazeem Samodien of Westridge High in Mitchell's Plain said he was going to join other teachers at the rally on the Grand Parade because it was important that teachers stood together.

He had been a teacher for 10 years and wondered every day whether he would keep his job.

Whites shun education protest

THABO MABASO
BUSINESS REPORTER

Whites have been criticised for not taking part in a Congress of South African Trade Unions protest about the crisis in black education in the Western Cape.

About 5 000 Cosatu supporters yesterday marched from the Grand Parade to the offices of the provincial government to hand a memorandum to Premier Gerald Morkel asking for new measures to alleviate hardship in schools in poor areas.

But the marchers were mainly black and coloured parents, with only a few whites.

South African Democratic Teach-

ers Union provincial secretary-general Don Pasquallie speculated that white parents did not attend because they did not support what Cosatu was calling for.

"Their non-attendance shows a lack of interest in being part of the rainbow nation," said Mr Pasquallie.

"We invited all parents and teachers to come and be part of the protest. We thought they would be interested in coming because children are being denied a future by the provincial government," he added.

Among the protesters was Delft resident Waheed Koen, who leapt on the stairs leading to the offices of the provincial government, grabbed a microphone from a Cosatu speaker

(50) ARG 12/5/98
and gave voice to Whitney Houston's

The Greatest Love Of All, much to the delight of fellow marchers.

Mr Koen, who is unemployed and has three children, said he had taken part in the march because he was concerned about his children's future.

"We must unite to build a bright future for our children," he said.

Another marcher, city council employee Orlando Abrahams, said he supported the strike because his children were getting a raw deal from the provincial government.

"This government is spending money only on Model C schools or, more precisely, white schools. This, in spite of the fact that these schools have many facilities," he said.



Chalk down: SA Democratic Teachers Union national president Willy Madisha (second from left) joins the march from the Grand Parade to the provincial legislature yesterday

RESIGNATION OF BENGU DEMANDED

Claims of mismanagement denied

ET 12/5/98

(50)

THE GOVERNMENT claimed yesterday that it had delivered on its education promises and said that pupil enrolment had increased by 10% since 1994, **JOVIAL RANTAO** reports.

EDUCATION MINISTER Sibusiso Bengu and ANC MPs rallied yesterday to reject accusations by opposition parties that the government has mismanaged education, leading the absence of a culture of learning and teaching in most schools.

The NP and the DP charged yesterday that education was in chaos and called for Bengu's dismissal.

During an emotional debate on the education budget allocation for the current financial year, Bengu dismissed opposition parties as opportunists and their accusations as lies.

He said contrary to allegations by the NP and the DP, the government took its responsibility to the provinces seriously.

"When it suits them, the NP and the DP are better centralists than the ANC. Again,

when it suits them, they are federalists and the defenders of provincial rights. They're opportunistic," Bengu said.

NP leader Marthinus van Schalkwyk said the ANC members had no confidence in the government education system.

Van Schalkwyk challenged the ANC to reveal how many cabinet ministers and MPs had chosen to send their children to private schools because they did not trust the public education system. He called on Afrikaans-speakers to fight to ensure there were at least four Afrikaans-speaking universities in South Africa.

The ANC had slashed spending on textbooks by 60% over the past two years.

The DP accused Bengu of "bad management" of his portfolio and called for his resignation.

DP education spokesman Mr Mike Ellis

charged that South Africa's high education spending had not translated into real value for money. He said education remained in a crisis. "Too much money — 92% of the education budget — is spent on salaries and too little on infrastructure and resources."

Ellis said Bengu should be replaced by someone who was "solutions orientated — not ideology orientated".

"There are far too many ideologues involved in running education in South Africa, when what is needed is basic, sound management — and regrettably this minister has shown that he is sorely lacking in such skills," Ellis charged.

Responding to the allegations, Bengu said he exercised his responsibility in accordance with the Constitution and the law and not according to the "cynical opportunism of the DP and the NP".

"Opposition parties are so cocooned in privileges created by apartheid that they deny the need for transformation and they're the first to squeal when transformation hurts," Bengu said.

Dr Blade Nzimande, chairperson of Parliament's Portfolio Committee on Education, told Parliament that transformation in education was on track. He said the government had delivered on its education promises; pupil enrolment had increased by 10% since 1994 and there were now about 12 million pupils in schools — roughly a third of the population.

Nzimande said about 70 000 students have benefited from state bursaries or loans and more than 72% of the recipients were passing their courses. "The government has succeeded in laying a solid foundation for transformation in education and this had made a real difference in the lives of ordinary people," he said.

Freedom Front MP Mr Leon Louw appealed to the ANC not to accuse Afrikaans schools of apartheid motives just because they wanted to be Afrikaans. He said most Afrikaans realised they could no longer keep all schools and universities in South Africa as purely Afrikaans-medium institutions.



SIBUSISO BENGU: Opposition parties are cocooned in privileges created by apartheid that they deny the need for transformation, says the minister.

'INEQUALITY PERSISTS'

Cosatu stayaway 'just wake-up call'

CT 12/5/98
(50)

THE TRADE UNION federation Cosatu has given Gerald Morkel's Western Cape provincial government 20 days to produce a plan to uplift poor schools. **TROYE LUND** reports.

WHILE the Western Cape's new premier, Mr Gerald Morkel, was declaring apartheid dead yesterday, 10 000 workers outside the legislature, where he was being sworn in, were protesting against the apartheid-style inequality in state schools in the province.

Cosatu's 24-hour stayaway yesterday culminated in a march to the provincial legislature where a list of demands was handed to the National Party provincial government.

The stayaway is seen by Cosatu as just the beginning of a nationwide campaign to get equal, quality education for the children of its 300 000 affiliated members in the Western Cape.

"The stayaway was just a wake-up call," said Mr Andre Kriel, a spokesperson for Cosatu's largest affiliate, the Southern African Clothing and Textile Workers Union.

Morkel's government has been given 20 days to come up with a financial plan to uplift poor schools without passing extra costs on to them.

Failure to do this will bring more industrial action.

Cosatu regional secretary Mr Tony Ehrenreich said: "Disruption of schools and business is not our intention. After talks with province deadlocked, it became clear that it is not committed to upgrading schools in poor areas. This protest is a last resort to get something done about the socio-economic plight of workers."

To limit the impact of the stayaway, most workers who supported the action went to work first and left at noon to join the march.

South African Democratic Teachers' Union members left school at 11am, giving an undertaking to make up for missed lessons.

The Chamber of Commerce and Industry, which had played a facilitative role in talks between the union and provincial government, said the stayaway's impact had been marginal. The chamber urged the two parties to resume negotiations to avoid further disruptions and to solve the problem.

ANC education spokesperson Mr Yusuf Gabru used the march as

a platform to characterise Morkel's government as ineffective and to urge Cosatu members to vote for the ANC in next year's elections.

In line with Cosatu's demands, Gabru also called for the provincial education budget to be increased by R200 million to R3,8 billion and for a provincial summit on education to be held.

Education MEC Mr Nick Koonhof said his department's priority was to address the differences between former white and black schools.

Koonhof said he would use his budget vote speech to the legislature today to give "more meat" to the education vision and plans for redressing the inequalities he unveiled two months ago.

Apart from justifying how money is being spent, Koonhof is expected to outline ways to tap into the private sector to boost school facilities and set schools on track to becoming more independent.

Workers, bosses should contribute to education fund, suggests union

TROYE LUND

WORKERS should work on public holidays and pay these wages — with an equivalent contribution from business — into an education fund to improve schools in poor areas, a leading trade union in the



DEMOCRACY BUT NO EQUALITY: Close to 10 000 Cosatu workers marched to the provincial legislature yesterday to protest about the apartheid-style inequality between former white and black state schools. The union has given the province until May 30 to come up with a concrete financial plan for addressing the imbalances.

province, the Southern African Clothing and Textile Workers' Union, has proposed.

The Cape Chamber of Commerce and Industry has welcomed the initiative, saying that employers would be encouraged to consider all options that would address the unacceptable conditions at former township schools.

But the chamber stressed that each employer would have to negotiate the options with unions in bargaining committees — the chamber could not bind any members to specific contributions.

This plan, which is in line with the union's position that all facets of society have a responsibility to contribute to education, emerged at the weekend during the regional congress of Sactwu, which has 55 000 members in the province.

Sactwu spokesperson Mr Andre Kriel said: "Up to R100 million a day could be raised and we would expect business to meet us with the same contribution."

Sactwu members will also be asked to consider alternative options, such as having a sum

deducted from their weekly wages for an education fund.

Also on the agenda for debate is paid time off for workers who are on school governing bodies, and for employers to allow workers time off to work at schools on days declared as "fix a school day".

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R36 monthly over three years for decent education

CT 12/3/98 (50)

TROYE LUND
EDUCATION WRITER

HOW much does it cost to give each Western Cape child an equal chance to get a decent education? A mere R36, it has emerged.

The same price as a Saturday night movie ticket, with a box of popcorn and juice.

This paltry sum from each taxpayer in the Western Cape, paid monthly for three years, could provide every school in the province with good school buildings, desks, chairs, books, laboratories, libraries, a computer room and sports fields.

Only R36 would give virtually every child an equal chance to get a decent education.

Such redress is at the heart of Cosatu's strike.

The unions federation and several governing body structures and religious groups say the Western Cape Education Department has done nothing in four years to improve school facilities in black areas.

Many are struggling without adequate buildings, water or electricity, while former white schools have good facilities, although the unions acknowledge that parents help to pay for these.

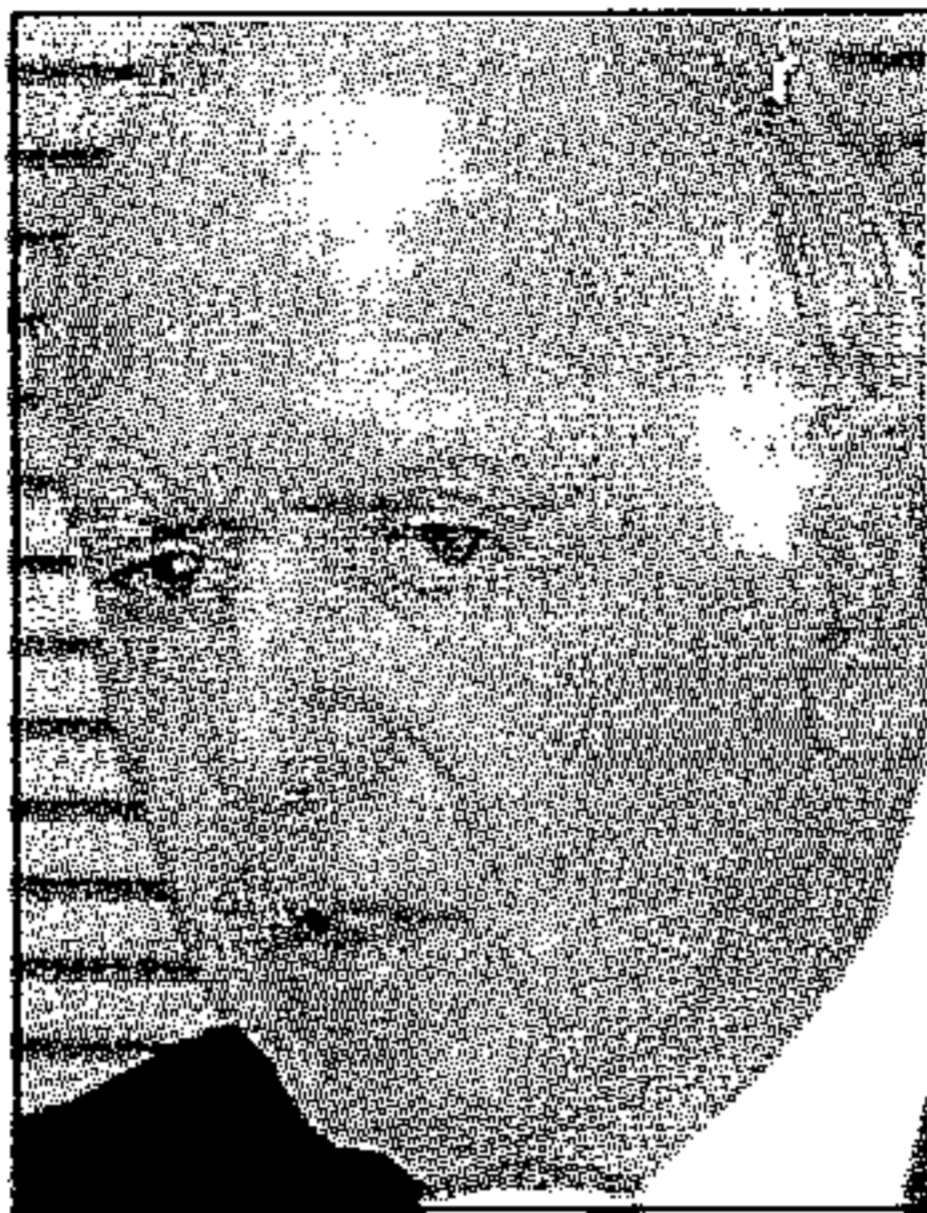
However, unions also stress that these schools did receive more government spending in the past and have been allowed to sell off parts of their grounds.

Most of these schools are in the most valuable parts of the city, and keep the money.

Prominent personalities backed the R36 concept.

Businessman Mr Raymond Ackerman said all South Africans should be seen to be putting their shoulders to the wheel. He has proposed that business adopt the most needy schools and taxpayers contribute to make up the balance of what was needed to get poor schools to an acceptable level.

Associated Magazines' Ms Jane



ADOPT: Raymond Ackerman



MORE TRAINING: Jane Raphaely

Raphaely would rather see investment go to teacher training and textbooks. However, she would be happy to pay R100 a month for 10 years if this had the desired effect.

"A good teacher and a good book get results that are unbeaten anywhere," she said.

The *Cape Times* calculated the R36 plan according to the one million taxpayers who are registered in the province and according to the provincial government estimate that it would cost R262 million for all schools to acquire the most basic facilities — the equivalent of what it would have cost the province if Cosatu went ahead as planned with the one-day strike.

Cosatu said it would be happy to contribute to redress plans, especially in labour.

Economists commenting on the R36 option pointed out that achieving equity in physical terms or "hardware" would not solve the problem of inadequately trained teachers, and would not cultivate a culture of learning.

Econometric economist Mr Tony Twine agreed with Mr Clive Roos, adviser to Education MEC Nick Koornhof: "The ultimate yardstick for equality and quality is the outcome. Does the child emerge with similar life chances?"

"This R36 proposal is an interesting statistical exercise and is likely to prompt much-needed debate about what meaningful redress constitutes."

Cape Chamber of Business' Mr Alan Lighton warned against "flying figures around that do not help and which make the problem too simplistic".

Lighton would favour a detailed plan drawn up by business, labour and government.

He said he condemned Cosatu's strike as the government was still open to negotiations.

Provincial Finance MEC Lampie Fick would not comment on the proposed contribution from taxpayers, saying that it was a matter for the SA Revenue Services.

SA Revenue Services says that provinces may raise taxes only for entertainment and roads.

However, the Constitution does allow for provinces to raise additional funds and legislation to this effect is expected soon.

The news last night

Mbuli threatens hunger strike

"PEOPLE'S POET" Mzwakhe Mbuli and other prisoners awaiting trial said yesterday that they would begin a hunger strike today and would boycott court proceedings.

"We, the concerned suspects, wish the public to know that some of us have been languishing in jail since 1996 without a trial and without an option of bail, despite the fact that we have stable residential addresses," Mbuli and 11 others said in a statement released on their behalf by the SA Prisoners Organisation for Human Rights.

They said the Constitution was the supreme law of the land but the Pretoria courts practised "their own kind of justice: they resist change and transformation". - Sapa.

Michael Jackson to visit again

AMERICAN pop star Michael Jackson will arrive in Namibia on Sunday to look into possible investment opportunities.

The visit is being organised by Barden International, a United States company that recently launched a vehicle conversion plant in Namibia.

Barden managing director Mr Kano Smith said yesterday that Jackson and his entourage would visit Kunene and the northern part of the country. He would leave next Tuesday.

His tour coincides with the start of the World Cup soccer tournament in South Africa.

Programme yields good results

A CRIME prevention operation at Johannesburg International Airport between April 7 and May 11 yielded 91 arrests on charges ranging from theft and loitering to illegal handling of baggage.

Police spokeswoman Inspector Marcia Havemann yesterday said the operation, undertaken with the Airports Company and security guards at the airport, included visible policing, roadblocks and vehicle and body searches.

She said police seized 12 vehicles and a number of unlicensed firearms. Ninety-six traffic fines were issued. - Sapa.

Job summit slated for July

THE long-awaited presidential job summit to address unemployment and spur job creation will take place by the end of July, Labour Minister Tito Mboweni said yesterday.

The summit was originally scheduled to take place at the end of last year. Mboweni said he had convened an inter-ministerial committee to speed up the process of organising the gathering.

The next step would be to meet provincial finance and economic affairs MECs and local government representatives.

After the meetings, the Cabinet would consider what the Government's submission to the summit should be. - Sapa.

MK cadre identified by teeth

THE wife of a dead Umkhonto we Sizwe (MK) soldier identified his body by his crooked teeth yesterday when members of the Truth and Reconciliation Commission's investigative unit exhumed graves near Louis Trichardt in Northern Province.

Mrs Alice Tati said the large skull with crooked teeth that was found in a grave at Sekoto Cemetery belonged to her husband, Zola Tati, of Port Elizabeth.

A spokesman for the TRC's special investigative unit, Captain Fanie Molapo, said Tati allegedly blew himself up with a handgrenade in 1987 to prevent security branch members from arresting him.

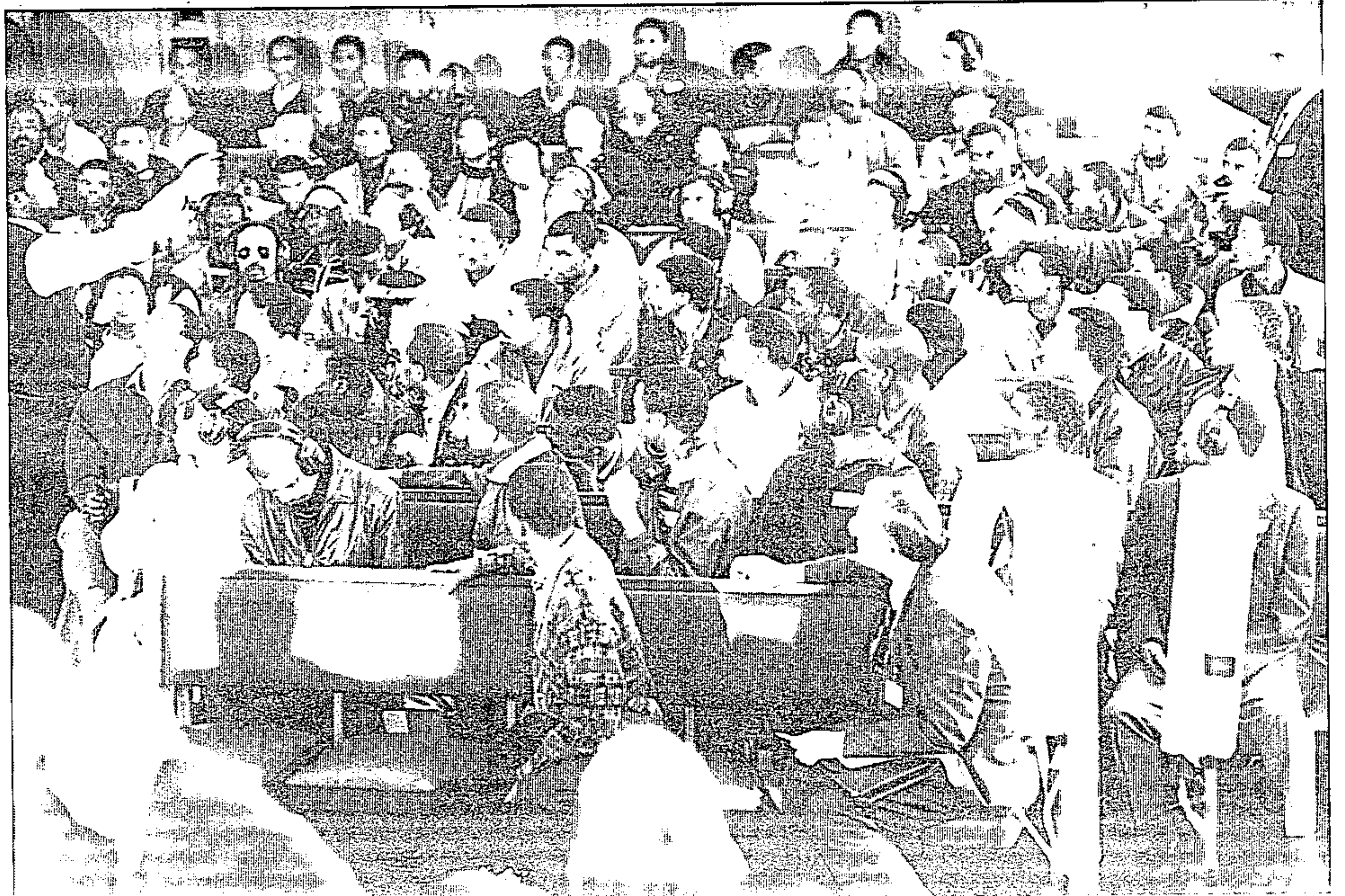
Tati and a colleague, Matsidiso Tsatsi of Soweto, were apparently cornered while hiding on a farm after returning from Tanzania when a farm labourer told the farmer about them. - Sapa.

Mbeki to attend summit

DEPUTY President Thabo Mbeki will attend a Great Lakes summit in Kinshasa, capital of the Democratic Republic of the Congo, later this week, his aide Mr Ricky Naidoo said yesterday.

He dismissed a report in *Business Day* that Mbeki would hold a series of meetings with Congolese government leaders to convey the Government's concerns on a number of issues, including human rights. - Sapa.

How to reach Sowetan ...
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Two officials of the Inkatha Freedom Party (extreme left and right) try to calm angry party followers at the Truth and Reconciliation Commission hearing over the Shell House killings at the Central Methodist Church in Johannesburg yesterday. PIC: LEN KUMALO

IFFP members disrupt Shell House hearing

By Russel Molefe

THE Truth and Reconciliation Commission hearing into the Shell House killings was disrupted briefly yesterday when Inkatha Freedom Party supporters objected to the amnesty application of 13 African National Congress security guards and started shouting and hurling abuse. The disruption at the Central Methodist Church in Johannesburg came when Advocate George Bizos for the ANC applicants was still making his submission and giving a summary of the events of March 28 1994.

Nine people were killed near Shell House that day when thousands of IFP supporters marched on the Johannesburg central business district to protest against the elections.

The 13 ANC security guards are applying for amnesty for the killings.

Shouting began

When Bizos referred to the alleged involvement of the IFP's Mr Themba Khoza in third force activities and two videos showing the attitude of the party's Mr Humphrey Ndlovu towards violence, the shouting and verbal abuse began.

IFP supporters, some of whom were injured on that day and are opposing the amnesty application, shouted and accused the amnesty committee of "hearing irrele-

vant issues". "These matters have been dealt with in the past. Why say it now," they shouted. This prompted committee chairman Judge Hassan Mall to briefly adjourn the proceedings, instructing lawyers representing the objectors to consult with their clients. "I'm going to adjourn proceedings to enable you (the objectors' lawyers) to consult with their clients on whether they still have confidence in you." "We are not prepared to continue the hearing in the presence of people disrupting the proceedings," Mall said.

Resumed after lunch

The proceedings resumed after lunch with the first applicant, Mr Gary Kruser, who is now a director in the National Protection Services, taking the stand.

Kruser said he was the deputy head of the ANC security department at the time of the shooting four years ago.

He was trained by British special forces and also received training in Zimbabwe "for the job I'm doing now", he said.

"I was also trained by Group Five of Britain in the protection of buildings."

"I think I've adequate training in doing the job," Kruser said.

He said the situation outside Shell House on that particular day was extremely tense.

Prisoners complain of assault

By Khangale Makhado

AN AWAITING TRIAL prisoner at the Pretoria Local Prison is in a serious condition in the Kalafong Hospital, Atteridgeville, after he was allegedly assaulted by warders on Saturday.

No one knows what exactly happened but it is believed that the prisoner, John Eze (22), a Nigerian national, was attacked by warders.

Sowetan received further reports that two other prisoners sustained injuries after being attacked by warders.

They are John Mathe and Nelson Malaise, who allege that they were assaulted on Saturday morning by warders whose names are known to Sowetan.

Department of Correctional Services spokesman Mr Rudi Potgieter confirmed yesterday that Eze was taken to the hospital after the alleged attack.

Internal injuries

Potgieter said it appeared Eze, who is facing charges of housebreaking and theft, sustained internal injuries during the attack.

"We do not know the circumstances surrounding the incident and have asked the police for a criminal investigation," said Potgieter. "At the same time the department will investigate if it is necessary to take disciplinary action against the warders."

According to Potgieter, Mathe and Malaise will be taken to a doctor today. They will be given a chance to lay charges.

Potgieter said the department would not tolerate assaults on prisoners and "will always refer all cases relating to such assaults to the police for the law to take its course".

Winter's icy fingers grip the land

THE sudden cold in most parts of the country should ease by the end of the week but winter is here to stay, the Weather Bureau said in Pretoria yesterday.

Several provinces could expect frost this morning and minimum temperatures below freezing point were predicted for Standerton in Mpumalanga, Welkom in Free State and Kimberley in Northern Cape, the bureau said.

Forecaster Steve Quinn said the cold should last a few days, after which slightly higher temperatures would set in.

"But winter is here with a bang," he said.

"We will now see temperatures common for this time of year, in contrast to the unusually hot days we had until Friday."

Gauteng would remain cold today, with minimum temperatures of 2 degrees Celsius in Johannesburg, 1 deg C in Vereeniging, and 6 deg C in Pretoria, the Weather Bureau said.

Maximum temperatures in the three cities would be 15, 14 and 17 deg C respectively.

The Free State, North West and the interior of Northern Cape and KwaZulu-Natal would be very cold overnight with frost. In Mpumalanga it would be very cold on the

Highveld but warm in the Lowveld.

The Western Cape could expect extreme cold in the higher areas, isolated showers along the South Coast and moderate westerly coastal winds.

The eastern part of the Eastern Cape would also be cold, while isolated coastal showers were likely.

Very rough sea conditions and swells of up to six metres were expected off the Cape south-east coast and could spread to the South Coast of KwaZulu-Natal and Richards Bay, the Weather Bureau said. - Sapa.

Race-clash school to shut down

CAROL CAMPBELL
SPECIAL WRITER

The school that made world headlines in 1995 when 4 000 black pupils occupied empty buildings in the mainly white Cape Town suburb of Ruyterwacht is to be abandoned. (50)

Western Cape Education Department spokesman Tony Eaton said Esangweni Secondary School was moving to an old school building in Khayelitsha.

The decision was taken when the department told Esangweni parents it could no longer afford to bus their children 25km to Ruyterwacht. ARG 13/5/98

Department area manager for Kuils River Ntombi Dwane said parents, pupils and teachers had decided to move the school to a more convenient place.

The Khayelitsha building is being vacated by another high school which is moving to new premises, probably later this term.

"This is the sensible financial route to take," Mrs Dwane said.

For more than three years, Esangweni pupils have been transported by bus from Khayelitsha to Ruyterwacht and back.

But when the department asked parents to pay R20 a child a week for transport the decision was made to move closer to home.

To page 3

Ruyterwacht high school set to move

From page 1

(50) ARG 13/5/98
Esangweni principal Dan Futwa said: "There is no public transport to Ruyterwacht and the expense of continuing the bus service is just too high."

The decision to go back to Khayelitsha was painful, he said.

"We have a school hall here and playing fields and the area is quiet and conducive to learning. In Khayelitsha we will have none of this. We will be very sorry to go."

The school was established by former Western Cape education minis-

ter Martha Olckers after the empty buildings were seized by a group called the National Education Coordinating Committee to draw attention to the shortage of education facilities for children in black townships. This enraged the working class white and coloured residents of Ruyterwacht and violence followed.

The overnight occupation shocked and terrified residents, who armed themselves with sjamboks, sticks and teargas and patrolled the streets to protect their suburb.

There were reports of old people living on stale bread because they

were too afraid to go to the shops.

Images of angry whites ready to fight invading blacks for possession of the school were broadcast around the world.

Yesterday community representative Willem van Heerden claimed the media had caused "at least half" the trouble by provoking residents in order to get "good" photographs.

Two weeks of confrontation ended when Mrs Olckers agreed to open the school to 500 pupils. The other 3 500 pupils were accommodated at schools in Khayelitsha. The number of pupils at the school settled at 1 050.

Residents bitter as

the circus leaves

ART 13/5/98
CAROL CAMPBELL
Special Writer

Bitter images of whites fighting blacks for possession of a school is what most people will remember about Ruyterwacht.

Three-and-a-half years after the political battle over access to education facilities spilled into the streets of the Cape Town suburb, there are still no winners.

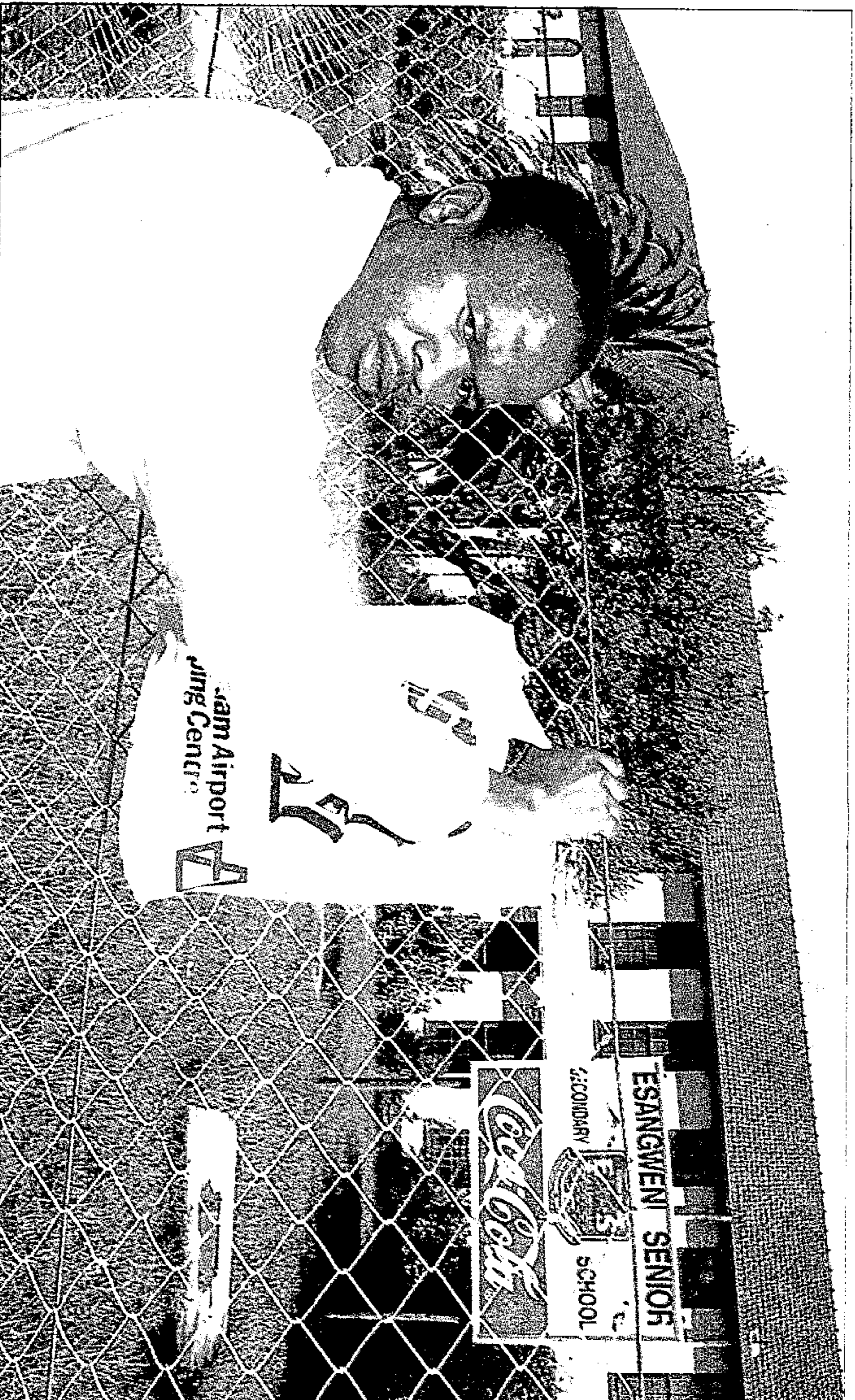
The school, Esangweni Secondary, is to move to Khayelitsha. And the people of Ruyterwacht say they are confused and bitter about the way they were "used by politicians to win a game, and by the foreign media to make a point".

What the television and newspaper images did not show were families holed up in their homes, afraid to go out because they did not understand what was happening on their streets. What will happen to the empty buildings is undecided, but this time community leaders are determined. Ruyterwacht's people will not be steamrollered into approving decisions they know nothing about.

John Shepherd, secretary of the Ruyterwacht Community Forum, said residents wanted an old-age home or children's home in the buildings, a dream they had had for years. There has also been talk that the Cape Technikon wants the classrooms as a potential satellite campus.

Community worker Willem van Heerden said a welfare organisation would have to be involved in setting up an old-age home because the local people did not have the money to do it themselves.

"It could also be used to house the Elises River police station, which has grown too big for its premises. And we really do want a police station in



ROY WIGLEY

Abandoned: Esangweni Secondary School matric pupil Brian Mayedwa remembers the day 4 000 township youths occupied this high school in Ruyterwacht

Ruyterwacht," he said. He explained that the community had reacted with shock rather than a sense of racism when they watched busloads of township youngsters spill on to their pavements.

"We have been living with coloured people in the community for a long time already, and there was no problem. Our schools were the first in the northern suburbs to go multi-racial, and we were happy."

What will linger on in the hearts and minds of the people once the school goes is the way they were portrayed to the world as racists.

Now the black pupils are moving on, leaving behind a community that is wiser and more tolerant.

Esangweni principal Dan Futwa said: "What has happened here has done a great deal to help this community move forward. "We are sorry to go."



OHED ZILWA

Convenient: Esangweni Secondary School will leave Ruyterwacht to occupy this old primary school in H-section Khayelitsha

Cape schools set for years of stability, says minister

More money soon

ANDREA BOTHA
Staff Reporter

Provincial Minister of Education Nick Koorhof predicts that stability in education in the Western Cape will be reached soon and maintained for the next three years.

In his budget speech in the provincial legislature yesterday, Mr Koorhof said that because of the cancellation of temporary teachers' contracts, and the large number of teachers taking voluntary severance packages, the department was close to stabilising teacher numbers.

The upshot was that there would be more money for text books, maintenance of buildings and transport.

Mr Koorhof stressed that, in the light of the Cosatu protest action against the lack of transformation in education, the Western Cape Education Department was already trying to redress past imbalances. It had spent R391-million since 1995 on schools in disadvantaged communities.

This included R11-million spent annually on security in disadvantaged areas, R100-million spent on new schools in disadvantaged areas

only, R63-million spent annually on municipal services in disadvantaged areas only and R18 million on adult basic education.

In addition, schools in disadvantaged areas were favoured when it came to posts, bursaries, administrative expenses and transport.

Mr Koorhof announced that schools would in future receive money for unscheduled maintenance, with the schools in greatest need getting the most.

And he also announced the possibility of the rent-a-coop system being extended to schools to ensure the safety of teachers and pupils.

Vandalism had decreased in certain areas, thanks to the success of the Safer Schools Project and because communities were taking responsibility for schools.

Other successful projects at schools were training in life-skills, HIV awareness and entrepreneurial activity.

Mr Koorhof said there were plans to improve services provided by the education department, like dealing with telephone inquiries for special information.

Additional training for education personnel was also envisaged.

Poor schools 'top priority'

CT 13/5/98

(70)

TROYE LUND

POORLY resourced schools in the Western Cape are a top priority, and an equitable, quality education system is achievable.

This declaration, coupled with an announcement that a new funding scheme would see to it that the poorest schools got the most money, was made yesterday by Education MEC Mr Nick Koornhof in his budget speech to the provincial legislature.

The R3,6 billion budget has to be adopted by May 27.

Just one day after the Congress of South African Trade Unions' 24-hour stayaway to protest the lack of transformation in education in the past four years, Koornhof pointed out that the province enjoyed the highest expenditure per learner in the country, and most of this went to poor communities — R391 million had been spent every year since 1995 on



POSITIVE: Nick Koornhof

schools in disadvantaged areas. Also:

- Disadvantaged areas had been allocated R11 million annually for security;
- R100m had been spent on new schools since 1995;
- R160m had been spent on under- or over-age learners in dis-

advantaged areas;

- R63m had gone annually to bus transport for pupils in disadvantaged areas;

- R39m a year had gone to municipal services.

- R18m had been spent annually on adult basic education in poor communities.

Koornhof also said the province had been prevented from implementing comprehensive redress initiatives because it had incurred huge unforeseen costs through policies like the failed national teacher redeployment plan.

And, provinces had no researched guidelines as to the minimum standards for schools.

However, he said the new three-year budget plan, new guidelines that set minimum norms and the newly acquired provincial responsibility to determine staff numbers according to what was affordable would make moves towards equity quicker and easier.

"The question of redress in the province has emerged as a particularly divisive issue ... neither I nor the department needs to be convinced of the urgency of this fundamental aspect of education transformation in the province and throughout the country," said Koornhof, who aims to involve business and non-government organisations in training and development programmes to develop school facilities and help schools to become autonomous financial entities.

The ANC criticised Koornhof's budget speech, saying it lacked a concrete formula for redress and that it failed to address the R200 million the ANC had found in provincial coffers that could be used to poor schools' benefit.

Rightsizing of education departments 'inescapable'

Primarashni Pillay

ED 15/5/98

(50)

THE rightsizing of staff in education was "inescapable" since provincial departments spent on average 90% of their budgets on personnel costs, Education Minister Sibusiso Bengu said yesterday.

He was addressing the National Council of Provinces in Cape Town on his ministry's budget vote of R6,5bn for 1998/99.

"Our goal is to bring personnel spending down to 80% of total provincial education spending

and release far more resources for other quality-enhancing activities," Bengu said.

He said that provincial education departments should not have to pay an unfair price for carrying out government's personnel policy. His ministry had started discussions with the ministry of finance on how to manage the cost of rightsizing "without sinking provinces deeper into the mire".

Bengu said the flow of learners in the school system was extremely "sluggish", which was indica-

tive of a highly inefficient learning system and a waste of resources.

Furthermore, educator workloads varied substantially, indicating both overloading and underutilisation of educators.

Bengu said that government was clear about what was needed to stabilise and target provincial education spending.

"It will require very courageous decisions and great determination by all nine provincial governments. They will have my full backing," he said.

Guidelines set for codes of conduct to uphold

Primarashni Pillay

PREGNANT schoolgirls may not be turned away from school and expelled pupils of school going age must be relocated to another school "setting", in terms of education department guidelines published in the Government Gazette last week.

The guidelines have been released in terms of the SA Schools Act which requires governing bodies of state schools to adopt

codes of conduct aimed at establishing a disciplined, purposeful learning environment.

The gazette stipulated that codes had to involve the participation of parents, learners, educators and noneducators. Their focus should be "positive discipline", which facilitated learning, rather than a "punitive and punishment-oriented" approach.

Thami Mseleku, adviser to Education Minister Sibusiso Bengu, said yesterday that SA schools had not previously been re-

quired to have codes of conduct. "There were grey areas which led to some schools abusing their power by excluding girls who became pregnant. The aim of the code of conduct at schools is to protect the learner."

The guidelines stipulate that in cases of suspension and expulsion, pupils have to be placed in an alternate school setting.

Options to be considered with school psychologists were the reassignment to another class, correctional education under su-

per vision after school hours and relocation to a special school for learners with behavioural disorders.

"The right of a learner to education cannot be taken away when the learner is expelled from school," the gazette stated.

The guidelines also set out procedures to be followed in cases of threatened suspension or expulsion, including a disciplinary tribunal at which pupils could be represented by legal counsel and had the right of ap-

peal. Pupils aggrieved by decisions of governing bodies had the right of appeal to provincial education MECs.

The guidelines codified pupils' rights as well as offences for which they could be suspended which included hate speech, sexism and racism.

In addition, the guidelines extended the right of freedom of expression to choices of clothing and hair style.

They stipulated that corporal punish-

ment should not be administered at schools and that the parents had a right to take legal action against any educator or learner who violated the constitutional rights of children.

"Educators and learners have to learn the importance of mediation and co-operation, to seek and negotiate nonviolent solutions to conflict and differences and to make use of the due process of law," the gazette stated.

(40) 00 18/5/98

Pupils' rights

Need to harness resources of African languages stressed

(70) ET 20/5/98

Multi-lingualism in SA urged

GREATER USE should be made of African Languages in Parliament to raise the status of the languages and benefit the whole country, says the language board. **VUYO MNTUYEDWA** of the Parliamentary Bureau reports.

THE promotion and development of African and sign languages was essential to improving social cohesion and economic and social development, Ms Kathleen Heugh, a member of the Pan South African Language Board (Pansalb), told the portfolio committee on education yesterday.

Heugh said the government should send out the correct signal to the people by using African languages, especially in Parliament, and that this would raise the status of these languages.

"We must harness the resources that all these languages offer us."

Research in the 1930s and 1940s by the University of Cape Town had found that pupils from dual-medium schools tended to be higher achievers than pupils from single medium schools.

"Dual language is better for everyone as it will level the playing field for everyone at a higher level, raising potential language standards," she said

We need to look at expanding the use of African languages in other domains because access to institutions is no use without accessible language

English was not the first language of 92% of learners and should not be a medium of instruction.

"To move out of the economic doldrums we need to invest in a language policy which is also supported externally by other domains," she said.

Ms Zubeida Desai, another member of Pansalb, said most learners were "mesmerised and paralysed by English" and that this was due to globalisation.

"We need to change attitudes about the medium of instruction. People do not want to use African languages as mediums of instruction because they say there is no terminology available."

Desai said lessons could be learnt from the upliftment and development of Afrikaans by the previous government through "pumping resources into it".

"We need to look at expanding the use of African languages in other domains, because access to institutions is no use without accessible language," she said.

Heugh challenged language departments at South African universities to focus on new research projects aimed at language advancement with the guidance of Pansalb, the department of education and non-government organisations.

She said language departments at universities had to be "pointed in the right direction" and not "stuck in replicating the same kind of research" instead of focussing on new areas."

THE new language-in-development policy of the Department of Education was aimed at maintaining home language for learning and teaching while learners were encouraged to learn other languages.

Addressing the Portfolio Committee on Education, Ms Salama Hendricks, the director of schools education and early child development and further training, said yesterday recommendations made by the National Language Conference, held earlier this month, highlighted the need for the government and its employees to demonstrate commitment to the promotion of all official languages.

The conference, which was also attended by delegates from the Southern African Development Community, supported multi-lingualism in the country.

"We need to be multi-lingual citizens. Anyone who calls themselves a South African must be multi-lingual," she said.

The conference recommended that language committees be formed to allow communities to express their views on language policy.

Hendricks said it was disturbing that

about 62% of parents in the Eastern Cape wanted their children to be taught in English. This attitude needed to be changed by a huge campaign. "This is going to be a painstaking effort."

Hendricks said every school governing body must decide on and announce the language or languages of learning and teaching to be used at its schools. The governing body must stipulate how it intends to promote multi-lingualism.

She said factors that would influence the language policy of a school should include: The language preference of the majority of learners and parents of a school; the number of learners who ask for instruction in another language, and the ability of the educator to teach in a particular language.

In terms of the new language-in-education policy, she said, matriculants needed to pass only one official language, plus any other languages of their choice.

Hendricks said for university purposes, learners must pass two official languages, of which one must be the university's language of instruction. — Parliamentary Bureau

Self-rule schools: now to make it work

(50) ART 21/5/98

In charge, but many lack expertise to run governing bodies

INSIDE STORY

South African parents are gradually making their voices heard on the way they want their children educated, but most still do not have the management and financial expertise to run schools properly.

Education Minister Sibusiso Bengu has acknowledged that many parents do not know what to do when they are elected to their school's governing body. He has made R200-million available for parent and official management training. "The money will come from a special fund for education projects (the policy reserve fund) and will be used for management training in the 30 most needy districts in the country," said his spokesman Bheki Khumalo.

It will be shared by the nine provinces. Exactly which areas in the Western Cape will benefit from the money



Special writer Carol Campbell looks at the challenges facing governing bodies in a new era for South African schools

is still to be announced but it will be a provincial decision.

Johan Smit, chairman of the Western Cape Education Department's Schools Act committee, said a "needs assessment" to determine which

schools needed the most intervention to set up their governing bodies and get them working effectively was underway and the worst 40% would be helped first.

"We have to start with the most basic training in some communities, like how to decide on a vision for the school, a mission statement and a code-of-conduct."

Ernest Henda, a Khayelitsha school principal working alongside Mr Smit on the governing body project, said there was not enough money in state coffers for this training to be done only by the department.

"Three major Cape Town-based businesses (Engen, Clicks and Woolworths) are already involved in funding and helping with financial and management training." Non-governmental organisations

were also playing a vital role in developing expertise.

Mr Smit said some desperately deprived schools had taken the challenge to run their own schools "by the scruff of the neck" and, in spite of not having all the answers, were trying very hard to make their schools centres of excellence.

But there were also many schools where nothing was happening.

"All the schools in the Western Cape have governing bodies now and the next challenge is to get them working," he said.

Parents were given the authority to run their children's schools with teacher and pupil representatives when the Schools Act replaced the apartheid education laws in 1996.

This shift in power from the state to the school community was an idea absorbed from the old "Model C" sys-

tem used in white schools under apartheid.

Dr Neville Alexander, head of the project for the study of alternative education in South Africa at the University of Cape Town, said this "Model Cisation" of all schools was a compromise on the side of the state, which had wanted to give every child a free and equal education.

"The Model C faction were reluctant to hand back this power to the state and it was agreed to extend the governing body idea to everyone."

(Before 1994, when the National Party government and the African National Congress were negotiating a settlement, it asked that schools be allowed to continue running on the Model C system. The Model C name was eventually dumped but the system stayed the same.) The weakness of the system was

that parents were given all the responsibility for their children's education but, without expertise or resources, they had no real power.

"They were set up to fail," said Dr Alexander.

The long-term goal had to be for the state to provide free and compulsory education.

This was not a socialist ideal many democratic Western governments did this for their people.

"Either we move towards fee-paying schools or we move back towards our former struggle objective of free state-provided schooling for all. At the moment school governing bodies are set on the path to fee-paying schooling and I reject and oppose this in no uncertain terms."

Once again he stressed the importance of sharing resources so that deprived schools could also benefit

from facilities given to old white schools because of apartheid.

This week Dr Bengu met with the nine education MECs to again discuss the long-awaited "National Norms and Standards for School Funding" document which will tell school governing bodies exactly how much financial support they can expect from the state.

The document, expected to be published in August, will give guidelines on how much a school can charge for fees from parents with dramatically different incomes.

This document is the last "official" hurdle standing in the way of full implementation of the Schools Act.

The last word goes to Mr Henda, who said: "The people in the township are excited to be given a say in their children's education - but now they want to know what to do."

'We have to find our own funding'

**CAROL CAMPBELL
SPECIAL WRITER**

Once a term the 1048 pupils at Pinelands High School pay R2 and wear jeans to school.

"Civics" days are an easy way to make money for special projects like school tours and help take the pressure off parents - who pay R2 950 a year in fees so their children can have a "good" education at the former Model C school.

But not all the money is used on school projects. Nearly half is given to charities chosen by the pupils.

Pinelands' principal Dave Arguille says a school community should not become so "self absorbed" that it forgets about the rest of society. "Giving money to someone in

need is one of our ways of looking outwards," he says.

The parents who help run the school share the principal's vision of partnership both within the school between pupils, teachers and parents and in the wider community.

The governing body "idea" is nothing new to schools like Pinelands. In the closing days of apartheid, white parents were given control of state schools, apparently so that the community could determine admission policy.

At Pinelands' High that responsibility blossomed into true multi-racialism, with children from Ahlone, Kensington and Langa joining the pupil body.

As it did in the past, the governing body manages the finances and makes decisions relating to school policy - from the choice

of subjects to modes of discipline.

It is dominated by parents who have vast financial and management experience. Most members of the governing body served on their children's primary school governing body. Two are professors, the treasurer is a chartered accountant, there is a book-keeper (who is married to a school principal), a youth worker, a publisher and a member of the Stellenbosch Farmers' Winery management.

There is also a Parent-Teacher Association, with 10 elected members who deal with special projects. A special fundraising committee, involving the pupils, works with both structures.

When the Government announced it would axe all temporary teachers last November, the governing body held a crisis meet-

ing with parents and decided no teacher would be left wondering about his or her future, and all temporary teachers were appointed to governing body posts.

Parents pay 14 full-time and five part-time teachers with school fees. There are 30 state-paid teachers.

Right now the fundraising committee is raising money to upgrade the computer facility at the school. Says Professor Chris Gilmour, a maths professor at the University of Cape Town and chairman of the governing body: "It is impossible for the state to provide all schools with the level of support given to advanced schools in the past. There is not enough to

'There is not enough to go around and we have to accept that we have to find additional funding'

go round - and we accept that, because of our history, we have to find additional funding ourselves."



Motherly love: parents no longer have to leave their children at the school gate. New legislation encourages them to get involved in education

Parents 'will have to pay more to augment education budget'

Primarashni Pillay *MD 2/15/98*

PARENTS will be expected to pay "considerably more" to finance services previously provided by the KwaZulu-Natal education department, education MEC Vincent Zulu said yesterday during his budget speech to the provincial legislature.

He explained that his department asked for a budget of R9,4bn but was allocated R6,8bn, despite having the most learners in SA. "Assistance to schools in the form of stationery, textbooks, furniture and equipment will be severely curtailed. It will only be possible to assist pupils in Grade 1 and new schools," Zulu said.

He said the province had 2,9-million pupils in 5 500 schools, adding that the granting of voluntary severance packages to teachers last year became a burden to his department's finances.

"If it were not for these packages, our department would have had more money to spend on school cleaning services, textbooks, and stationery. One of

(50)
the mystery is why the national government was able to bale out other education departments such as Gauteng, Western Cape, and the Free State, while ignoring KwaZulu-Natal."

Zulu called on the differential funding of provinces to cease as it was morally unacceptable for his department's per capita funding per learner to be R2 516 when the national average was R2 923.

Zulu said his department had laid charges against 17 teachers for possessing fake teaching certificates and attempts were being made to recover R720 000 paid out to them in salaries.

Meanwhile, several former Indian schools in KwaZulu-Natal continue to close early in protest against the loss of temporary teachers in March.

About 2 500 temporary teachers had their services terminated following budget problems. Several schools lost temporary teachers on the basis of prescribed teacher-pupil ratios of 1:40 at primary schools and 1:35 at secondary schools.

Jetting ahead with plans for improved education in SA

Corporate South Africa has given generously to educational initiatives in South Africa but even more needs to be done, writes EDWIN NAIDU

It is almost a daily ritual to hear of one problem or another relating to education in South Africa. Education Minister Sibusiso Bengu must rank as one of the most vilified Cabinet Ministers.

Parents, pupils and educators blame him for the malaise, while some critics cite a lack of leadership as one of the contributory factors to the problems.

Bengu has survived long enough to overcome a stroke which afflicted him early during his appointment and has since seen him passing wide-ranging legislation aimed at transforming education from pre-school to tertiary and adult levels.

Overhauling the bloated and bureaucratic apartheid education system has been an awesome task, one which Bengu, a former school principal, has diligently stuck to. Only a fool would expect Bengu and his department to perform miracles by changing a system built over four decades in just four years.

Tangible change in education is evident. But transformation bills passed in Cabinet ought to start translating into something more meaningful for children at schools without text-books or universities which have to cut down on departments because government funds are drying up.

Bengu, and even President Mandela, have conceded on numerous occasions the task to transform education is a major one - which also requires the contributions of all South Africans.

Corporate South Africa has given generously to education initiatives. The Joint Education Trust (Jet) is but one channel through which millions are pumped into education.

Jet began operating in 1992, pledging R500-million over five years from the business partners within the trust. Working with numerous Non Government Organisations (NGOs) involved in education, Jet pumped R357-million to 403 grantees. A further R64-million will be distributed this year.

"We were almost a little ahead of our time when we set up Jet. Our partnership has had an obvious impact on the provision of quality edu-

cation and training. This partnership has illustrated the many common objectives and responsibilities which we have for our country," says Cheryl Carolus, former Jet trustee and now High Commissioner in London.

Jet has provided education and training to disadvantaged communities, including R87-million for teacher development, R48-million to 70 NGOs which trained 20 000 teachers for early childhood development, R120-million for adult basic education and R102-million for further training and youth development.

Jet has improved the quality of education and training - insisting on assurance measures in each of the sectors in which it works and in many cases instituted new measures where there are none.

These include subscriptions to national certification examinations and seeking accreditation from education or state institutions.

For example, in the adult basic education sector, all Jet grantees are required to register their learners for examinations set by the Independent Examinations Board, which also received financial support from the trust.

Now, for the first time it is possible to measure the performance of service providers in terms of the quality of their graduates and the costs involved.

All Jet grantees are required to account for their spending against specified line items. Audited financial statements are submitted annually, with an interim statement required after six months.

Where projects are unable to

Grant recipients are required to account for their spending

meet these requirements due to capacity problems, training and support programmes are arranged.

Jet's work was initially limited to the NGO sector where it focused on building capacity supporting the development of new education models and instituting quality assurance systems in the often fragmentary

sectors to communities neglected by the state.

"Around the world today there is a growing movement towards partnerships in the delivery of services once regarded as the exclusive preserve of the Government. NGOs are central to such developments.

Furthermore, as small and flexible entities, they are sensitive to the rapidly changing world we live in," says Dr Chabani Manganyi, director-general of education.

Jet's future plans are to mobilise and co-ordinate resources across civil society and the public sector both nationally and internationally, work with government in effecting systematic educational change, explore more effective delivery through piloting, research and evaluation, continue to develop capacity in the NGO sector and to deliver services to communities under-served by government and to become financially self-sustainable by the end of 2001.

ANC MP and Jet vice-chairman Naledi Pandor says 1997 has been one of the most difficult years for NGOs, donors and development agencies alike.

"With the redirection of donor

ED Star 21/5/98

funds through central government, a number of allegations regarding misuse of funders' monies and the need for realignment of NGOs to complement government's efforts in the education arena, there has been considerable uncertainty surrounding the viability of NGOs and the established development network.

"Through all of this Jet has steered a steady course, channelling funds from its South African partners and from international donors into education development."

Corporate South Africa has agreed to continue funding Jet until 2001. The organisation was also awarded a number of contracts by foreign donors.

These joint ventures, according to Jet chairman Mike Rosholt, attracted more than R300-million in funding from organisations such as the European Union, the UK Department for International Development, USAID, the Ford Foundation, the Kellogg Foundation and the Danish International Development Agency.

"With renewed commitment from its corporate and community partners growing co-operation with our Government and new funding

from foreign donors, Jet will be enabled to continue to play a powerful role," says Rosholt.

Jet partners include AEGCI, Anglo American, Billiton SA, First National Bank, Johnnie, Shell, Standard Bank and various political organisations and trade unions.

Business support for Jet must have been one of the reasons which influenced Bengu to appoint Professor Wiseman Nkulu as chairman of the Council on Higher Education.

Nkulu, a former university vice-principal, sits on several boards and is expected to harness corporate support as the council sets about harnessing higher education transformation.

Companies investing in the welfare of those learning and teaching at universities, technicians and colleges in South Africa could lead to improved quality and ensure that graduates are able to contribute to economic affairs and to society.

Greater business support is required if initiatives, such as the ones by Jet, are to be reproduced elsewhere.

The future rewards cannot be estimated.

Informal schools are playing havoc with education planning in Gauteng

(50)

Alan 2/15/98

BY JACQUI REEVES
Education Reporter

Informal schools that are being established by poor communities in townships are playing havoc with the Gauteng department of education's (GDE) physical resources planning.

By bringing political pressure to bear on the department, these informal schools are often able to jump the queue, getting in ahead of schools that have been tediously working their way up the needs list.

The GDE is believed to have the only section in the country dedicated to addressing the physical resource needs of schools. It is this section - administration, finance and buildings - that is shouldering the brunt of the problem.

"Each district gives us a list of their priorities, from which we plan our projects, but these lists can be seriously damaged when schools develop out of the blue and pressure is put on us to build them," said Alan Moonsammy, the department's director.

The "tree school" in Soshanguve, visited recently by President Nelson Mandela, and the "gumpole and netting" school in Ivory Park are examples of schools that have been established by desperate communities and have then had to be factored in to the department's priorities planning.

The department has, however, achieved many successes and boasts some of the best delivery statistics in the province.

In the past four years, 126 major projects have been completed, including the building of 2 219 new classrooms. Major projects are for developments that cost more than R750 000, and can be new schools or major additions to existing schools. The GDE plans to spend more than R92-million this financial year on major capital expenditure projects.

The 1996 School Register of Needs Survey reported that Gauteng needed more than 2 000 additional classrooms, and that 20 out of the province's 2 233 schools were "not suitable for education", with a further 103 needing major

repairs. Gauteng also had a 100-school backlog.

Simply building schools is, however, not a cure for the province's education woes, Moonsammy warned.

"Even if we had the money to immediately build all the schools we need, we have to consider the carry-through costs, like how much it will cost to hire the teachers and whether those funds are going to be available." It costs an average of R90 000 to employ one teacher in Gauteng for a single academic year.

An anomaly in Gauteng's battle to provide schooling facilities is the "ageing" of certain areas by population movement that leaves schools without sufficient pupils.

Gauteng's MEC for Education, Mary Metcalfe, said she believed "queue jumping" was a short-term problem resulting from inadequate integrated social development. "We are not always able to supply schools at the speed at which individual communities grow. But we do work closely with other departments to try to avoid this problem," she said.

Parents slate plans to restrict home schooling

ANDREA BOTHA

STAFF REPORTER

AKG 22/5/98

Draft regulations saying only qualified teachers may educate children at home have been slammed by Western Cape members of the Association for Home Schooling.

They say the rules are "flawed" and "unconstitutional". "It seems as if they want to regulate home schooling out of existence," said chairman Leendert van Oostrum. The draft regulations, published for comment, stipulate that only professionally qualified teachers will be allowed to teach children at home. And it will be up to the head of the Western Cape Education Department whether to grant parents permission to teach their children at home. Johan Grobler, chairman of the local body, the Western Cape

Home Schooling Association, said he met education officials earlier this week to discuss the regulations but was extremely discouraged by their response. "The department seems to be unwilling to discuss the regulations, to hold a workshop or have any kind of negotiations on the matter," he said. Home education is recognised as a right in the constitution and Schools Act, which says parents have the right to choose

the model of education. Mr Van Oostrum said it was clear the draft regulations were based on fundamental misconceptions about home education. They seemed to have been compiled without reference to measures in other countries. Both home teaching organisations have asked the Centre for Education, Law and Policy for legal opinion and have been told they are within their rights to oppose the regulations.

Easing the education crisis

ALBERT VAN ZYL
& LAURA WALKER

Idasa suggests that funds desperately needed for education can be raised from other areas where money has been allocated but not yet used.

THERE is much controversy surrounding the Western Cape education budget, which will be voted on today. Cosatu recently marched on the provincial legislature claiming that no re-prioritisation has taken place within education.

The NP and the WCED counter these by pointing to roughly R400 million each year spent on disadvantaged schools since 1995, and the need to scale down services in line with the province's declining budget. The DP supports rationalisation and fiscal discipline but feels the department has not sought creative solutions to its problems.

The ANC provincial caucus released a set of proposals according to which an extra R200m could be allocated to the education budget. This is an exciting development since it shows how provincial legislatures and civil society can add value to the budget process. In this article we will evaluate the ANC's proposals.

Although the education budget is disproportionately large, there are objective constraints as to how effectively it can be spent. Therefore, we support some of the proposals of the ANC to make more money available to education in the short term.

Education MEC Nic Koornhof has called for an education summit, but this will only take place after the budget has been passed. The province faces an imperative to live within its means. However, our investigations have shown that, with even a cursory examination of

the provincial budget, a minimum of R100m is available for additional spending on schools. This should be incorporated into the discussions at the summit.

Some facts are needed as a backdrop to the debate. First, the Western Cape is facing the most severe decline of all the provinces in transfers of funds from central government and has to adjust services accordingly.

Overspending by R627 million in the 1997/98 budget created further stress on the provincial budget. The province aims to redeem this deficit over four years, which has resulted in cuts across the budget.

Second, South Africa in general, and the Western Cape in particular, already spends an inordinately high proportion of its budget on education.

The provincial education department spends R3 950 per pupil each year, 20% more than the national average. It averages 24 pupils per classroom as opposed to 37 nationally and in 1995 had a pupil/teacher ratio of 26:1 well below the national guideline of 37:1. Although such averages mask inequalities in distribution they suggest that the problems in the Western Cape cannot be reduced to a shortage of resources.

This said, the real bone of contention appears to be primary and secondary public school education, which comprises 80% of the total education budget.

More than 90% of this amount is spent on teachers' salaries, which is not sustainable. As noted by the DP, the World Bank recommends that developing countries should spend no more

(50) CT 27/5/98

than 80% on salaries. Our calculations show that the Western Cape does not suffer from a teacher shortage. The problem lies in distribution, both geographically and in terms of critical subjects such as mathematics and science.

Redeployment difficulties are compounded by the lack of physical resources.

While the teachers may be available to bring down teacher/pupil ratios in underprivileged areas, the DP claims that there is a lack of classrooms especially in squatter areas. This is especially true of ex-IDP primary schools.

Investigations show that at least R100-million is available from the provincial budget for additional spending on schools.

The MEC has further argued that, in terms of the Schools Act, without national norms and standards there is no legal basis for discriminating between schools.

Of the R254m targeted by the ANC for re-prioritisation our research supports a

minimum of R105m. The rationalisation program in the Department of Public Works to deal with asset re-structuring was allocated R48.2m in the absence of any business plan. The Department will submit a plan in June, leaving only 8 months for implementation. The ANC has proposed that R40m be diverted to education, leaving R8m for essentials.

While the rationalisation of asset usage is important in the long term, the need in education is more pressing in the current financial year. The Western Cape boasts numerous funded but unfilled posts. Even critical posts can take several months to be filled, meaning that substantial savings can be made. According to our calculations at least R25m could be saved by not filling non-essential posts outside of the social services.

This should not detract from the key functions of the province. A further R7m in seed money for the establishment of cultural commissions and new ministries could be re-allocated to education. Other areas ripe for slimming down, but which are virtually impossible to identify in the budget, include foreign travel and motor vehicles for both politicians and bureaucrats.

The province allocated R76.5m of the Education budget for the establishment of district offices. The Scof notes that there is not yet consensus on staffing of these resulting in potential savings, which amount to at least R30m by our calculations. These savings should be redirected to the actual task of teaching.

Of the ANC's proposals, we have serious reservations about two. The contingency reserve was created to cover interest payments on any overdrafts and to systematically redeem last year's debt. The standing committee on Finance (Scof) agreed with the proposal to shift to education the 57m difference between January Department of Finance figures and the budget. Over a 3-year period the contingency fund adds up to R550m. To cover the previous years overspending, it would need a further R100m in the fourth year, before any other interest payments are accounted for. It makes more sense to redeem debt quickly, and avoid unnecessary costs, than to shift the money elsewhere.

The Welfare MEC has declared that weeding out illegitimate recipients of social security payments will yield R67m in savings. The Welfare function is also a priority, which is usually under financial pressure. We would prefer to see any savings re-allocated within Welfare to social development, since these are the programmes which support vital services for at-risk communities such as women, children and the poor.

Van Zyl and Walker work at the Idasa Budget Information Service.

Education- General

1999

NW schools enjoy 90% pass rate

Star 4/1/99

(50)

Education authorities in the North West say stability in the province's schools and intervention by the department had ensured improved matric results for 1998.

The province saw an overall increase of 4,63% compared with 1997 with an overall percentage of 54,63%. Schools in the province achieved a pass rate of 90% and above.

Education MEC Z P Tolo, in a statement, attributed the improved results to a number of

strategies adopted by his department.

These included the permanent appointment of principals to schools, intervention by subject advisers and interventions where three worst schools per district received special support and tuition.

"There is no doubt that we have reached the turning point" he said.

"We are indeed confident that with sustained intervention and a more co-ordinated effort by my

department, educators, school governing bodies, parents and learners that in years that lie ahead greater improvement can and will occur."

In 1999 the education department in the province will focus on addressing shortages of textbooks and the "concept of time on task".

Eight schools in the North West had a 100% pass rate and 13 schools had a pass rate of between 97% and 99%. - Staff Reporter

Education rot tackled

Sowetan 4/1/99

PRESIDENT Nelson Mandela formally launched the Culture of Learning, Teaching and Service (Colts) campaign in February 1997.

The simple focus of the campaign is that it is the duty of teachers to teach, of pupils to learn and of public servants in the employ of the Department of Education to serve.

The campaign covers the entire education and training system including Early Childhood Development schools, Adult Basic Education colleges, technikons and universities.

Professor Sibusiso Bengu, the minister of education, said of Colts: "It is now the joint responsibility of all South Africans, who have a stake in the education and training system, to help build a just, equitable and high quality system for all the citizens, with a common culture of disciplined commitment to learning and teaching."

In the 22 months of the campaign there has been a slow but gratifying response from the South African public to President Mandela's challenge to join hands with the ministry and help in the efforts to build a quality education and training system.

A culture of learning and teaching is a precondition for successful education and training and the campaign has the following five goals:

● The "all teachers and all pupils" component, which requires that teachers teach a full day, a full five-day week and the full term. That they prepare for their classes and mark all their students' work. That pupils attend school for a full day, a five-day week, and a full term and that they complete all their homework assignments;

● The "we make our schools work for us aspect" which allows for governing bodies to be elected and working, receive help in building capacity, dedicate themselves to the improvement of learning, actively support the "all teachers and all pupils" principle and that governing bodies commit themselves to care for and improve their schools;

● The "basic resource package" component guarantees that schools get at least the minimum learning resources, furniture and equipment to facilitate effective teaching and learning;

● Under the "no crime in schools" principle all schools are expected to ban weapons, drug use, rape and sexual harassment, and the thrashing and vandalism of school property. They are also expected to build solidarity to enforce the bans.

They are also required to build and implement conflict-resolution processes and encourage a commitment to human rights;

● All school governing bodies, teacher organisations and student organisations are also expected to adopt the South African Education

The next three years will see a concerted effort to improve education in South Africa. **Palesa Tyobeka** examines projects being tackled.

(50)



Instilling a culture of learning and teaching is one of the Education Ministry's priorities.

Charter.

Numerous partnerships have been formed both at national and provincial level with the aim of achieving the objectives of the campaign.

At the national level, partnerships have focussed on the identification of role models in all key stakeholder groups and the celebration of their efforts and achievements in the promotion of a culture of learning, teaching and service.

The strategy provides exemplars of good practice to all.

The project is called "Miracles in Education" and is driven jointly with the *Sowetan*, READ, Iscor and the SABC.

It has been running for two years and countless pupils, educators, parents and communities have been recognised for their efforts in improving education in the country;

Another aim has been the transformation of a dysfunctional school to one that provides quality learning and teaching.

The Ministry of Education, in partnership with the SABC is to run a 13-part television

drama series that takes an uncompromising and realistic look at what happens in most South African schools.

The series is meant to stimulate debate by addressing issues head on and speaking directly to the youth.

Individual schools have also been encouraged to create activities that allow for self-evaluation as well as the designing of programmes and activities to ensure a culture conducive to learning and teaching.

Together with the non-governmental organisation, the Joint Enrichment Project, the ministry has successfully used creative arts to encourage introspection in some Gauteng schools.

Ninety-seven schools took part in drama festivals where they dramatised the problems in their institutions and suggested possible solutions.

The Colts campaign is a mechanism to bring massive visibility, urgency and popular participation to the ministry's commitment to educational quality throughout the system.

It provides a focus for driving deep into popular consciousness and behaviour some of the key values of the education process: discipline, application, determination to succeed, mutual support and community ownership.

The campaign works as a vanguard activity, which mobilises political, popular and professional energies and thus accelerates the achievement of the departmental programmes, with two linked aspects: promotional (advocacy, persuasion) and programmatic.

Although the ministry is pleased at the response demonstrated by the public, the NGOs, business and communities, it is still uncomfortably aware of how far this country is from realising its dream of learning institutions that are characterised by an ethos and a culture of conducive learning and teaching.

Many education role-players still need to commit themselves to the key values of the education process.

Most education institutions are also unfortunately characterised by unacceptable levels of crime and violence.

For these reasons, the ministry will make the creation of safe learning environments one of its key priorities in the coming three years.

(Tyobeka is the director of Colts in the Ministry of Education).

Happy Dieter first among thousands

JACOM REEVES
Staff Reporter

The Western Cape's top student, Wouter de Vos de Wet who prefers to be known by his nickname "Dieter", said he had been hoping for a good placing and was "very happy" with his performance.

Dieter looked calm and at ease, pausing occasionally to push a handful of long blond hair from his face. "I was on holiday near Mossel Bay but as soon as we were called we got in the car and came here. I certainly did not mind coming for this," he said.

Dieter will study for a Bachelor of Science degree with engineering subjects at Stellenbosch University this year.

Top 20 pupils in the Western Cape:

1. Wouter de Vos de Wet, Robertson High School
2. Evan Barkum, Herzlia High School
3. Arne van Delft, Paul Roos Gymnasium
4. Gneha van Niekerk, Stellenberg High School
5. Rainer Christian Hoff, Groote Schuur High School
6. Hendri Coetzee Fourie, De Kullen High School

To page 3



Walking tall: the top 20 matrics in the Western Cape join Education Minister Nick Kooimhof for a victory stroll around the gardens of Leerdwenhof. Top student Wouter de Vos de Wet is on Mr Kooimhof's right.

HANES TRUET

The Cape Argus will publish the full list of matric results for the Western Cape tomorrow.

WC Cape top of the class

Rising matric pass rate outshines rest of country

CAROL CAMPBELL AND JACOM REEVES
Staff Reporters

Western Cape matrics are top of the class again.

The pass rate for pupils writing their final exams last year is 79,2% - up 2,9 points from 1997.

It is the highest pass rate in the seven provinces that have released results so far.

The other two - Kwazulu Natal and the Free State, where results will be published tomorrow - achieved 54% and 42% pass rates respectively in 1997 and are therefore unlikely to beat the Western Cape this time.

The top student in the province is Wouter de Vos de Wet of Robertson High School, followed by Herzlia student Evan Barkum and Arne von Delft of Paul Roos Gymnasium in Stellenbosch.

APRIL 5/1/99

Of the full-time candidates who wrote the senior certificate exam, 9 024 passed with exemption and the number of candidates obtaining "A" subject symbols increased in every category.

Two pupils obtained eight "A" subject symbols and 11 secured seven "A" symbols.

At least 67% of schools achieved an 80% pass rate and 51% achieved a 90% pass rate. The increase in the pass rate has thrilled

and surprised educationists, who speculated that an exodus of 1 800 teachers in the middle of last year could have had devastating effects on matric students.

The teachers left as part of a programme to cut staff and make budget savings.

The 1997 pass rate of 76,3% was down on the 80,4% achieved in 1996 and many in education had believed it would be the beginning of a trend which would eventually

settle around the national average of about 60%.

Yet this year pupils across the country have shown their willingness to work and the pass rate in every province has climbed.

Provincial Education Minister Nick Kooimhof commended teachers and parents for supporting schools through a

To page 3

P.T.O

UPBEAT MATRIC RESULTS

Chasm closes in Cape education

(50) CT 6/1/99

THE CHASM between former Model C and disadvantaged schools is narrowing. A general improvement in the 1998 overall matric performance reflects a greater commitment from teachers and pupils. Education Writer **PRISCILLA SINGH** reports.

In spite of all the problems last year, top officials in the Western Cape Education Department (WCED) were upbeat yesterday about the gradual changes taking place in provincial schools.

Though no black pupils featured in the top 20 merit list, the general improvement in results was a good benchmark of positive changes in the province, they said.

"The improvement of results, especially in disadvantaged schools, has been extremely encouraging and, in some cases, a huge improvement from the previous exam. For us, whenever a school makes an improvement, however small, it is all the knowledge we need to realise that education is getting better in the Western Cape," said WCED superintendent-general Brian O'Connell.

He pointed out that the Western Cape was once again the top province in the country, attaining the highest overall pass of 79,2%. This figure is 2,9% higher than the 1997 result of 76,3%.

In addition, 67% of schools achieved a pass rate of at least 80% and 51% of the schools obtained at least a 91% pass rate. It was also positive to note that most of the schools identified by the WCED for academic support had produced improved results, O'Connell said.

This year, two former Department of Education and Training (DET) schools achieved a pass rate of more than 80%. They are Oscar Mpeetha High School in Guguletu, which obtained an 87,6% pass rate—a whopping increase of 40% from their last exam result—and Luhlaza Secondary School in Khayelitsha, with

an 81,7% pass rate.

Matthew Goniwe Memorial High, also in Khayelitsha, received the third-highest pass rate with 75,4%, an increase of 11% from 1997.

Last year, Luhlaza Secondary was the only former DET school to obtain a pass rate exceeding 80%.

WCED spokesperson Tony Eaton said the fact that only two former DET schools had pass rates over 80% was not an insignificant fact, and pointed to the gradual move towards a levelling of the education fields.

"The emergence of a black pupil in the top 20 will be the final step of the gradual changes that are taking place in our education system, and the WCED will in the meantime do everything we can to redress inequalities of the past. There is also a gradual spread of awareness that schools are no longer political venues but places where things are moving on."

"Teachers and pupils must give a 100% commitment, and there are teachers who are accepting this and it is a definite sign of change. As Brian O'Connell said, education used to be a sign of political conflict and the ethos of education was a symptom of the previous government.

"Now people are gradually realising that we are the system and the old habits of resistance are giving way. It shows in the general improvement of the matric results," Eaton said.

Of the 38 363 candidates who wrote the full examination, 30 389 were successful. Also for the first time, two pupils achieved eight distinctions and 11 achieved seven As.

MEC for education Nick Koorhof sympathised with those who failed the exam, and said that it did not mean the end of the road for them.

"There are expanding opportunities for those who wish to complete their Senior Certificate and to continue with the essential process of lifelong learning. We would encourage them to do so as soon as possible," Koorhof said.

He said despite the uncertainty of lengthy labour negotiations during the year, teachers responded professionally and positively to the needs of children.

"We are not where we wish to be concerning schooling in the Western Cape. There are many challenges still ahead. However, I believe that we have made significant progress and turning around the trend of declining pass rates is a very positive sign of this progress," Koorhof said.

● The WCED has opened a Client Service Centre at its offices at Project 166 building on the corner of Hans Stridlom Avenue and Lower Long Street to assist the public with results, admission for supplementary exams and the remarking of scripts. The closing date for remarking of papers is in 30 days' time and the closing date for supplementary examinations is January 19.

Queries specifically about the 1998 matric results can also be made by telephone to (021) 403-6009. Results are also available on the Internet at <http://livenews.24.com>



REACHING FOR THE STARS: Wouter de Vos de Wat of Robertson High School, the top-scoring Western Cape matric for 1998, is held aloft yesterday by his proud parents, Cecilia and Albertus. PICTURE: A K ADAMS

23
MATRIC
STARS
—PAGE 15

Textbook promise fails

PHG 8-14/1/99 (50)

Evidence wa ka Ngobeni

Most state schools will not have textbooks when they open their gates next week, despite promises from the Department of Education and President Nelson Mandela that delivery would be on track this year.

Five provinces approached by the *Mail & Guardian* said grades one, two and 12 will receive their books by March and the majority of their pupils will not get new textbooks this year.

The country's 32 000 public schools have had their textbook budgets slashed by more than 70% in the past three years, and implementation of Curriculum 2005 is in jeopardy as it is resource-based.

Mandela promised in August that South Africa's 12-million pupils would get their books within seven days of the start of the new school year.

The national Department of Education conceded this week that it does not have the financial resources to supply most schools with textbooks, despite an additional R200-million allocation from the Department of Finance last November.

In some state schools four or more pupils will once again share one textbook. The poorest schools canvassed this week said they had not received books which the education department promised to deliver by October 1998.

Books were still being printed this week. The chair of the Publishers Association of South Africa, Lindelwe Mabandla, said it was likely books would only get to schools by the end of March.

Mabandla said printers, publishers and booksellers are working at full production to meet a March deadline for the Curriculum 2005 resource materials. But publishers hope the situation will be better than last year when five provinces had no money at all for textbooks.

"We are all looking forward to a better supply of textbooks and quality education this year," said Mabandla.

At Hlakaniphani Junior Primary school, in Soweto, principal Lizzy Mlangeni was expecting her books in October. Last year, grade four pupils shared a single textbook among them.

"The problem of textbooks is very frightening, particularly with the introduction of the Curriculum 2005," said Mlangeni. "Many parents are not willing to buy textbooks as the government has promised them free books."

Itemogele Junior Primary school, the only school in Protea Glen, has 50 textbooks for the entire school, which admits 1 300 pupils a year. "You have a situation where about five pupils share one textbook because of the shortage and that is why we want books desperately. The shortages here affect our pupils," said Itemogele's principal, Jabulani Mazibuko.

Siyavuma Primary school has not received one textbook since 1996, said principal Thoko Simelane. The school has about 512 pupils. "We only have old books at the school, and they are not even enough for three pupils," said Simelane. "We have opted to use photocopies for the pupils." The school does not have a photocopying machine.

The education department's chief director of systems and co-ordination, Dr Chris Madiba, said this week his department needed additional funding to end the textbook shortfall.

The R200-million top-up to the R40-billion education budget has not assisted much, he said. Last year Minister of Education Sibusiso Bengu said his department needed R400-million to end the textbooks shortfall.

There has been a significant increase in the number of learners and this has put tremendous pressure on the education budget, said Madiba. About 400 000 new learners enter the education system every year and the high repeat rate also saps finances from a budget which has been cut in real terms.

Madiba said pupils who did not return textbooks contributed to the shortages. He was confident that in the provinces where there is a proper administration — to ensure textbook returns

and "prioritisation" — schools will have enough.

The poorest schools in the country, in the Northern Province, have been hit the hardest. The province's education representative, Benneth Matshane, said all its schools had not yet received textbooks. He said the distribution is being delayed because tenders were only offered to companies late in July last year.

Despite having budgeted about R48-million for textbooks this year, all grades except grade one and two will not receive textbooks in the Northern Province.

The position is the same in KwaZulu-Natal, which has a budget of R100-million for textbooks.

Mpumalanga and Free State have vowed to tackle the textbook shortfall with the funding from national government.

Free State education officials have promised

that textbooks will be distributed to schools before the end of January, while in Mpumalanga they promised a 100% distribution of textbooks by the end of this week.

Madiba believes provinces need proper administration to solve this problem. He said the department prioritised grade 12 as it was considered important to alleviate the poor matric results across the country.

Representative for the Office of the President, Parks Mankahlana, said it is an education department policy that only grades one, two and 12 will receive textbooks this year. He added that there is no contradiction to what the department has implemented and the president's promise to the nation's scholars.

A Second Look, PAGE 19



Education crisis: There is little hope of scholars receiving textbooks before March. PHOTOGRAPH: SIDDIQUE DAVIDS

Cosas evicts principals over school fees dispute

BY TEFO MOTHIBELI
Education Reporter

Classes have been disrupted in some Soweto schools after members of the Congress of South African Students (Cosas) evicted principals they accused of refusing to admit pupils who said they could not afford to pay school fees.

An irate group of pupils went to high schools in Moletsane, Tladi and Naledi demanding that principals should leave.

Thabo High School headmaster Modise Segale and his deputy Serute Pilane left the school premises but teachers at Prudence High responded to the eviction by refusing to teach.

South African Democratic Teachers Union secretary-general Thulas Nxesi condemned the action and promised that the union would investigate.

"We cannot have a situation where, if pupils have a problem with principals, they resort to tactics which belong to the past era," he said.

The Gauteng education department has also condemned the action.

Sybilla Hilzinger-Maas, a spokesperson for the MEC, said such action could not be condoned and the department would like to see a speedy resolution to the problem.

A meeting between Cosas members and teachers from schools around Tladi, Moletsane and Naledi was scheduled to

take place at Prudence High today.

Zakes Masike, a teacher at Thabo in Naledi, said the pupils had accused the headmaster and his deputy of violating national policy which stipulated that schools must admit children with or without school fees.

He said they were not aware of the whereabouts of Segale and Pilane.

"We are very much concerned that Cosas' action is going to spoil a good start to this year's academic year," he added.

Solly Modibedi, students' representative council chairperson

at the school, said they were disappointed with the development.

"We are not happy that these people can just come to our school and chase away our principal and his deputy," said Modibedi.

He said they were angry that Cosas did not inform them of their plans.

Cosas secretary-general Xolani Sefale said there were problems at a number of schools in the area, where thousands of children were allegedly turned away because they could not afford to pay school fees.

"Our comrades in Soweto indicated to us that they would be taking up the issue with the schools," he said.

Sefale said they were ready to meet all interested parties in a quest to find an amicable solution to the problem.

66
**Department
would like to
see speedy
resolution
to problem**
99

Privileged schools will have to make sacrifices

JANET HEARD

PUPILS at former white and coloured schools will have to bite the bullet this year as extra resources are pumped into disadvantaged areas, according to Brian O'Connell, the head of education in the Western Cape.

He said the year would bring new challenges for schools, but one of the most encouraging signs from last year's matric results was that a tradition of learning eroded during apartheid was being re-established.

This was borne out not only by the overall 79,2 percent pass rate — a 2,9 percentage point increase on the previous year — but also by improvements at several former Department of Education and Training schools he had visited during the year.

"We have come through hell, but over the past year I have witnessed encouraging signs that pride and order is being restored."

A total of 20 schools, many of them former DET schools, attained more than 20 percent increases in their pass rate.

While there were many positive trends, he expressed concern for the

former House of Representative schools — the loss of positive male role models, the rise in gangsterism and unemployment and the spillover effect this had on pupils.

Looking to the challenges this year, O'Connell said: "We are building from a poor base. This is a chance of a lifetime."

This year entailed adjustment to the new national norms which were being implemented to level the playing field. Privileged schools would have to adapt to a higher pupil-teacher ratio of 33:1, and pupils would not be as spoon-fed. Schools had responded to retrench-

ments by hiring extra teachers and getting parents to foot the bill.

"Schools can't continue to pass this cost on to parents. The rest of the world is also moving to the same pupil-teacher ratios," he said. Last year, 3 300 temporary contracts were not renewed and 1 700 teachers took voluntary severance packages. This year, 1 200 temporary teachers will not be reappointed.

While there is cause to celebrate, there was a long way to go. Of the 376 schools in the province, 46 obtained less than 50 percent pass rates.

● See Page 5

STC(m) 10/11/99

59

Independent schools get stern warning

By Charity Bhengu

ABOUT 69 Gauteng independent schools that achieved less than a 50 percent pass rate in matric exams, will need to jack up their performance or their subsidies will be cut in 2000.

Gauteng department of Education sent a stern warning on the day schools opened, formerly known as "street schools", following shocking results at nine schools which had a pass rate of less than 10 percent in the 1998 examinations.

Gauteng MEC for education Mrs Mary Metcalfe intercepted: "These schools will have to drastically improve their results in 1999 if they hope to receive a subsidy in 2000. We are definitely not satisfied with the performance of these schools, which are failing their students".

Metcalfe said the department was considering what action to take to "deal decisively with those schools which continue to perform poorly".

Meanwhile, there were 11 government schools which achieved less than a 10 percent matric pass rate.

This was considered an improvement as 29 government schools recorded similarly poor pass rates in 1997.

According to the new Norms and Standards for School Funding, which were published in October last year by Education Minister Professor Sibusiso Bengu, as from 2000 independent schools which received pass rates of less than 50 percent will not be subsidised.

Independent schools have also been

restricted from taking more than 20 percent of pupils wanting to repeat matric.

The move has been criticised as being unfair by the Black Independent Schools Association (Bisa). A member of Bisa said yesterday: "In 1997 township schools had a 27 percent pass rate and we took a high number of their repeaters. Where does the department expect them to go?"

"It is unfair of the department to impose a 50 percent pass rate on our schools when we are dealing with the same township children from schools that have not done better this year either."

Visited

The subsidy amount available for 1999 is about R117 million.

Cuts to the independent schools' subsidies have ranged from R168 million in 1997 to R126 million in 1998 and R117 million this year.

● Gauteng Premier Mathole Motshekga and Metcalfe yesterday visited Mafori Mphahlele Comprehensive School in Molapo, Soweto, which produced a 65 percent matric pass rate last year, an increase of 52 percent compared to a meagre 13 percent in 1997.

Motshekga told *Sowetan* their visit was to congratulate pupils, parents and teachers for a job well done.

"Our visit to the school today is to congratulate and encourage the school, teachers, pupils and their parents," said Motshekga.

Metcalfe, who was mobbed and hugged by a chanting crowd, said the good example set by pupils and staff was encouraging.

65/11/99
Sowetan

(50)

Two national libraries set to merge soon

ET 14/11/99

SOUTH AFRICA's two national libraries, the SA Library in Cape Town and the State Library in Pretoria, are soon to merge into one institution — the National Library of South Africa.

Although the functions of the two have been clearly delineated to avoid duplication, the existence of two libraries has caused confusion among clients about the functions of each.

The State Library is the country's lending library, while the SA Library, in the Company Gardens, is the country's reference library.

The merger follows the passing of the National Library of South Africa Bill in Parliament in November. The institutions will be known as the National Library of South Africa

once the bill becomes an act of Parliament.

SA Library director Carryl Allardice described the merger as a "fantastic move".

"It is something that should have happened 100 years ago," she said.

Department of Arts, Culture, Science and Technology spokesperson Frans Basson said the merger would not result in the down-scaling of either institution or a reduction in funding.

"However, owing to budgetary constraints, these institutions — like all institutions associated with the department — will be called on to apply strict belt-tightening measures." —

Staff Writer

(50)

Under-achieving private schools warned to pull up socks

(50)
BY TEFO MOTHIBELI
Education Reporter

Private schools that recorded pass rates of less than 50% would have to improve their performance or their government subsidies would be taken away, Gauteng Education MEC Mary Metcalfe said yesterday.

A total of 69 private schools obtained a pass rate of less than 50%, with nine of them recording a figure of less than 10%.

These institutions are spread across the province.

Among them are Heartwood Independent School with

SPAN 15/11/99
9,9%, New Dawn College with 9,52% and Black Forest College with 9,74%.

One school, Afrokombs College, registered a zero percent pass rate.

Metcalfe said that among the 69 schools were 25 whose performance had been on a rapid downslide over the past three years.

"Early in 1999 these 25 schools will be rigorously inspected by the Gauteng department of education to assess whether they are complying with their registration conditions.

"Where this is not the case, we will take the necessary

legal steps to withdraw their registration," Metcalfe announced.

The troubled institutions would have to improve on their performance this year to continue receiving subsidies from the Government.

Metcalfe said the education department was constitutionally obliged to monitor standards at independent schools.

According to the new Norms and Standards for School Funding, which came into effect late last year, the Government would be empowered to pull the financial plug on under-achieving private schools as from next year.

Only the whites think I am a failure, says Bengu

SIBUSISO Mandlenkosi Emmanuel Bengu (65) will depart with a clear conscience when he relinquishes his post after the elections.

The minister of education is convinced he did not fail the nation. He blames the white community for the perception that he was a failure.

"Everything we did was proceeded by a process of consultation and every law we passed was supported by the majority," said Bengu.

People blamed his office for not delivering on time, claiming some things could have been done two years ago. But Bengu insists that his department needed to plan properly. "We planned things very well and avoided public conflict," he said.

He believes that whites who benefited from the apartheid era are the ones now spending the sleepless nights, because "their privileges and the unjust system they supported has been done away with.

"They won't regain it again. The

OUTGOING Education Minister Sibusiso Bengu strongly disagrees with people who say he was failure as minister of education. In an exclusive interview with ZAKHELE SHIBA, Bengu says it is only the

whites and the white opposition parties who think he has not succeeded in his portfolio.

rights of all South Africans are now safeguarded.

"The education experts and the comrades who came with their lists of demands do not regard us as failures," said Bengu.

He has never been called a failure to his face. People whom he meets in the townships and at airports always greet him cordially.

Since his first day in office Bengu was involved in an ongoing process of changing the education system, from pre-school through to tertiary education.

What may surprise many, is that he received many letters of support and congratulations from within the white community, praising him for transforming education.

"The opposition parties did not support us when we passed the six

education bills. We were even taken to the Constitutional Court for the second bill and judgment was in our favour. My opponents were highlighting what they thought was a failure, but that bill made us popular," said Bengu.

"As a politician you learn to live with a situation where a few people can make you look unpopular because they have access to the media, while you are popular with the silent majority who don't have access to the media," he said.

He agrees with senior journalist Allister Sparks, who said the media in general did not regard the positive aspects as news, "but only considered the two schools who opposed integration as news".

The apartheid regime had created 17 different education departments, which were "funded as if

they are from different countries". Bengu, a former teacher, said his department took a brave decision when it gave funding power to the provinces to control education.

Bengu also hit out at the ANC's student wings, the South African Students' Congress (Sasco) and the Congress of South African Students (Cosas), who called for his resignation and that of Northern Province education MEC Joe Phaahla, because of "incompetence".

Bengu dismissed them as "youths with a lost identity".

There were meetings, which included these movements and President Nelson Mandela, where the issues were discussed. Yet these groups still ran to the media. The controversy over retrench-

ments and redeployment was caused by what, Bengu says, he inherited from the previous government. He inherited a surplus of teachers who were poorly trained and he had to allocate money to train them.

"As I sit here today, I do not have the power to retrench. We must have authority to redeploy and retrench," Bengu said.

It grieves the former University of Fort Hare vice-chancellor and rector that students who do not really need government assistance are taking it nevertheless.

He said it was difficult to know which students deserved money. At Fort Hare he spent many hours meeting the SRC, only to receive a tip-off later that some students who claimed to be needy, were banking their money in Alice.

He distanced himself from the reports that a vice-chancellor at a technikon in KwaZulu-Natal earns almost R1 million a year.

The councils of technikons and universities were the ones which hired the vice-chancellors and not his department.

He also revealed that a certain vice-chancellor, whom he did not want to name, was reported to his department and is being investigated for an alleged exorbitant salary. They want to establish if his remuneration was decided upon through consultation, or if it was just a private deal.

According to the law, the university/technikon council is the employer and not his department. "But we have an interest because they are paid with the taxpayer's money," said Bengu.

Bengu, who jogs every morning as a part of his exercise routine, has no clear plans for the future. As a disciplined member of the ANC he will wait for the organisation to redeploy him to a new position after the elections.

ST 17/11/99

Officials fail to deliver on Mandela's textbook promise

CORNIA PRETORIUS

PUPILS attending nine of the 10 schools visited by the Sunday Times in Northern Province this week did not have textbooks, while seven of the 10 had no stationery.

The Sunday Times visited the schools in the first week of the school term to check whether or not education officials had lived up to President Nelson Mandela's promise

that each child would have a textbook within seven days of the start of the school year.

Professor Harry Nengwekhulu, acting head of the Northern Province's education department, said textbook suppliers had until tomorrow to deliver the missing textbooks or they would be blacklisted. He added that stationery should have been delivered last year.

Nengwekhulu said of textbook suppliers who fail to meet tomorrow's deadline: "They will never

work for the department again."

One stationery supplier began delivering on Friday after Nengwekhulu threatened to cancel the tender awarded to it.

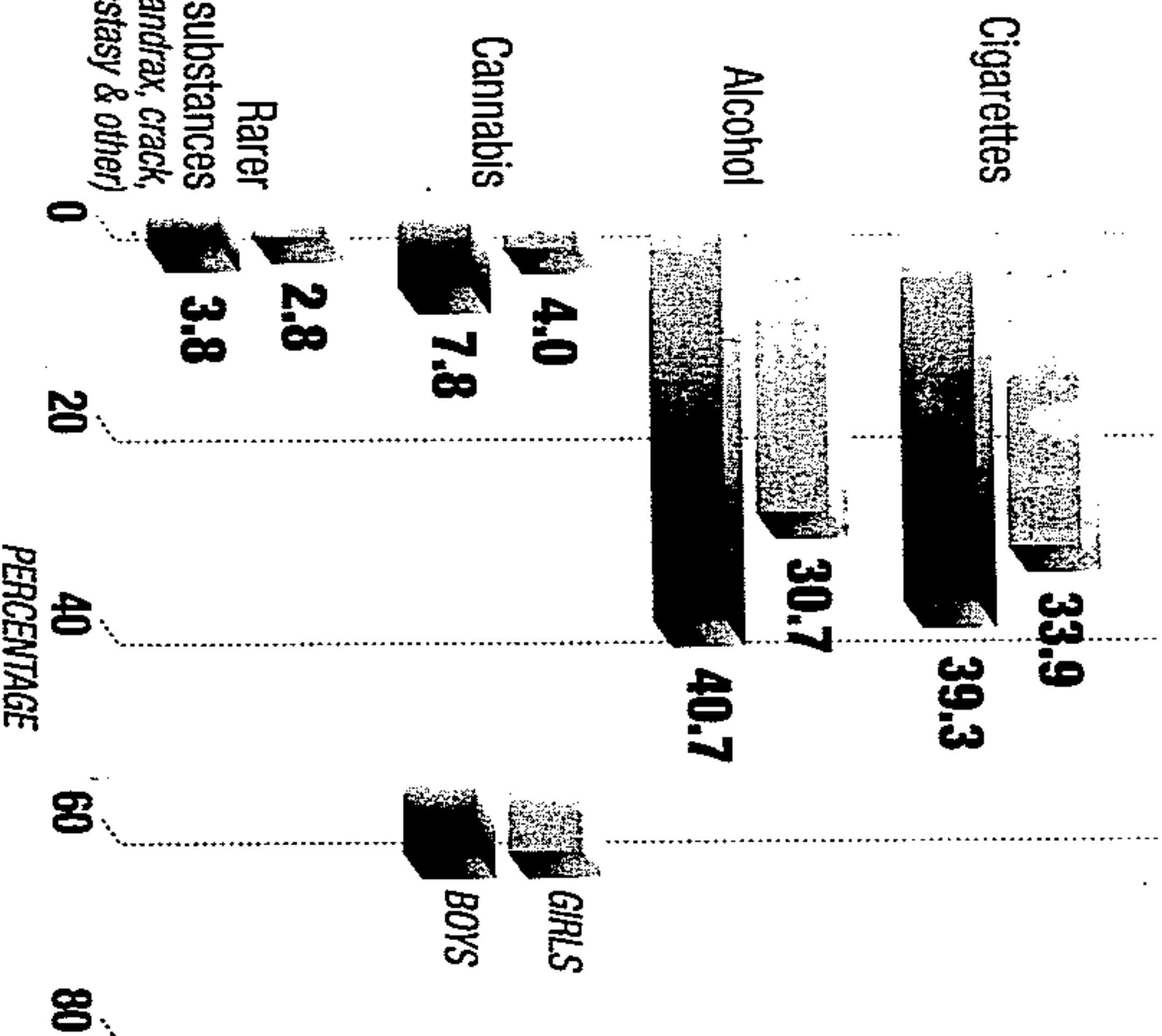
He said reports indicated that textbook delivery was expected to be better than in previous years. He said textbooks could be delivered only after the start of the school year because schools did not have safe storage facilities.

Of the schools visited, only Kenneth Masekela Primary's 1 115

pupils had new textbooks for all grades. Although the school's Zulu Grade 1s did not receive books for the further implementation of the outcomes-based Curriculum 2005, principal Irene Tjebane was confident that the school would cope. "We have everything — even science kits," she said.

● If your school has not received textbooks, phone the Sunday Times (011) 280-5125, fax (011) 280-5151/0, or e-mail cornia.pretorius@uml.co.za

**PREVALENCE RATES (tried at least once)
GRADE 8 / STANDARD 6 STUDENTS**



EXPENDITURE BY GRADE 11 / STANDARD 9 STUDENTS

| Substance | MALES (R) | FEMALES (R) | MILLION (R) |
|------------|------------|-------------|-------------|
| Cigarettes | 10 (5-15) | 10 (5-17) | 5.7 |
| Alcohol | 20 (15-50) | 20 (15-43) | 14.0 |
| Cannabis | 10 (3-15) | 5 (4-18) | 1.2 |
| Mandrax | 30 (3-100) | 52 (2-100) | 1.1 |

Average spending per week per student who uses the substance

Annual total for all Grade 11 students in Cape Town

The Survey found

The use of cannabis or dagga has almost doubled for both boys and girls in Cape 11 over the past 7 years

The highest weekly spending was reported for Mandrax, at R30 per week for boys and R52 per week for girls

Consequences are likely to include increased risk of unprotected sex, violence and transport injuries

Schoolkids ease into pocket-money drugs

(50) RGT 20/1/99

ANDREA BOTHA
Staff Reporter

They've been there, they've got the T-shirt and they're still around to wear it, too.

Stephen, 19, and Zia, 15, (not their real names) are two kids who have done more drugs than studying over the past few years.

Zia is a beautiful blonde with a deep tan and sparkling blue eyes.

She started smoking cigarettes at 13 with a group of friends from her posh all-girls high school. They went to a nearby park after school and only puffed on the light cigarettes.

"It didn't matter if I liked it or not, I liked the image. It was cool."

She soon learned to inhale and, a year later was smoking dagga, dropping acid and ecstasy, sniffing lighter fluid and drinking in neighbour-hood pubs. She had also tried cocaine and speed.

Stephen is tall and friendly with an easy-going, charming personality. He smoked his

first cigarette when he was 10 and started drinking when he went into Grade 8 (Standard 6) at a prominent southern suburbs boys school.

Grade 9 (Standard 7) was his "major" year for doing drugs and he started to smoke dagga and mandrax. He also took acid and cocaine and sniffed paint thinners.

Zia and Stephen are among the growing number of teenagers who take a variety of soft and hard drugs at school and over weekends.

They pay for the drugs with pocket money, by working for it, stealing from their parents, getting it from friends or by prostituting themselves.

The University of Cape Town's department of psychiatry, the National Urbanisation and Health Research Programme and the biostatistics division of the Medical Research Council did a survey among Grade 8 and 11 pupils in Cape Town.

They found Grade 11 pupils spent about R22-million a year on alcohol, cannabis and Mandrax.

Stephen used to smoke dagga before, during and after school, but Zia says she has never taken drugs at school.

"They have seen what drugs have done to friends and to themselves and, as a result, Zia no longer smokes cigarettes or dagga, and Stephen says he will never take heroin."

"Drugs really mess up your eating habits and your body. You want to be healthy and alive," says Stephen.

Zia says her lungs became weak from smoking dagga and cigarettes and sniffing lighter fluid. She says her energy and good health returned when she stopped taking drugs.

As a result of taking too much acid (Zia has taken at least 25 caps over the past two years), Zia and Stephen sometimes see black spots and have dark patches in their vision. They also sometimes see "trails" when people move their hands or make sudden movements. There are other aspects as well.

Zia feels she is emotionally ahead of her classmates and finds she cannot relate to

them. "You grow up so fast and it makes you see things you would have seen only five years down the line. Things open up and you are exposed to so much more."

Stephen claims many of the smarter schools try to deny indications of an emerging drug culture, but he says it is, in fact, gaining strength. He claims there are gangsters and drug dealers in most schools and that teachers know, but don't tell as they fear this will tarnish school reputations.

Zia and Stephen emphasise the fact that youngsters wanting to take drugs should make sure they know what they are doing. When the going got too rough, both managed to pull themselves together and cut down on drugs.

Both started to concentrate on their studies. Zia passed grade 10 and Stephen passed his matric with a university exemption last year. He still smokes dagga and Zia takes ecstasy, but both believe knowledge is power and that their experiences have taught them many hard lessons.

Schools to decide on religious education

DD 2/1/99
(50)
Primarashni Pillay

SCHOOL governing bodies in future may decide on the type of religious education pupils should receive, says the education department.

The department announced yesterday moves towards a coherent religious education policy based on four options which offer choices for religious teaching within or outside the school curriculum.

Government schools in SA do not have a policy on religious education and the subject has been taught piecemeal in different schools. The department appointed a religious education committee last year to investigate the inclusion of religion in the curriculum.

Committee chairman Paul Faller said yesterday the committee faced two debates on how to teach religion.

One belief was that religious education was about "educating learners to be religious". The other was that it meant educating learners about religions.

He said the inclusion of religion in the curriculum would "enrich" the ideals and principles of tolerance

and social values already contained in Curriculum 2005.

The first option for schools is to implement Curriculum 2005 as it has inherent aspects of religion: in grades one to three, for example, pupils are taught to respect people's rights to hold personal beliefs and values.

The second option is that the school offers the curriculum in a way that reveals the contributions that religious education can make, for example, towards understanding how SA society has changed and developed.

An example in the life orientation programme is that pupils are encouraged to accept themselves as unique and worthwhile beings.

These two options could not be offered from any single faith perspective, Faller said.

The third option is that schools can offer the basic curriculum as well as separate religious education programmes without making them compulsory.

These programmes can be offered from a single or multi-religious perspective.

The last option is a combination

of the second option and a separate noncompulsory programme from a single or multi-religious perspective.

Faller said if a school had, for example, 99% Muslim children in grades one to nine, it could choose option three.

"In schools where the children are predominantly Muslim, and if you have a percentage of Christian pupils, they could rotate the assembly. Or if you have 10% of children belonging to another faith they have the right of withdrawal," he said.

The committee stressed the three options were not compulsory: pupils could take part in alternative programmes.

Proposals included the testing of pupils by schools but not for certification purposes.

Separate programmes should be funded by parents or by the community.

The committee proposes that teacher-training institutions offer in-service training in this area and that they draw on the services of non-government organisations, and religious institutions for their expertise.

The committee has requested public comment on its proposals.

Little left to fund repairs to schools

The merger of five departments saw personnel costs rising

BD 22/1/99
(50)

Pule Molebeledi

DURBAN — Rising personnel costs accounted for 94% of the KwaZulu-Natal education department budget, leaving only R80m for capital projects, repairs and maintenance, a report by the provincial auditor-general released yesterday revealed.

The report said this was despite the fact that R960m was needed for capital projects, repairs and maintenance work for the 1997/98 financial year. This situation has resulted in numerous schools being run down.

The report said the need for repairs and maintenance could not be addressed because the allocated funds for the 1997/98 financial year were depleted by July 1997. Only emergency repair work was undertaken by the public works departments. It warned that at various schools, structural damage was evident and learners were physically at risk if the buildings were to collapse.

The performance audit report was conducted on the management of special and ordinary schools under the KwaZulu-Natal provincial administration.

It showed that staff expenditure has been rising steadily

when compared to 1996/97 financial year where it accounted for 82% of the department's budget and 1995/96 where it stood at 73% of the budget.

Provincial education spokesman, Mandla Msibi said most of the information contained in the report was old and the department had since instituted corrective measures to address most of the identified shortcomings in the budget.

He said the personnel costs had increased after the department merged five education departments into one. The department had identified ghost teachers and taken them out of the system; frozen 1 900 posts for administrative staff and would only after the redeployment process was completed, identify excess staff, he said.

The report said adequate measures were not always in place to ensure that schools were provided with sufficient textbooks for the effective rendering of educational services. About 45% of schools were inadequately provided with textbooks. Although the department requested R160m for the acquisition of textbooks, the actual amount eventually made available after three

months into the academic year amounted to R8m. Furthermore, the majority of schools visited during July 1997 still experienced a shortage of textbooks.

The report found that adequate measures were not always instituted to alleviate the shortage of classrooms and this has resulted in pupils being taught in other venues, with the pupil to teacher ratio being in excess of the national 40 to 1 norm.

Although the results of the 1997 schools register of needs survey revealed that 25% of schools did not have water within walking distance and that 64 out of 66 census districts experienced a shortage of toilets, no funds to alleviate the situation were provided for the 1997/98 financial year. This contributed to pupils collecting water from rivers during schools hours and being exposed to unhealthy and unhygienic conditions.

The report said procedures and control measures to ensure that contracts approved under the reconstruction and development programme were completed successfully, were inadequate.

This contributed to claims by contractors against the education department.

Department revises school security plan

Community must take responsibility

NATALIE KAMMIES

THE Western Cape Education department has revised its school security plan to help schools combat violence, vandalism and gangsterism.

Eugene Daniels, director of the Safer Schools Programme, said the department wanted the community to take greater responsibility for combating crime.

Manenberg Senior Secondary and E A Janari Primary in Bonteheuwel, which were vandalised last year, began the year on a high note, reporting no incidents of vandalism during the school holidays.

Manenberg had a security fence installed and E A Janari Primary called in neighbourhood watch patrols.

However, teachers and pupils at Montagu Drive Primary in Portlands arrived for the new term to find lights and fittings had been stolen and a grade one classroom vandalised.

Daniels said the Safer Schools Programme had set up a project called Bridge the Fence which would "significantly address the high levels of crime".

It would focus on 100 schools selected from the region's 1 700 for their high level of vandalism and other crimes.

The project would get under way by providing fencing, burglar bars, wire mesh and supporting neighbourhood watches. In the long term it hoped to get the communities more involved.

A R1-million pilot project at Manenberg Senior Secondary involving the erection of an electric fence around the school in September had proved successful in combating vandalism.

Principal Thurston Brown said: "We took it upon ourselves to write to companies for support and a company came up with the idea of an electric fence. The project was approved by the Education Depart-

ment and Department of Public Works and the fence was put up and financed by a local fencing company."

Before the fence was put up gangs used to disrupt classes, threatening teachers and pupils and taking their money and jewellery. Tyres of teachers' cars had been slashed by vandals.

"We weren't doing what we were supposed to, which was educating. We had to do something to regain our territory. Desperate times call for desperate measures," said Brown.

Now the school is securely fenced in and the entrance gate is monitored by the secretary through a video camera. The system is linked to a 24-hour armed response company paid by the school.

"Nothing was damaged during the holidays and the vandalism has gone down to zero," said Brown.

Two grade 11 pupils, Fatima Vogt and Carmen Gallant, were among those who said they felt safer.

"I feel good about the fence because no gangsters can walk onto our grounds. There are no more disruptions," said Vogt.

Brown said that gangsters used to come looking for pupils who had been involved in gang fights.

Daniels said the Education Department was committed to financing the upkeep of the fence.

Another 20 high-risk schools were being considered for electric fences but the department would first assess the success of the Manenberg project.

Last November 16 principals from schools in Bonteheuwel met department officials to raise their concerns about vandalism and crime. They decided that local communities would be called on to take greater responsibility to protect schools.

At E A Janari Primary in Bonteheuwel, three neighbourhood watch groups patrolled the school over the festive season.

The department paid for an

armed response unit and provided the neighbourhood watches with radios.

"No trespassing" signs were erected at the school.

Ghairoonisha Cupido, principal of Janari Primary, said: "It has been a great success. When we came back to school this year teachers could go back to their classes without fear that they had been messed up.

"I feel positive and give credit to the Education Department and hope that this will be a continuing process."

At Montagu Drive Primary, teachers and pupils returned for the new term to find 20 lights had been stolen from six classrooms and 26 fittings taken from outside lights.

Murals in the grade one class had been splattered with black paint and foul language written on the walls.

Last year the school was vandalised 60 times, said principal Clive Rademeyer.

After concerted pleas following the spate of vandalism parents had agreed to play a greater role in helping to protect the school, said Rademeyer.

They had donated wire mesh to secure the windows and offered to patrol the school premises during the holidays.

"But this was a drop in the ocean," said Rademeyer.

Geary Botes, a grade six teacher, said that because of the fear of theft she took all her textbooks and her tablecloth home every day.

"I asked the children to get themselves a cardboard box at home in which to keep all their files and projects and to bring only what they needed to school," said Botes.

Daniels has described the school as one of the "tragic examples of vandalism".

"The department wants to address this serious problem," he said.

The department would approach Montagu Drive Primary during the first term to assess its needs.

(50)
ST(CM) 24/1/99

Six evicted principals back at work

BY TEFU MOTHIBELI

Education Reporter

(50)
Star 26/1/99
Six Soweto high school principals returned to work yesterday after Congress of South African Students (Cosas) members evicted them because they had allegedly refused to admit pupils who could not afford to pay school fees.

Last week, a group of pupils went to high schools in Moletane, Tladi and Naledi and demanded that the principals should leave. The action resulted in classes being disrupted at the six high schools: Thomas Mofolo, Naledi, Tladi, Thabo, Prudence and Moletane.

Gauteng Education MEC Mary Metcalfe, who met Cosas members on Friday to discuss their grievances, said yesterday she was "thrilled" the matter had been put to rest.

"After a fruitful meeting I am confident that things are back to normal," she said.

Metcalfe said the meeting had resolved that the evicted principals should resume their duties yesterday.

"I made it clear to them (Cosas) that the expulsion of principals was unacceptable and non-negotiable," she added.

Metcalfe said Cosas members and the six schools' governing bodies undertook to open more communication lines between the two sides in order to discuss their differences.

She also said it was the responsibility of parents who could not afford to pay school fees to discuss their difficulties with school management.

Cosas secretary-general Xolani Sifali said Cosas was happy that the dispute with the principals had been resolved.

Pupils 'beaten' for owing fees

*Sowetan (50)
5/2/99*

By Victor Mecoamere
Education Correspondent

ABOUT 35 SCHOOLS in Bethlehem, Free State, are subjecting pupils to various kinds of punishment for owing school fees, say members of the local education crisis committee.

Mr Sefako Simelane, the committee's chairman, told *Sowetan* the schools were punishing the children "in different ways" for owing school fees.

Simelane said children at some of the schools were being turned away. Other pupils were put in separate classrooms where they were denied learning materials, he said.

"At some of these schools parents were sent letters asking them to commit themselves to paying the new amounts, while children at other

schools were being beaten for owing.

"The whole problem started in Monontsha, Bethlehem, soon after the schools reopened for the academic year. Parents are concerned about the effect of the actions being taken on their children.

"Corporal punishment has been banned. It is as if this has not sunk in with management at some of the schools that are still practising it against children whose school fees have not been paid," said Simelane.

Simelane and a committee colleague, Mr Malefane Motlokwa, said they were concerned at the punishment of pupils for owing fees and at the sudden rise in school fees, as most "parents were either poor or not being paid well".

Fees at some schools had also been increased from R10 to R50 and from

R20 to R100 a year in the Bethlehem area.

Bethlehem district manager Mr Frans Sello told *Sowetan* yesterday: "No child must be victimised for owing school fees. The Schools Act stipulates that clearly.

"Also, textbooks and other learning materials are not supposed to be kept away from any pupil.

"Corporal punishment has also been banned. I have investigated the educational crisis committee's claims. One of the schools they have cited has denied their allegations."

Sello said he may need to meet the committee, which must support their claims with facts.

"What I would appreciate is for them to talk to me timeously so that the matter can be resolved amicably," he said.

Big shake-up urged for

SA's education system

PART 5/2/99

(50)

Probe calls for free compulsory education to end at 15

POLITICAL STAFF

A national examination for Grade 9 pupils, the end of free and compulsory education for children older than 15 and a fee to write the matric exam are among recommendations in a Government probe report on the education system.

The report is expected to be the subject of heated debate, but if recommendations are accepted by Parliament, the education system will be thrust into a big shake-up over the next few years.

Education Minister Sibusiso Bengu discussed the recommendations about matric exams yesterday, but refused to say whether he had accepted them.

The committee that made the recommendations was chaired by

Morgan Naidoo, an exams expert from KwaZulu Natal.

It proposed that a date be set during 1999 by Dr Bengu to fix the end of compulsory and free education at the age of 15.

In view of the large numbers of candidates who register for matric exams but do not write them, and in view of the large numbers of candidates who write the exams while totally unprepared for them, the committee believes the issue of an exam fee needs urgent investigation.

Dr Naidoo and his team agreed that the introduction of a general education and training certificate (GETC) in Grade 9 would go a long way towards solving the problem of a school-leaving certificate.

The public exam would require parents and pupils to make a decision to continue school studies until

matric or for the pupil, equipped with a GETC, to go to a tertiary institution or undergo further training.

The committee was asked to investigate three aspects of the examination process: quality assurance; the use of Senior Certificate information by provinces in improving teaching and learning; and the information technology systems used for the matric exams.

It found that although the South African Certification Council was doing a reasonable job in terms of the statistical adjustment, its work fell short of good quality assurance and its approach to the moderation of papers was poor.

The committee recommended that the council be absorbed into a "further education and training quality assurer".

The matric exams should be

replaced eventually by a further education and training certificate.

The report criticised the present matric exams, saying they did not provide an appropriate school-leaving certificate for most pupils, were not an effective predictor of success at university and were not perceived by employers as a good indicator of work-related competence.

The report said there was a "generally diminished culture of learning" in South Africa, and noted that among the reasons for appalling matric results at some schools was that textbooks reached pupils only days before the exam was written, or not at all.

Another cause of poor performance was erratic attendance of classes by pupils and teachers, the report said.

Pitiful resources for adult learners

(50)

By THEMBISILE MAKGALEMELE

While the government has repeatedly announced its commitment to combating illiteracy, disgruntled educators and independent organisations continue to plead with the government to encourage the development and advancement of adult education, which they claim have been marginalised.

Various adult educators, learners and independent organisations in the country are frustrated by the lack of support and commitment showed by the Education Department.

The government is proud of the provision of Adult Based Education and Training (ABET) and the placement of previously unemployed teachers in the scheme. But an independent institution, the Adult Educators and Trainers Association of South Africa (Aetasa), which looks at the interests of adult education, believes adult education is seriously threatened because many non-governmental organisations (NGOs) involved in it have fizzled out.

Yet the government will deal with problems that hamper proper delivery of adult education only after problems at formal schools have been sorted out.

"There isn't a unit standard for practi-

tioners' qualifications, and, as a result, adult educators aren't recognised as professionals," says Aetasa executive director Botlhale Nong. "And because there aren't adequate policies and funds, there is no remuneration and benefits for them."

Adult educators complain about their pay. "We have no basic salary," says a discontented educator at the Alexandra Learning Centre. "We're paid only R85,45 per hour and charged 25 percent tax."

Nong says private donations for adult education - money which helped to support NGOs - have dried up.

Monopoly

"Although it is argued that big NGOs are able to continue operating because they have good management and marketing strategies, the environment in which small NGOs work isn't conducive to their survival. Big ones get the bulk of money, and this encourages a monopoly.

"A monopoly discourages the development of small NGOs which would encourage innovation and the provision of material, and help the government in roles it is unable to fulfil."

Not only has the government's lack of commitment resulted in the hampering of the development and advancement of

adult education, but many schools lack resources and infrastructure and even a statutory governing body.

"The conditions in which teachers work aren't satisfactory," says acting chief adult education specialist David Diale. "Most of them depend on formal schools' resources."

An adult education teacher, Jack Thubakgale, has a lightly different view. "Our budget was cut to add to the formal schools' budget, but we are forced to buy office equipment with the little money that we earn, and no one consults us on decisions that affect us."

Because of the lack of support, educators see a dramatic tapering-off in the number of adult learners they deal with during the course of a year. At the beginning of the year, the numbers are high, but begin to decrease by May. "The constitution provides for ABET as a right, but since it is not well publicised, learner enrolment and retention is a problem," says Nong.

Diale adds: "We need to make centres accessible to adults and linked to community centres. Adequate and proper funding aren't addressed, and we use all of the budget on salaries. There are no funds for learning resources - and to provide learning materials, we need to reduce the number of educators."

6/2/99

Salaries take up to 97% of education budgets

8/2/99

(50)

Backlogs across SA are unlikely to be addressed

Primarashni Pillay

SA's provincial education departments are spending up to 97% of their budgets on staff salaries. In some cases, education officials cannot use departmental vehicles to visit schools due to the lack of funds.

Teachers' salaries take up the bulk of these budgets, but departments also pay salaries to management, secretaries and security guards. The remainder is used to build schools, maintain buildings, purchase equipment and learning materials.

Departments throughout the country view funds available for nonsalary expenditure as inadequate to tackle backlogs in the education system.

Northern Province education spokesman Bernard Matsane said 92% of the department's 1998/99 budget of R5,6bn was spent on salaries.

"We had to ground state vehicles for visits to schools in November and December last year, so that we could shift funds to the running of examinations."

The department was conducting head counts of teachers and pupils to enable the teacher redeployment process to get under way. However, officials were not using all the department's vehicles to access schools. It cost about R24 000 a month for petrol for about 80 vehicles, Matsane said. The department was "gradually releasing the vehicles".

KwaZulu-Natal spent 93% of its 1998/99 budget of R6,8bn on salaries,

spokesman Mandla Msibi said. Several schools had no telephones or electricity, and the department was underfunded.

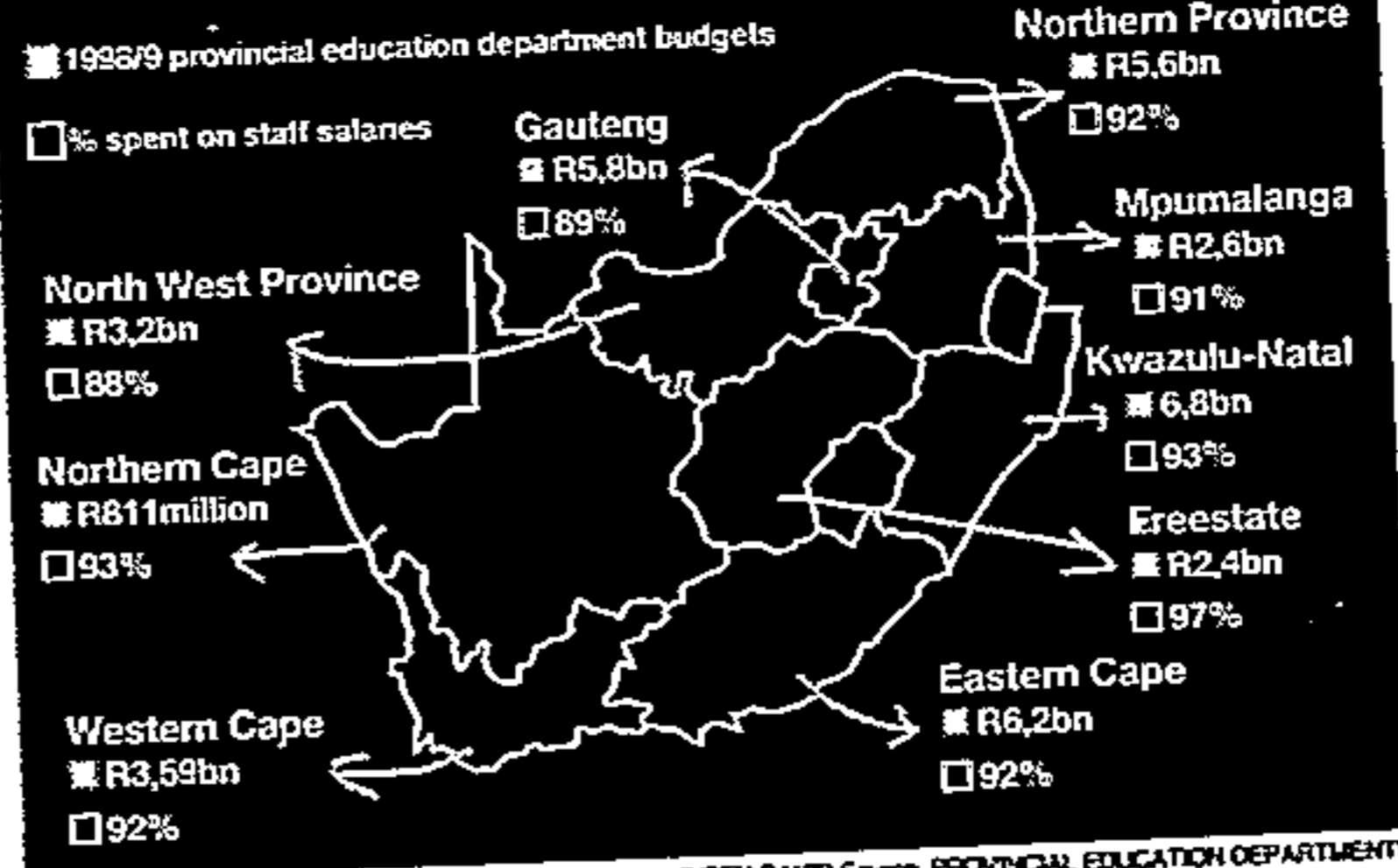
Msibi said redeployment to schools where there were teacher shortages would mean the contracts of some temporary teachers would be terminated. This would result in savings.

The Free State spent 97% of its R2,4bn budget on salaries, and the department was "struggling to maintain schools", said department spokesman Senne Bogatsu.

John Pampallis, director of the Centre for Education Policy Development, said SA spending on education personnel was among the highest in the world. Education needed to get more money, but this was not likely, given SA's economy.

Booby Soobrayan, chief director of education planning in the national education department, said it was moving towards spending a more "acceptable" 85% of budgets on salaries.

Provincial education budgets: How much goes on salaries



KUBEN DAVID Source: PROVINCIAL EDUCATION DEPARTMENTS



Pupils at the Rosebank Mercy Convent, north of Johannesburg, yesterday. The school stands to benefit from the launch of an investment company, by the Catholic Institute of Education, whose profit will be ploughed back into education. Picture: ROBERT BOTHA

Action to offset subsidy cuts praised

Education analysts have applauded the Catholic Institute of Education's launch of an investment company to help upgrade schools as an innovative means of fundraising, writes **Primarashni Pillay**

THE Catholic Institute of Education's establishment of an investment company which aims to raise R30m from shareholders, was an innovative way of raising money for school funding. The institute's experience and expertise should be shared with other non-Catholic schools, say education analysts.

The company's launch is a response to government's subsidy cuts to independent schools, dwindling overseas funding, and inadequate state funding of public schools. The institute represents about 100 independent schools and about 300 public schools.

The new norms and standards for independent school funding will be effected next year and in the interim independent schools in, for example Gauteng, receive a basic government subsidy of 30%. Those that have predominantly African pupils receive a 40% subsidy and the "poorest of the poor" receive a 60% subsidy.

Many of the Catholic independent

schools are affected by these subsidy cuts as they serve several disadvantaged pupils and their survival is under threat.

The aim of the investment company is to plough its profits into the upgrading of schools and the maintenance of quality education.

Johan Pampallis, director of the Centre for Education Policy Development, said the institute was responding to the SA School's Act which called on schools to raise funds. "Independent schools have always invested their money in various ways and the education department cannot offer any more financial support to schools. I can't see anything to argue against the institute's initiative," he said.

Jonathan Jansen, dean of education at the University of Durban-Westville concedes that independent schools have had to come up with creative ways to fund themselves in the light of subsidy cuts.

He warned, however, that when schools get involved in business enter-

prises, they could be reduced to business units and overlook their mission to produce "socially responsible citizens".

Jansen expressed concern that shareholders could influence and thereby change schools' curricula. This could result in the danger of producing mainly accountants and engineers. "There need to be strong voices in the schools' governance to ensure that schools also play the traditional role of producing social scientists, and philosophers."

He also warned that such initiatives could create mega education empires, "which would stick out like sore thumbs in a sea of poverty".

But Pampallis argues that a school's curriculum is set by government and "owning shares will not make a difference. Why should having shares in for example Nedcor or Standard Bank influence what they have to teach?"

He, like Jansen, says that non-Catholic schools should benefit from the insti-

tute's initiatives. "The institute could offer training to other school principals."

Education consultant Ndroo Vera says the initiative symbolises self-reliance among these schools. He called on businesses and industries that invest in it, to also develop partnerships with institute schools and have some influence on the curriculum so that pupils "are better prepared for the world of work".

Vera says that an initiative such as this will foster a united community around education: parents and the community will want to sustain the quality of education offered at these schools and this could promote a culture of discipline and improve class attendance. "It is something which should be emulated."

However, Linda Chisholm, director of Wits University's Education Policy Unit, said the initiative "would bring joy to some, but concern to others. Applying market principles to schools could be a dubious exercise."

Firm launched to aid church schools

Primarashni Pillay

SD 10/2/99

THE Catholic Institute of Education, representing 400 independent schools, has launched an investment company to help fund its schools, after a cut in government subsidies.

The institute intends to raise R30m through the sale of shares in a joint venture with Axon Capital.

Vincent Kunene, MD of the Catholic Education Investment Company, said the launch was a response to declining government subsidies and dwindling overseas funding. The institute represents about 100 independent schools and 300 state-run schools on church property.

Catholic schools have historically been open to all races, and produced leaders like Father Smangaliso Mkhathshwa, deputy education minister.

Kunene said money raised would be invested in education, information technology, financial services and empowerment transactions. "We already have a stake in the Airports Company of SA," Kunene said.

Most of the profit would be channelled back into schools for upgrading and development programmes. "About 75% of the profits will go back to the capital providers, while the institute will

used to service our education institutions by, for example, training school principals and focusing on education policy development," he said.

Kunene said schools could use the profit to buy computers or set up bursaries. "I hope to see every school having a minimum of 10 000 shares."

Meanwhile, Janice Seland, financial director of the company, said its investment committee would be made up of people in high-profile positions in other investment companies. "They will offer their services free."

Trevor Coombe, deputy director-general of systems and planning in the education department, said the department "looks forward to seeing further details. It seems interesting, and the objectives look admirable."

EDUCATION

REMOVING THE EXAMINATION HURDLE

(50)

AM 12/2/99

Nuts and bolts of Curriculum 2005's outcomes-based education

Annual school exams are to be replaced by a radical new system in which pupils are assessed throughout the year by a variety of means, including peer review.

According to the Department of Education's newly released assessment policy, pupils need no longer fail a whole year if they are slow learners in some subjects. In fact, no pupil may stay in the same three-year learning phase for longer than four years without permission from the provincial head of education.

The policy dovetails with government's outcomes-based education programme, Curriculum 2005, and is being phased in starting this year in grades 1 and 2.

In his foreword to the document, gazetted on January 22, Education Minister Sibusiso Bengu says it is the product of broad consultation and thus "carries wide support and legitimacy". But it is bound to fuel debate between those who believe it will precipitate a decline in standards and those who feel the existing system has failed and must be overhauled.

The thrust of the new policy is that learning should not be evaluated merely by a series of traditional test results and annual exams. Rather, a pupil's progress towards achieving various outcomes should be assessed continuously using the usual methods as well as by observation, conferencing, interviewing and even peer assessment. Pupils will also be expected to assess and report on their own progress.

The designated outcomes are not lists of subject matter that must be memorised. They are things that pupils must be able to do. Pupils must not only demonstrate that they can apply essential skills, knowledge, and understanding to solve problems, they must also display the attitudes and values prized in a democratic society.

The policy places more comprehensive reporting requirements on schools. They will have to keep records charting the

"holistic development" of pupils, including the development of their values and attitudes. Parents, pupils and even prospective employers will be entitled to call for a report at any time.

Not surprisingly, the requirements of outcomes-based education, (which is a major component of education systems in Australia, Canada, the US and the UK), have revolutionised textbook design in SA.

For instance, a new grade 7 (standard 5) social sciences textbook published by Juta & Co includes sections on how to behave in a democracy and how to create your own business. The chapter on human rights includes a summary of the Bill of Rights and the preamble to the new Constitution.

Pupils are asked to debate the issues, draw up a list of rights and freedoms for their school and write a letter to a newspaper on an issue that concerns them.

Juta's new teachers' guide for grade 2 English second language provides teachers with a list of the assessment criteria, performance indicators and outcomes covered for each lesson.

In drafting Curriculum 2005, educationists and other affected parties compiled a list of 12 critical outcomes which describe what school-leavers should be able to do to succeed in life (see table). Underpinning

» The educational theory underpinning it is sound. But I have grave reservations as to how it can be implemented in disadvantaged schools «

Mike Taylor, headmaster

these broad requirements are 66 specific outcomes which pupils are assessed against every three years.

For example, outcome 1 under Economic and Management Sciences requires pupils to engage in an entrepreneurial activity. Outcome 3 requires them to demonstrate managerial expertise and administrative proficiency; outcome 5 requires that they analyse economic and financial data critically to make decisions.

Outcome 4 under Natural Sciences requires the pupil to "demonstrate an understanding of how scientific knowledge and skills contribute to the management, development and utilisation of natural and other resources," while outcome 8 under Arts and Culture requires a pupil to "acknowledge, understand and promote historically marginalised arts and cultural forms and practices".

The rigours of these requirements will go a long way to allaying parents' fears that the new school system is a walk in the park. If anything, it is so complex that teachers are battling to implement it.

Mike Taylor, headmaster of Somerset House, a private junior school in Somerset West, feels the system is too ambitious for SA. "The educational theory underpinning it is sound and comes down to good teaching. It hasn't been a great shift for us introducing it in grade 2, but I have grave reservations as to how it can be implemented in disadvantaged schools. The

training hasn't been supplied to help them at all. Just understanding the new jargon is difficult," says Taylor.

Manini Matsabisa, headmistress of Hopalong Primary in Khayelitsha, says her teachers felt the three-day training by the department was insufficient and as a result, "the new system wasn't up to the standard we'd expected". The school cannot afford the new textbooks for all grade ones and twos, but is pressing ahead with the new system.

Under this system, education will be compulsory up to the end of grade 9 (standard 7) when pupils will sit a comprehensive national exit exam, the General Education & Training Certificate (GETC), similar to O levels. It will be externally moderated and validated and a pilot exam may be introduced next year.

A separate governmental task team, chaired by KwaZulu-Natal examinations director, Morgan Naidoo, recommended last week that free and compulsory education cease after grade 9, or the age of 15, and the possible introduction of a fee to write the matric exam to discourage hopelessly unprepared pupils from registering. The idea is to encourage pupils armed with a GETC to consider whether they want to continue to matric or to opt for further training in a tertiary institution.

The department has undertaken to evaluate the new system and to make its findings public.

Claire Bissek

MORE DEPUTY PRINCIPALS, DEPT HEADS

Most schools better staffed now — Bengu

ET 12/2/99
(50)

THE EDUCATION DEPARTMENT placed the spotlight on its achievements over the past five years at a media briefing yesterday. Education Writer **PRISCILLA SINGH** reports.

ABOUT 85% of schools countrywide, most of them in rural and former black areas, now have deputy principals and heads of departments — positions previously found only at white, coloured and Indian schools.

Also, over 10 000 classrooms have been built since 1994.

Education Minister Sibusiso Bengu and his deputy, Smangaliso Mkhathshwa, mentioned these and other facts yesterday at a media briefing on the achievements of the Department of Education.

Bengu said the department had achieved much in the past five

years, especially among the 85% of schools which needed to be resourced and staffed effectively. He also claimed that Curriculum 2005 was introduced successfully in Grade 1 last year.

Bengu said the statement by DP leader Tony Leon in Parliament this week that the department had "squandered" R1 billion on retrenchment packages, was untrue.

"I will not call the policy of rationalisation and redeployment a disaster. We inherited excess teachers and had to bring down the numbers to what the budget could cover."

Regarding colleges and other

tertiary institutions being merged. Bengu said the former government had built training colleges, especially in the homelands, like "corner cafés" with no training infrastructures. It was more cost-effective to amalgamate these institutions.

Deputy director-general of exams Ihron Rensburg said redeployment was not easy and certain political parties were unwilling to recognise this.

Other issues discussed yesterday were the indiscipline of teachers and pupils at some schools, the fact that textbooks were not delivered in some provinces, and the introduction of a General Education Training Certificate in grade nine.

Also, an Adult Basic Education and Training Bill will be submitted to Parliament in July.

Status report on textbook delivery

- Eastern Cape: Distribution commenced on January 19. There was one cancellation order worth R2 million.

- Free State: The percentage distribution varies from 29% in Ladybrand to 65% in other regions.

- Gauteng: More than 80% of textbooks supplied.

- KwaZulu-Natal: Delivery commenced on January 19. Some suppliers did not receive books because they owe publishers money from last year's supply.

- Mpumalanga: Most books have been distributed.

- Northern Province: Distribution expected to be completed by today. Delay was caused by suppliers not submitting orders on time.

- North-West: First delivery on February 4. Since creditworthiness with supplier was problematic, a trust with Price Waterhouse was established.

- Western Cape: About 80-90% of textbooks delivered.

- Northern Cape: Distribution likely to be completed by the end of February.

Bummer! (10) School hols to be cut '200 days' study needed'

ARG 13/2/99

OWN CORRESPONDENT

Abummer for schoolkids: the Department of Education is investigating the possibility of cutting school holidays.

The department has put out a tender to research and remedy the problem of too many public holidays dotting the educational calendar – a problem which must consider factors such as tourism and traffic trends.

"Ideally we need at least 200 days of learning," said department spokesman Mzwandile Matthews.

"The next two years, starting with the year 2000, will see too many public holidays disrupting the school calendar in the first six months, and that could be detrimental to learners, especially matriculants.

"We do not want a case of inadequately prepared pupils coming back from long holidays already having forgotten most of what was taught in the first two terms," Mr Matthews explained.

Though he does not envisage drastic changes to the traditional four-term school year, he added that adjustments could not be ruled out.

The planning of the school calendar is usually done by a committee which meets twice a year to scrutinise the dates and holidays which could affect teaching time.

However, the onset of the new millennium poses a unique problem, which is why the department is roping in outside help.

Interested in the tender is the Human Sciences Research Council, whose Dr Andrew Patterson says the process is "more complicated than just working out where holidays fall".

"Our concern is to reach a practical balance between the quality and quantity of education in public schools," he said.

"The process becomes more complicated when the varying term dates of the nine different provinces, divided into three clusters, are taken into account, along with tourism and traffic trends.

The Northern Province, Mpumalanga and North West are in one group while KwaZulu Natal and the Eastern Cape make up another. The Western Cape, Northern Cape and Free State comprise the third cluster.

"There is always a major traffic flow out of KwaZulu Natal, Gauteng and the Western Cape. That is why their holidays fall on different dates. We wouldn't want the roads crowded and have more accidents."

Even the annual Zionist Christian Church mass migration to the Northern Province has to be considered.

Tourism trends will have to be gauged and the hotel industry taken into account.

"We would have to split the holidays so not to inconvenience the all-important tourists in the various provinces," Mr Matthews said.

He added that "the whole aim of the exercise is to standardise the calendar without jeopardising education".

How bungling education officials turned Mandela into a LIAR

CORNIA PRETORIUS and GILLIAN ANSTEY

THE PROMISE

■ Textbooks will be delivered to schools within seven days of the school year.

THE TRUTH

■ A month since the start of the school year, thousands of pupils — including matrics — are still waiting for their books to arrive.

AN ANC provincial education minister yesterday accepted full responsibility for a bungle that has made hollow President Nelson Mandela's promise that all South Africa's pupils will have textbooks this year.

After a Sunday Times investigation exposed a litany of mistakes that has prevented pupils in the North West from receiving textbooks, Education MEC Zacharia Tolo said: "I take the blame."

On February 12 last year, Mandela said in Parliament: "There is no reason textbooks should not be in schools within seven days of the start of the school term. That must become the target for next year."

But exactly a year later — and, not seven days, but a whole month into the school year — North West has missed this target. Although a monitoring group, the National Learning Support Materials Task Team, will visit the province tomorrow, the Sunday Times investigation revealed that many schools in North West are without books.

A spokesman for L D Matshego Primary in Tlhabane said the school had not received a single textbook since 1994, when the government came into power, and was bypassing the department to buy its own books with money donated by parents.

While classrooms are bare of books, a former school hostel in Mmabatho is stacked with thousands of books — surplus from a 1995 order.

In August Mandela told the National Council of Provinces that providing books was one of the "simple things" the government just had to get right.

The main reason Tolo and Karodia have failed Mandela is that they began planning the process of ordering textbooks too late. They initially had R34-million for the task. In November, a further R15.9-million was provided by the government's treasury committee — part of another R200-million given to the nation to help keep Mandela's promise.

On the day before schools opened, Tolo said: "It is anticipated [that textbooks for Grades 1, 2 and 12] will be delivered by



ZOLA LUJABE
Province must order earlier

the end of January. We are confident the department will do everything in its power to adhere to the President's promise despite financial constraints."

But the investigation demonstrated the extent of the department's failure to adhere to the promise. Matric pupil Kedumetse Lesetedi has only one textbook for her six subjects. She said: "We suffer in the classroom — we have no books."

Lesetedi is a pupil at Rekgarathlhile High School in Mothibistad, where classes contain between 43 and 80 pupils. The last time any of the 536 pupils in the school received a textbook was 1997.

The school's principal, Basi Mabati, said: "They were not even the correct textbooks."

Zola Lujabe, head of the province's tender board, said: "If the department comes to us late, the whole process is delayed. If it moves fast enough, tenders can be awarded in two weeks. You cannot blame the publishers — they have to wait for the figures.



LET DOWN: North West pupils are forced to share textbooks

The tenders were awarded only in December."

Books are distributed to schools by private companies. The department advertises for these tenders, which are open to all, regardless of the nature of one's business. Yet many of the companies the department recommended, and the board approved, were not creditworthy and so the publishers waited until they had proof of ability to pay before accepting orders, delaying the process further.

If every step runs smoothly, the delivery process takes at least three months from the time schools complete the order forms for the books they need. That step was completed in October. The first tenders to supply and deliver books for Grade 1 were advertised on June 29. Tenders for Grades 2 and 12, the others two grades prioritised by the government, were advertised in October and November.

The department then made recommendations to the board about who should be awarded these tenders.

That should have been done speedily, but:

- The board awarded Grade 1 tenders only on December 2 and Grades 2 and 12 on December 28, after schools had already closed;

- The companies that tendered successfully were informed by the department on December 30, which meant they could order from publishers only in January;

- Publishers thus began printing and packaging the books in January;

- More delays were caused by the reduction in the amount of printing firms. Some have closed



Books worth a mint

BOXES of surplus textbooks ordered by the North West Education Department in 1995 were seen by the Sunday Times stored inside this former school hostel on Nelson Mandela Drive in Mmabatho. Others were visible through windows at the back.

We were barred from photographing the interior.

According to a forensic audit completed in February last year, an oversupply of 574 084 books had been counted by the department. Their estimated value, stated the audit, was R13,8-million.

The audit revealed that, be-

fore the books were stored in the government-owned building, the provincial department paid R117 000 for nine months' storage.

The textbooks do not fulfil the requirements of the government's new curriculum, but they would be of help to those pupils who have none.

An official said letters had been sent to district and circuit offices last year to inform them about the books.

North West Education Minister Zacharia Tolo said: "These books have to be sorted and will be distributed to school libraries."

down since government expenditure on textbooks began plummeting — about 80 percent since 1995. At other printers, productivity was stifled by labour leg-

islation on overtime;

- Delivery firms waited until publishers had delivered at least a truckload of books before taking the books to schools. In

(60) ST 14/2/99

School body suspended in row over principal

ANDRÉ JURGENS

THE governing body of a township school fighting to keep its white headmistress has been suspended by the Eastern Cape Education Department.

The black community of Zwide, Port Elizabeth, has been trying for a year to have Cecelia Behrent officially appointed as the head of their high school.

The 41-year-old mother of two has taught English at Khwezi Lomso Comprehensive School for 10 years and has been acting principal for the past two years.

Under her guidance the school recorded a pass rate of 78 per cent in 1998, significantly higher than the average provincial pass rate of 45,1 per cent.

School governing body chairman Cyril Yumata said Behrent was doing an excellent job and he could not understand why the department wanted her out.

Parents, teachers and pupils protested in May when an allegedly inexperienced black teacher was chosen instead of Behrent to run the school.

Despite numerous attempts by the governing body to hold discussions with the department, officials failed to agree on a meeting date and the problem has never been resolved. Behrent has meanwhile remained at the helm.

Yumata said the department had resorted to "unfair tactics" to boot Behrent out.

In a letter dated November 20 last year — but delivered only on December 9, the last day of the academic year — the department asked the school to explain why it ignored a so-called "agreement" that could end the crisis.

The governing body was given seven days — until November 27 1998 — to respond to the letter or face suspension.

"It was very unfair. We never had a hope of challenging the department because the letter was delivered 12 days after the deadline," said Yumata.

The school's attorney, Claude Tee, said no agreement was reached between the parties and he had documents to prove it.

He said the department had unlawfully stripped the governing body of its rights under the Schools and Education Laws Amendment Acts, which say governing bodies must have a say in the appointment of new staff.

Tee said the department's conduct also contravened Section 33 (1) of the Constitution.

He intends launching a High Court application against the department this week.

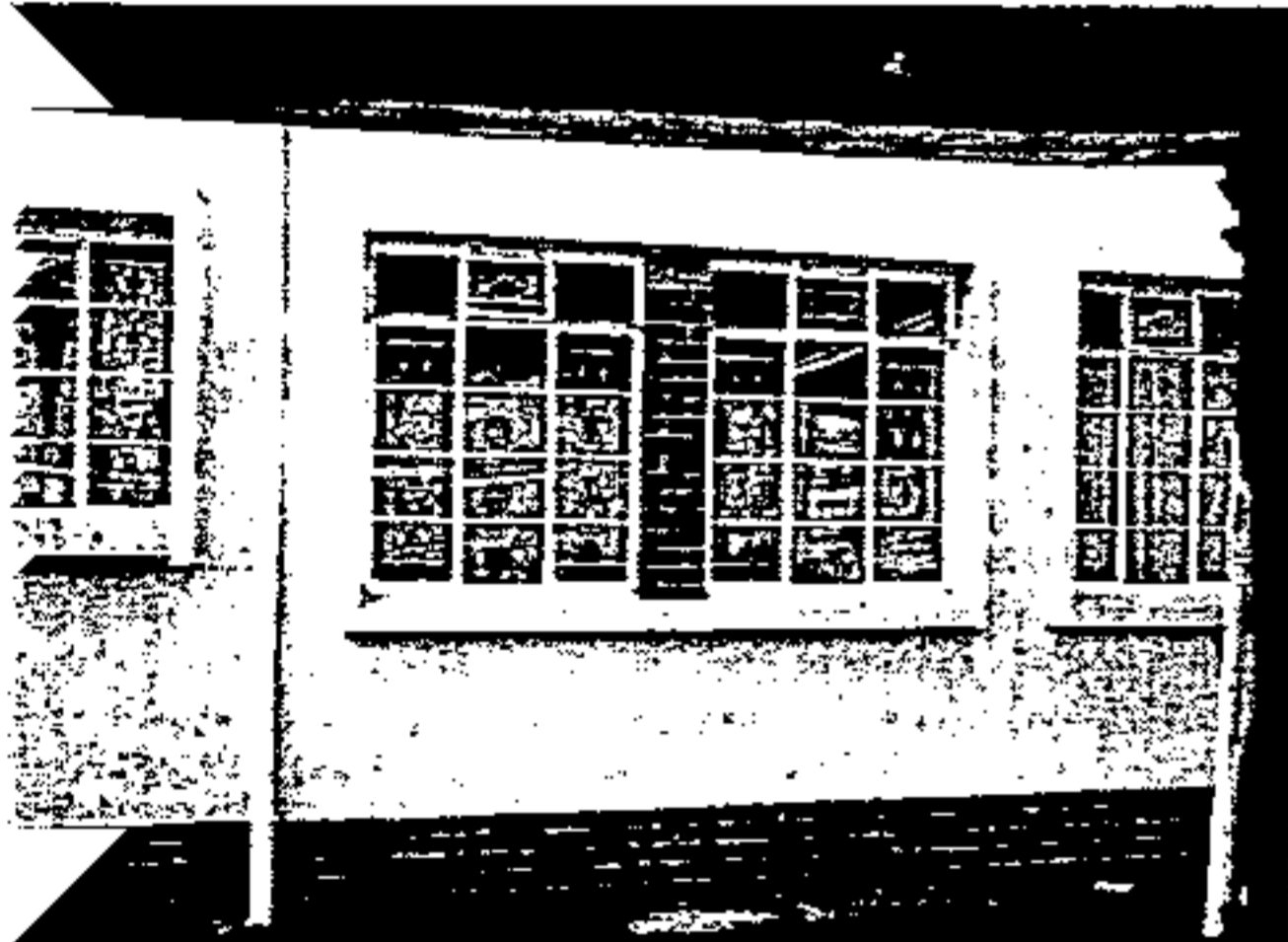
The education department's regional director, N Mgoduka, district manager G Naidoo and spokesman Phaphama Msenyama were not available for comment this week.



Pictures: ELIZABETH SEJAKE

to share textbooks

(60) ST 14/2/99



Books worth a mint

5 of surplus textbooks stored by the North West Education Department in Pretoria were seen by the Sunday Mirror inside this school hostel on Nelson Mandela Drive in Mmabatho. The books were visible through the windows at the back. The books were barred from photographing the interior. According to a forensic audit completed in February 1998, an oversupply of 4 million books had been ordered by the department. The estimated value, stated in the audit, was R13,8-million. The audit revealed that, be-

fore the books were stored in the government-owned building, the provincial department paid R117 000 for nine months' storage.

The textbooks do not fulfil the requirements of the government's new curriculum, but they would be of help to those pupils who have none.

An official said letters had been sent to district and circuit offices last year to inform them about the books.

North West Education Minister Zacharia Tolo said: "These books have to be sorted and will be distributed to school libraries."

Mothibstad, the first textbooks arrived at schools only on Wednesday.

Lujabe said: "Anyone can tender. You cannot disbar, say, a construction company from the process. We want new entrants to the market."

However, Simon Mataboge, who heads the province's branch of the South African Association of Booksellers, said he was drafting a letter to Premier Popo Molefe.

He said: "Tenders are being awarded to people who are not even in the textbook trade."

Lujabe said: "The department and the tender board rely on the honesty of companies as neither has the staff to check whether or not they are legitimate."

This open-to-all policy explains why the province's list of successful tender applicants includes a catering company, an engineering firm and a toy manufacturer.

Another is Lesedi Ice Cream of Mmabatho. Lesedi's Rando Madilola said: "I am serving my community — education is important to our nation's development. I felt good when I saw the children's faces when I began delivering books last week."

"But the process has to begin earlier. I am losing money — I have to go to the same schools five or six times because the books arrive in trickles. I cannot wait until I can fill a truck, as other suppliers do. Instead, I take half a load."

Tolo said he was worried about the late delivery of textbooks and wanted to set up a committee to investigate delays in the process. "I am not happy — prolonged delays will impact on the matric results, but we are

doing everything in our power."

Tolo said the process took time and admitted the quality of information given to the tender board was "not good enough" to speed up the process.

However, he also blamed the tender board for its approval of some textbook suppliers — 62 of the 75 approved tenders were not creditworthy.

"We have to strike a balance between emerging businesses and our commitment to deliver books on time. There must be a penalty for not delivering."

Tolo said the delivery of textbooks had begun in Klerksdorp, Vryburg and Rustenburg.

Karodia said yesterday: "Bureaucracy as a whole has to take the blame, without excuses. There are administrative problems both the department and the tender board have to deal with. We are not on track. There are tremendous problems, but some of us are working 19 hours a day to improve education in the province."

He said one of the problems was that additional government funding had arrived very late. But Logan Wort, the spokesman for the Minister of Finance, Trevor Manuel, said that, as this money was over and above the education budget, it, as well as a substantial business plan, had to be approved by the government's treasury committee.

The request for the money was made by the Minister of Education, Professor Sibusiso Bengu, in August. It was approved in October and announced on November 2 — "almost immediately, rather than delayed".

Mandela said last week "heads would roll" if textbook deliveries were not carried out efficiently.

ce government expenditure on textbooks began plummeting about 80 percent since other printers, producing textbooks, were stifled by labour leg-

islation on overtime;

● Delivery firms waited until publishers had delivered at least a truckload of books before taking the books to schools. In

Code to improve conduct at schools

By Victor Mecoamere
Education Correspondent

FIVE schools in Eldorado Park have collaborated with University of South Africa Centre for Peace in Action to produce a handbook on a new code of conduct hoped to help harmonise relationships between teachers and pupils.

The five secondary schools - Lancea Vale, Willow Crescent, Kliptown, Silver Oaks and Missouri - believe the new code of conduct will instill discipline, secure school safety and promote a vibrant culture of learning, teaching and service within the schools.

One of the key elements of the new code of conduct is that Learner Representative Councils had an input in setting the rules, regulations and sanctions for "inappropriate behaviour which now form the basis of a safe schools programme", said the centre's representative, Ms Marnie Vujovic.

Pupils who do not comply with the code of conduct end up cleaning up their classrooms or raking the flower beds in the schools' gardens as part of the agreements on various punitive measures which Vujovic said were as a result of a healthy partnership between the pupils, teachers and parents.

"The aim of the booklet is to provide mechanisms and avenues for pupils, parents and teachers to air their grievances and, if necessary, to take legitimate disciplinary measures," she said.

Local MEC for education Mary Metcalfe said the Gauteng Department of Education could learn more about making schools safe from the schools safe schools programme.

She said a vital workshop "around planning and strategy to address gangsterism in schools and as part of the national crime prevention strategy", would take place in Johannesburg at the end of February.

BUDGET 1999

Education spending increased R2,18bn with higher learning to benefit

Primarashani Pillay

EDUCATION again took up the biggest chunk of this year's budget and the higher education sector is to benefit most.

More than R48,5bn was allocated to education which is R2,18bn or 4,7% higher than what was spent last year.

Of this year's budget, R7,02bn will go to the national education department and the remaining R41,5bn will be distributed to the nine

Teachers' unions criticise total allocation increase of 4,7% as being negative when inflation is taken into account

Provinces — a slight increase on last year. Provincial administrations will decide on how they spend this money.

Of the national education allocation, R6,2bn will be spent on higher education compared with R5,7bn spent in 1998.

Education ministry spokesman Bheki Khumalo said the new allocation was 8,16% higher

than the previous year when R6,49bn was distributed to the department. This provided the department with more money for training and a 9,07% increase to R6,2bn in subsidies.

"In real terms this means that funding levels will stay the same and this will provide for possible student growth," Khumalo said.

He said R11m was allocated for financial

management training in the department and the provinces. The new budget boosted the Redress Fund, aimed at bridging the chasm between disadvantaged and advantaged universities, by R60m.

Financial aid for students has been increased to R390m from R300m, meaning more students will be able to access universities and

PD 18/1999

technicians, Khumalo said.

The National Professional Teachers' Organisation of SA said that in real terms the budget had not increased and was not enough to tackle enrolment growth, elimination of backlogs and the inflation rate.

Director of the Centre for Education Policy Development John Pampallis said, "This is a

cut in real terms because inflation is at 6% or 7% and the increase is 4,7%," he said.

Prof Joe Tello of the University of the North-Western Cape said the increased budget for higher education, but cautioned that while black institutions were allocated a Redress Fund, the progress of historically white institutions should not be stifled.

The SA Students' Congress said the allocation to higher education was commendable but called for the scrapping of student debt.

Swoop on bogus teachers and dishonest principals

Primarashni Pillay (50) and Pule Molebele

cost it at least R20m.

THE KwaZulu-Natal education department plans to intensify its anticorruption measures by giving pupils identity numbers to prevent school principals from inflating their pupil populations.

This week, the department will publish in KwaZulu-Natal newspapers the names of teachers at its 5 500 schools. This will enable communities to identify names that should not be there.

The department is also checking the qualifications of 85 000 staff members to root out imposters. It has collected certified copies of qualifications and engaged private consultants to interview all staff. The checking process starts soon.

"Ghost" teachers are people who draw salaries in the name of teachers who are dead, have resigned or never existed.

The department has also identified "ghost schools" that are registered with the department but exist in name only.

Already, 377 ghost teachers and workers have been deleted from the system.

According to department spokesman Mandla Msibi, the plan to allocate identity numbers to pupils comes in the wake of principals inflating pupil numbers and requesting additional teachers.

"This is ... prevalent at most schools."

Pupils would keep their identity numbers for the duration of their school years even if they changed schools, he said.

"There will be no duplication of numbers as the computer will reject this. The system has to be watertight so that we can correct irregularities."

The system, expected to be launched in about May, aimed to stop pupils getting fake matric certificates. School histories would be on computer.

"If universities wanted to link up to the computer they could, and it would be easy to verify anything about a pupil," Msibi said.

Meanwhile, the department is still searching for "ghost" teachers who have

Language board set to wag 11 official tongues ⁽⁵⁰⁾

CT 24/2/99
LEGISLATION making it the duty of the Pan South African Language Board (Pansalb) to establish national lexicography units for each of the country's 11 official languages was unanimously approved in the National Assembly yesterday.

Introducing debate on the Pan South African Language Board Amendment Bill, Deputy Arts and Culture Minister Brigitte Mabandla said the units would operate as Section 21 companies under the Companies Act.

The board would allocate the necessary funds to the units to enable them to function and fulfill their mandate.

"The inclusion of these units under the board is a significant step in the process of creating an environment for the affirmation and growth of all our languages," Mabandla said.

Among other things, the bill also provides for the board's membership to be increased from 13 to 15, and stipulates that both a lexicographer and a terminologist have to be included.

Members also have to collectively represent the official languages as far as possible.

Arts and Culture Minister Ben Ngubane said there was no doubt that the various units would have to share aspects of infrastructure and management.

He said the bill further streamlined the relationship between the department and the board.

The department, however, had no intention of dictating to the board and was committed to ensuring the language situation nationwide improved.

— Sapa

Educating Africa's own

THE unanimous ratification of the Southern African Development Community (SADC) protocol on education and training by Parliament last week was an important brick in the construction of the African renaissance ideal as espoused by Deputy President Thabo Mbeki.

Education Minister Professor Sibusiso Bengu, who introduced the ratification debate, pointed out the significance of the ratification for the African renaissance.

"It is obvious that the renaissance of our nation and our continent requires unremitting work on repairing, reviving and uplifting our education and training systems to the highest level of excellence of which we are capable."

Bengu also announced his active involvement in the SADC human resources development sector aimed to significantly increase the productivity of the region's citizens through better education, skills development and management as well as participation in science and technology.

South Africa joined SADC on September 29 1994, when Mbeki signed the SADC Treaty at the heads of state summit in Botswana.

In South Africa national consultations were held to solicit input from several stakeholders, including the National Association of Professional Teachers of South Africa, South African Democratic Teachers Union, South African Students Congress and South African Students Union.

SADC's objective is to build a community of Southern African nations with a high degree of harmonisation, enabling the 14-member states to pool their resources to achieve collective self-reliance.

The ultimate objective of the SADC protocol on education and training is to achieve the equivalence, harmonisation and standardisation of education and training systems in the region within 20 years.

The education protocol was developed between April 1996 and June 1997, when the final draft protocol was approved for recommendations to the SADC council of ministers.

President Nelson Mandela was one of the 11 SADC heads of state to sign the protocol at the SADC summit in Malawi in September 1997.

To date, six of the 11 signatory countries have ratified the protocol. When two more countries have ratified it, the protocol becomes effective and binding on all member countries.

Botswana, Swaziland, Namibia, Lesotho, Zimbabwe and Mauritius have already ratified the protocol. Before South Africa could ratify the protocol, it had to be tabled before the National Assembly for discussion.

South Africa maintains that the protocol will help to enhance and consolidate the interstate and institutional cooperation that already exists between this country and its neighbours.

The ratification of SADC's protocol on education and training by South Africa will pave the way for further regional co-operation. **John Mojapelo** explains why



Education Minister Sibusiso Bengu ... the renaissance of Africa requires uplifting of its education and training systems.

Bengu told Parliament: "Its goal is to move towards deeper regional cooperation, beyond mere coordination of development projects and economies of member states, to integrating the economies and societies of member states into a single whole."

When the protocol has been signed by all member states, it is going to have a far-reaching educational and training impact on the region.

Chapter Three of the protocol contains important sections on areas of cooperation. These include cooperation in:

- Policy for education and training;
- Basic education (primary and secondary);
- Intermediate education and training;
- Certificate and diploma levels;
- Higher education and training;
- Research and development;
- Life-long education and training; and
- Publishing and library resources.

An important clause is Article 7 (A) 1, wherein member states agree to recommend to universities and other tertiary institutions in their countries to reserve at least five percent of admissions for students from SADC nations other than their own.

Member states also agree to work towards harmonisation, equivalence and the eventual standardisation of university entrance requirements.

In order to facilitate easy access to universities, member states are to encourage their universities to devise mechanisms to facilitate credit transfers from one university to another within the SADC region.

Member states also agree that it is desirable to work towards the harmonisation of the academic year of universities in order to facilitate staff and student mobility.

To facilitate movement of students and staff for purposes of study, research, teaching and any other pursuit relating to education and training, member states agree to work towards the gradual relaxation and eventual elimination of immigration formalities.

While education and training at undergraduate level will continue to be largely the responsibility of each member state, cooperation and mutual assistance is possible and will take place in some field of study that can be agreed upon by the institutions concerned.

In the area of basic education, the member states agree, *inter alia*, that the primary and secondary education curricula will include material of SADC countries in order to promote "consciousness about the community, which in turn will lead to fuller awareness of the imperative and process of regional integration".

Member states agree that cooperation and mutual assistance is desirable in teacher education, curriculum design and development, to ensure high quality and relevant teacher education and to move the teacher education system towards comparability, harmonisation and eventual standardisation.

Since April 1994, the Department of Education has been actively engaged in education issues in the continent.

In addition to the SADC connection, Bengu is chairman of the Intergovernmental Committee of the 7th Conference of Ministers of Education for African Member States.

South Africa is also a member of the Steering Committee of the Association for the Development of Education in Africa, which focuses on developing partnerships between education ministers and funding agencies in order to promote effective education policies.

South Africa is actively engaged in Organisation of African Unity educational issues and Africa's Decade of Education in Africa (1997 to 2006).

(The writer is the Department of Education's chief director of communication and liaison services.)

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Integration is not negotiable, says Bengu

Commission's report exposed bad faith in governing bodies

By EDWIN MAIDU

Education Minister Professor Shibusiso Bengu experienced almost first-hand the tensions over racial integration at schools in the country when a parent complained about how schools were integrated with black pupils from Tembisa and that the system was "a f... up."

Addressing the South African Human Rights Commission racial integration conference in Randburg yesterday, Bengu said a week ago one of his advisers heard from a parent in Kempton Park who could not find a place for his child at two schools in the area.

"That in itself is a harmless and legitimate concern. However, the gentleman was spitting fire," Bengu said.

He added that the man did not take too kindly on being told that black learners' rights to attend schools were equal to their white counterparts.

"It is not as if he had applied during the normal admission period. He was, in fact, making a special request for late admission," Bengu added.

Referring to the report, Bengu said the clear lesson was that parents are making little bigness out of their children and that officials and educators were doing little to enforce anti-racist legislation.

"Quite often, in fact as the report shows, they encourage and abet racism in their schools. The report avers that in fact our legislation may be insufficient to eradicate racism

in our schools," Bengu warned. The report said 62% of black and white learners polled in about 90 schools throughout the country complained of racial incidents at school and that former white schools had a 98% white staff complement.

He said while there was a considerable way to go before total integration could be achieved, there were encouraging signs. However, the minister said the language, physical situation of schools, fees and bussing in of white pupils, among other "crude and subtle tools", are still being used to perpetuate white domination in former Model C schools.

us regret and condemn the alleged stabbing and are happy it did not result in a fatality." Bengu said Vryburg and the Kempton Park incident illustrated the divisions in South Africa as it moved from its racist past to total integration. He said the ministry expects school governing bodies to resolve the full support of principals and teachers in dealing with integration. "Failure to do so will be treated as illegal behaviour and disrespect for the country's constitution."

Bengu said the commission's report had exposed bad faith in which schools' governing bodies had operated and that mechanisms had to be put in place to ensure culprits who persist with racist behaviour be dealt with by the law.

'Crude and subtle tools' used

"It may be necessary, as some of the report's recommendations suggest, not only to enforce the existing legislation, but also to reinforce it by closing whatever loopholes there are," Bengu said.

"Integration is not negotiable. It is an inalienable right of all the children of South Africa that they be accommodated in the country's public schools, and that without regard to their skin colour," he added.

Bengu also raised the Vryburg High School incident where school pupil Andrew Babel is accused of stabbing a fellow white pupil with a pair of scissors. "I am sure that all of

our regret and condemn the alleged stabbing and are happy it did not result in a fatality."

Bengu said Vryburg and the Kempton Park incident illustrated the divisions in South Africa as it moved from its racist past to total integration. He said the ministry expects school governing bodies to resolve the full support of principals and teachers in dealing with integration. "Failure to do so will be treated as illegal behaviour and disrespect for the country's constitution."

Bengu said the commission's report had exposed bad faith in which schools' governing bodies had operated and that mechanisms had to be put in place to ensure culprits who persist with racist behaviour be dealt with by the law.

"Our provincial education authorities, who according to the report, do not scrutinise school governing bodies policies and monitor racism, will have to be more involved with the goings-on at any school with more than one racial group. Those who teach the young to be racist are perverts who have no role to play in our education system," Bengu said.

He complimented the commission's report as crucial in addressing racism and the transformation of schools in the country, but said despite the relatively concerned tone of the report, he remained upbeat. "I say that less to underplay the report and more to emphasise a hope I think we all share for eventual and complete integration in South African schools."



CHRISTINE NESBITT

Getting to know you ... all has not been smooth sailing at many schools where white and black children have been mixing for the first time.

Edenvale school moves to stamp out any racism

By EDWIN MAIDU

The governing body of a school in Edenvale on the East Rand has moved swiftly to deal with racism or at least try to control the ugly "monster".

The school's controlling body was reacting after a complaint from a parent who claimed her two children at Edenglen Primary School had been taunted and subjected to racial abuse.

Karen Pillay, a financial manager, said her children had

been abused by teachers and pupils on several occasions last year and since the beginning of the new term.

However, in a statement the school's governing body said plans had already been implemented at the school to "destroy" or at least control, racial incidents. "The school already has a code of conduct in place and this includes the understanding and acceptance of all groups in the country.

"To eliminate the problems experienced by Karen (Pillay),

all schools, in fact at any institution for that matter, will need to ensure that control measures are in place when an incident is reported," the governors said.

Pillay said when her son Leishen (12) was asked by his teacher to hand out books last November, a white pupil took the book and wiped it on his pants.

"When my son asked him why he had done this, his answer was, I am white and therefore I am superior and I say that you are dirty."

Her daughter Kazia (9) came home crying several times after she had been called "blackie".

On another occasion she said her daughter was told by another pupil not to play with her because her mother warned her that "brown children bring poison to school".

Pillay, who pays R10 120 a year in school fees for both children, also claimed there were rumours that the school was trying to "root out non-whites by increasing fees".

The school's principal Jan

Flemix has been asked to deal with Pillay's complaint. "We were the first school to open our doors to all pupils and also the first to appoint a black teacher. There is no racism at the school," Flemix said.

The governing body said the allegation the school was maintaining the identity of Afrikaners is untrue. Anyway, "to maintain an Afrikaners identity at any English-medium school is simply not possible".

The fees had to be increased only to cover additional costs.

HRC moves on racist schools

(70) STAN 5/3/99

Rights body proposes introduction of anti-discrimination guidelines

By EDWIN NAIDU

Speedier action to defuse racial tension at hot spots at schools, and the appointment of a team to monitor problems of integration, are among the proposals being examined by the Human Rights Commission (HRC) to deal with racial conflict at schools.

The monitoring team will also revise the Schools Act to introduce an anti-discriminatory policy for pupils and teachers.

The proposals are made in a report compiled by the HRC, and launched yesterday at a conference at Randburg, which is investigating solutions to deal with racism at schools.

The indaba, which follows troubles at Vryburg High School in North West and at

several other schools in the past two years, was attended by Education Minister Professor Sibusiso Bengu and Dr Franklin Sonn, a former ambassador to the US.

The commission has visited about 90 schools countrywide since November, and found that blatantly racist, segregationist and discriminatory practices were flourishing. These practices were unconstitutional, and in breach of most education policies and legislation, the HRC said.

In the same way that schools were obliged to develop a code of conduct, an admissions policy and a mission statement, so must they develop an anti-discriminatory policy, the commission said.

It said the Schools Act should be amended so that pol-

icy development became the responsibility of schools' governing bodies, which came under attack in the report for not dealing with racial issues.

The HRC said a code of good practice and a compulsory course on human rights should be introduced at schools.

None of the schools in the sample polled had any anti-racist programme in place, while the few schools which embraced what they perceived to be multi-culturalism, focused on tolerance of other cultures instead of dealing with racism.

The HRC recommended that district officials, governing bodies, teachers and pupils receive "anti-racist training".

Gauteng's education department has initiated an anti-bias training programme for 60 dis-

trict officials where issues like gender, colour, class, ability and sexual orientation are addressed.

The Western Cape's education department has trained officials in anti-racism and transformation.

The commission also recommended "school clustering", arguing that the residential segregation of learners excluded black parents from school affairs and prevented pupils mixing after school hours.

The school-cluster concept would ensure resources were shared, but the commission conceded the proposal had to be examined for feasibility.

► **Integration not negotiable - Bengu**
Page 10

ANDREAS VLACHAKIS

Need to help schools deal with integration, tension

CORNIA PRETORIUS (50)

ST 7/3/99

THE Human Rights Commission and 186 delegates from across South Africa yesterday condemned racial violence at educational institutions at the closing session of a four-day conference on racial integration in schools.

The chairman of the commission, Barney Pityana, spoke out on the murder of Andreas Werth, who was killed by a pupil at Town View High School in Krugersdorp on Friday, saying that violence did not advance any cause.

The conference, hosted by the commission, discussed a survey of 79 schools. It found that racial tensions were widespread and that schools were struggling with integration.

Human Rights Commissioner Pansy Tlakula said the commission would discuss the survey and recommendations on how to deal with racial integration with provincial education authorities and with the schools they would visit during Human Rights Week from March 15.

"At the conference we decided that schools needed anti-bias, anti-racist and anti-discrimination programmes," Tlakula said.

Pityana said the commission had a meeting scheduled with the North West Education MEC, Zacharia Tolo, for

Tuesday, when the report and the way forward would be discussed. The North West Education Department had had to deal with violent racial clashes at Vryburg High School since last year.

Pityana said the commission and the national and provincial Departments of Education would work together to deal with racial integration from here.

Though it would take time to rectify all the ills, some of the plans that could be implemented speedily included the clustering of two or more black and white schools to share resources and experience and to get to know each other's world.

Another idea was that each provincial education department have a unit to support those schools which were struggling with integration.

"Many schools are just left to their own devices; they get very little assistance," Pityana said. "Make no mistake, you don't just put people from different cultural backgrounds together and think nothing will happen.

"Such support units can be a very important trigger for change. Schools that don't feel they are just being criticised will feel they are understood and getting support," he said.

The report and the conference's supplementary recommendations would be presented to the National Assembly's education portfolio committee after the election.

Racial battles played out in our schools

By MOIPONE KOMANE

(50) CP 7/3/99

RACISM in formerly white schools still plays a major role despite the political changes that have taken place in the country since 1994.

A number of socio-economic problems such as racial conflicts in various public schools remain a challenge, while playgrounds in mixed schools have been turned into battlefields for clashes between the black and white children.

Formerly white schools have become theatres of struggle for transformation as black parents demand access for children.

It was against this background that the South African Human Rights Commission resolved to conduct a study on racism and racial integration in schools.

A study of the report that was released this week shows that of the 1 729 learners, both black and white, from 60 schools, 62 percent agreed that there had been racial incidents described as racial name-calling and various forms of racial harassment.

The writers of the report supported the view that racial inequality in schools was structurally linked to wider social relations and the economic, political and social fabric of society.

Apartheid South Africa, like Nazi Germany, ratified the notion of "race."

Unfortunately, the concept of "race" in South Africa has come to be used too glibly and uncritically.

However, most people agree that there is no biological basis assuming that different "races" exist, some of whom are deemed genetically superior to others in terms of intelligence and personality characteristics.

The report has also shown that in black schools, apartheid education meant minimal levels of resources, few and inadequately trained staff, poor quality learning materials, a shortage of classrooms and an absence of facilities such as labora-



WATCHDOG... Barney Pityane said schools would be monitored during human rights week..

■ Pic: MIKE MZILENI

tories and libraries.

Therefore the study recommends that the schools where racial tension are extremely high need urgent intervention from the educational departments.

However, the SAHRC will provide information and assistance in this regard.

It also suggested that the requisite intervention should merely be of a short-term nature, but should develop medium-and long-term strategies.

Interventions should not only take into account the sensitivities of the present constituents of schools but also the concerns of the community at large.

During Human Rights week, the Commission will do a follow-up as well as monitor the schools that are mainly affected by racial incidents such as:

Vryburg high school which is plagued by racial intolerance; Groblersdal; Trompsburg and Richmond schools in the Northern Cape, which are also failing to achieve racial integration and transformation; Linpark High School in Pietermaritzburg; Voortrekker High in Pretoria and Vorentoe School in Johannesburg.

Change schools policy, says DP

ED 9/3/99 (50)
Scrap teacher-pupil ratios and give schools control

Farouk Chothia

CAPE TOWN — THE Democratic Party (DP) called for an overhaul in school policy yesterday, saying that teacher-pupil ratios should be scrapped at poorly performing schools and funding to schools should be based on the number of pupils they were able to attract.

DP education spokesman Mike Ellis said education enterprise zones should be established in parts of the country where pupils were affected by the education crisis.

Within these zones, administrative restrictions should be minimised and the emphasis placed on stimulating efficiency and innovation.

There was no reason why schools should be micro-managed by the state, and throwing money at a problem would not bring about solutions. Poor people would benefit from the DP's proposal, Ellis said.

A supply-side innovation should be the removal of prescribed teacher-pupil ratios, and regulations governing which teachers schools could employ, Ellis said. Individual schools should eventually be given greater control over their budgets, curricula and internal management.

Ellis said that on the demand side, government funding should be linked to the pupil rather than a school. Funding should follow the pupil to the school he wished to attend and at which he was accepted. Each child should be allocated an amount roughly equivalent to the current expenditure per pupil on teacher salaries

and school running costs.

The per-child allocation should be weighted according to economic circumstances, with children from low-income families being subsidised at a higher rate than those from high-income families, Ellis said.

The state should pay the subsidy, on a term-by-term basis, to the school attended by the pupil. Each school's funding would be tied directly to the number of pupils it was able to register. A poorly performing school would fail to attract pupils and should be closed — like any other "bankrupt organisation", Ellis said.

He made the proposals in a document entitled Educating the Nation — Putting Schooling on the Right Track, to Education Minister Sibusiso Bengu during his budget vote.

Ellis said it was a "going-away present" for Bengu, who is to retire when his term ends later this year. If Bengu implemented the proposal in some areas before he quit, people would say that he was not "such a bad chap after all", Ellis said.

He said a similar scheme existed in the US. In East Harlem, New York, the results have been tremendous. Only 15,9% of the district's students were reading at or above grade level in 1973 but 62,6% were doing so in 1987.

Meanwhile, Parliament's education portfolio committee chairman Blade Nzimande called on every teacher to spend one hour a week teaching adults how to read and write. This would mean that about 320 000 hours a week would be dedicated to eliminating illiteracy.

Viljoen says racism report misses point

Sowetan 9/3/99

(50)

FREEDOM Front leader Constand Viljoen has criticised a report on racism in schools by the South African Human Rights Commission, saying the commission had wrongly identified white on black racism as the cause of the problem.

Viljoen said the problem lay rather with the Department of Education, which had taken away the power of schools to maintain discipline.

He said the department showed no regard for the culture and values of minorities.

"The department is more concerned with political objectives than education. It misuses education to enforce assimilation," Viljoen said.

Viljoen cited the situation at Vryburg High School as an example.

He said pupils from different groups had coexisted peacefully at the school until the forced introduction of English as medium of instruction.

He said the department had forced English – and a new group of pupils from a different culture – on the school.

"Together with this new cultural group came a few troublemakers – in the case of Vryburg about 10 – and they started stirring up trouble. With quick support from the Congress of South African Students and certain political parties, a mini revolution was started in the school."

Viljoen said the report focused on individual human rights, while collective rights and group rights were ignored.

● A conference on racism in schools, organised by the SAHRC, agreed in Randburg, Johannesburg, on Saturday to take immediate steps to address racism at schools that were identified as hotspots.

The conference resolved that schools should be required to set up structures to deal with racism and develop clear anti-discrimination policies. – *Sapa*.

Corporal punishment against the law

By VIVIAN WARBY

Corporal punishment in schools is not only illegal, but also highly unethical and unprofessional.

And teachers who mete out corporal punishment would face the full might of the law, Bheki Khumalo, spokesperson for the minister of education, said yesterday.

"Corporal punishment is assault, and these teachers must be prepared to face the consequences of their actions. They are acting in conflict with the SA Schools Act, which rules out corporal punishment," said Khumalo.

A teacher who metes out corporal punishment could face three forms of action.

These are a criminal charge of assault, possible suspension by the provincial head of department, and disciplinary action which could include the teacher's professional licence being taken away by the SA Council of Educators.

The council is a professional body established to enforce the professional and ethical standards of the profession. The council's code of conduct

states that an educator must exercise authority with compassion; avoid any form of humiliation; and refrain from any form of child abuse, physical or psychological.

The SA Schools Act stipulates that every school must develop its own code of conduct, said advocate Eben Boshoff, the Department of Education's director of legal services and legislation.

"The guidelines show a move away from a disciplinary system based on fear and force to one of mutual respect, commitment and participation of all stakeholders."

Corporal or "cruel, inhuman or degrading" punishment are ruled out.

Punishment which teachers could apply against pupils in cases of minor offences include a verbal warning or written reprimand, supervised school work, replacement of damaged property, and suspension from school activities such as sport or cultural activities.

Khumalo said teachers should also consider involving social workers or psychologists to ascertain the cause of bad behaviour.

Star 18/3/99

(50)

~~58~~

Long road to curb violence in schools (50)

Teachers' representative says the answer lies in building a society which objects to any sort of thuggery

BY FRANK WEGNER

Experts say the problem of violence at schools, highlighted by several serious incidents in the past few weeks, can be solved only if the general culture in communities improves.

"Those violent incidents are a worrying fact that urgently needs to be addressed," said Bheki Khumalo, the Department of Education's spokesperson.

This week, *The Star* reported on a 9-year-old pupil in Lenasia who was seriously assaulted by bullies, and a 6-year-old child whose arm was broken by a teacher. Last month, Vryburg High School hit the headlines when a pupil stabbed another with a pair of scissors.

A tendency to resort to violence was a feature recognisable in many societal and professional fields, Khumalo said.

"What has in fact changed is the recognition that there is no use in hiding or concealing facts of pupils using drugs, carrying firearms or performing gangsterism in schools," Khumalo said.

Priority should be given to increasing the general awareness of these problems. This would have to go hand-in-hand with an intensified call on communities to take more responsibility, Khumalo said.

"We must positively encourage communities to engage with school governing bodies," Khumalo said.

The Government's National Crime Prevention Strategy deals with the issue of violence

in schools. The Social Crime Prevention Programme, an initiative which forms part of the NCPS, is about to be implemented.

"Among other things, the programme aims at reducing the proliferation of firearms in schools as well as communities," said Piko Mbamba, deputy director at the department of crime prevention in the Safety and Security Secretariat.

Andrew Pyper of the National Professional Teachers' Organisation of South Africa also stressed that the atmosphere in schools would reflect society as a whole.

Initiatives which failed to take into account the broader socio-economic context of learners would therefore fail.

Pyper said the teachers' association was concerned about the decline in discipline among pupils and "a tacit sympathy" with perpetrators of violence rather than with the victims.

"Learners act violently as they think can get away with it."

Pyper added: "We will not come to terms with any of these problems by such old-fashioned methods as corporal punishment or other severe disciplinary measures.

"It is difficult to attend to violent attitudes solely in an isolated school environment."

The answer was to build a societal culture which objected to any form of violence, he said.

Mogam Moodliar, head of the legal department at the Human Rights Commission, said it was doubtful whether school violence was increasing generally.

EDUCATION

LANDING ON THEIR THREE RS

SA's universities are accused of failing business's IT needs

(54) 7M 19/3/99

While the IT skills crisis batters the economy, IT companies are accusing SA's universities of failing SA business by producing unemployable graduates.

The graduates, IT executives complain, are not capable of being put to work, and often have to go through bridging courses to bring them up to speed with the latest technology and developments in business.

"The biggest drawback of traditional universities is their inability to keep up with changes in IT, and more importantly, to keep up with changes in business," says Tom Pegrume, group marketing executive at JSE-listed technology group Usko. Graduates often lack business acumen or hands-on technology skills, he adds.

Usko recently launched the Usko University, an internal initiative aimed at developing the group's intellectual capital. One advantage is that Usko does not need to remove its staff from the working environment for extended periods. "We can't afford to wait for people for four years (to do a degree)," Pegrume says.

But Didata Silverline CEO Izabella Little warns that though BSc graduates are less employable than those with specific skills, choosing skills-based training over a degree is the wrong move.

Colin Wright, dean of science at the University of the Witwatersrand, agrees. He says universities

offer a broader and deeper education than what is provided by private-sector colleges offering training around specific technologies.

But he admits there are problems at universities. And the universities seem to be aware of them. That's why Wits, for example, has started up what it calls the Wits IT Programme (or WITP). With WITP, which is being driven by the deans of

science, engineering and commerce, the university may soon begin offering skills-based IT training.

But Wright warns that universities have difficulty competing with the salaries offered by the private sector. They have little choice, though, adds Little. Universities need to provide students with hands-on experience in their last year of study. "Universities need a more practical angle," she says. "They produce IT people who are too theoretical."

Pegrume says universities have an opportunity to build an academic course that prepares students for the business world.

Brandon Sandiford, a director at the Bryan Hattingh Group, advocates the incorporation of practical, hands-on programming modules into computer science courses at universities. He says that though universities are producing large numbers of IT graduates, companies are often not

to keep up to date with what's going on," she says. But, she adds, it is important for people to have a solid grounding in the basics of business and computing theory, something universities provide.

She slams tertiary institutions and the industry for not marketing IT to scholars as a potential career. "We have to do a better marketing job to make them understand the potential of IT as a career path, that it's the future," she says.

"In countries that are giants in the information industry, there's a fundamental understanding at school-leaver level of why IT is so important."

Little adds that universities need to market themselves better to fend off competition from the private sector. She also says universities and technicians are not providing potential students with the career advice they need and they are making bad choices.

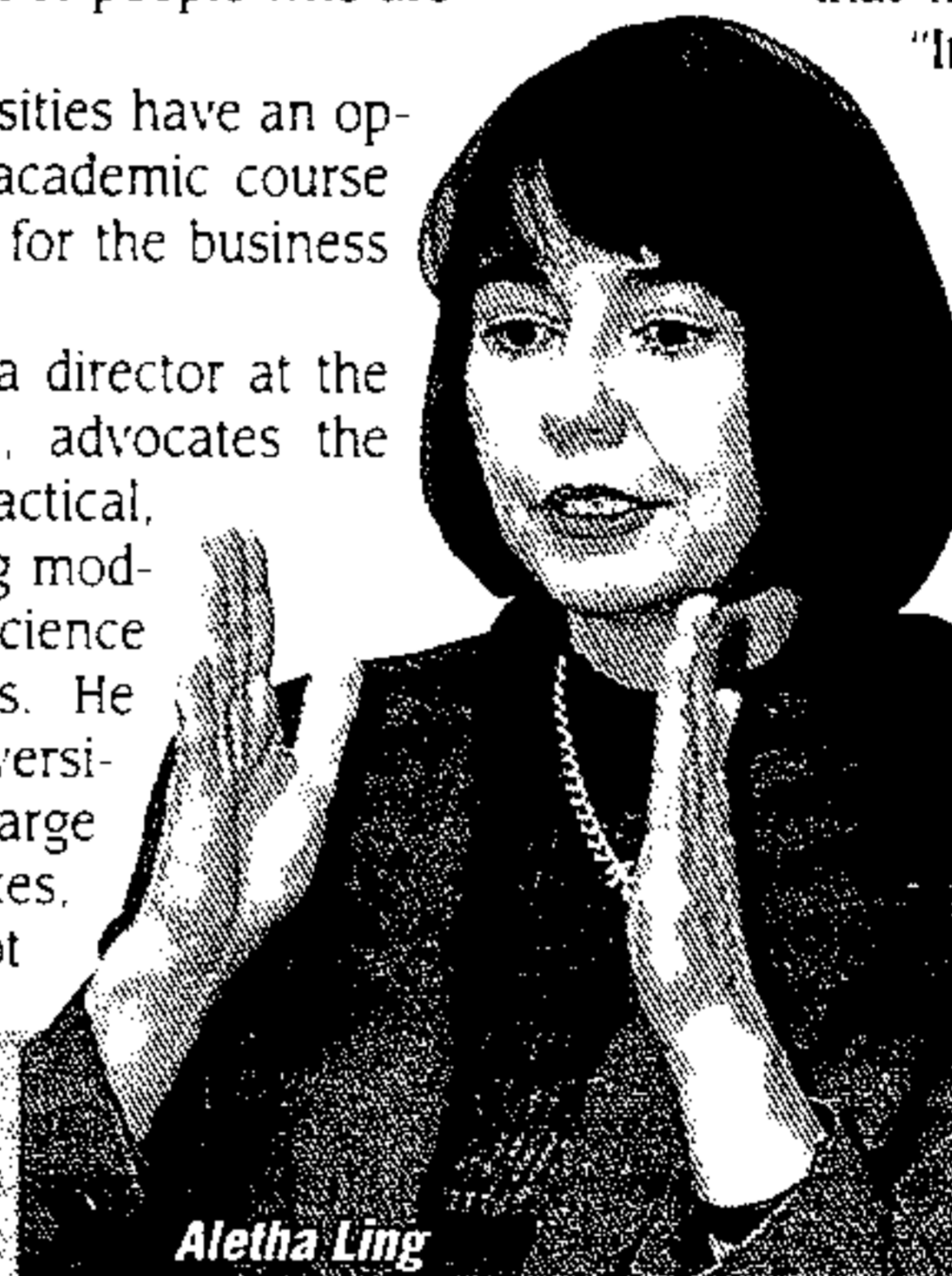
The Gauteng provincial government has identified IT as a growth industry and is not wasting time. The province may soon have the first government-funded tertiary institution dedicated to technology. The Cabinet was expected to decide on Wednesday on a proposal to launch such a college.

The proposal is in line with the provincial government's plan to develop a technology hub to kickstart Gauteng's stagnant economy (*Information Technology* November 13 1998).

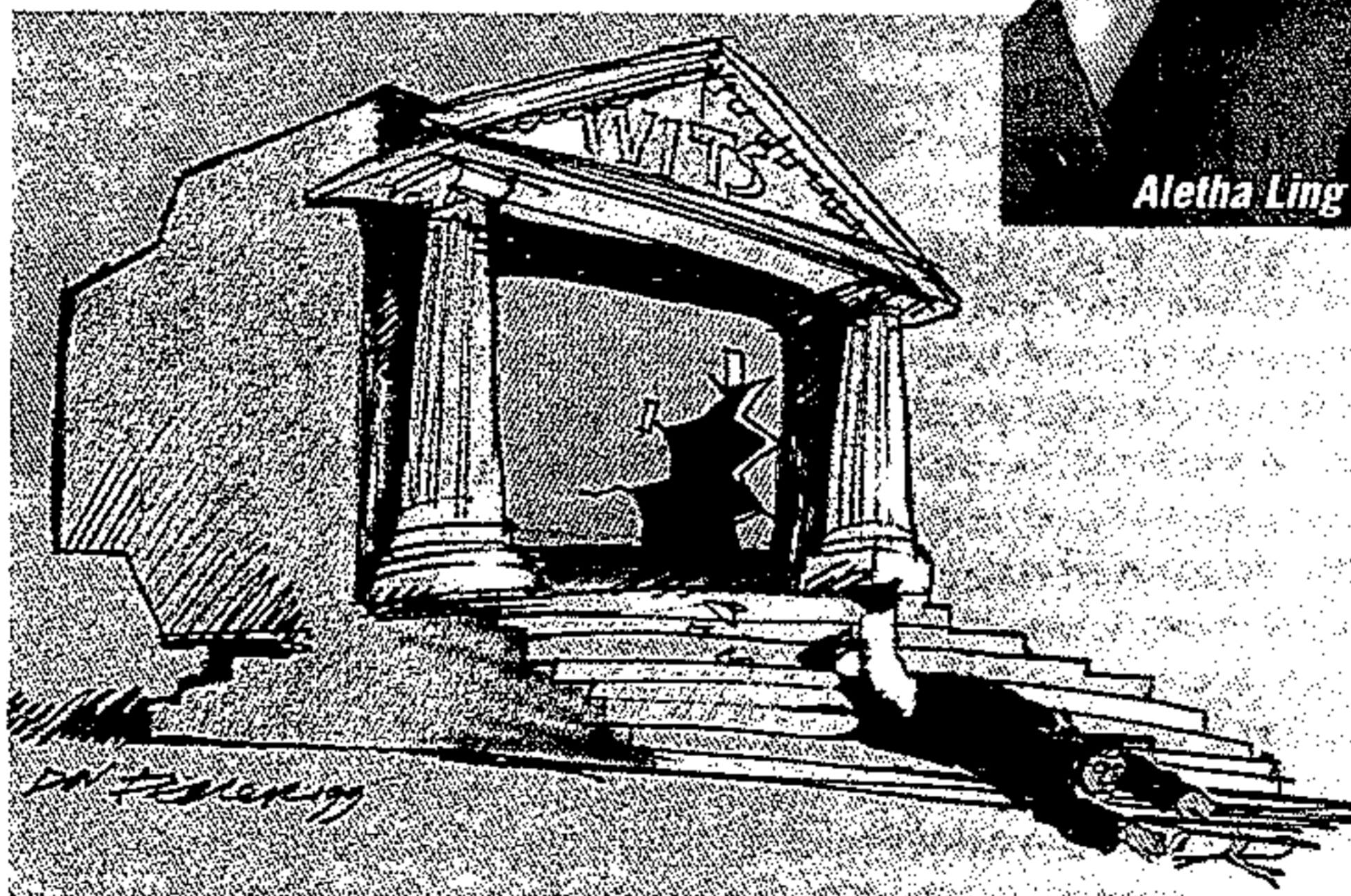
IT executives have widely welcomed the idea. But Ling says business must be involved if the college is to succeed. If the curriculum is not updated frequently, the country will be no better off, she says.

Pegrume says SA has to move "like crazy" to build intellectual capital. "There's a shortage of skills, not just here, but all over the world."

Duncan McLeod



Aletha Ling



prepared to employ them. "Given the skills shortage, you want someone who can be skilled up as quickly as possible."

Aletha Ling, CEO of Computer Configurations subsidiary Software Futures, suggests it is difficult for universities to keep abreast of developments in the IT industry. "Technology moves so fast that even being plugged straight into the industry involves a continuing process just

PRIVATE SCHOOLING

(50) fm 19/3/99

SLOWLY, THE PENNY DROPS

World Bank backs finance for private education sector

The International Finance Corporation (IFC), the private sector financing arm of the World Bank group, is nurturing the development of Africa's private education sector by arranging finance and technical assistance for its expansion.

After many years of declining public expenditures in education, the private education sector is being seen as a saviour for Africa's human resources development.

Good quality education is one of the crucial factors in enabling Africa to achieve sustainable economic growth and development.

The African Development Bank says in its Africa Development Report, 1998, that the recent improvements in economic growth in Africa will only be sustainable if there are, among other factors, "competent people with knowledge and skills to capitalise on new employment opportunities".

The report adds that human capital development is seen as both an essential means for sustained economic growth and poverty reduction.

"Human capital matters because the poor's most significant asset is their labour, and the most effective way to improve their welfare is to increase their employment opportunities and the productivity of their labour through investment in education, health and nutrition."

The Africa development report says given the fact that most governments face budgetary constraints, African governments would be justified in mobilising private funding through facilitating the establishment and licensing of private schools. But in most African countries, private financial institutions have yet to look at private education as a business. Hence, the importance of the IFC's involvement in arranging funding for private sector entrepreneurs.

Even in the IFC's case, the amounts involved are too small to make it cost effective for the IFC to fund the projects

directly. It therefore provides guarantees for the private education entrepreneurs to obtain local currency loans.

Since 1994 the IFC has arranged funding of more than US\$1m for six private education projects in west and east Africa.

Its latest private education projects are in Côte d'Ivoire, Gambia, Guinea and Senegal, in west Africa. Earlier IFC investments in education were in Uganda where it funded the expansion of a primary/secondary academy into upper income levels and in Kenya, where the IFC financed the expansion of a primary school to secondary level.

The IFC says the west African investments, totalling \$960,000, would give more people, especially girls, access to education. "These schools will keep tuition fees reasonable while providing high quality education."

Though still in its infancy in most African countries, private education is one of the fastest growing sectors on the continent.

A discussion paper (*The Business of Ed-*

waiting lists. These students had met the schools' admission criteria but there was no room for them in the schools.

The number of students on the waiting lists was significant because many schools require a waiting list deposit. The almost sevenfold increase in the number of students enrolling at private schools between 1980 and 1996 came about at a time when Kenya's economic conditions had deteriorated, the report adds.

During this period, Kenya's gross national product (GNP) fell from \$450 per head of population in 1980 to \$260 in 1995.

So how have Kenyan households been able to afford the cost of private education? The IFC found that Kenyan households have more to spend on education that had been conventionally assumed.

"In terms of purchasing power parity, Kenya's 1994 GNP per capita was \$1 310, five times the figure estimated in traditional income accounts."

Also, disposable income in Kenya, as in many other African countries, is not devoted to nearly as many uses as in industrialised countries.

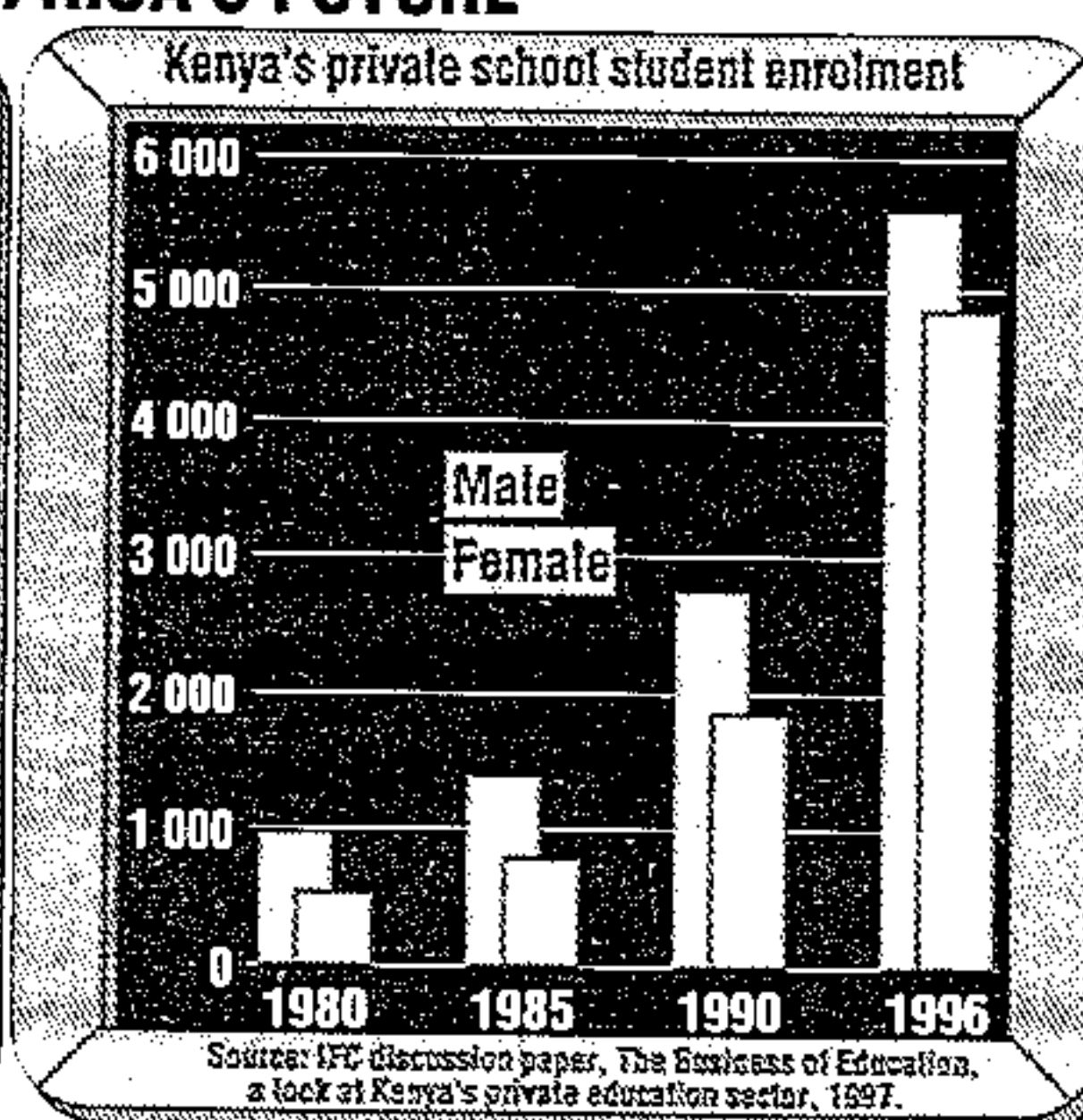
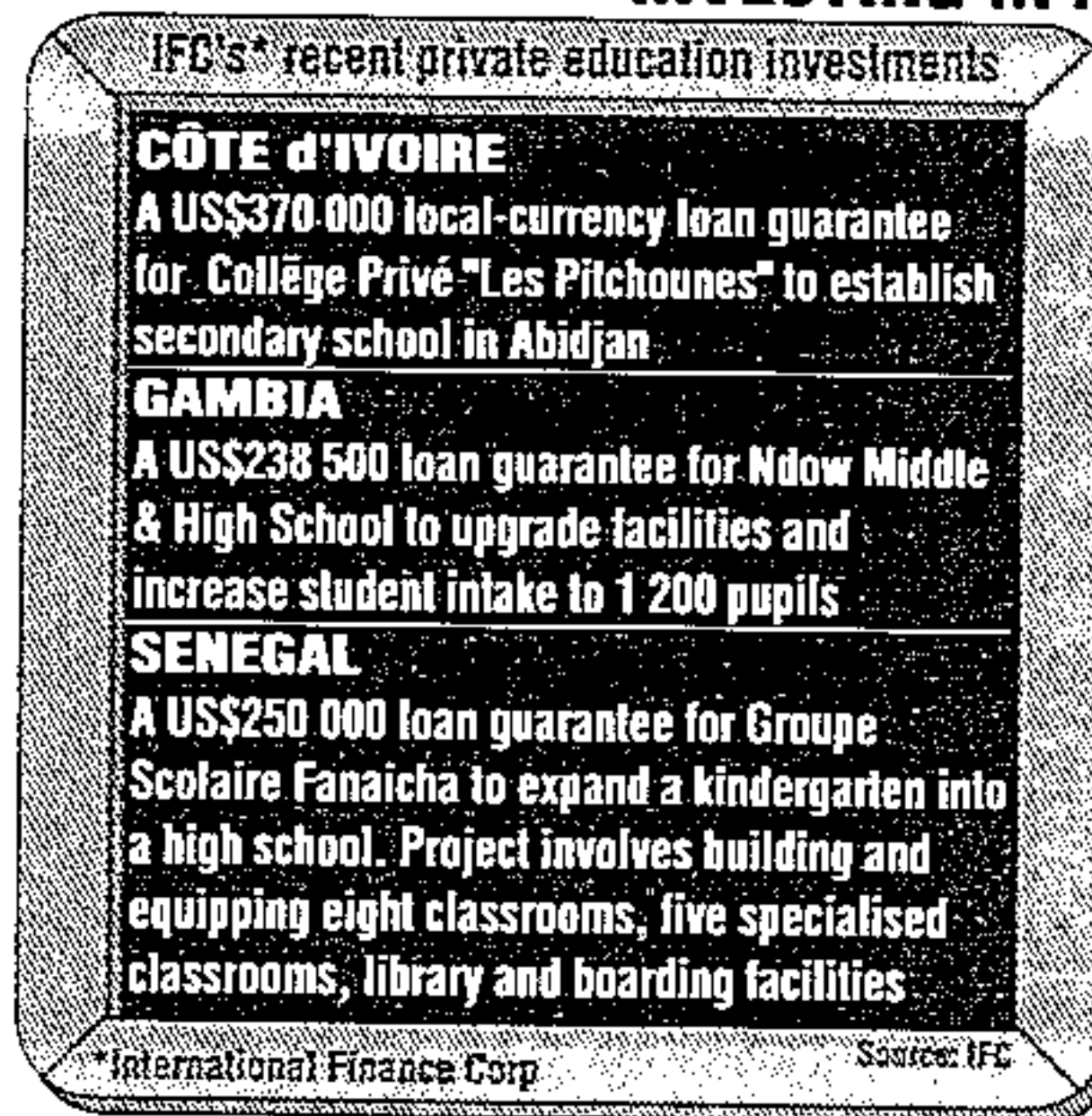
Most Kenyan households, do not have large standard expenditures such as home mortgages, insurance, income tax, loan payments and utility payments. "The sum of these is significant, so that disposable income for food, clothing, education and health is relatively substantial," the paper concludes.

The IFC ascribes the growth in demand for

private education in Kenya to the country's declining public expenditures on education. It cites a recent study which found that "the government contribution to the financing of secondary education per student has declined in real terms by 10% over the past five years". The IFC also says that recurrent expenditures eat up most government revenues, thus leaving few resources for investment in the expansion of public schools.

Jabulani Sikhakhane

INVESTING IN AFRICA'S FUTURE



education: A look at Kenya's private education sector) published by the IFC's economics department in 1997, found that Kenya had more than 600 private schools, including 12 universities and numerous secondary and post-secondary vocational and technical schools.

Despite this, demand for private education was greater than supply. The study found that the 29 schools in the IFC survey had more than 2 000 students on their

SA MEDICAL RESEARCH

SA's top medical scientists are among the best in the world. Some are at the forefront of research which may lead to a cure for asthma and diabetes. Others are tracking the body into growing new bones, arteries and heart valves.

Over the past two years, SA scientists have found that the hepatitis B virus causes liver cancer, that a new group of compounds can switch off cancer cells' resistance to drugs, that certain plants exhibit antimalarial and antituberculosis activity, and how to grow new bones in adults.

Despite these outstanding scientific breakthroughs, medical research in SA is under enormous pressure and the country's international research ranking is slipping. Since 1990, the number of papers published by SA's medical schools has fallen each year (see graph). By 1996, SA's total medical research output had fallen to 1 283 published papers from 1 461 in 1991.

FWI Cover Story

excellence have survived, partly because of SA's international isolation, the devaluation of the rand and the poor investment in research by government," says Medical Research Council president, Dr Malegapuru Makgoba.

The MRC is a statutory science council and the main organisation responsible for medical research in SA. At R84m, the MRC's budget from government is only 6% of the science vote. By comparison, Britain's Medical Research Council receives 23% (R3.2bn) of the science vote.



» We are very close to identifying an active molecule effective against malaria « Dr Peter Smith

IN A GLASS

But funding constraints mean we're slowly slipping

while America's receives 35% (R96,6bn) Despite the recommendation last year of a government-funded panel that the MRC's allocation be raised to R250m, its budget actually decreased in real terms. But Makgoba says government recognises that medical research is severely underfunded and will strive to address it.

The MRC has also managed to raise its own funds. Ten years ago, its entire budget came from the government. Now, about 30% comes from contracts with international partners and industry. "The MRC is doing very well because it has made itself useful to the health authorities, overseas funders and industry. It has succeeded in becoming relevant by doing the type of research that meets national needs," says MRC past president, Dr Walter Prozesky. However, "SA is slowly slipping down the ranks."

Wits medical school dean, Prof Max Price, says the decline in the medical schools' research output has been a "serious concern" as universities are ranked internationally according to their research output. If a university is seen to be slipping, it makes it harder to attract private research funds and the best postgraduate students. To those who say SA shouldn't bother with expensive medical research when it cannot afford to satisfy the population's basic requirements, Price asks: "Then why have any universities at all?"

First, he says, SA needs to conduct world-class medical research so that it has the technicians who are able to

adapt world medical breakthroughs to SA conditions and to operate new technology. Second, without research, SA would lose its best medical specialists, their teaching and clinical skills and South Africans would ultimately have to go abroad for complicated surgery.

And, third, because SA combines a sophisticated medical infrastructure with access to a wide range of serious diseases, it is perfectly placed to make a unique contribution to global advances in health. Wits took action to stimulate medical research by linking bonuses and promotions to research output, introducing research prizes and courses in research methodology, and by forming partnerships with the MRC and private companies to leverage additional funding.

As a result, its research output has remained constant over the decade. But Price admits it is a case of treating the symptoms rather than the underlying cause, which is that the rationalisation of posts and shortage of funds and hi-tech equipment at the teaching hospitals has forced many academics to leave the public sector, where the bulk of research occurs. The increase in the workload and fall in remuneration at teaching hospitals, where doctors are earning the equivalent of what they earned in 1981, has also forced those remaining to spend more time on private patients, says Price. As a result of all these factors, the time doctors have left for research has fallen from about 30% to 10% over the past four years.

The story of Durban molecular scientist, Dr Elvis Insen (40), is a case in point. Insen has identified a minuscule protein, p38MAPK, which prevents some immune cells from responding to steroid-based medication. It is the reason why one in 10 asthmatics fails to respond to treatment.



OF ITS OWN

PM 19/3/99 (70)

He was aided by top labs at London's National Heart and Lung Institute where he made the breakthrough last year on a scholarship. "I had to go overseas because we don't have certain bits of equipment here. I spent about 1% of my time with patients compared to about 99% here. One is stealing time to do research here. I don't have time to be frustrated."

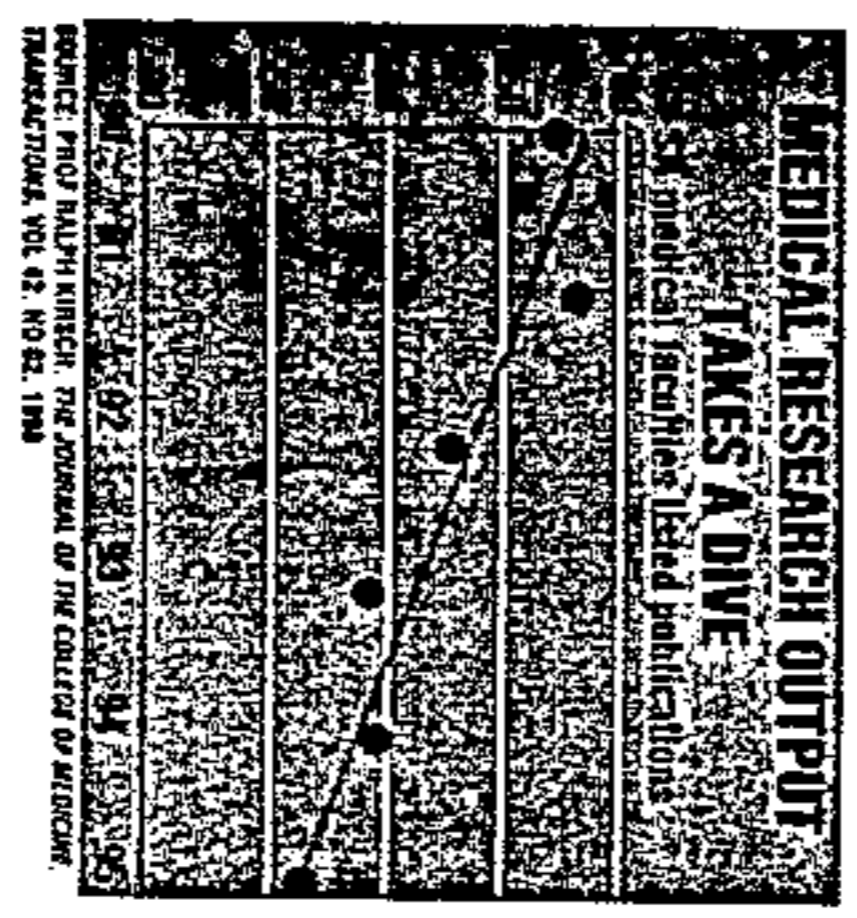
Insen has applied for the "realistic" amount of R40 000 from the university to upgrade his laboratory, though he needs about R250 000 to make it world class. Universities are circumventing these limitations by sending researchers abroad. The SA Traditional Medicines Research Group at the University of Cape Town (UCT) has sent a Masters student to a hi-tech laboratory in Barcelona that can analyse plant material much faster than in SA. The group has found that certain medicinal plants exhibit antimalarial and antituberculosis properties and that extracts from two medicinal plants are also effective against drug-resistant malaria. One plant was obtained from the Durban herb market and the other is widely used throughout SA as a herbal remedy.

"We are very close to identifying an active molecule effective against malaria and the early indications are that it is unique," says the group's director of laboratory research, Dr Peter Smith. "Though the group received R300 000 from the MRC, it's nothing compared with what we need to make more than a dent in the field, and funds for expensive laboratory equipment are almost non-existent." He says universities are sharing expensive equipment, but cites horror stories about machines that are idle because public hospitals cannot fund operators' posts. Another stumbling block is that SA isn't producing enough science graduates, probably because the subject isn't taught well in school and because a career in research isn't well remunerated.

So says Prof Michael Kew, head of the MRC's Molecular Hepatology research unit attached to the Wits Medical School. He says a researcher with a PhD earns R100 000/year, less than they could earn as a representative for a manufacturer of scientific equipment or doing research abroad. Kew says he has turned down highly paid overseas posts, because he would have to stop researching

hepatitis, a Third World disease. "Because SA has so many huge health problems and so few scientists, there are tremendous opportunities to do worthwhile research here that can make a difference to the health care of the nation," he says. "It is much more gratifying than doing research in a developed country, but it is also much more of a struggle because you don't have the equipment, personnel or funding you need."

Kew and his team were among the first to produce evidence that the hepatitis B virus causes liver cancer. One way to prevent this is to inactivate the hepatitis B virus X gene or the protein it encodes, which is essential for viral propagation and is important in causing liver cancer. Using molecules called ribozymes, Kew's team has been able to inactivate the X gene in cultured liver cells in the laboratory. It is now investigating ways to stabilise ribozymes so that they can be clinically administered. Another team doing research of enormous local significance is the MRC's Programme on Mycoloxins and Experimental Carcinogenesis (Promec) under Prof Walter Marasas. Intense research spanning more than 20 years led Marasas to the discovery of fumonisin, a new carcinogenic mycotoxin produced by a common fungus in home-grown maize.



MEDICAL RESEARCH OUTPUT TAKES A DIVE. Medical facilities listed publications. SOURCE: PROMEC. THE JOURNAL OF THE COLLEGE OF MEDICINE MANAGING EDITOR: DR. NOB. 1998



» This is a major step forward in the development of a therapeutic agent to alleviate diabetes « Dr Sonia Wolfe-Coote

Township schools' armed response to crime

NATALIE KAMMIES

ST (M) 21/9/99
CRIME-HIT schools in Guguletu, Nyanga and New Cross-roads are to get alarms and armed response services, paid for by the Western Cape Education Department.

The Schools Protection Forum, representing 27 schools, had been calling for improved security, and department officials agreed to the plan at a meeting at the Guguletu police station on Thursday.

Siywe Public Primary in Guguletu, which has been burgled 14 times since 1998, is among the schools that will benefit.

The education department

said the first step would be to install alarm systems in the administration buildings, where most of the crimes occurred. The alarms would be linked to an armed response unit and the department would pay for the service for 12 months, beginning next month. Eventually alarms would be installed in the classrooms as well.

Eugene Daniels, director of the department's Safer Schools Programme, told teachers a "zero tolerance" approach was the only way to safeguard schools.

The department hoped the schools would eventually take over the cost of the armed response service.

The security support is part of the Culture of Learning,

Teaching and Services Campaign being run by the education department to improve education and the school environment nationwide.

"We have helped them with books and teachers before but not with security infrastructure because the funding was not available," said Daniels.

Marjorie Jaca, principal of Siywe Primary School, said that in the latest incident, two weeks ago, vandals burnt down the secretary's office, destroying textbooks worth about R10 000, registration files and the intercom.

The school had since had to borrow and photocopy textbooks from other schools.

"We'll have to buy new textbooks," Jaca said.

The vandals had also knocked a hole in a wall in an unsuccessful attempt to get in to the strongroom in the administration building, where money, photocopiers and computers were kept.

In August 16 doors were stolen from the school. In a raid in October a lawnmower, a vending machine, two wheelbarrows, four spades and four rakes were stolen.

The only person guarding the school was the caretaker.

Jaca said she had "no clue" who the culprits were and the community had not come forward with information about them.

"Our communities must be educated to support the schools," she said.

During this week's meeting with the education department, Daniels told teachers they should commit themselves to a "Back to Basics" campaign that called for teachers and pupils and to take greater responsibility.

Daniels said the 27 schools had been badly hit by vandalism, arson, and burglaries.

"The levels of violence in these schools are high," he said.

"They have not had any support from the department. It is now trying to give them this support so they can teach in a safe environment."

The move was welcomed by the schools.

"It is the first time the department has said it is going to

do something," Jaca said. "I am sure that it will do something to help and that these are not empty promises."

The department's support was also welcomed by Nomakosi Mbane, principal of Mkhanyisell primary in Nyanga. The school was broken into five times last year and its roof smashed.

"I'm grateful to the department," Mbane said.

"For the first time it has said it has something good to do for us."

Last week the department said it would provide money and equipment to 130 "high-risk" schools, but that the schools would have to take joint responsibility by employing security firms.

Rotary means business in the war on illiteracy

Knowledge-thirsty kids thrive on new programme

DAVID TUTAR
FEATURE WRITER

Fifty animated six-year olds sit on the floor of the classroom, watching their teacher with keen interest.

When we enter they shout in unison: "Good morning! How are you?"

These still-innocent, knowledge-thirsty acolytes then listen as the teacher tells them a simple parable.

As she tells it, she asks them questions, to which they answer with youthful enthusiasm, pitting their eager voices against one another in an effort to be heard.

Their teacher, Olga Ntshanba - who has taught for 20 years - sits on the edge of her seat, engrossed in the exchange, turning pages of a home-made storybook and showing each one to the eager-to-please class.

She tells a story about a family who go away on holiday and leave their pet dog at home without anyone to care for him. He roams the garden and eventually the street where he is rescued by a caring animal-lover.

The moral of the story is clear - it's intended to teach pupils about the importance of treating animals well.

The scene is Emboniselo Primary School outside Paarl. With an enrolment of 1 609 pupils and an average of 50 pupils per class, the school is one of the first to try out the new Concentrated Language Encounter (CLE) method of language teaching.

The system, which is on trial in 10 underprivileged schools in the Cape, was first applied with great success in Australia.

Rotary International, the organisation of business and professional leaders dedicated to providing humanitarian services throughout the world, last year targeted literacy as a priority.

The organisation believes the CLE method can achieve significant results in Africa, the continent with the lowest literacy rate worldwide.

To this end, Rotary president Glen Kinross appointed Richard Walker, previously professor at Griffith University in Queensland, Australia, to head up a World Task Force to address the problem of illiteracy.

Walker was chosen for a good reason. Twelve years ago, he was the man who introduced a relatively small literacy programme into an Aboriginal area in Australia with spectacular success.

Having heard of the success of this programme in Australia, the Thai government introduced the programme on an experimental basis in areas where the literacy rate was extremely low.

Where adopted, the results of the programme were equally spectacular. The literacy rate rocketed from an average of 25% to 90%.

So impressed were the Thais with



Learning encounter: Saowalak Rattanavich, an educational expert from Thailand, visits a school where CLE is being implemented

the results that they decided to implement the new system on a permanent basis in their schools.

News of the CLE programme's success soon spread and the system is now being used in countries such as Bangladesh, the Solomon Islands, Laos, India, Turkey, Egypt, Nepal, Mexico and Brazil.

An increasing number of countries are sending delegates to Thailand to learn first hand about the CLE system.

The new system, claims Rotary, has particular appeal in Africa, with its low literacy levels, and in parts of South Africa, where children come from homes where there are no books or where parents themselves are illiterate.

It does not rely on expensive text books, can be used in any language and is extremely cost effective.

Saowalak Rattanavich, an educational expert from Thailand, has been one of the chief proponents of the CLE method in that country and has spent the past 15 years devoting her work to improving literacy in that country.

She recently visited South Africa, where she went to several of the schools which are implementing the

CLE system on a trial basis.

Dr Rattanavich explains the thinking behind the new system.

"With the traditional method (of teaching language) one starts from the bottom up ... from the smallest units of language such as the consonant up to the word and then the learner understands the concept.

"Eventually, the pupil will put it all together and with the grammar learnt, will be able to read, but it takes a long

time. Also the student does not enjoy this way of learning because it is not a natural way of learning ... everyone likes to communicate with meaning, to know the meaning of what they are doing.

"But with this method (CLE) we learn from the concept (which has meaning) first. For example they learn from the whole story what happened from the beginning until the end."

Only later, once the students have become familiar with concepts and the meaning of words, do they proceed to details such as phonetics and linguistics.

The system has been particularly successful in countries such as Laos, where students learnt the language in

three months, says Dr Rattanavich.

The method can be used both for children and for adult learners too and Dr Rattanavich says it is being used with success on the deaf and the blind, for whom it is much quicker than traditional methods.

To return to Emboniselo School in Mbikweni Township.

Principal Eric Mgajo is upbeat about the new method and its prospects of success.

So too is Mrs Ntshanba, who says that it is a far superior method of teaching language than the traditional one.

"From hearing this story, the pupils can change it and learn to tell their own story and write their own book one day," she says, showing me another version of the story written by pupils themselves.

Rotary has sent five women from the Western Cape to Bangkok to assess the new system, including three from the Western Cape Education Department.

So far, about 50 teachers in 10 schools have attended workshops run by those who visited Bangkok and ten schools have been using the method in Grade One.

Rotary believes the system has immense potential in helping street children to become literate and at the same time to learn a skill they can use to become useful members of society.

The results were spectacular - the literacy rate rocketed from an average 25% to 90%

(50)
ARLT 22/3/98

Millions of children receive no education

(50) Star 23/3/99

Aid agencies urge action after study finds that throughout the world, and particularly in Africa, many youngsters do not get the chance to go to school at all

By RAPULE TABANE

Tens of millions of children grow up without any formal education, a report compiled by a network of international aid agencies shows.

The study, released yesterday by Oxfam International, found that 125 million children between the ages of six and 11 throughout the world don't go to school, and 150 million children leave school before they can read or write.

In Africa, the crisis is particularly acute. For example, in Mozambique, a child can expect to go to school for only three years, while in Canada children spend on average 17 years in formal education.

The report noted that the Jomtien conference, in which 155 governments committed themselves in 1990 to ridding the world of illiteracy by the

year 2000, had failed.

If the current trend continued, by the year 2015, a further nine million African children would have grown up with no education, the study noted.

The launch of the report in Johannesburg was an attempt to stem the tide so that by 2015 a universal primary education could be achieved.

Oxfam programme officer in Mozambique Graeme Saul said: "Education is the single greatest catalyst that poor communities can use to empower themselves to get out of the marginalisation.

"Lack of basic education entrenches inequality, creating a cycle of poverty that is difficult to get out of," he said.

The report said that with an expenditure of \$8-billion (R50-billion) a year, a universal primary education could be provided.

"The real issue is not money, or lack of it, but political choice. The reason why so many children are out of school or receiving a substandard education is that governments allow it to happen," the report said.

Oxfam has called for a new global action plan for basic education to mobilise political and new resources. It also called for quicker debt reduction for countries committed to using the extra resources to invest in education.

"The pressures of debt repayments continue to cripple many poor communities, diverting resources away from investment in basic education," the report observes.

Oxfam urged reform of the International Monetary Fund and the World Bank economic policies so that they no longer undermined access to and spending on basic education.

Substandard schools face intense investigation (50)

BD 24/3/99

Primarashni Pillay

THE Gauteng education department has launched an intensive investigation into schools which have consistently produced bad matric results, and some teachers could face disciplinary action.

This emerged yesterday at a news briefing held by education MEC Mary Metcalfe before she tabled the budget for her department's new financial year in the provincial legislature.

Metcalfe said 23 schools had produced pass rates of 14% and below in the matric examinations over the last three years. There were also another 35 schools which produced up to 30% pass rates that were being investigated.

Issues being investigated by department officials included management, planning and teacher effectiveness at these schools. Metcalfe said problems uncovered so far included "difficulties with management", poor planning, bad attendance by teachers and pupils and a shortage of resources.

Different schools needed different strategies, and her department would provide them with intense teacher and management support. "I believe we should get issues around school management and the teachers right first."

Metcalfe explained that some schools with serious problems faced commissions of inquiry, and her department's

labour relations team was investigating alleged teacher misconduct.

In one school, for example, 12 teachers were being investigated for alleged misconduct, involving fraud, absenteeism, mismanagement and alcohol abuse. "If teachers are found guilty of misconduct they could be fired, demoted or transferred," Metcalfe said.

The labour relations team was setting out labour laws and warning teachers of the consequences of violations.

The province's education budget had increased to R6,22bn from the previous budget of R6,057bn. Metcalfe said R23m would be available to buy teaching materials and equipment, and that amount was 12 times more than that of the previous financial year. "This will make a huge difference to schools," she said.

Metcalfe said 61% of Gauteng pupils, who were largely from township schools, "live and learn in environments where there is no racial integration". This meant they were not being exposed to a diverse learning experience. Her department intended to tackle this by including human rights issues and a nonracial culture in the school curriculum.

The New National Party (NNP) did not support the budget, saying it was not consulted when it was compiled. It also complained that it was unfair that pupils at independent schools were not funded on the same level as public school pupils.

Plans to end violence in SA schools

(50)
Newspaper 24/3/99

By Malcolm Ray

ERADICATING corruption, mismanagement, ill-discipline and violence in schools will be high on the agenda of the Education Department's action plan for 1999-2000, deputy director general Dr Trevor Coombe said yesterday.

Coombe said the prioritisation of the public schools system was critical against the background of recent acts of racial violence and disorder at Vryheid High School.

"Racial turmoil at Vryheid High School attracted the highest public concern and has the gravest problems," Coombe said.

Tensions at Vryheid resurfaced in January after initial acts of racism clashes against the inclusion of black students two years ago.

In its annual report last week, the South African Human Rights Commission (SAHRC) highlighted four cases of racial turmoil in the past year.

Research done on racial integration in South African schools has revealed the inability of desegregated schools to deal with discipline.

Coombe said a serious consequence of disorder is the public's loss of faith in the schools system. "Many of our schools do not generate public confidence.

"Teachers, parents and pupils are all accountable for the performance of the schools," he said.

He said department's objective was to "rebuild public confidence in the public schooling system. The public wants to see schools that are working, that start and end on

time, that conduct the business of education in a disciplined manner and produce results".

He emphasised the role of accountable school leadership in the provision of quality teaching and internal discipline.

The department will this year document and publicise "norms for effective learning and teaching" as part of its action plan.

The plan also details measures to encourage communities to take part in the revival of the schools system by "making explicit their aspirations and expectations and steps they intend to take to attain their goals".

"This will be central to raising public awareness about issues like job descriptions and workloads of teachers," said Coombe.

At provincial level, he said the department will "cooperate on budget management, including efforts to change expenditure patterns to release more money for non-personnel expenditure".

A thorny issue in recent years has been the ratio between the supply and demand of teachers. This resulted in an agreement between the department and teachers unions on a "redeployment process" last year.

"We hope to stabilise teacher supply by concluding the redeployment process efficiently in terms of our agreement with the unions."

Regarding the mismanagement of the 1998 senior certificate examinations in Mpumalanga, a strategy to "plug areas of vulnerability and institutionalise trial examinations" is envisaged.

He said many of the financial assistance measures identified last year were on track.

Illegal schools: pupils destined for sure failure

CP 28/3/99 (50)
Get them out, GDE tells parents

By MAPULA SIBANDA

HUNDREDS of unsuspecting pupils are doomed to fail at the end of the year because their so-called private "schools" are illegal.

The pupils in major cities of Gauteng will not be able to write their final-year examinations as they have not been registered with the education department.

City Press investigations have revealed several schools which are operating illegally in major city centres. The Gauteng department of education (GDE) is aware of these.

Among the schools the GDE said it did not recognize are:

- Gateway College in Pretorius Street in Pretoria.
- Golgota College in Pretoria.
- Bright Future College in Pretoria.
- Space Age College in Midrand.
- Gauteng College in Hillbrow.
- Future School, East Rand.
- Beta College, West Rand.
- Oakwood in Roodepoort.
- Finetown in Orange Farm.

The principal of Gauteng College, Solomon Sinthumule, admitted that the school had opened without being formally registered with the GDE.

"I did not know you had to register a school because most of these schools in town also started out like us. When I found out how long the process took, I immediately turned our school into an adult centre which I registered," said Sinthumule.

He said pupils had been given the option of leaving if they wished. Of the original 220 pupils from Grade One to 12, just 120 are left, and they are from Grade Seven to Nine.

In addition to a R100 registration fee, pupils are required to pay between R160 and R180 a month.

"I told the students they are free to

go, and those who remained volunteered to do. Parents were also told that we were not registered," he said.

Sinthumule showed City Press a letter from the Adult Basic Education Department (ABED) to prove his registration as an adult centre. But the letter only stated that his registration was being considered.

GDE senior spokesperson Ephraim Maringa said Gauteng College was one of the most problematic schools in Johannesburg and have been told by the department that they were operating illegally.

Gateway College, the second school we visited in Pretoria, displayed a "house to let" sign, after the GDE told them to stop operating two weeks ago.

"We heard of the schools from the public and paid them a visit to verify their operation and to warn them to close down," Maringa said about Gateway and Golgota.

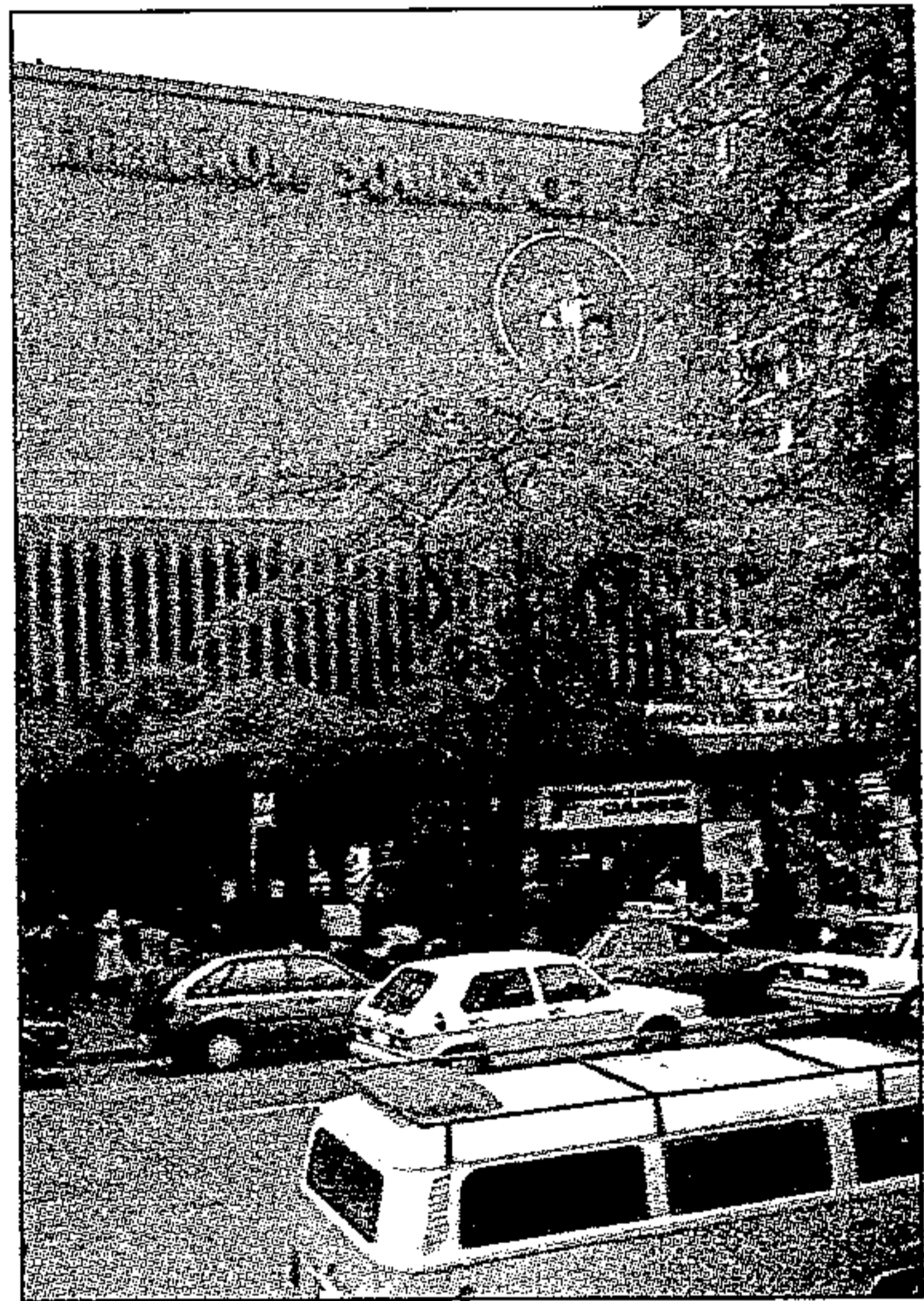
A woman we found at the premises confirmed that Gateway had closed recently, leaving children to look for alternative institutions.

Another institution which closed recently was the unregistered Centre for International Degrees in Braamfontein. Students who had

paid up to R6 000 for courses were left stranded when the owners disappeared.

The GDE this week warned parents that there were still many schools operating illegally in Gauteng. It urged parents to make alternative arrangements for their children before the year was too far gone.

The GDE usually first warns unregistered schools and then gives them a week to close down.



UNREGISTERED... The Hillbrow Squash Centre is where the unregistered Gauteng College is housed.

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Why only English? (50)

THE Constitution states that South Africa has 11 official languages: Zulu, Sotho, Xhosa, Venda, English, Tsonga, Ndebele, Swati, Afrikaans, Sepedi and Tswana.

This means all functions of the state and its citizens must be carried out, managed and communicated through these languages.

It also means that citizens have the right to be addressed in the language of their preference as long as it is one of the above. It also means the status of English and Afrikaans will no longer be superior to African languages.

Whether one agrees with this policy or not is not at issue, at least not for now. What is essential is how this language parity can be achieved and how this empowers Africans and the languages they speak.

If a government adopts a particular language policy, say English in Britain, this means the state uses that language in all its communication and functions.

The currency is printed in that language, laws are made in that language, courts function in that language and all society uses that language as a centre of convergence.

However, the Pretoria High Court recently threw out a Police Prisons Civil Rights Union petition that the Department of Safety and Security was acting unconstitutionally by demanding that only English and Afrikaans be used by the department and its members.

According to the department's standing order, the use of any language other than English or Afrikaans must be seen as a violation of that standing order and the offender will be subject to disciplinary action.

The dismissal of Popcru's challenge should have been defended by all as the organisation was trying to implement the Constitution. Do the courts have the powers to dismiss the Constitution?

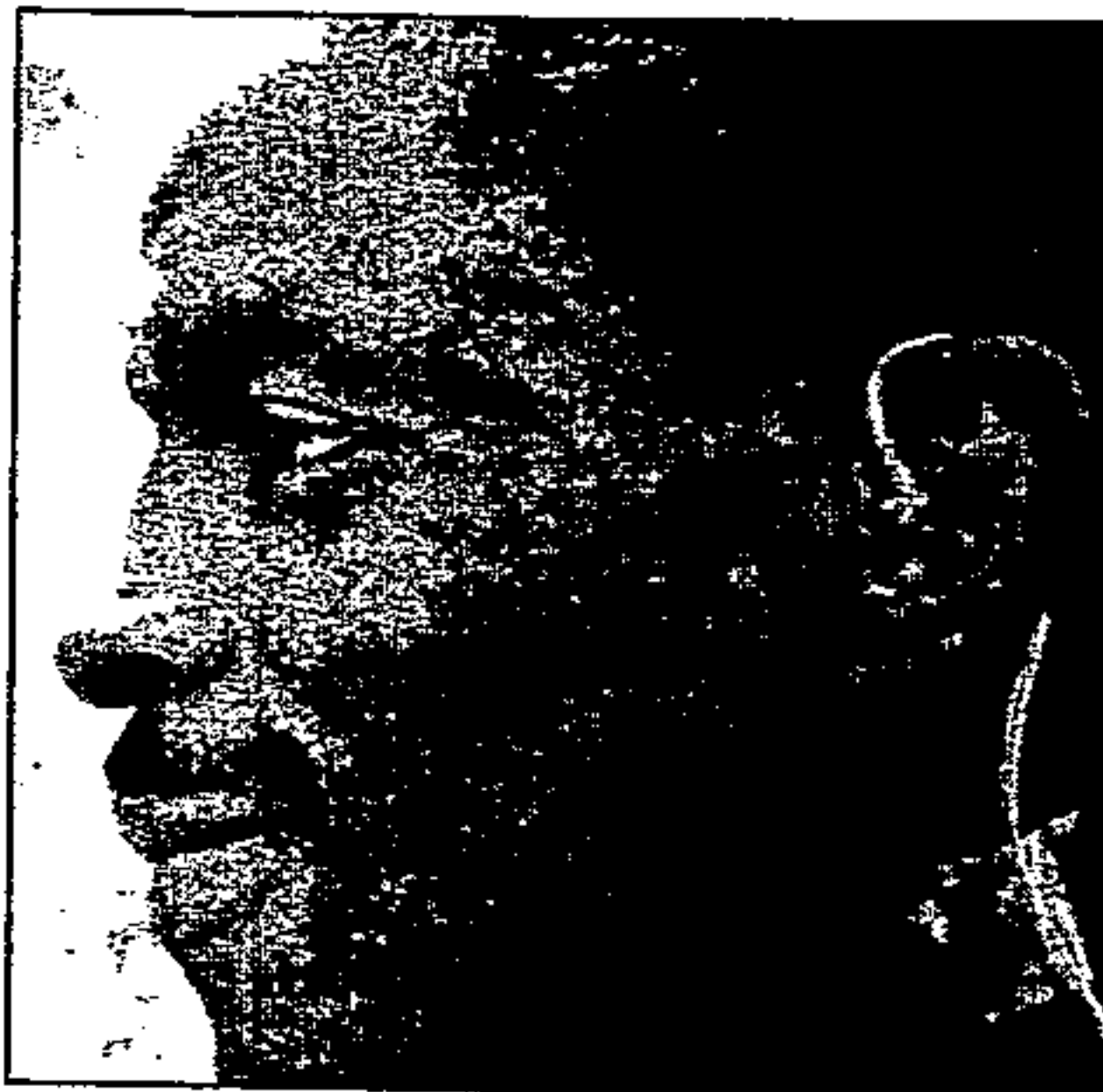
Since 1994 the language complexion of South Africa has changed. The status of Afrikaans has waned and that of African languages has been reduced.

Our Parliament, which adopted the Constitution, upholds English and Afrikaans as languages of Parliament. If a parliamentarian wants to address Parliament in an African language, they have to notify the Speaker two days in advance.

Our identity documents are in English and Afrikaans only. African languages on television have been reduced to less than an hour a day (with the exception of news).

Most television viewers of soccer speak an African language. Yet most soccer coverage is in English. Would Marks Maponyane not, perhaps, be a better soccer commentator if he were to speak Tswana?

African languages are being neglected despite guarantees in the Constitutions. **Dumisani Ntshangase** considers the extent of this neglect.



Television soccer commentator Marks Maponyane prepares to go on air.

The Department of Education, that single most important department in the implementation of a language policy, has not done a single thing to promote African languages. Yet in the past, to get a matric certificate, it was compulsory to pass English and Afrikaans.

Today, five years later, when things should have changed, this still remains the same. The matric rules are still the same. Rules on admission to higher education still remain the same: you must have passed English and/or Afrikaans in addition to your home language.

And why are Zulu children not encouraged to learn Sotho as a second language or Venda children not encouraged to learn Sepedi rather than Afrikaans?

Why is it not compulsory that white, Indian and coloured children learn at least one African language?

English radio stations do not use African languages in any of their programming. How then do we explain that African language radio stations are increasing their use of English in their programmes?

And in a county where there is 47 percent illiteracy, how do we explain that all Adult Basic Education programmes offered either by the state, non-government organisations or the business sector are all done in English by people who cannot speak an African language?

Why do all in-service training programmes, work-related promotions and social advancement programmes use English as their starting point?

Eighty four percent of South African children under the age of 10 cannot speak or understand English. Sixty seven percent of those under the age of 23 are unable to sustain a conversation in English for a considerable period.

How then do we explain that 90,4 percent of television programmes for children are in English? *YO-TV, TUBE, K-TV, Teeny Bop* and e.tv's children programmes are in English.

The youth programmes *Electric Workshop, YNTV, Jam Alley, Born at da Right Time, Selimathunzi* and others are also in English.

And Africans do not read. They do not buy books or do not go to libraries. If they do read, they read only English. Africans do not buy and read newspapers, magazines and books in African languages.

Those who do are classified as rural and uneducated (how can you be illiterate if you can read?). Reading a book written in Tshivenda in the city is considered backward and almost stupid.

Not only are we increasingly speakers, or assumed speakers, of English, we have also changed our accents. It is no longer considered good enough to speak English, but also how you speak it. Adopting a pseudo-American, indeed African-American, accent is the in-thing.

What has gone wrong? No, maybe we should be asking a different question: Could this be wrong? What is certain is that English is the dominant language. The ability to speak English opens so many doors.

Not only is English the language of world dominance, it is also the language of technological advancement. However, this is Africa. We need to protect, encourage and develop African languages.

This we should do not because we like our languages or we are playing a political game, but because of practical realities. Allow children to acquire English, but not to lose African languages.

Our children can acquire English in addition to their home language. The Pan South African Language Board was established to promote and protect South African languages. However, it has failed.

We need to accept the unassailable importance of English and yet we should also accept that we have a responsibility to promote African languages.

(The writer is a publisher of African languages at Juta Educational Publishers. The article is written in his personal capacity.)

(70) PM 2/4/99

Could private education help developing countries — including SA — achieve sustainable economic growth? The World Bank thinks so, which is why it and its private-sector financing arm, the International Finance Corp (IFC), have set up a forum to facilitate increased private-sector investment in education in developing countries

In fact, the Bank and the IFC seem to be jumping on to a trend rather than setting the pace. For, as public spending on education declines steadily in many developing countries, parents have been looking to the private sector for some time to provide efficient and innovative education for their children (see graph).

"Privately owned and managed schools on average are more efficient in producing more learning at lower unit cost than public schools," says the IFC's lead specialist on education, Jack van Lutsenburg Maas.

Also, because private schools have to compete to survive, they have a built-in incentive to innovate with "more cost-

PRIVATE EDUCATION

A BOLTHOLE FOR ELITISTS? OR A KEY TO ECONOMIC GROWTH?

Study says private schools more cost-efficient than State schools

fective education technologies in order to maintain their competitive edge".

Meanwhile, State spending on education is falling in the face of burgeoning enrolments. In sub-Saharan Africa, for example, spending has dropped 66% in 10 years, while the primary schools population has risen 30% (see graphs).

In 1997, the IFC sponsored a world-wide study of investment opportunities in education. The study team — comprising mostly British educationists from the University of Manchester, the Institute of Economic Affairs and education company, Nord Anglia Education Plc — focused on

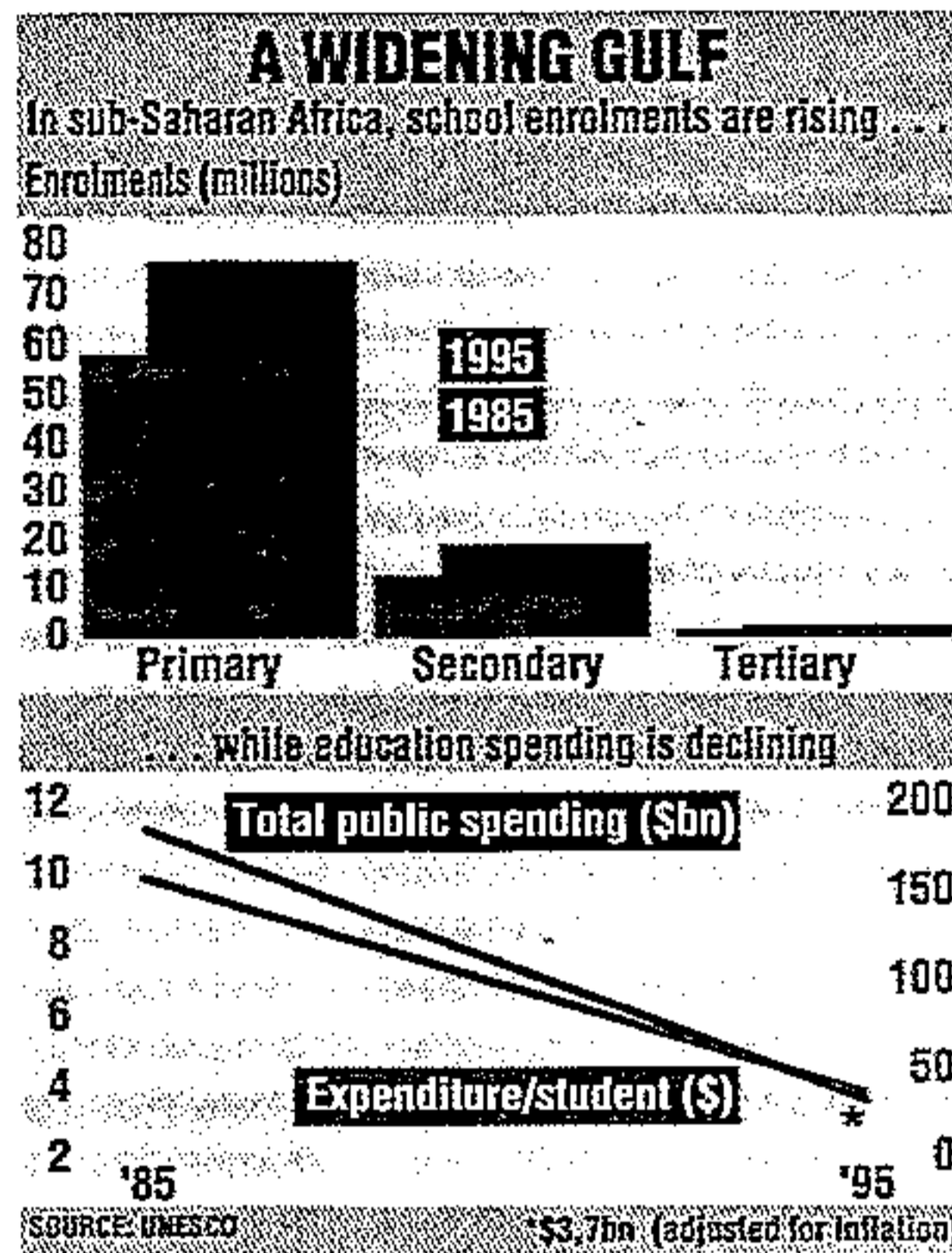
18 private education projects in 12 developing countries: SA, Argentina, Brazil, Colombia, Côte d'Ivoire, India, Thailand, Indonesia, Russia, Romania, Jordan and Turkey.

The team was surprised to find that private education in these countries was not a small, elite-focused sector, but "was rather large at all levels, primary, secondary and tertiary, which was expanding rapidly, and which featured remarkable examples of innovation".

Key elements of the report are to be released soon as a book — *The Global Education Industry: Lessons from Private Education in Developing Countries* by James Tooley, professor of education policy at the University of Manchester, UK.

Tooley was impressed by the inventiveness of the projects in the study. An innovation common to several programmes was the successful use of branding by private institutions.

He cites the case of SA's Educor, the JSE-listed education and recruitment services group, which advertises its education



services prominently. "Any visitor to SA cannot fail to be struck by the ubiquity of advertisements for courses offered by Damelin and other Educor subsidiaries — covering high school, university courses and vocational and professional courses."

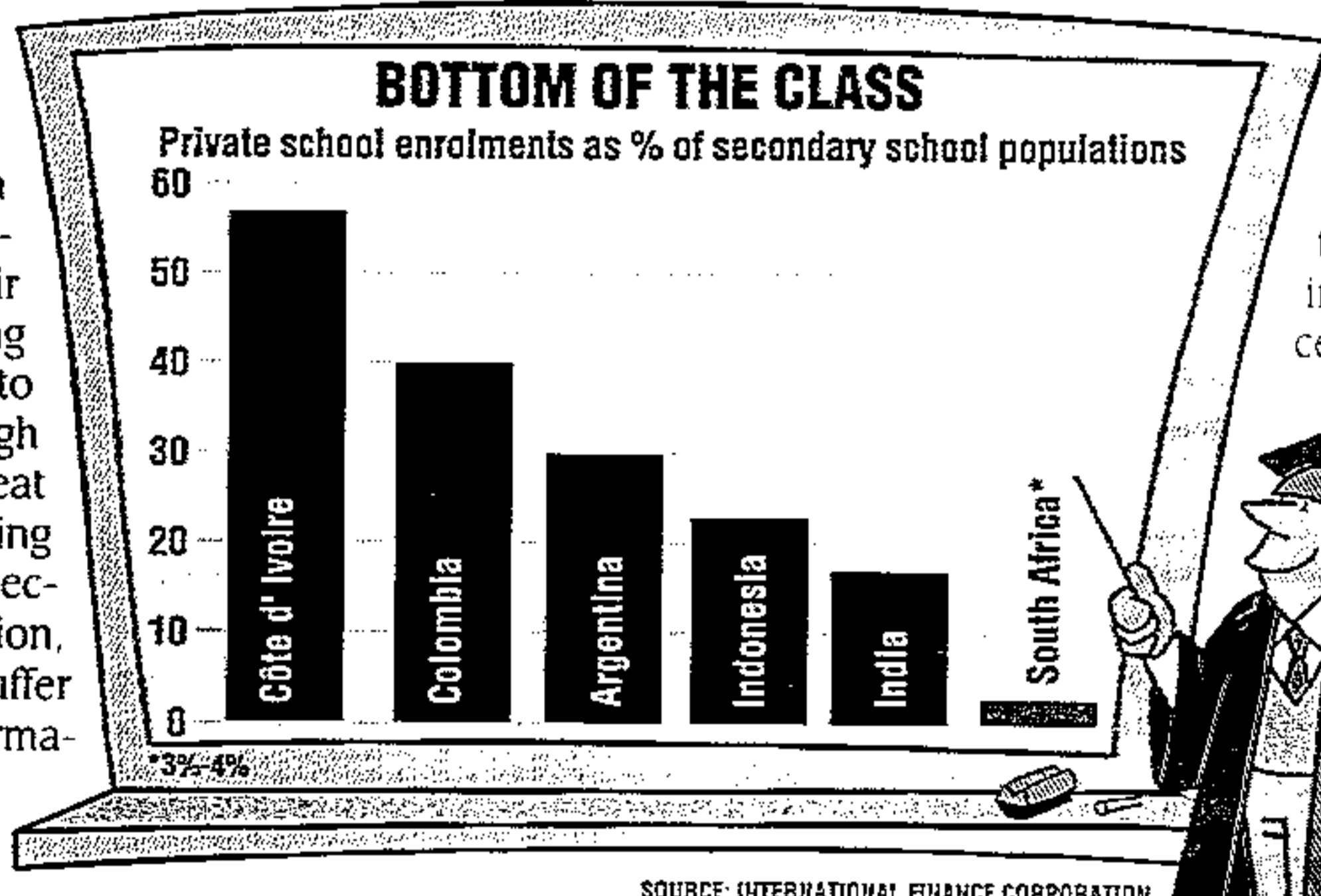
In Brazil and India, too, private education companies market their services through billboards, TV, radio and print media. Tooley estimates private education companies could be spending as much as 10% of their turnover on advertising their services. "The desire to inform consumers through the brand name is of great significance in countering one of the foremost objections to private education, that consumers will suffer from an intractable information problem."

Tooley also notes Damelin's practice of using its classrooms for high school education in the morning, and the same rooms for higher education later in the day.

Another private school innovation is the creation of synergy between education and job placement. Companies like Educor and India's National Institute for Information Technology (NIIT) have tried to link education with jobs, "both as a marketing tool and as a way of enhancing the

educational experience offered".

NIIT runs 400 campuses around India and is now expanding into 18 other countries, including China, Malaysia, Indonesia, Botswana and the US. It epitomises the level of efficiency that can be achieved by private sector education. A computer lit-



eracy company launched in 1979, NIIT tries to ensure that all of its resources are used productively from 7 am to 10 pm.

"Because of the economic imperatives — of shortages of trained teachers, of the expense of teachers, and the shortage of space — NIIT from the very beginning had to be conscious of rationing space and teacher contact time," Tooley says. It has

developed "an educational model which utilises three types of rooms — classroom, mindroom and machine room — enabling a centre with only 30 computers to accommodate 1 260 students per day".

But private sector involvement in education is not free of problems. Over-regulation is one of the biggest stumbling blocks to private education. For instance in Argentina

Tooley notes how the Private Schools' Regulatory Requirements in the province of Buenos Aires spell out in detail "how students will stand at a ceremony, who will direct it, who will raise the national flag, and when the national anthem will be sung".

The World Bank, meanwhile, is planning to expand private schooling around the world.

Its Education Investment Exchange (www.worldbank.org/edinvest) offers to act as matchmaker between schools and universities seeking investment and companies willing to invest

education projects in developing countries.

The exchange is already working in several west African countries, including Senegal, The Gambia and Côte d'Ivoire, to advise governments on creating "an enabling environment for private sector investment in education".
Jabulani Sikhakhane

ST(CM) 4/4/99

Schools get R3m to fight crime

NATALIE KAMMIES

(50)

SCHOOLS in the Western Cape were this week given R3,1-million by the Education Department to fight gangsterism and vandalism.

Representatives of 208 high-risk schools were given R15 000 each at a meeting at Mzamomhle Primary in Philippi. The money is expected to be used on burglar bars, other security and alarm systems linked to armed response units, but the schools will make the final decision.

The department has spent R11-million a year for the past four years on security contracts at 80 high-risk schools. This will be replaced by the new system aimed at making schools use their own initiative and eventually take full responsibility for their own security.

Brian Gilbert, deputy director general of the department, said crime cost millions of rands a year and undermined morale and transformation.

"The era of armed guards in our schools is no longer affordable because more guards mean fewer textbooks and teachers."

Peter Present, of the department's physical resource planning directorate, said: "We always had these 200 schools needing security, but we never had the budget because it was tied up in the other 80 schools."

The cancellation of the contract means the R11-million will be available for other projects.

FM 16/4/99

CRISES IN THE CLASSROOM

But not as bad as some others

When Western Cape pupils trooped back to school last week, it was to an all-too-familiar scenario. Some schools have a plenitude of teachers; others too few. Interestingly, though, the provincial education department has faced up to the at-best partial success of its redeployment programme — encouraging teachers to go where they are really needed — and is doing something to assist the deprived institutions. It costs money, though.

With the defection of Nic Koomhof to the Democratic Party (DP), Kobus Meiring (New National Party) has been appointed acting MEC for Education in the Western Cape. He will not have much time before June 2 to address the legacy of teaching inequalities — but perhaps only the passage of time can do that.

Late last year, national agreement was reached between the teachers' unions and education authorities on staffing levels. In a special explanatory advertisement carried in Western Cape newspapers, the department noted that, in consequence, "some schools gained posts, some stayed the same, and some had to lose posts".

About 1 000 teachers (out of an establishment of 28 000-29 000) were identified as being in "excess", but, overall, about 3 000 posts were available across the region. "Excess" teachers — essentially identified as such by their schools — were given preference in applying for the vacancies, which were to have been filled by March 31, ahead of the second term.

The ideal was that "the whole rationalisation and redeployment process would come to an end, normal procedures would be followed henceforth, and millions of rand would not have to be spent each month on paying excess teachers".

It didn't work quickly enough. By the due date only 309 vacant posts had been filled by "excess" teachers — the rest staying put, for whatever reason. Understaffed schools have now — under certain conditions — been given permission to hire temporary

teachers (at a total cost of R4,5m a month).

The advertisement said redeployment had failed because some schools "could not find suitable applicants from the list of those available, others did not apply their minds adequately to this task, and others sent their responses too late". The upshot is that 700 "excess" teachers are still being "carried" by the system "and the schools which had expected their vacant posts to be filled by some of these permanent teachers now have no-one in their vacant posts, which is an untenable situation". Hence the decision to hire temporary teachers.

The "excess" teachers who decline to move cannot, under current rules, be made to go. According to Tony Eaton, the Education Department's media spokesman, "they stay and are paid — there is no retrenchment instrument. This has to be settled at a national level".

The department's 1999-2000 budget is set at R3,66bn, of which 89% goes on teachers' salaries (the ideal would be 80%). While certain capital costs are catered for in the budget — new schools, repairs, and basic equipment — there is no provision for paying for teachers in excess of the establishment. Unfortunately, there-

42 FINANCIAL MAIL · APRIL 16 · 1999

fore, Eaton notes, the funds for school-books and stationery are being diverted, a classic case of poorly funded education getting even poorer for the worst off.

But why did the "excess" teachers not take the opportunity to change schools, possibly in some cases attaining promotion? Presumably, some have cultural or political motivations — someone from, say, Somerset West not wishing to move to, say, Langa — or the other way round. But since most teachers in the province are Afrikaans-speaking and coloured, the

problem should not be viewed negatively in black-white terms, as it often is.

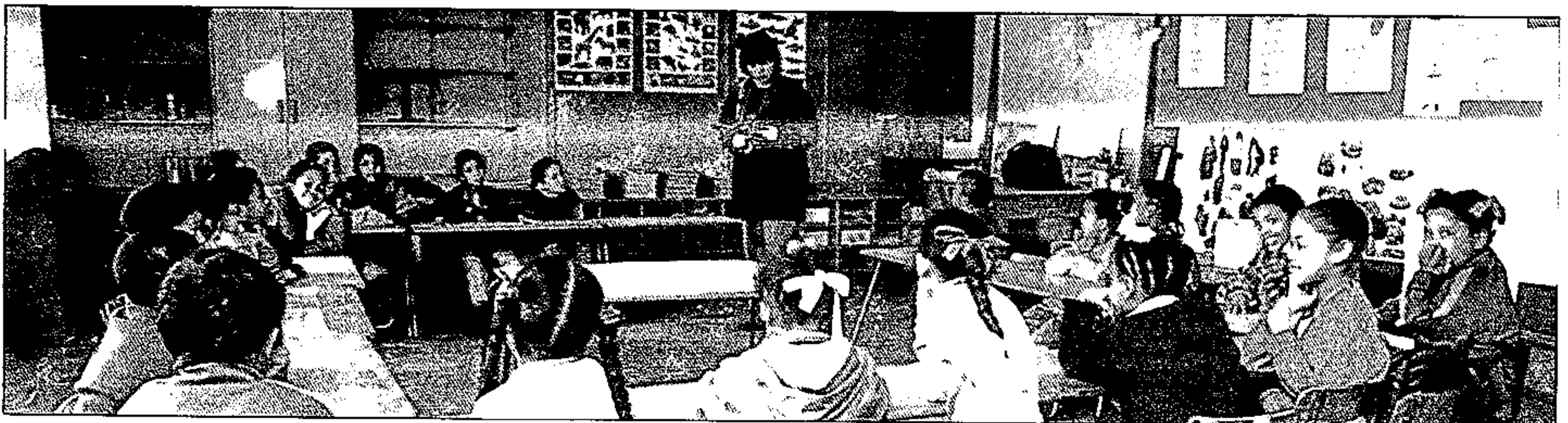
Eaton says he cannot really comment on the motives of "excess" teachers, but notes that gossip and rumour (not least about conditions in some schools) do not help.

Meiring is on record as saying that greater stability has returned to education in the Western Cape — and the relatively small number of "excess" teachers could be one indicator of this. Certainly, the province faces nothing like the educational distress of the Northern Province where, according

to the DP's Mike Ellis, 214 schools do not have principals, 929 have no deputy principals and 1 104 have no heads of department. Ellis says "the absence of principal authorities in these schools is naturally creating a disciplinary nightmare".

Whatever individual shortcomings, no Western Cape school is not functioning, or has had to close, according to Eaton. If so, that is a tribute to an often-criticised department that believes the inequalities will lessen over time. How much time, though, remains speculative.

Peter Wilhelm



Grassy Park Primary School . . . poorly funded education is getting even poorer for the worst off

Vandals and burglars wreak havoc

SIPHOKAZI MGUDLWA

With winter just around the corner, the principal of Siviwe Primary School in Guguletu is a worried woman.

The school has been burgled 14 times in the past year - without a single arrest being made - and 16 classrooms are without doors. Many windows are broken.

Ms Poppy Jaca said: "Most of the things that we have worked hard for in this school are gone and I am scared that if something is not done now we will be left without a roof to keep the children dry."

Fridges, lawn mowers and doors are among the items stolen.

"There is a caretaker, but he is scared because the criminals are always armed.

"The worst thing is that they do not just steal, but they vandalise the school by breaking windows and doors," said Ms Jaca.

After many break-ins the school installed a security gate, but it was shot out and broken.

"Earlier this year, we replaced 16 doors in classrooms and the administration block, but within a month they were stolen and vandalised again," said the angry principal.

Siviwe is one of the schools that has benefited from the R15 000 each given to 208 high-risk schools by the provincial education department to fight gangsterism and vandalism.

Ms Jaca said the money had come at the right time. "We desperately need security here."

Mzamomhle Primary in Philippi is an example of what can be done when parents and teachers work together. They started fixing the school in December, repairing broken doors, painting, cleaning toilets and installing a burglar alarm.

Deputy principal Eric Titipana said the school would be completely renovated by the end of this year.

R3-m boost for security at schools

208 get extra R15 000 each

SIPHOKAZI MGUDLWA
STAFF REPORTER

A total of 208 schools targeted by gangsters and vandals in the Western Cape have been given R15 000 each to beef up security.

The provincial education department has raised its R11-million security budget by R3,1-million to help high-risk schools.

Brian Gilbert, deputy director general of the Western Cape Education Department, presented cheques of R15 000 each to representatives of 208 high-risk schools at a function at Mzamomhle Primary in Philippi last week.

He said: "The Western Cape Education Department has made the safety of our schools a priority and made an additional R3,1-million available over and above the R11-million we spend annually on security."

Armed guards at schools were not the answer, he said. More guards meant fewer textbooks or fewer teachers.

The department has spent up to R44-million on security at 80 high-risk schools in the past four years.

However, they will now introduce a system aimed at encouraging schools to take responsibility for their own security.

The schools that have been given the funds will be expected to report back to the department by the end of

June on how they have spent the money.

In another new funding move, the department's directorate of physical resource planning has also implemented a system of unscheduled maintenance from April 1.

In terms of this, schools will be given money directly to sort out problems such as blocked drain-pipes or lavatories, broken windows, doors and light switches.

An amount of R15-million from a total budget of R17-million will be used for this.

The remaining R2-million will be managed by the department's head office for problems such as fire damage, underground electrical cable repairs and burst pipes.

Peter Present of the physical resource planning directorate said: "The department is aware of the scope of the unscheduled maintenance needs at our schools.

"To ensure we succeed with this programme of empowering our schools and communities, the budget for 1999 has been increased by R3-million to R20-million."

By employing local contractors, schools will help to empower their communities.

The funding is allocated to schools in line with the South African Schools Act, the National Norms and Standards for School Funding and the Government's policy of school-based management.

(50)
ARG 6/4/99

CSIR restructures, adds business units

ET (MR) 15/4/99 (50) (2/10)

ROY COKAYNE

Pretoria - Restructuring of the CSIR's activities in the fields of materials, manufacturing and defence had recently been completed, Namane Magau, the CSIR's executive vice-president of human resources, said yesterday.

She said the process had resulted in retrenchment of about 50 staff members.

Magau said two new business units - manufacturing and materials technology, and defence technology - had been set up.

The activities in both units had been realigned to market needs, which in turn had resulted in refocusing of competencies and the scaling down of certain areas of expertise.

Magau said the restructuring process was undertaken in response to the review of science, engineering and technology institutions in South Africa initiated by the arts, culture, science and technology department.

"The recommendation of the review panel were subsequently adopted by Cabinet and pointed to the need for the CSIR to consolidate its manufacturing, materials and defence activities in line with international trends.

"Market feedback has also underscored the necessity of this proposed change," she said.

Magau added that retrenched staff would be assisted to find employment.

The CSIR has recently established Bio/Chemtek, a new operating division, after the re-

search and development facilities at Modderfontein belonging to the AECL, the chemicals and explosives company, became part of the CSIR from February 1.

The CSIR has taken ownership of the AECL department, a R60 million turnover operation in the areas of biotechnology, computational chemistry, chemical process technology, fine chemicals and solid state chemistry.

**Bio/Chemtek
division has
absorbed
AECL's R&D
facilities, a
R60m unit**

CONTRACT SYSTEM MOOTED

DP plans to combat teacher brain drain

(50)

FAR-REACHING PROPOSALS for tackling education problems in the Western Cape have been unveiled by the Democratic Party's Helen Zille Maree. Education Writer **PRISCILLA SINGH** reports.

IMPROVING education in the Western Cape has become the focal point of the Democratic Party's fight for governance in the province.

The DP's education policy for the Western Cape was spelt out yesterday by Helen Zille Maree, who shares the DP's education portfolio with former education MEC Nic Koomhof, previously of the New National Party.

The top priorities for the DP, according to Zille Maree, are to secure a balance of power in the Western Cape and make a strong bid for the education portfolio, for which DP provincial leader Hennie Bester has asked experts to help prepare "detailed policies that can be implemented".

She said one of the "hot selling points" of the policy is that it will enable valuable teachers who have accepted voluntary sever-

ance packages to return to teaching — "where their services are required most".

A shortage of teachers in key subjects — especially maths, science and languages — is expected in the near future, she said.

Zille Maree said the policy envisaged that teachers with valuable skills could be employed on a contract basis, with the possible establishment of a Section 21 company, supported by business, to employ them outside the state system.

"We want to ensure that public institutions, such as hospitals and schools, work in the Western Cape because of poor people who have no alternative options.

"The goal of this policy is to make quality education the norm in all public schools in the province," she said.

In a detailed document, Zille

Maree highlighted problems that she regards as hampering the effective delivery of education in the province. She said that in some schools, students receive "far less teaching and learning time — in some cases between 50 and 70 days — than the 200 days per year they should get".

Too many schools still lack basic facilities, she argued.

"The power of teacher unions and their national bargaining position enables some unions to undermine strategies designed to improve productivity and efficiency and enables them to demand salary increases unrelated to performance indicators."

The DP's policy focuses on improving the quality of education in the classroom, giving priority to the educational rights of students, instituting "the rule of law and due process to re-establish legitimate authority", and penalising schools which admit under-age and over-age pupils.

She said the DP will re-evaluate the teaching and learning of English as a second language —



SPELLING IT OUT: Helen Zille Maree of the Democratic Party presents the party's proposals for revamping education policy in the Western Cape.

PICTURE: MUHAMMAD SAFODIEN

"focusing instead on increasing and enhancing the teaching of English where this language is used as a medium of instruction in most subjects, even though it is the students' second language".

The policy also involves introducing "proper appraisal systems (for teachers) with career and pay-related consequences".

Another important aspect of the policy is the proposed introduction of effective evaluation of students at all levels, including "random sampling of those in Grades 3 and 7".

Zille Maree said that by Grade 3, children should be able to read fluently. She added that

the DP supports the idea of a national public examination at Grades 9 and 12 and of establishing Grade 15 as the final year of free, compulsory schooling.

"These proposals will maximise affordability, promote choice, encourage healthy competition between schools, improve efficiency and delivery and ensure accountability to consumers of education and taxpayers, who fund education as a public good.

"If the DP's policy proposal is implemented efficiently and its objectives achieved within 15 years, we will turn education in the province around," she said.

Free SA education is not yet feasible

BD 22/4/99 (50)

There is just not enough money to tackle the backlogs, writes Primarashni Pillay

FIVE years ago the African National Congress (ANC) promised free education should it win SA's first democratic elections.

However, during its time in power, it has become clear to the ANC that this promise was a pipe dream: despite ploughing extra resources into education and allocating the lion's share of the national budget to education for three consecutive years, it just was not enough to tackle backlogs.

Last year Education Minister Sibusiso Bengu conceded that his ministry could not provide free education and that the emphasis had shifted to equitable spending.

With government's introduction of the "norms and standards for school funding" policy, to be put into effect as from next year, 60% of the non-personnel expenditure in provincial budgets had to be directed towards 40% of the poorest communities.

Schools would be divided into five categories of wealth and those that were the poorest would get the largest portion of the government subsidy.

The wealthier schools would be subsidised on a smaller scale and parents who decided to pay school fees, would set the fees.

While government has built additional schools and classrooms, textbook shortages still prevail.

Also, conditions at schools, particularly in the rural areas, have not improved as there are inadequate funds.

In its 1999 election manifesto, the ANC says education is a right, not a privilege and that it is committed to moving as rapidly as "possible to free, dynamic and compulsory education". It also emphasises that no pupil will be excluded from a public school if his family cannot afford the fees.

It will also "press ahead with the national schools building programme, focusing on the improvement of infrastructure".

The Democratic Party (DP) offers no miracles but cautiously advocates equitable school spending.

It says severely poor school communities should be better subsidised by government and that they should have lower teacher-pupil ratios.

Funding in these zones should be transferred with the student and not linked to the school.

John Pampallis, director of the Centre for Education Policy Development, says this would encourage township pupils to move and thus would di-

minish the capacity of poorer schools to develop themselves as education institutions.

The DP says school fees should be set by governing bodies which should not be compelled to employ excess teachers whose names are on provincial redeployment lists.

Teacher retrenchments should be based partly on qualifications and performance.

"Non-performing teachers ... should be removed from the system For this to happen the government must stand up to Sadtu (SA Democratic Teachers' Union), which has assumed the mantle of protectors of the incompetent," says the DP.

Some political parties and education analysts have been sceptical about governing bodies being involved in school management.

Reasons cited include the lack of expertise in the disadvantaged communities.

While training programmes have been held for governing bodies, there is no guarantee that they reached all communities.

The Inkatha Freedom Party (IFP), New National Party and the United Democratic Movement say they aim to strengthen parent and community involvement in schools.

The IFP also wants to "speed up" the upgrading of teacher qualifications — something which government has allocated R50m towards and the project is expected to take off in the next few months.

However, the Pan Africanist Congress argues that if education cannot be a united initiative of communities, "then perhaps we ought to let the various political parties or churches have their own schools which they can run responsibly instead of the present chaotic situation".

Amplats interdict orders 18 000 strikers back to work

René Grawitzky

ANGLO American Platinum Mines (Amplats), the world's largest platinum producer, obtained an urgent interdict late yesterday to force 18 000 striking employees to return to work.

Amplats management said last night staff had begun to return to work for the night shift after Mouthpeace Workers' Union leaders called on strikers to do so.

At the same time the National Union of Mineworkers (NUM) warned of rising violence on the platinum mines in the build-up to the elections as various political parties lobbied for support.

Mouthpeace claimed the strike was sparked by workers' demand for the granting of facilities for microloans from Unibank. The bank would grant loans only if Amplats agreed to the automatic deduction of premiums from workers' salaries.

Mouthpeace said Amplats had initially refused to this, but had subsequently agreed.

Amplats agreed in principle to discuss workers' grievances once they had returned to work. Amplats was concerned that it would be liable for any debt incurred by employees. This issue would be discussed with the relevant parties.

Inter-union rivalry could also be an underlying cause of the strike. NUM support

on Amplats mines dropped sharply after the formation of Mouthpeace in 1997.

However, in recent months and especially since the wage strike in December, support for the NUM has risen and if current trends continue, the union could regain its power base.

Sources close to the process said Mouthpeace was losing its power base at the Rustenburg and Union sections, while the NUM had almost gained majority support at Amandelbult.

The strike had affected only the Rustenburg and Union sections despite fears of it spreading to Amandelbult.

It eventually emerged that Mouthpeace was demanding that the NUM be removed from a task team set up after last year's wage negotiations. The team was established to discuss substantive issues not addressed during the negotiations.

The union also demanded that workers dismissed during the major 1996 strike be reinstated. Old demands about pension funds also resurfaced.

NUM deputy general secretary Archie Palane said the union's members were unable to report for work as Mouthpeace members and outsiders (allegedly members of the United Democratic Movement) had blocked the gates to the mine.

Amplats management was unable to confirm this but said there had been high

levels of intimidation since the strike started on Tuesday night.

The strike affected 50% of Amplats' overall production. However, it would not affect output as the mine had stockpiles and the smelter and refineries were working normally.

Since conflict emerged between the NUM and Mouthpeace in 1997, more than 20 NUM members have been killed on mines in surrounding areas.

Some of these deaths could, however, be linked to the violence which erupted in the Eastern Cape's Tsolo-Qumbu area more than five years ago.

Unrest in this area, linked to the anti-stock theft organisation Mfelandawonye, had led to the death of hundreds of people during this period. The SA Police Service indicated last year that some of the mine deaths — on both Amplats and Impala Platinum mines — could have been linked to this conflict. A number of migrant workers were arrested on mines last year in this connection.

Conflict between the NUM and Mouthpeace began when the latter union was formed out of the 1996 strike.

Mouthpeace included a number of workers who formed part of the grouping called the "Five Madoda", which led the strike. Some of these people were former NUM members.

English to become courts' language of record

David Greybe

CAPE TOWN — The demise of Afrikaans as a language of record in SA's courts is a step closer with the news that the influential Judicial Service Commission is to act on the matter.

In another development, it was reliably learnt yesterday that the commission backed Judge Edwin Cameron to fill the vacant Constitutional Court post.

According to one source, the commission is to issue a directive to the country's high courts that English should be the only language of record, but that the courts "should encourage people to use any one of the 11 official languages".

The Magistrates' Commission is expected to follow suit. It received a similar

recommendation following a workshop on language policy last year.

The issue came to a head at the Judicial Service Commission this week, the source said, following the grilling of an applicant for a vacancy in the Free State High Court by its Judge President, Ernst Lichtenberg, on whether he was sufficiently conversant in Afrikaans.

"That was unacceptable, and will have to change," another source said. "It could have been construed as an insult to non-Afrikaans-speaking people." To continue to have two languages of record could "undermine other languages".

On the issue of the Constitutional Court vacancy, the constitution says the president appoints judges, after consulting the president of the Constitutional

Court and opposition leaders.

However, the commission must submit to the president the names of three nominees more than the number of appointments to be made. As only four were interviewed, all four will be sent to President Nelson Mandela.

However, sources said, the majority view in favour of Cameron, who this week disclosed that he had AIDS, "will also be communicated to the president".

Meanwhile, Judge John Hlope was endorsed for the post of Cape deputy judge president. Hlope, currently the acting deputy, was the only candidate.

Judge Edward Stafford won the backing as the new deputy judge president of the Transvaal division, above Judge Kees van Dijkhorst.

DEBBIE YAZBEK



Appetite for knowledge... the family of this schoolgirl must find the money for uniforms and transport.

Doors of learning are closed

(50) Star 28/4/99

Daunting obstacles still face women and children who want an education

By EDWIN MAIDU

Sexual attacks on schoolgirls and the increase in teenage pregnancies has led to pupils giving up on their studies, while women who were studying despite having families and children to look after, were doing so in the face of many obstacles.

Girls are still exposed to sexual attacks or rape while walking to school and in most instances are forced to quit because of their circumstances.

While compiling a five volume socio-economics report, the South African Human Rights Commission heard how the high rates of teenage pregnancies in certain areas also contributed to girls dropping out of school.

According to com-

plainant, Debbie Lesshope, many communities were opposed to having pregnant girls at school.

Christina Mokoena, who works with the Ntswananatsi Educare Trust, said education was critical for the advancement of women. "As soon as you are with these women, talking to them, asking them why they are not working, they will say 'I am not educated, I don't know anything'."

Nohaytaze Tladi, of the Adult Education Trainers Association of South Africa (Aetasa), said 80% of the users of adult basic education and training were women. This posed problems since most of the areas in which they operated do not have creches or educare centres and this meant that

women had to bring their children with them.

Despite a number of important legal and policy commitments in terms of adult education, there was little impact "on the ground".

NGO's were shouldering the major burden of ensuring delivery of adult education. The demise of the National Literacy Co-operation initiative forced many adult learning centres to close, effectively stopping learning for thousands.

She did, however, acknowledge the sustained financial support from the private sector for programmes such as adult learners week and the willingness of some farmers to allow programmes for their staff.

Aetasa said there was a need to integrate a stronger

training component within adult basic education since it would make training relevant to peoples life experiences and needs.

Government's main policy framework for transforming education is contained in the Department of Education's White Paper on Education and Training.

It supports the view that education is a basic human right, lifelong learning and training of good quality should be a goal, equal access to education for all, a special emphasis on redress and an improvement in the quality of education.

Previous education policies had left "a horrendous legacy", which reflects that 29% of the population is illiterate and 53% live on less than R301 a month.

Hard to study after a 2-hour trudge to class

By EDWIN MAIDU

Women and young schoolgirls are among the most adversely affected people in society and often bear the brunt of the harsh spin-offs of poverty, especially in education, according to the SA Human Rights Commission.

The human rights body has heard from scores of women and girls who face enormous obstacles as they battle to keep the doors of learning open.

According to submissions, school fees were expensive, and many parents did not know of their right to apply for exemption from the governing body of the school, or of their right to appeal to the head of department.

Many parents such as Ellen Motlakhana have asked the Commission what her should do family if the school barred her children because of non-payment of fees. Another parent, Emily Lebakeng, said that by explaining her financial circumstances to school authorities, she was able to ensure her children were not denied an education.

A number of people highlighted the shortage of schools within reasonable walking distance, as well as the lack of subsidised transport.

"We have a problem of our children attending school far away. They walk something like seven kilometres on foot and that is affecting their education.

"We need more schools so that our children can be nearer to education," said Adam Dichaba, of Bloemfontein. His own daughter spends four hours a day walking to and from school.

"A child cannot do this for so long. She is always tired," he added.

Poor school facilities had also impeded learning conditions, the commission heard, with the lack of electricity, adequate water and toilet facilities in schools referred to in a number of submissions.

The commission has compiled a dossier of case studies on how poverty impacts on the lives of South Africans in a variety of ways and is to come up with resolutions that are in line with global trends to deal with them.

School poverty data to help set up system

BD 17/5/99

Govt's attempts to bridge the gap in unequal education funding will inadvertently harden class lines and, to some extent, polarise racial groups in the short-term, says **Primarashni Pillay** (50)

PROVINCIAL education departments are at various stages in organising poverty surveys of their schools to implement a new funding system next year.

The new system, which is aimed at achieving equity, entails provinces dividing their schools into five categories of wealth. The poverty level of the community which the school serves, as well as the facilities of the school, will be assessed.

Thereafter schools will be subsidised on a sliding scale.

The poorest schools will receive higher subsidies than wealthier schools, which are expected to raise funds to supplement their government subsidy.

Parents are not compelled by government to pay school fees, but it is an option open to school governing bodies who may set the fees.

The new policy provides a mechanism for exemptions for parents who cannot afford fees.

An likely consequence is a fee increase at schools serving relatively wealthy communities, should parents want to make up the shortfall and preserve standards.

A fee hike could result in black pupils attending these schools moving back to township schools, thereby dismantling racial integration. It could also result in a hardening of class lines between them and their colleagues who can afford the fees.

Education analyst Salim Vally and Siphon Seepe, research professor at the University of Venda, argue that SA already has a differentiated education system based on class.

SA's public schools consist of ex-Model C schools, township schools, rural schools and former Indian and coloured schools.

The long-term aim of the new policy is to allocate budgets to schools and to train governing bodies to manage schools. It is expected that ex-Model C schools, which already manage themselves, will be among the first to be granted additional powers to become self-sufficient.

Such governing bodies already have a strong skills base and are some way down the line towards achieving financial self-sufficiency.

For Linda Chisholm, Professor of Education at Natal University, government appears to be trying to "please all people ... by offering protection to (ex-Model C) schools that are able to mobilise resources".

Simultaneously, government is attempting to upgrade other schools to the level of ex-Model C schools.

She believes "education is reflecting what is happening in the rest of society". She says schools are "reproducing a new social order divided along class lines."

On the other hand, black pupils who return to township schools could become alienated from other racial groups.

Seepe says "black parents do not take their children to Indian, coloured and white schools because they want their children to be there, but because there is discipline there and the system works".

Returning to township schools would not be detrimental to these pupils, says Seepe, as the schools will be being upgraded. Parents will be forced to take an interest in their children's schooling.

He supports the principle of wealthier communities contributing more towards education.

However, he also argues that school governing bodies could dis-

criminate against parents who cannot afford the fees.

"No principal would want to run his school at a deficit but people need to check on this type of discrimination," he says.

Seepe agrees that racial integration would be affected but argues that there "are not enough whites in the country to be integrated with blacks and a majority of schools will always be black".

Vally, too, views the policy as positive as "it is weighted to favour the poorer communities", but still argues that the move towards self-managing schools could enhance class divisions.

Schools would become "cost and budget centres and school governing bodies would become glorified fundraising bodies", Vally says.

"This will lead to the marketisation of schooling. People who can afford higher fees will go to schools with better resources," he says.

He says also that government will play a corporate role and education will become a commodity to be bought and sold.

"There will be competition for the highest bidder," says Vally.

Trevor Coombe, deputy director general of systems and planning in the education department, agrees that the department has inherited a "multi-tiered" school system which cannot be easily brushed aside.

He says the school system represents income inequalities in society.

Coombe says that during the categorisation of schools, there could be anomalies which must be taken into account.

"If a school is wrongly categorised it can appeal and there will be corrective measures," he says.

School subsidies to be based on wealth — MEC

Primarashni Pillay

(50)

FORMER Indian and coloured schools serving relatively wealthy communities could expect a smaller allocation of funds from the Gauteng education department next year, education MEC Mary Metcalfe said yesterday.

However, schools serving poorer communities would receive a larger allocation of funds, and former model C schools would also benefit.

This move is in line with government's new policy on school funding, which requires provinces to divide schools into five categories based on wealth.

From this, schools would be subsidised on a sliding scale. The poorest schools serving the poorest communities would receive the most funding.

Wealthier schools serving wealthy communities would receive less funding, and would be expected to make up the shortfall. However, the payment of school fees was an option open to school governing bodies.

Metcalfe said that a poverty survey was made of the province's 2 000 schools and their communities.

Aspects like the type of houses people lived in and access to water and electricity were taken into account.

She said the redirecting of funds to poor schools would mean black schools were not the only beneficiaries. "A poor white school in a poor white community would benefit."

Metcalfe's department at present pays only the salaries of teachers at former model C schools, which to a large extent serve disadvantaged pupils. These schools would receive 5% of available funds in the department's budget.

Former Indian and coloured schools are funded on the same level as historically black schools; the department provides textbooks and stationery and settles their capital and operational costs.

Metcalfe said that a lower allocation to these schools could result in a fee increase for parents, should they want to supplement the basics that would be provided by her department. "We are working on the principle of equity," she said. "There are limited resources. Children of the poor need to be subsidised more than children of the less poor."

Metcalfe said there was widespread consultation on the policy. "Race does not feature as a criteria, but the wealth of a community does."

Mbali Mbuli, project manager of school funding in Gauteng, said governing bodies which had the required financial skills would receive the allocation from the department, but those that lacked those skills would receive training while the department administered the funds.

DD 17/5/99

Microlenders angry at Usury Act move

(50)
THE Association of Microlenders (MLA) responded negatively to the latest reports on proposed legislation to repeal the Usury Act. The MLA says the general content of the Bill comes as no surprise but it is being forced upon the industry too quickly and without final consultation.

The MLA will resist certain aspects of the Bill "even if it means appealing to the Constitutional Court", says Flip du Plooy, executive head of the MLA. "We do not only have a responsibility to our members and their employees but also to about 50 000 households. If the Government is allowed to proceed it could result in unemployment for about 150 000 people and a negative effect on the economy amounting to R15 billion.

"The legislators say the Act is aimed at protecting consumers but it is playing into the hands of unscrupulous money-lenders. Microlenders currently operating in a clean and legal manner could be forced underground.

"The MLA, Reserve Bank and Department of Trade was making progress solving problems the microlending industry is facing."

Souetan 17/5/99

Metcalfe to address pupils on pregnancy

Sowetan 17/5/99

By Saint Molakeng

GAUTENG MEC for education Mrs Mary Metcalfe is expected to visit Reasoma High School in Soweto today to address pupils after she had apparently failed yesterday to convince parents to accept a pupil who has a new-born baby back to school.

Metcalfe told the 500 emotional parents that denying schooling to a pregnant pupil violated the Constitution and Schools Act, but they were adamant that the school's policy had maintained discipline at the school.

Pupils have been boycotting classes since last Tuesday when Mpho Molefe, an 18-year-old Grade 12 pupil who pupils did not want at the school because she has not served her suspension for having become pregnant last year, returned

to the school.

Metcalfe noted the moral stand that informed the policy, but she pointed out that the Constitution outlawed discrimination on the basis of pregnancy.

"Discipline is bigger than pregnancy in schools," Metcalfe said. But most parents wanted Mpho at home.

Reasoma High School principal Ms Smileth Ntutela recounted inconveniences that pregnant pupils caused teachers and pupils.

A teacher claimed that Mpho had last week come to school wearing jewellery, which is barred by another school policy.

"Later other pupils were putting on boots and jewellery. We have had married pupils leaving their rings at home," said the teacher.

Although the students' representative council respected the education department's ruling, it feared that it would no longer be able to tell pupils not to wear jewellery because they would argue that it was their constitutional right to do that.

"The matter is above us and is frustrating us," said a student spokesman. "We may as well let pregnant children decide whether they return to classrooms. As parents we have no say," said one parent.

Other parents said it was unwise to have Mpho at school because she had become an "enemy of the school" and might be victimised and bullied.

Mpho's adoptive mother Ms Rachel Fakude apologised to parents, saying she had not been aware of her daughter's pregnancy.

Little time devoted to teaching — study

BD 20/5/99
Primarashni Pillay

(50)

SOME schools have on average received only 21 days of teaching out of 191 school days, a damning government investigation has revealed.

The report, commissioned by the education department's teacher development centre, was presented at a conference in Vanderbijlpark yesterday.

The probe at 250 schools countrywide found that on average, 170 days were lost. The time was taken up by registration (9 days), a "slow start" to school terms (11 days); pay days (10 days); exam preparation (9 days), writing (22 days) and marking (36 days); union meetings (10 days); strikes (7 days); memorial services (12 days); athletics (8 days); music competitions (8 days); district and regional meetings (5 days); and other activities.

The report also said teachers showed poor understanding of the subjects they taught. "In some topics they know little more than their students."

In terms of pupil assessment, most questions asked involved data recall. "Incorrect answers are frequently not corrected and almost never used to develop conceptual understanding." Pupils hardly ever wrote or read and there were few books available. "The researchers suggest that teachers avoided using textbooks because they do not have content knowledge or the reading skills."

The report stresses that the findings cannot be generalised and that improvements have started.

Stephané Bothma

PRETORIA — The agriculture department will not give any consideration to a planned multimillion rand baboon abattoir outside Warmbaths unless all requirements set by animal welfare organisations were fulfilled, the National Council of the Society for the Prevention of Cruelty to Animals (NSPCA) said yesterday.

Details of the planned project, which will see the canning of baboon meat and the manufacture of polony, salami and rib from primate meat, have caused a major row and animal welfare organisations claim the project is likely to result in the "massive slaughter" of baboons without justification.

Baboon polony unlikely prospect

(70) BB 21/5/99
"The national department of agriculture assured the NSPCA that it had no knowledge of the planned abattoir and that under no circumstances would official approval even be considered unless protocols had been presented to them which would have to include the welfare of the baboons," NSPCA executive director Marchelle French said.

The abattoir is being planned by Tswene Holdings whose CE Hector Howard-Fulton hopes to market the export of baboon meat to Central Africa and Eastern Europe, while

teeth, hands and nails will be exported to Asia for sexual stimulants. Local sangomas have also shown an interest in baboon skins and hands.

The Warmbaths development initiative has given its support to the project, claiming baboons were a plague in the area and the project would create jobs to alleviate the 60% unemployment rate.

The Warmbaths tourism authority expressed concern yesterday about the bad publicity the abattoir had created for the Northern Province town which relies heavily

on tourism for its existence.

Although no details of the capacity of the abattoir are known, sources have speculated that to ensure the viability of the project, 250 to 300 baboons would have to be slaughtered a day, resulting in the deaths of 65 000 primates each year.

The NSPCA said it opposed the proposed abattoir and that it was the organisation's understanding that only so-called "problem" baboons would be slaughtered for commercial gain.

"No consultation took place with

animal welfare prior to the abattoir becoming a fait accompli and the method for identifying 'problem' baboons has not been stated," French said.

"Methods of capture or trapping, transportation, holding in captivity and restraint prior to slaughter have not been specified and could contravene the Animal Protection Act."

She said the NSPCA had grave concerns regarding the sustainability of the operation if it were solely for "problem" baboons. The venture had the potential to encourage the capture of baboons simply to fill the facility's quota.

The NSPCA said that when it first learnt about the planned project, it thought it was a joke.

Report points out school imbalances

BD 21/5/99 (70)

A paper on education across the country released this week paints a shocking picture, but provides the basis for the changes SA needs, writes **Primarashni Pillay**

SA SCHOOLS need to put in place teacher development programmes to close the gap in the quality of teaching, says the report of the President's Education Initiative Research Project.

The investigation into 250 schools focused on teaching methods, reading and pupil assessment.

The report, which was released this week, highlights the fact that in some schools only 21 days of teaching takes place out of 191. The time lost is spent on late pupil enrolment, teachers attending memorial services, union meetings and taking time off on pay-day.

Teachers also show a poor grasp of the subjects they teach and there are not enough textbooks.

The report says that despite the education department introducing impressive frameworks, there is "institutional malfunctioning" in all parts of the education system.

Several teacher development programmes are already under way.

The report recommends strengthening management at all levels. Also, preservice and in-service training programmes for teachers should focus on the development of sound conceptual frameworks, it says.

While the report highlights a multiplicity of problems, commentators say these cannot be resolved in isolation.

Education analyst Salim Vally argues that teachers may not be the only ones responsible for the malfunctioning of the system. He says the blame extends to managers and officials at various levels.

Vally says the underlying reasons for teachers staying away should be considered. "It could be a conflict about control over teachers as well as their working conditions, job insecurity and classroom overcrowding. If they are staying away there must be something that makes them unhappy."

John Pampallis, head of the Centre for Education Policy Development, agrees that the problem of time wastage at schools is unacceptable. He says this can be dealt with through a combination of better management and a change of attitudes at schools.

Last year teacher unions and the education department signed agreements on job descriptions and workloads.

In addition, the recent establishment of the

SA Council of Educators requires teachers to adhere to a code of conduct.

However, it is difficult to enforce these agreements in the absence of mechanisms, says Pampallis. "It is difficult to enforce discipline when you're at war with the unions. There has to be co-operation between unions and the department" to get the system working, he says.

Vally argues that the solution is not to return to the "traditional ways of authoritarianism". He says there needs to be democratic interaction between officials, principals, teachers, parents and pupils. "Wielding a big stick is not a wise approach."

For Vally and Pampallis making more textbooks available is urgent and more money needs to be made available for this.

Pampallis says the department needs a two-pronged approach to the problem of teacher training: "Teachers' skills need to be beefed up. One must not expect too much from them, but focus on the basics."

Benchmarking the knowledge and skills that certain grades should have would be a good way of pointing out what pupils should know at a certain level.

If teacher training is targeted at primary school level, as well as at other levels, it will contribute to boosting the performance of pupils in matric.

Khetsi Lehoko, a chief director in the education department, says the findings of the investigation will allow the department, along with the provinces, to place emphasis on areas of the curriculum which need attention.

He says the findings have shown that capacity, expertise and resources in provinces and schools vary.

Lehoko says it is not just the new curriculum which needs dedicated teachers. "Many pupils in the next five years will still be taught the old curriculum," he says.

According to Lehoko, the building of a new professionalism for teachers hinges on new ways of supporting teacher learning and development and rekindling a passion for the teaching profession.

The report has confirmed that the system is fraught with problems. The department now has no excuse but to act on the issues, even it means taking unpopular decisions.

Pregnant teens present dilemma for schools

ARGUS CORRESPONDENT (70)

ARG 24/15/99

Johannesburg – The growing problem of teenage pregnancy is putting South African schools to the test.

A recent uproar at a Soweto school when learners stayed away from classes for a week refusing to share classes with a young school-going mum illustrates the problems.

Mpho Molefe, 18, a pupil at Reasoma Secondary School disobeyed the school's long-standing policy that pregnant girls, and the boys who are responsible, had to forfeit the rest of

the academic year.

Ms Molefe's parents contacted the Department of Education which ordered that she be reinstated because her suspension violated her rights to basic education.

Even though everything has gone back to normal, Reasoma's principal, Smileth Ntuntela is worried that discipline and moral values are compromised by allowing pregnant pupils to be part of the school.

Mary Metclafe, MEC for Education in Gauteng said: "Our constitutional issues need to be debated, understood, and translated into practical action by

people within our institutions who bear responsibility for defending the constitution.

"It is important that the school's policy needs to be reviewed not only because of the case of regarding Mpho Molefe, but because the current policy as it stands in relation to any pregnant learner needs to be reconsidered."

Teenage pregnancy is increasing and so are the number of pupils who drop out because of the stigma attached to being pregnant and still at school.

Pretoria's Hospital School for pregnant girls was opened about 15 years

ago. This school caters for those pupils who still want to continue with their education in an environment where their situation will be accepted.

Principal Rina Van Niekerk said: "There is a high drop-out rate of teenagers who cannot take the pressure exerted on them by other learners and the school system. Pregnant schoolgirls go through a rough time as they are victimised and embarrassed. Most teenagers choose to drop out rather than face the music. At 'normal' schools they do not get special academic assistance and teachers also discriminate against pregnant pupils."

The lesson education policy has to teach us

(50)



The School Register of Needs (1996) indicated that most schools in the country did not have running water, flush toilets, electricity or telephones.

see 2-8/5/99

By Hersheela Narsee

WITH the elections imminent, it is perhaps appropriate to look over the past five years and reflect on the performance of the Government in the field of education.

An important question to ask, given the massive inequalities inherited by the African National Congress (ANC) Government from the apartheid era, is who has benefited, if at all, from the new education policies put in place over the past five years.

The observations of the Centre for Education Policy Development suggest that the quality of education for the more privileged groups has not deteriorated on the whole, although it has become more expensive for parents.

The Government faced enormous problems when it took office in 1994. The inequalities inherited were enormous. As late as 1992, for example, the apartheid government spent about R4 694 per white child, R3 959 per Indian child, R3 231 per Coloured child and only R1 775 per African child.

focus initial efforts at the systemic level: developing new policies and legislation, and reorganising the 19 education departments into a single system with one national and nine provincial educational administrations.

In the latter part of the past five years, the Department of Education has begun to pay some attention to the management weaknesses of provincial administrations and to develop national systems for coordination.

Some key policies and legislation have been developed by the Government to effect the principles of equity, redress and quality in education.

These include:

- The South African Schools Act, 1996: This represents one of the key pillars of our new education system. It created a single public school system based on the principles of equity and democracy.

Because the state did not have the resources to provide an adequate level of educational quality for all, the Act also allowed schools to raise additional funds by setting and charging fees.

- While this does bring additional funds into the school system, it also exacerbates inequalities between schools in rich and poor communities.

- Norms and standards for school funding and the educator provisioning norms: These provide for shifts in non-personnel expenditure to the poorest schools and the new educator norms facilitate a more equal distribution of teachers.

The policy on school fees offers some protection to poor parents (irrespective of race) who cannot afford high school fees in more affluent schools.

- Curriculum 2005: This aims to shift the focus away from rote learning and an irrelevant curriculum, to a curriculum framework that is based on the needs of a modern, democratic South African society.

However, inadequate in-service training and the shortage of teaching and learning materials have hampered implementation.

- The Higher Education Act: This brought about significant policy changes in higher education, and lays the framework for improved governance at institutional level.

In spite of this, though, most historically disadvantaged institutions find themselves in deep crisis. Resolving these problems through the reorganisation of the higher education system remains one of the priority problems facing the Government in the next five years.

- Further Education and Training

The School Register of Needs (1996) indicated that 24 percent of schools in the country did not have water within walking distance, 66 percent of schools did not have flush toilets, 57 percent of schools did not have electricity and close to 50 percent of schools did not have telephones.

Quite clearly, significant additional funds were needed and these were not readily available from a cash-strapped treasury facing demands from all sides.

In addition to the physical backlogs in education, the new Government had to deal with the problem of reorganising and rationalising 19 racially and ethnically fragmented education departments.

Many of the departments also had poor administrative infrastructures and a severe shortage of managerial skills.

In the face of these overwhelming problems, the Government chose to



RALLY
to READ

Financial
Mail

pm 28/5/99

COMING TO THE AID OF SA'S FORGOTTEN CHILDREN (70)

A little goes a long way in schools where nothing is a way of life — and death

They've no books, no pens, no paper, no electricity, no toilets, and precious little hope of a prosperous future. It's a common picture among SA's rural schoolchildren.

But no parents? At Halambu School, northwest of Ndlongwane in the heart of Zululand, the Aids epidemic has turned many of the children into orphans. In a region where deaths now exceed the birth rate, a growing number of children are living in homes with no adults. While the local community does its best to provide these children with food and clothing, the school is their family.

The social tragedy in Halambu is in dramatic contrast to the area in which it is taking place. The village lies in a spectacular Drakensberg valley. The school, huts and other local buildings are dwarfed by cliffs and huge mountaintops. It's the sort of scene dreamed of by picture post-card producers.

When a group of 20 visitors drove down into the valley earlier this month, there was no obvious sign among the Halambu School children of the despair one would expect to find in such a situation. Quite the

opposite. The visitors — part of the 1999 Rally To Read project to bring books and teaching materials to rural schools around SA — were overawed by the optimism of children, teachers and community leaders.

Hundreds of people turned out to welcome the visitors. There were speeches, songs and even ballroom dancing. The gratitude was almost overwhelming.

It was a scene played out in nearly 50 rural schools around SA on the weekend of May 8-9. Convoys of four-wheel-drive vehicles spent the weekend delivering educational materials to schools in the Nkandla area of Zululand, the mountainous Mpumalanga region between Badplaas and the Swazi border, and Clanwilliam/Cedarberg in the Western Cape.

The Rally To Read is a joint venture between the FM, McCarthy Motor Holdings and the Read Educational Trust. The aim is to provide English reading skills to rural schools in some of SA's most far-flung regions — schools which, through no fault of their own but because of their location, have fallen through the cracks in SA's over-burdened educational system.

Schools are provided with box libraries

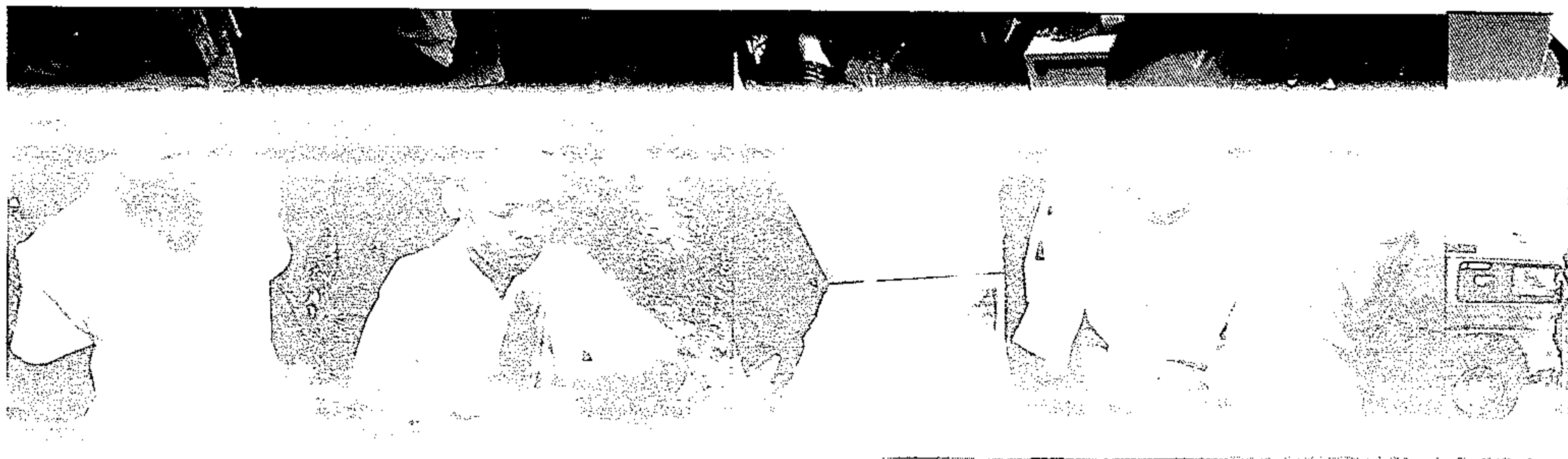
containing English books. Since many of the teachers are themselves under-trained, Read

teaches them how to use the books and conducts ongoing on-site training and monitoring. Why English books? According to Read, that's the language children need for the best hope of a productive future. According to one educational official in Zululand: "With only Zulu, a child here can become a herdbooy. With English, he has a chance of something more."

In the Western Cape Rally area, too, where Afrikaans is the main language, teachers say English is vital for children wanting to go further afield for secondary and tertiary education, and employment.

As studies have found, most rural schoolchildren have a reading age far behind their actual years. Little wonder that if they are lucky enough to progress beyond primary school, few have the reading skills to cope with high school.

What sets Rally To Read apart from other educational projects is that sponsors see at first hand how their money is spent



Praying... for an education. Scenes from the 1999 Rally, from left to right: Deep in prayer in Zululand; delighted with the new books, in Mpumalanga;



Tough . . . this section of the Western Cape route is typical of the terrain covered by the three Rally To Read convoys

and why it is needed. Many of those who contributed towards the books and training, helped deliver them. Donors, many of them with their families, joined the convoys for an expedition into areas they would not normally visit. The conditions under which rural children are supposed to learn, was an eye-opener for everyone.

How some of these schools continue to operate is remarkable. With no teaching materials, up to 80 to a class, and often demotivated teachers, little is done to encourage education. How does government expect excellence when teachers and principals are allocated to schools hundreds of kilometres from their home, without consultation or support? The principal of one Zululand school lives a three-hour drive away, and a senior woman teacher has to hitch-hike 40km along dirt and forest



a school welcoming party in the Western Cape

roads to school every Monday, sleep on the floor of a hut during the week, then hitch-hike back to her lodgings on Friday.

Thus, when a school has nothing, a little generosity goes a long way. A few thousand rands in books and teacher training may not sound a lot in the greater scheme of things, but it's the only hope some communities have for their children.

It's also practical. At one school, Rally To Read visitors were proudly shown a batch of old computers donated by a company. The computers had been gathering dust for months. The village is an hour's drive from the nearest electricity supply.

The response from business and individuals for the 1999 Rally To Read was outstanding. Our target was R600 000. We reached R800 000. In addition to the books and training, some companies found other ways to support the project. Recognising that many schools lack writing paper, Mondi donated tons of paper to be delivered in huge rolls. Beacon Sweets provided plenty of its products to be distributed among the schoolchildren, and the Bright Kids education company gave maths teaching products. Ever innovative, Old Mutual sent along bags packed with cricket equipment.

In all, 231 people took part in the 1999 Rally To Read, driving 79 vehicles and visiting 42 primary and four high schools. Although they crossed some of SA's most rugged country, they did so in style. Off-road experts led the expeditions, and the Saturday night was spent in comfort. The Mpumalanga participants slept in comfortable pine cottages in a local nature reserve, the Zululand brigade stayed at Shakaland, and the Western Cape party were put up in a tented camp at Kromrivier in the Cedarberg wilderness area.

Although the expedition is over, the 1999 Rally To Read isn't. The organisers, through the Read Educational Trust, will continue to train and monitor progress at the schools. They are already planning the 2000 Rally, which they plan to extend to more provinces. They hope the awareness created by the Rally will encourage participating companies to continue their involvement in other ways. A number have already indicated they will do so.

SPONSORS

Support exceeds target

Business and individual response to the 1999 Rally To Read was outstanding. We set a target of R600 000 but thanks to the generosity of supporters, we finished with nearly R800 000. The extra money was all used to provide additional books and training support to the schools.

In addition to the co-ordinators — the FM, McCarthy Motor Holdings and the Read Educational Trust — the following were sponsors of the 1999 Rally To Read.

Altron
 Andersen Consulting
 Billboard Communications
 Castrol SA
 DG Murray Trust
 Dunlop Africa
 Eculine SA
 Ernst & Young
 Fedsure Foundation
 Imali Capital
 Investor's Guide
 LandRover SA
 Liberty Life
 Lovemore Bros
 LTA
 Mako Inflatables
 Mercedes-Benz SA
 Midlands Marketing
 Mitsubishi Exports
 Mondi Gauteng
 Mondi KZN
 Morkels
 Mortimer Harvey & Associates
 Nissan SA
 Old Mutual
 Pick n' Pay
 Q Data Consulting
 Rand Merchant Bank
 Rennie's Travel
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 Telkom
 Tongaat Hulett
 Toyota SA
 Transnet
 Vodacom Group
 Wesbank
 Clare and Rory Wilson.

Facing the challenge of reforming system

Teachers unable to interpret new curriculum, writes Erica Webster

DB 3/19/09 Page (70)

GOVERNMENT has put an impressive legislative framework in place to reform schooling, but progress towards achieving these goals is severely hampered by institutional malfunction in all parts of the system, says Nick Taylor, executive director of the Joint Education Trust.

"No one part of the massive and complex web of interlocking institutions that together comprise public schooling can be reformed on any lasting and replicable basis unless all the main systems are simultaneously strengthened."

Taylor says one of the most important factors inhibiting reform is the lack of information about learning outcomes.

"In the absence of benchmarks at regular intervals, schools and teachers are left with no measures of accountability and no standards to aim for.

"Instituting systemic assessments at grades three, six and nine recommended in the education department's assessment policy, must constitute one of the most urgent priorities for local education."

Taylor says it is imperative that the status of pupil learning is established at all levels, particularly at the foundation phase where there are signs that literacy and numeracy are not being adequately taught.

He says there is a need to construct learning programmes that strike a balance between the high level learning goals set by Curriculum 2005 and present

conditions in schools.

Mary Metcalfe, MEC for the Gauteng education department, says Curriculum 2005 is what many people have been asking for: a complete transformation of approaches to teaching and different components of the curriculum.

"However, much work needs to be done to develop teachers and materials. The principles are appropriate and exciting, but the challenge is to continually evaluate the processes of implementation to see how we can do things better."

Taylor says teachers often exhibit a poor understanding of the subjects they are teaching and in some topics know little more than their students.

At best they have a procedural grasp: knowing what to do without understanding why it works. The result is frequent mistakes and an inability to apply procedures to new situations, he says.

"Evidently, these problems are not the fault of the teachers but the consequences of their own education and background. They represent one of the most damaging legacies of apartheid."

Because of these shaky conceptual bases, Taylor says, teachers are not in a position to interpret the broad outcomes of Curriculum 2005 into appropriate learning programmes, nor to implement the sophisticated approach to real world knowledge advocated in the new curriculum.



The welfare department funds some crèches

Shock findings on education spark probe

LINDA VERGNANI
CONTRIBUTING EDITOR

The Government has promised to review and improve Curriculum 2005 after a report which showed teachers had serious problems interpreting the system and, in some instances, were not even teaching pupils how to read.

Khetsi Lehoko, chief director of further education and training, said that in future the Department of Education would provide teachers with more detailed guidelines on "what they are expected to teach and what learners are expected to master".

The department will also appoint a committee of international and local experts to review Curriculum 2005 and "see whether we are on the right track". The review committee will help the department in making "necessary adjustments" to Curriculum 2005.

However, Mr Lehoko made it plain the department would go ahead with implementing Curriculum 2005 in grades three and seven next year. Mr Lehoko was responding to the

shock findings of the President's Education Initiative Research Project, released recently, which revealed enormous problems.

Based on 35 studies in 250 schools, the research was commissioned by the Department of Education's Teacher Development Centre and managed by the Joint Education Trust.

A book on the research findings, *Getting Learning Right*, concluded that in many schools "what students know and can do is dismal".

By the end of the foundation phase, many children had not been taught to read. The majority of learners in grade four had limited knowledge of how the number system worked beyond two digits. Few teachers used textbooks and the reason was probably "because they do not have the content knowledge or reading skills to use these books".

The "most worrying observation" was that many teachers were unsure as to whether reading was specified as an outcome of Curriculum 2005. Because of this, some teachers were not teaching reading.

Mr Lehoko said there was something wrong when teachers said they were not expected to teach learners to read and write.

However, the department accepted there was a "problem" in the way it had written policy documents on Curriculum 2005 and outcomes-based education, so it would rewrite them.

"We will write it in language that teachers can understand. We can't make it difficult for teachers to do their job," said Mr Lehoko.

The Government also would provide more textbooks and resource materials to enable teachers to implement the curriculum.

Mr Lehoko said teacher development was critical and there was a need to "rekindle a passion for teaching". The department would continue using the services of non-governmental organisations to do in-service teacher training, but would expect proof in future that the training led to an improvement in pupil results.

Mr Lehoko said teachers, like all civil servants, should be held accountable for performance in their schools.

Part of the detail the department intended giving teachers was showing how much time should be given to subjects like writing and arithmetic.

Penny Vinjevold, co-editor with Nick Taylor of *Getting Learning Right*, said research showed that poorly trained and unsophisticated teachers had neither the experience nor the time to design their own materials and curriculum.

Ms Vinjevold, an independent consultant, said that because the curriculum did not detail specific academic goals which pupils had to reach, children were not achieving required literacy and numeracy levels.

Johan Muller, professor of education at the University of Cape Town, said the research proved the curriculum had to be more explicit about what children should be taught.

"What is necessary is systematic benchmarking - setting standards for the various phases and testing whether pupils meet them."

Professor Muller said it was essential that core materials be provided for every phase of teaching.

50
ARC 1/6/99

Tackling the weaknesses in education

Rich and poor should be told just what must be done to improve things, writes **Themba Mhambi**

(50) BD 8/6/99
FOR some reasons, print media discussion and debate on school education in the past five years have obscured rather than clarified the achievements and challenges of the transformation of the system. One of the reasons is that discourse is quite often pitched at an intellectual level, far removed from the masses upon whom the changes impinge directly.

An unfair result of this, particularly for those engaged in the transformation of the school sector, is that some of our people are poorly informed about key policy developments in this area.

Not hearing about new policies would in itself not be a problem if we did not have the levels of poor or nonimplementation we currently have. Thankfully, definite change is at hand, for the ANC-led government has clearly identified weak delivery as a factor which has conspired against most of the population experiencing the significant changes that have taken place in the past five years. The ANC has therefore emphasised the fact that, as it promised in 1994, it has transformed our society; what remains to be done is to further improve implementation and delivery.

However, even as we stress the need for an implementation and delivery programme that has more impact, it would be naive to expect the transformation to change people's lives radically within five years. National Party brigandage took 46 years. It could not be completely undone in only five. It is important for the elite and the working class, the owner of the top of the range vehicle and the woman who sells vetkoek at that street corner, to know what processes and systems have been put in place to eradicate the inequalities and denial of opportunity experienced by those formerly oppressed.

One cannot overemphasise the magnitude of the challenges faced by both government and ruling party communicators.

Specifically, how does one simplify the nuances of policy into easily digestible communiqués?

Where education is concerned, the public must be told that all children between the ages of seven and 15 must go to school. If they are not at school, the parents must explain why, or the police must arrest them. That is compulsory education.

Parents must be told that no child may be refused education simply because they cannot pay school fees. Fees will now depend on the salary of the parents. If they do not work, or earn too little, the education will be free.

Tell them that there is still some debate about whether the government must give free education even to those people who have good jobs and earn good salaries.

New education board launched

By Victor Mecoamere
Education Correspondent

A NEW 25-member National Board for Further Education and Training (NBFET) has been launched by the education ministry.

It has been established in terms of the National Education Policy Act and is expected to provide independent, strategic advice to the Education Minister on matters relating to the transformation of Further Education and Training (FET).

Outgoing Education Minister Sibusiso Bengu inaugurated the NBFET in Pretoria at the weekend and said the FET system was meant to equip students for the world of work.

National Education Department spokesman Mr Khume Kangala, said: "The Education Ministry has taken the view that FET lies at the heart of the transformation of the country's education system and that the FET sector

should provide meaningful educational experience to students at the post-compulsory phase."

Kangala said the Education Minister would determine the national policy and the norms and standards for FET while education MEC's would be responsible for the provision of FET in FET institutions under their jurisdiction as well as for the funding and administration at these institutions.

He said the NBFET was expected to advise the Education Minister on various aspects of FET, quality promotion and assurance in FET; FET policy, goals and priorities and the norms and standards in FET - including funding norms - and the terms, purpose and conditions of earmarked grants towards FET programmes.

The NBFET's other terms of reference included receiving reports from provincial advisory bodies, monitoring and reporting annually to the Education Minister on the goals and performance of the national FET system and analysing and disseminating information

about FET.

Twenty-five NBFET members have been appointed. Thirteen of these are ordinary members while 12 are on the board in a non-voting capacity.

The ordinary members are:

Dr Ryno Verster, Mr David Mashamba, Mr Raymond Japhta, Mr Glenn Abrahams, Dr Edward Davis, Mr Fritz Fourie, Ms Crescentia Mofokeng, Mr Dennis George, Dr Thamsanqa Shezi, Mr Mokaba Mokgatle, Ms Cheryl Pearce, Miss Yoliswa Makasi and Mr Bhuti Manamela.

NBFET non-voting members are:

Mr Khetsi Lehoko, Dr Peliwe Lolwana, Mr Steven Mommen, Mr Mponana Seakamela, Mr Samuel Isaacs, Mr BB Mabandla, Ms Syeeda Abass, Ms Judith Favish, Mr Brian O'Connell, Dr Mabu Mateme, Dr Thloahlane E Thoahlane and Mr Frank Ingram.

Sowetan 11/6/99

A satisfied Bengu leaves a string of reforms in place

Democratic SA's first education minister steps down this week firmly of the belief that he has helped transform the education system, writes Primarashni Pillay

WHEN Education Minister Sibusiso Bengu was a young schoolboy, he lied about his age to get into a teacher training college, instead of going to high school.

Being three years under-age at the college, he had to endure the humiliating taunts of his colleagues about his young body while taking showers. "They used to say this is a small boy who has not yet come of age," he recalls with a chuckle.

But Bengu was determined to succeed, and he graduated from the college with two teaching certificates.

The same determination saw him become the first education minister in the democratic SA.

The son of a pastor in the Lutheran Church, Bengu was born in Kranskop in KwaZulu-Natal. He matriculated in 1957, but was denied admission to Wits and Fort Hare universities, because of the prevailing racist legislation.

He completed an undergraduate degree at the University of Zululand, and went into teaching. In a move which he now describes as a turning point in his life, Bengu registered for a masters degree with Unisa.

"I was researching the history of the Eastern Cape, and was trying to link it to the history of the whole country. I was unaware that my professor was trying to use me to prove that Sir Andries Stockenström, a Norwegian (and governor of the Cape under British rule) who founded the treaty system, was responsible for the apartheid system and not the Afrikaners."

Bengu says the professor subsequently rewrote his thesis, and promised that if he agreed to it, he would be awarded his masters degree.

However, Bengu rejected this, and went on a scholarship to Geneva, where in 1974 he obtained a doctorate in Political Science.

He returned to SA and continued teaching until 1991 when he was appointed rector of Fort Hare University.

Bengu says that when one of his former colleagues in Geneva heard that he had been offered the job of education minister in the African National Congress government in 1994, he advised him against taking up the post.

"The professor said I should resist going into the first government of a free SA as it would collapse and I would be destroyed. He advised me to wait until the second term of the government before getting involved."

In retrospect, Bengu says his



Outgoing Education Minister Sibusiso Bengu had to unite 17 education departments into one.

decision to take up the post was right: SA's first democratic government did not collapse as many had predicted.

Bengu, who steps down from his position this week, believes his ministry has laid the foundations for the transformation of the education system.

As education minister, he had the unenviable task of uniting 17 racially divided education departments into one. He had to dismantle old, unjust apartheid laws, and replace them with new and fair legislation. He also had to tackle the backlog in classroom shortages.

In the midst of all this, Bengu had to ensure that pupils continued receiving a decent education, and that the system did not come to a standstill.

Despite education receiving the lion's share of the national budget over the past three years, the money has clearly been inadequate to resolve all the problems that haunt the system. To disadvantaged pupils and critics, Bengu appears to have done almost nothing to bring about tangible change.

Some even see the education system as being in a crisis.

Others, however, view the system as being in transition, and acknowledge that the ministry is struggling valiantly to give birth to a new system that serves the needs of the majority.

Bengu says one of his wishes is that SA had more resources to tackle education backlogs.

Bengu says one of his accomplishments has been to set up a new, single national education department, in spite of severe budgetary constraints.

The exercise entailed creating new structures to administer education in SA.

"It took us a bit of time to do this," he says, adding that passing the SA Schools' Act was another major accomplishment.

"The act means that we are getting pupils to have maximum access to schooling. We introduced compulsory education for children between the ages of seven and 15."

More importantly, the legislation opened up schools to all racial groups and gave school governing bodies the right to administer schools.

Bengu is confident that schools are well on their way to integration and attributes the few cases of conflict that have arisen to "natural problems".

As Bengu speaks, his hands tremble noticeably, even when he puts down a glass.

This is probably a consequence of the stroke he suffered in the early days of his term of office. He says the stroke was caused by the lack of exercise and the pressure of the job.

He says that on several occa-

sions in 1994 he instructed a senior official in his department to prepare information on the education budget, which was to be presented to Parliament.

The official ignored the instruction and the deadline he had been given for the information. He also defied Bengu's orders repeatedly.

Bengu then suffered the stroke. This turn of events, he says, was used by the media to call for his ousting.

Bengu concedes, however, that one of his ministry's failures was that it could not provide the 10 years of free school education promised by the ANC in 1994.

"We were advised by international experts that we could not do this without causing a collapse in the system because of the massive gap between the rich and the poor," he says.

One debate that rages to this day among education analysts is that the ministry blundered by allowing a large number of teachers to take voluntary severance packages two years ago. The packages were offered by government as part of its efforts to rationalise the public service.

About 15 400 teachers accepted the packages, taking with them much-needed expertise and experience. Analysts say this should never have been allowed to happen.

Bengu says he "won't say the granting of voluntary severance packages was a failure, but it is an issue that has stayed with us to the end".

He has also been accused of being too lenient with unions.

There is also a serious lack of discipline among some teachers, resulting in Deputy President Thabo Mbeki accusing teachers last year of being lazy.

Bengu, however, sees the recently passed Employment of Educators' Act as a solution to the problem, saying it sets the scene for the hiring and firing of teachers.

"The teacher now knows who the employer is. In the past there was confusion. We're starting to implement this law and a number of things will become clear to teachers," he says.

He says the newly established SA Council of Educators will also help resolve the problem. Teachers must register with the council and have to abide by its code of conduct.

Bengu leaves his post a satisfied man, and says he intends to write and conduct research.

"I might even pick up on my incomplete history thesis," says Bengu, smiling.

Arg 13/6/99 (50)

Tough test for Educa

Deep problems with resources, abilities and exper

Contributing Editor **LINDA VERGNANI** looks at the challenges facing the new Minister of Education

It has become "blazingly obvious" that the biggest priority facing South Africa's next Minister of Education will be to get schooling functioning efficiently, says Dr Nick Taylor, director of the Joint Education Trust.

He was among academics asked to pinpoint key education issues which need to be addressed by Thabo Mbeki's Government.

While there is speculation about who will be appointed to the hot seat of education when the Cabinet is announced, educationalists agree that whoever takes the post will face the daunting task of getting schools to deliver.

He or she will have to find a solution to the schooling shambles that still exists five years after apartheid ended.

While the democratic Government has laid a firm policy framework for an equitable, non-racial education system, the recent President's Education Initiative Research Project showed South Africa had one of the least efficient schooling systems in the world.

In some disadvantaged schools pupils are not being taught to read and are learning only the rudiments of arithmetic.

With Curriculum 2005, the country has introduced a highly sophisticated version of outcomes based education - a system that has been tried and rejected in some parts of the United States.

Generations of South African teachers, who were themselves schooled in the inferior Bantu Education system, are now grappling with how to implement vague "outcomes".

At the same time thousands of highly skilled teachers have been retrenched in the interests of budget cuts and equity across the schooling system.

I asked educationalists to identify what the next minister of education must do to get the school system running efficiently.

Firstly, they believe the appointee must combine extensive educational experience with real political clout so that South Africa's creaking school system can be reshaped to meet the needs of pupils in the new millennium.

They see teacher upgrading, a review of Curriculum 2005 and better teaching materials as top priorities.

Professor Peter Kallaway, a professor of education at the University of the Western Cape, said part of the problem was that key officials in the department of education head office were "not educationalists". Some had never taught in a classroom.

He maintained there were "deep problems around resources as well as abilities



The very beginning: Gloria Mafanga teaches grade one pupils at the Mvula Independent School in Crossroads. A recent report says

and experience of teachers in many black schools".

Professor Kallaway said the new Minister of Education would have to take "a fundamental look at Curriculum 2005", which was imposed without consultation.

He questioned how under-qualified teachers could be expected to teach something as sophisticated as Curriculum 2005.

"You are asking miracles of teachers who have come through a system that has disabled them.

"The other side of it is that teacher training is collapsing in a heap because colleges of education are being allowed to run down to breaking point and no one is making up his or her mind about what is going to happen to them.

"Who in their right minds will go into teaching in this climate where teachers are being retrenched and training colleges closed down?"

Professor Kallaway claimed the best teachers had been pushed into leaving the

system "which is the worst thing to do. You obviously can't force teachers from white suburban schools to teach in the Transkei, but you could tempt them to do it.

"For example the Government could say you teach in Matatiele for five years and we give you a retrenchment package."

He said there was evidence that by 2004 there would be a shortage of 10 000 teachers and the new minister would have to do something to attract people into the teaching profession. "It's a real crisis we are in."

Currently writing a book on the history of apartheid education, Professor Kallaway is keenly aware of the ravages the old system wrought. But he believed South Africa should follow the example of Chile, which took a "much more modest approach to reconstructing the education system" after decades of repression.

"In Chile they realised that the majority of teachers are not capable of doing anything much more than content teaching and delivery."

Professor Kallaway senior education officer careers on making them and were reluctant to curriculum.

"Maybe now that they can go back to the

Dr Taylor, who co-edited the President's Education Initiative Research Project, titled Right, says: "The problem is that we don't know to what extent it is

"From the research that a large number of children are functionally illiterate but we need to find the nature of the problem.

To do this the Government needs to do a representative sample survey of the country.

While a systematic review of the curriculum in grades three, six and nine is a top priority, the single biggest problem was a test of basic liter

Education Minister

and experience of teachers, says professor



BRENTON GEACH

crossroads. A recent report says South Africa has one of the least efficient schooling systems in the world

Professor Kallaway believed certain senior education officials had staked their careers on making the new system work and were reluctant to amend the new curriculum.

"Maybe now that the election is finished they can go back to the drawing board."

Dr Taylor, who co-edited the report on the President's Education Initiative Research Project, titled Getting Learning Right, says: "The problem is we don't even know to what extent schools are functioning.

"From the research we strongly suspect that a large number of schools are dysfunctional but we need to find out the extent and nature of the problem."

To do this the Government had to test a representative sample of schools across the country.

While a systematic assessment of pupils in grades three, six and nine was an urgent priority, the single most important task was a test of basic literacy and numeracy at

the end of grade three.

"I think we will be shocked to the core when we do that. From our research there is evidence to suggest that kids are not being taught to read and write. There is no point in looking at higher learning outcomes if that is true," said Dr Taylor.

By comparing pupils' results across schools, districts and provinces, the Government would be able to pinpoint areas of weakness and address them, he said.

The Government needed to be far more explicit about the kind of outcomes it expected in all grades and subjects. Teachers and pupils also needed proper, well-constructed textbooks for each learning area.

"The research showed teachers don't have the conceptual knowledge to make learning meaningful. They need tools, they need textbooks."

But instead, spending on books and material dropped from R895-million in 1995/96 to a low of R80-million in 1997/98, increasing to R264-million in 1998/99.

Dr Taylor said: "The problem arose because provincial education departments overspent their budgets on teacher salaries and could not afford textbooks."

He said the Government had a policy of giving 80 hours of in-service training to each teacher annually.

"But there is no way you can cope with upgrading the skills of 350 000 teachers annually when teacher training colleges are systematically being dismantled."

Whereas previously there were more than 100 teacher training colleges, Dr Taylor said the number was being reduced to about 22 nationally.

He believed it would take a generation to address the problems of "ineffective" teachers, and this was another critical issue that would have to be tackled by the new minister.

Professor Michael Ashley, professor of education at the University of Cape Town, believed the problem may be more fundamental. The consensus in developing countries was that the school system in its present form was not succeeding.

"The new Minister of Education has to think laterally about this whole thing and try radical new ways of transforming schooling instead of trying to persist with the present model."

He conceded there was a crisis of learning in the classrooms, but questioned whether the schooling system was "fixable" and relevant to the 21st century.

"From the research I have been reading, it seems that our problem - in common with many developing countries - is that the model of schooling, including the role of teachers and pupils, is inappropriate."

Professor Ashley said problems, like teacher alienation and extremely poor quality of teaching and learning in most classrooms, were not exclusive to South Africa but were being experienced internationally.

Professor Ashley said South Africa had inherited a Western European concept of schooling developed at the time of rapid industrialisation to fit large numbers of people into jobs.

"Now the levels of unemployment are so great and the relationship between schooling and employment so tenuous that it suggests a far more individual education system needs to be developed.

"Above all, it points to the need for greater democratisation, which gives more opportunities for pupil participation, changes the role of the teacher from being so central to the classroom and looks at flexible ways of delivering education by, for example, using computers, radio and television."

Professor Ashley believed South Africa needed to develop a schooling system that was "more responsive to local educational needs and aspirations" and also equipped pupils for the information age.

PLACE OF LEARNING

School given a boost by education project

CT 17/6/99

(50)

ARCADIA HIGH SCHOOL — a 'feeding ground' for vandals not too long ago — has been given a helping hand by a new initiative. Education Writer **PRISCILLA SINGH** reports.

THREE months ago, Arcadia High School in Bonteheuwel was battling against rampant vandalism and gangsterism, which was threatening to put a spanner in the wheels of learning at the poverty-stricken institution.

Yesterday, however, several dignitaries, including Brian 'O Connell, superintendent-general of the Western Cape Education Department (WCED), attended a milestone event at the school to celebrate the hard work done by teachers, pupils and parents to improve and fix classrooms.

The project was part of the Culture of Learning, Teaching and Services Campaign, otherwise known as "Colts", which is a national education initiative bolstered by the theme of Masakhane.

Underprivileged and impoverished schools are given a helping hand by the department to improve general conditions and to create an environment conducive to learning.

When the *Cape Times* highlighted the state of Arcadia High School in March this year, the reports were met with shock and mostly disbelief — were it not for

the photographs, the report would have sounded exaggerated.

The bottom line, however, was that Arcadia High School was in a sorry state. All the equipment in the science laboratory had been stolen, and nearly every window pane was broken. Now the lab is fixed up again, thanks to Colts.

Elsewhere, graffiti screams out from the walls of all the outer buildings, marking this state-owned property as gangster territory. Windows are shattered and large holes gape in the ceilings where gangsters clamber through in search of valuables or to vandalise property.

More often than not, it isn't worthwhile to replace windows or equipment because it just happens again, said acting principal at the time Chris Arendse.

But the shooting of a 15-year-old pupil on the school grounds in February 1997 prompted teachers to down tools for fear of their and their pupils' safety. Arcadia was terrorised daily by gangsters who simply strolled into the school and walked in and out of classrooms, robbing and intimidating pupils. There are at least 20 pupils

with criminal records at Arcadia, ranging from hijacking to robbery.

The WCED had deliberately chosen Arcadia High School as the venue for the launch of the Colts project, in light of the *Cape Times* article on the bad state of the school, said provincial Colts coordinator Brian Jafta, who was a teacher at the high school a few months ago. He said the school was in a gangster community, and it was up to the pupils and teachers to communicate to their families and friends that Arcadia was a sacred place of learning.

"It's important that through something like Colts, that pupils get a sense of pride in their school because they are doing the work themselves," Jafta said.

Geography teacher Zain Mohammed was supervising work in his classroom where pupils were painting murals of the earth and rock forms. The room was already taking on the feel of academia, yet three months ago it had been a feeding ground for vandals.

"The kids have sacrificed their weekends and on Monday stayed here until 9pm painting the classroom. Arcadia had terrible problems, but now it looks as if we can climb out of it. It's good that the learners are doing the work themselves because then they won't mess it up," he said.

'ACTIVIST MINISTER' NEEDED

Acclaim for Asmal as new education head

ET 18/6/99

(50)

PRAISE has been heaped on the government from all sides over the installation of Kader Asmal as Education Minister. Education Writer **PRISCILLA SINGH** reports.

EDUCATIONALISTS have welcomed Professor Kader Asmal's appointment as Minister of Education.

The 65-year-old academic, author and constitutional expert, previously in charge of water affairs and forestry, is known as a consistently hard worker and is widely regarded as one of the cabinet's top performers.

Though he has cancer, Asmal was tipped for several posts in President Thabo Mbeki's cabinet. According to sources within the ANC, the education portfolio needs an "activist minister" which can give the ministry a higher profile. Asmal was considered the ideal candidate.

The South African Democratic Teachers' Union (Sadtu) — the largest teacher organisation in the country — said in a statement that it looks forward to a "close and fruitful relationship" with Asmal.

Sadtu president Willie Madisha added that some of the issues affecting education include the "chaotic" administration of matric exams in Mpumalanga, the falling of national standards and the size of classes in KwaZulu-Natal.

"These, together with the court interdict brought by Grove Primary School which challenged the racial integration process and redeployment of teachers, serve as a pointer to the need for the new minister to



HARD WORKER: Kader Asmal is a popular choice.

keep a tight rein over the provincial departments and, if necessary, for constitutional or legislative amendments to achieve this," said Madisha.

Educational planning must be rooted in the educational needs of people, and not driven by fiscal targets and financial considerations alone, he said.

"We believe that public education requires well-trained and motivated educators. For this reason Sadtu rejects retrenchment in favour of redeployment and retraining," he said, adding that a comprehensive teacher development programme is urgently needed.

Mike Reeler of the National

Union of Educators said Asmal faces an "enormous challenge".

"The key to this challenge is the teachers — they are at an all-time low at the moment and Asmal's challenge will be to lift the morale of these teachers. Their insecurity, the collapse of discipline and the introduction of a new curriculum have all hit teachers hard.

"I really hope he makes this his top priority. It is not a question of money, but we believe (boosting morale) is the key to education coming out of the doldrums," Reeler said.

Muza Shezi, president of the National Professional Teachers' Organisation of South Africa, said the Ministry of Education is among the most important cabinet portfolios and requires not only a person of intellectual quality, but a visionary with good leadership qualities.

"Asmal's excellent track record in the Ministry of Water Affairs and Forestry and his strong academic background will serve him in good stead. The retention of Sman-galiso Mkhathshwa as Deputy Minister of Education is also welcomed," Shezi said.

New National Party leader Marthinus van Schalkwyk said the appointment should be commended, while Democratic Party leader Tony Leon said his party considered Asmal's appointment "an inspired one".

"We think he has performed with flair and diligence, and believe that he will bring these excellent qualities to the Ministry of Education," said Leon.

Education shake-up

CORNIA PRETORIUS

(50)

ST 20/6/99

NEW Education Minister Professor Kader Asmal laid down the law to his top officials within 24 hours of his appointment, signalling a major shake-up in the management of education.

In meetings with the department's senior management on Friday, Asmal said he wanted his director-general and four deputies to report to him directly.

Asmal also asked the department's top management to:

- Provide him with a report within two weeks on the state of education;
- Compile a list of priorities; and
- Abide by a new standard of "hard work".

Asmal told them that his key priorities were transformation, faster delivery and advice on what powers he would have to intervene in provincial education delivery.

This signals a change from the approach of his predecessor, who delegated power to the provinces.

The first casualty of Asmal's tough new regime is expected to be the department's director-general, Dr Chabani Manganyi, who has been blamed for its lacklustre performance.

The Sunday Times has learnt that Manganyi's contract will not be renewed when it expires at the end of next month.

The former Minister of Water Affairs and Forestry, who has a reputation for getting things done, has been sent into the department to get systems running as soon as possible.

Asmal replaced former Education Minister Sibusiso Bengu, who was seen as "too soft" in his running of the department and its officials.

Under Bengu, the department failed to ensure the delivery of textbooks on time, failed to implement Curriculum 2005 and failed to improve basic schooling conditions.

This week Asmal asked officials to provide him with a wide-ranging list of people in education he wants to meet in the coming month before making

Director General set to go as Asmal takes control

any major policy statements.

He said shortly before his first Cabinet meeting: "I am going to listen to what people have to say and I will make my policy statement in a month's time."

Asmal described his new portfolio as "the greatest challenge of my life".

Education is one of the key portfolios for President Thabo Mbeki's office because it has been severely criticised for failing to deliver on promises of radical education reform.

Although the department has turned apartheid policy on its head, it has failed to monitor the implementation of new policies — especially by provincial education departments lacking administrative and managerial capacity.

Crucial areas for delivery include:

- Putting into practice Curriculum 2005's outcomes-based education;
- Effectively monitoring the delivery of textbooks to schools;
- Getting schools to function well;
- Disciplining teachers and pupils;
- Improving matric results; and
- Rationalising teacher posts.

Asmal's appointment has been widely welcomed by teacher, pupil and parent organisations and by universities.

Teachers welcome Asmal

Sowetan 22/6/99

By Victor Mecoamere
Education Correspondent

THE restoration of the pride and commitment of the teaching force will be the greatest challenge for new Education Minister Kader Asmal, according to National Union of Educators president Mrs Suzanne Rees.

Rees said Asmal, about whose appointment her union was happy, was inheriting the most important portfolio with education standing at a critical crossroads.

"He may choose to follow a high road which will see the education department's forward-looking policies bringing about genuine equity and a fair chance for all the country's children," said Rees.

She said Asmal also had a choice of choosing the low road, where the collapse of any meaningful public education was inevitable. "The key is the teachers and this force is at its lowest ebb in South African history."

Rees said recent surveys had shown that very few teachers would enter the career again and the number of new entrants to the profession was at an all-time low. The collapse of teacher morale had very serious implications for schooling in South Africa, she said.

"Unless teachers are empowered to reclaim their role as professionals with a mission to provide quality education, there will be no chance of an improvement to our already shaky system and the pockets of excellence which still exist will be whittled away," said Rees.

Asmal's appointment has also been welcomed by the SA Democratic Teachers Union, National Professional Teachers Organisation of SA, SA Universities Vice-Chancellors Association, Federation of Associations of Governing Bodies of South Africa and the Congress of South African Students.

Asmal, who is due to make policy statements in a month, has asked senior national education department officials for a report on the state of education within two weeks.

Tough task for Asmal

MOST observers have hailed the appointment of Professor Kader Asmal as Minister of Education as one of the best choices made by President Thabo Mbeki.

As minister of water affairs, Asmal was credited with going a long way towards providing water to rural communities. He was also praised for his ability to articulate policies.

The education portfolio will be the real test for Asmal. As most observers will agree, this is one of the most important as well as most difficult portfolios, characterised by tension and contradiction.

The previous minister, Dr Sibusiso Bengu, came under heavy criticism not only from Government critics, but also from allies of the ruling party, especially in the student movement.

Now that the education portfolio has a new captain, it must be asked: Will Asmal perform as expected? Will he provide better leadership than Bengu? Will he be able to steer education in the right direction?

The past five years saw the formulation of several policies that were aimed at transforming education at all levels – from pre-primary to tertiary. Central to most of these policies were attempts to effect redress and equity, with the ultimate aim of providing education for all.

Overall, the ultimate goal was to lay down policies that achieve and bring social justice to an education system that was previously characterised by racism and tribalism.

But the missing element in policy formulation has always been a failure to deal effectively with class disparities intertwined in the racial and tribal composition of education provision. This is still evident today.

Education policies during the last five years were largely influenced by macroeconomic and political considerations that were central to policy formulation not only in education, but also in other spheres of governance.

The Growth Employment and Redistribution (Gear) policy, which is the main policy of the Government, dictates the content and output of education policies.

Two main areas reflect this practice.

Firstly, the education budget must be tailored according to the fiscal austerity measures imposed by Gear, and operationalised through the Medium Term Expenditure Framework.

The second component of Gear's influence is on the purpose of education. Gear advocates an education system that answers to the needs of the market.

Education is seen merely as a process that produces graduates whose skills and competency should be commensurate with market needs.

In this scenario, education ceases to develop complete human beings.

The new minister of education faces managing the toughest portfolio of all. Will Professor Kader Asmal be up to the challenge, asks **Console Tleane?**

(50) *Sowetan* 23/6/99



Education Minister Kader Asmal takes the oath of office at the Union Buildings last Thursday. PIC: ANTONIO MUCHAVE

The other problem with education is the disjuncture between policy formulation and implementation. The teacher rationalisation programme offers a good case study.

The initial goal was effecting equity and redress so that black schools and rural schools would be the main beneficiaries.

Logically, it was expected that teachers from these schools would not be declared in surplus given the historical disparities bequeathed on them by apartheid.

Rather, it was expected that teachers from advantaged backgrounds would be the ones who would be declared surplus, if indeed there was any need to follow this route.

These surplus teachers, it was expected, would be redeployed to disadvantaged schools. It turned out that even those teachers from disadvantaged schools were declared in surplus.

The problem still stands now, and with the end of this month being the cut-off date for the implementation of this programme, the stakes are high in the teaching fraternity.

The provincialisation of education manage-

ment is also proving to be a negative factor. Very often there is confusion as to who is responsible for a particular function.

And as provinces are differently endowed in resources, this allows inequality to creep in. For instance, Western Cape and Gauteng are always ahead of other provinces in implementing policies.

Another area that still needs a lot of attention is the cultivation of a culture of learning and teaching. Uncertainties brought about by the teacher rationalisation programme, for instance, led to many teachers experiencing low morale.

The delayed implementation of Curriculum 2005 and its composite project, Outcomes Based Education, is an area that will need urgent attention from the new ministry as well.

But problems are not only experienced at primary and secondary schools. The tertiary sector has its own problems too. The growing student debt, for instance, stands at R500 million at the moment.

Adult education needs urgent attention as well. This sector is suffering from a lack of coordination. Recently there were reports of adult teachers going unpaid for a long time.

These are some of the problems Asmal will have to take on. Credible leadership is crucial. But many education problems are structural; it is not just the individual's leadership credibility that is critical.

Over and above good leadership, there is a need to take another look at some identifiable structural and systemic problems which arrest development.

Portfolio-specific considerations that may have to be looked at are some of the policies formulated in the past five years: the provincialisation of education; and the escalating bureaucratisation of the department.

Lastly, there is a need to reverse Gear. This policy is the main stumbling block to the release of more resources that are needed to improve the provision of education.

The challenge facing Asmal will be to initiate a serious effort to reconsider existing policies and to close identifiable gaps with a view of attaining the expressed goals of education transformation.

This will be a tall order. We will watch with close and keen interest how the new minister tackles this heavy task.

(The author is an independent education researcher based in Pretoria.)

Gangsters and vandals soak up education cash

Millions spent on school security

BEAUREGARD TROMP

STAFF REPORTER

ARG 24/6/99

Millions of education rands that should have been spent on much-needed teachers and textbooks have been allocated to school security as vandalism and gangsterism take their toll.

In the past five years alone, the Western Cape Education Department has spent R55-million on security at schools across the Peninsula, money it says would have been better spent on improving basic education services.

About R20-million is allocated for "non-scheduled maintenance" every year for unforeseen repairs— which include the effects of vandalism.

This year the amount allotted to security has been upped to R15-million. A special team charged with ensuring safety at schools says the situation is getting worse.

At a primary school in Valhalla Park, the department was recently forced to build a wall at a cost of R400 000 because of regular shootouts in the area.

"At the moment we are trying to ensure that we have a first line of defence, apart from the safety committees being formed at schools to deal with their specific problems," said Safer Schools Campaign co-ordinator Eugene Daniels.

Earlier this year the campaign presented cheques for R15 000 each for security to 208 schools that had been identified as high-risk.

The schools have been told to form safety committees comprising teachers, parents,

police and community leaders to deal with threats such as gangsterism and vandalism.

"Before, we used to employ security guards at a cost of R11 000 a school, which was an unrealistic option," said Mr Daniels.

At one stage, school security guards outnumbered Western Cape police four to one, often becoming targets because of their firearms, he said.

Instead of armed security, schools have now been asked to employ security companies which have the backup of an armed response company or neighbourhood watch.

Preference would be given to local companies, with the Education Department footing the initial cost of an alarm system and the monthly bill of an armed response company to the tune of R120 a month, said Mr Daniels.

There were no short-term solutions, but one long-term solution was the Safer Schools Campaign's "bridge the fence" project.

It encouraged local communities to "take ownership" of schools and use them by running courses in the premises.

"The thrust of the programme is community-orientated, to try to evaluate all the threats and look at the options available to schools," said Mr Daniels.

At present about 100 of 240 schools identified as being in high-risk areas had been fitted with alarm systems and had armed response backup.

The project has been largely successful, with only isolated incidents of vandalism being reported at a few of these schools.

"This is a long battle. It will take five, 10, maybe 15 years in some areas," Mr Daniels said.

Putting byte into blackboard jungle

PRISCILLA SINGH
EDUCATION WRITER

A COMPUTERISED code of conduct is set to help repel a wave of unruly school behaviour and give teachers and principals greater control over the discipline of children in their care.

The programme is the brain-child of Barry Maytham, principal of Capricorn High School in Pietersburg for the past 15 years. He says the decline in discipline at many schools, exacerbated by bigger classes and overburdened staff, has aroused increasing concern.

Maytham was in Cape Town this week to consult with teachers at the Diocesan Preparatory School about the code of conduct. Several schools are already using the programme, while others have expressed interest in trying it.

He says the programme's millennium-compliant software can

be used to record all positive and negative incidents, distinguish between minor misdemeanours and punishable offences, and reflect all interviews and counselling sessions with pupils. Adjudication takes place on a points system of merits and demerits.

"A few years ago I took stock of what was happening at my school and what I had observed at other schools and I didn't like what I saw. It was becoming increasingly difficult to get children to do the little things that I had grown up with and believed to be important — such as standing up to greet a visitor or member of staff.

"The loss of these little things were symptomatic of a serious decline in general school discipline. The legal necessity for a code of conduct led me to think long and hard about it. After much deliberation and development, a computer-based points system

(50) (248) with full reporting capabilities was produced," Maytham said.

The programme, based on a "zero-tolerance approach", accommodates recognition of achievements and accords wrongdoers the chance to redeem themselves.

"The detailed individual conduct reports that the programme provides are really appreciated by the parents, who come to give them almost as much attention as they do the academic reports.

"As headmaster, I find that having immediate access to a complete, up-to-date report on a pupil's conduct is absolutely invaluable," Maytham said.

"Upon implementation of the programme, patterns soon emerge and habitual offenders come to light a great deal earlier than was my experience beforehand," he said. The programme is flexible in its application, and individual schools can set their own norms,

ET 24/6/99 rules and methods by which pupils are administered with the help of the programme.

"Because measurable recognition is given to positive behaviour and involvement, children are motivated to behave better and to participate more," Maytham said.

While some schools have questioned the need for positive points for participation and achievement, Maytham said experience has shown that both boys and girls have been motivated to earn such points. Many have also done their best to ensure that they earned no negative points.

"The increased size of classes has, and will continue to have, a profound impact upon the effectiveness of teachers," he added. "This programme will go a long way towards ensuring that the excellent discipline enjoyed by our schools in the past is maintained in the future."

Empowering pupils to end violence

A pilot project on conflict management could be the first step in curbing the attacks that are plaguing schools in SA, write Primarashni Pillay and Caroline Christerson

IN RECENT months there has been a proliferation of school violence in parts of the country that has led to unstable, disruptive schooling environments.

One incident includes teacher Andreas Werth of Town View High School in Krugersdorp, who was shot dead in his classroom in March this year allegedly by an 18-year-old pupil. The boy had been expelled two weeks earlier for drinking at the school and had allegedly threatened to avenge the expulsion on Werth, who never taught him.

About three months ago a Soweto principal Gwendoline Jefe, was robbed and shot dead by outsiders. There have been other cases of outsiders perpetuating violence in schools.

In response to this former Gauteng Education MEC Mary Metcalfe called for partnerships between her department and the police in dealing with violence at schools. She suggested the installation of panic buttons and security alarms at schools and that "schools should adopt a cop".

However, education officials are adamant the measures suggested would not resolve the problem. They attributed the high level of violence at schools to the way in which society has shaped people into thinking that violence is a means to an end.

These officials also believe having police patrols at schools, as well as severe disciplinary measures, will not resolve the problem. What is needed is a revolution of the mind in terms of how problems should be tackled.

The peer mediation and conflict resolution project is the Gauteng Education Department's response to the problem and it aims to stabilise schools by empowering pupils to mediate conflicts on their own. The training is being conducted by the Foundation for Leadership Development with the Canada-SA Education Management Project.

Pupils from 30 troubled schools in Roodepoort and Soshanguve, who are members of their school representative councils, are attending the two-day training workshop which will help them mediate problems at their schools.

Lawrence Tsipane of the Gauteng Education Department said SRC members were targeted for the workshop as they were "leaders who could diffuse situations". Their role in conflict management, which was a "bottom-up" approach, would create space for school management teams to concentrate on the "day-to-day" running of a school.

Some teachers were also invited to attend the workshop and their role in resolving problems would be through support and facilitation.

Tsipane said: "In the long run we hope aspects of the project like tolerance and acceptance would be included in the school curriculum."

He emphasised that schools are supposed to prepare pupils for life and this project could have long-term benefits for the "parents of tomorrow".

Observer Doug Brice of Canada said there was a need for societies to "responsibilise" young people. The focus in SA was that young people can take responsibility for their actions.



Lawrence Tsipane, left, of the Gauteng education department and Jacob Mamabolo, director of the Foundation for Leadership Development, discuss aspects of a pilot project on peer mediation and conflict resolution for pupils with Doug Brice, second right, and Dennis Farley, both, delegates from Canada. Picture: ANDY KATZ

"In Canada we tend to baby young people more than in SA." As a result of his visits to schools, Brice felt it was important to understand that not all pupils were involved in violence. "There are those who want to stop the violence," he said.

In the peer mediation programme role playing and excerpts from the television drama Yizo Yizo are used to illustrate different types of conflicts. Pupils are given suggestions of alternative ways to resolve conflict.

The tension between Nelson Mandela and FW de Klerk during the Convention for a Democratic SA (Codesa) negotiations about five years ago is also discussed. The course presenters analyse how the reconciliation led to the inauguration of a new president, the development of a new constitution and the SA Schools Act.

Pupils were optimistic about the project. Yethu Manana of Florida Park High School in Roodepoort felt the workshop would "help to develop our personalities and counselling skills".

Another pupil, Lucky Thibole of Madiba Comprehensive School in Kagiso, said there was fighting between pupils after school. "It is very important to guide others. As their peers we can break this spirit of antagonism."

A teacher at the course said the project was overdue. Had it been introduced when schools were opened to all races five years ago, the tension and violence would not be as severe. Jacob Mamabolo, director of the foundation which is conducting the training, said: "The project is something positive. We are hopeful things will change."

(570) PD 25/6/99

Asmal set to kick-start SA education system

THE LONG-term growth and development prospects of our new democracy hinge on the quality of the educational system, on which President Thabo Mbeki's dream of a renaissance is largely dependent.

Decisive leadership and management, sound policies, good communication strategies and a renewed professional teaching corps are attainable objectives in the short to medium term.

Education spending remains a high priority, but this alone will not guarantee success.

Expenditure on basics like housing, health and welfare is also pressing, but these services are all intrinsically linked to a good educational system.

Education, like everything else, is a function of consistently good discipline and management. Adequate financial resources are important but are not enough to produce high standards.

A fair distribution between all stakeholders of the costs of education is going to require a careful strategy.

To ensure this, stakeholders will need to respect the vision, goals and policies of the leadership in education. They must be made to feel more participatory in the system without necessarily encroaching on the terrain of the Ministry.

KADER Asmal, South Africa's new education minister, is an able leader/manager and a good communicator. But he must be under no illusions regarding the challenges facing him in his new portfolio, writes Franklin A Sonn

confidence in the system. Key agents in this project are the teachers, who yearn for quality and fair, yet firm leadership. Remuneration must be fair and teachers must be respected in accordance with their important role in society. They are also conscious that the public has a right to demand their good example and commitment. There is a general understanding that in the Mbeki administration and under Asmal's leadership this will be a matter of high priority. By the same token, a child-centered environment and improved moral behaviour are pre-requisites for good education. Our severely disadvantaged, and in certain cases damaged, children must find in their schools a safe haven where they are patiently led to self-confidence and will be socialised, educated and skilled to be first-class citizens in a first-class democracy. There is a general understanding that an ethos of good discipline and order cannot be enforced from the top. It must be infused from all sides. Impatience with the abuse of rights and privileges must increasingly be the stance of all stakeholders. The State

must support, lead and inform this process. The return to a culture of teaching, particularly in our township schools, is not only required for good education but for nation building. Since the schools' uprisings, first-class agencies like Read, the South African Association for Distance Education, Media projects and Computer-based privately funded skills programmes have come into being. The programmatic integration of these voluntary initiatives into the school system will solidify the concept of public and private sector partnership in educational delivery. There are great tensions around the view that equal standards can only be achieved against the backdrop of totally equal resource distribution. While the spirit of this argument is unassailable, the harsh reality is that it will take us many years to achieve acceptable levels of material equality. In the meantime, a more realistic approach to the specific financial needs of black campuses is overdue. The financial management systems of many campuses will require upgrading and special assistance. Teachers and especially academics

at universities and technikonns have performed a good job under difficult circumstances. Our academics are internationally respected, yet their salaries have fallen far below acceptable levels. It will be one of the immediate challenges of the Minister to redirect scarce available resources in order to redress this imbalance and also to recognise adequately the sterling work done by our technikonns and universities. The continued exodus of our best brains to other countries undermines all our best efforts. They must stay in South Africa and those living abroad must return. The authorities must find ways fairly to compensate them. Education now has a Minister in Asmal who is a good leader and manager. He is an able communicator. He has a strong administrative team and a good provincial system. The National Education and Training Forum appointed by former President Mandela before the first democratic elections made very important recommendations, which are still awaiting implementation. It addresses crucial matters affecting disadvantaged people, for example literacy as a priority and the Institution of a National Education and Training Council to provide greater synergy between training and education. I am confident that Minister Asmal will give effect to these recommendations. Everyone is looking forward to strong and inclusive leadership. "Good education," someone once said, "can only be conducted under conditions of enthusiasm and excitement." I have a strong sense that the action has returned to education. **Franklin A Sonn, presently a director of several companies, was ambassador to the USA. He is a recognised educationist who was Rector of the Peninsula Technikon in Cape Town for 16 years**



Children must find in their schools a safe haven where they are patiently led to self-confidence and will be socialised, educated and skilled to be first-class citizens in a first-class democracy



Asmal targets school discipline and crime

POLITICAL CORRESPONDENT

Education Minister Kader Asmal will meet his provincial counterparts next month to discuss implementation of a plan to bring discipline to schools.

The meeting, scheduled for July 26, will be the first of regular consultations between national and provincial ministers of education.

Addressing journalists and diplomats in Cape Town yesterday, Mr Asmal vowed to:

- Work with other government departments to rid schools of crime;
- Identify and crack down on corruption in education departments;
- Eradicate wasted spending;
- Implement a national programme of in-service training for teachers; and

■ Treat the implementation of agreements on job descriptions and workloads of teachers as a priority for the next two years.

Mr Asmal said he was involved in a month-long "listening programme" of dialogue with interested groups to enable him to prepare an effective and targeted response to the people's expectations.

"We shall not fail them," Mr Asmal said.

On crime and corruption in schools, he said work would continue to develop an education programme in conjunction with Gun-Free SA to highlight the dangers of firearms.

He has also set himself the target of eradicating illiteracy in South Africa in the next five years.

"Illiteracy is the worst scourge. It degrades human beings," he said.

(50) ARG 30/6/99



Essop Pahad, minister in the president's office, left, and Education Minister Kader Asmal in Pretoria yesterday outlining the need for co-ordination and co-operation between social service ministries, which include housing and water affairs, to speed up the delivery of service. Picture: TYRONE ARTHUR

Officials will take blame for fiascos — Asmal

Wyndham Hartley

CAPE TOWN — Newly appointed Education Minister Kader Asmal has vowed that if there is an education "debacle" in any province, then his officials at national level will be held responsible.

Asmal told a news briefing yesterday the nation had to ensure that when things went wrong then

someone, either officials or ministers, had to be held accountable.

Asked whether he was prepared to set himself any targets, he said he aimed to eliminate illiteracy in SA within five years.

When asked how he was going to make education better for all in SA, he said it was not simply a matter of asking for more money, but it was also about reducing the 91% of

education money which was spent on salaries. Quality education was, he said, as much about how the money was used, as about having more money to use.

Asmal said there was also an urgent need to reinstate the esteem, stature and efficiency of the teaching profession. Part of this was about stopping violence and crime in schools.

No illiteracy by 2004 — Asmal

CT 30/6/99
PRISCILLA SINGH
EDUCATION WRITER

EDUCATION MINISTER Kader Asmal intends cracking the whip on irresponsible officials, conducting a performance audit of national and provincial departments, and eradicating illiteracy within five years.

Briefing the media at Parliament yesterday, the charismatic Asmal — reputed to be a hard taskmaster — outlined his ministerial goals.

He said he wants central government to have a closer working relationship with the provinces and will monitor the provincial education MECs "very closely". Asmal is to meet the MECs on July 26 to brief them on his expectations.

Among his priorities are "to reinstate belief and trust in teachers" and to shift a portion of the education budget away from salaries towards textbooks and other resources. Asmal said he will keep a close eye on provincial expenditure.

"I don't want a situation again where textbooks are found lying unused in warehouses or when a rich Model C school is allocated the same money for textbooks as for a school in Khayelitsha. I want to look at how arrangements are working on the ground," he said.

Violence in schools, such as the recent murder of a headmistress, will also be addressed by Asmal. "We have to enhance the role that teachers play and the esteem they enjoy in society.

"On the one hand, crime impacts negatively on schooling itself, as criminals begin to regard children and educators as targets. The recent attacks on teachers and principals in schools are an example of this.

"On the other hand, education can contribute to the reduction of crime. As people become more skilled and employable, they are likely to move away from crime. Communities will have to be mobilised to protect the schools from vandalism, to require accountability from teachers and learners alike, and to ensure that schools are drug-free zones," Asmal said.

Replying to a question about television contributing to violence in schools, he said: "You can't drop bombs on

Kosovo and blame TV for the increase in violence in schools." He added that guns need to be removed from South African society, even if incidents involving guns had not reached "epidemic proportions like in the United States".

On corruption, Asmal said if that any department becomes involved in scandals such as the Mpumalanga exams fiasco, the officials responsible will be "weeded out and made accountable". A purge of corrupt officials who leaked exam questions in KwaZulu-Natal had sent a clear signal to public servants that the government will act swiftly and strongly against corrupt officials, he said.

"Teachers who do not adhere to their professional code of ethics as promulgated by the South African Council of Educators will be dealt with."

Asmal also spoke about the need to ensure that when schools are built, they have water and sanitation, are electrified, properly staffed, supplied with the necessary equipment and are protected.

The in-service training of teachers will be prioritised as part of a national programme — "more focused, systematic and sustained". Asmal has issued a challenge to vice-chancellors to take him up on this and the promotion of adult education in general.

"Our task is to create an environment where learners learn, teachers teach and managers manage. In other words, people must do the job they are paid for above everything else."

Asmal said in order to achieve this, education officials will have to intensify the implementation of agreements on job descriptions and workloads for the next two years. Disciplinary procedures will have to be reviewed and communities will have to be mobilised to ensure there is support for principals who take action against teachers who do not fulfil their teaching responsibilities.

An errant teacher should be suspended on pay for no longer than three months. If the situation is unresolved within that time, then "the system was either rotten or antiquated or both".

Another priority is to deal with the problem of there being too few black parents on school governing bodies.

Education needs good leadership — Asmal

PRISCILLA SINGH
EDUCATION WRITER

(50)

CT 7/7/99

EDUCATION Minister Kader Asmal said yesterday he expects the heads of the various education departments to be a productive force of skilled managers, with a "professional and ideological commitment to this country's learners".

Addressing the Heads of Education Departments Committee (Hedcom) at the beginning of a three-day workshop in Avontura Warmbaths, which he apologised for "gate-crashing", Asmal said despite notable successes in the past, the overall impression given by the education system is that it is not operating the way it should and is not delivering education of quality.

"In fact, our critics use far harsher language and talk about a breakdown of the ethic of service in too many schools.

"The public will measure our success — your success — over the next five years by the progress that is made in bringing learning opportunities of value to our people," Asmal said.

He added that more schools need to be built — institutions in which water, sanitation, electricity and telecommunications must be installed.

Teaching resources of the correct quality and quantity must be delivered to learners who need them, when they

need them — not delivered late or "kept in store rooms".

"The results of the senior certificate exams must show genuine improvement. We must declare outright war on corruption, fraud, malpractice, idleness and absenteeism. Action must be taken against defaulters, and the necessary sanctions applied against those who abuse the nation's trust," he said.

Hedcom needs to play a pivotal role in the transformation of the education system, said Asmal, adding that he views the body as "an inter-provincial unit that co-operates regardless of the party complexion of the provincial government".

"I see it (Hedcom) as proactive, giving early warning of potential crises and providing the Council of Education Ministers with straightforward, sound advice. I see it as a body of people who are willing to devote themselves to duty in their own offices over and above the normal requirements, in full awareness that we are not living in normal times, and that 'normal' cannot be the norm for leaders in the education system."

Asmal ended his address by saying that he has high expectations of Hedcom and its MECs. He intends working with Hedcom members and their premiers to put provincial education on a stable footing, he said.

SERVICES EXPANDED

New chapter for city library users

MORE LIBRARY DOORS are opening than closing in Cape Town, despite the bleak impression created by the city council's decision to shut down branches in Kenilworth and Sea Point.

PRISCILLA SINGH reports.

THE redistribution of resources for libraries has brought hope for township communities and unhappiness for residents of the southern suburbs and the Atlantic seaboard, where some libraries face closure or downsizing.

When the new library in Gugulethu was opened recently, residents remarked that it was the era of the "have-nots" finally becoming the "haves". They said they had waited years to have an adequately stocked and fully staffed library for the 150 000-strong community.

In Sea Point, the Regent Road library — one of two in the area — has been ear-

marked for closure but has won a month's reprieve. The Janet Borehill Library in Kenilworth closed its doors on June 30.

The reasons given by the municipality for their closure are that there are other libraries nearby which can serve these communities, and that resources need to be used more equitably.

Community development chairperson Faldielah de Vries said yesterday that in the past the council had had a policy of examining the distance between two libraries before building another nearby. It had researched communities' needs, drawn up a list of its priorities and estab-

lished libraries based on this information.

"When the former black local authority areas came under the wing of the city council, we had to do a serious rethink of that plan," De Vries said.

"We scrapped the old council's list and drew up a new list, which was totally different to the old list. Areas such as Gatesville or Rylands had no community centres or libraries, even though they are among the highest rate-paying citizens in Cape Town," she said.

After careful planning, the community of Rylands got its first library after 25 years. Previously the community had to go to the library in Athlone.

"The Sea Point libraries are 1,5km apart, whereas the Athlone and Rylands libraries are more than 4km apart. The Athlone library was also serving people

Turn to Page 3

As some libraries' doors open, others close

From Page 1

from other suburbs in the area. Sea Point doesn't need two libraries and there is a relatively short distance to travel to the main one," she said.

As a result of the council's aim to deliver services equitably, areas farther afield such as Nyanga, Weltevrede and Kewtown saw libraries springing up for the first time.

De Vries said that in the long-term she would like to see more involvement from the private sector and the community in running libraries.

"In the case of the Regent Road library, if residents and businesses

can sustain the running of the library on their own, then the municipality will donate the books and cover the insurance. The present stock there is valued at close to R1 million and we will transfer the stock to them.

"However, they must form a legal entity such as a section 21 company and prove they are able to run the facility on their own," De Vries said.

Former Regent Road librarian Samantha Gibbons said staff had worked hard to find interim sponsorship for the library. "Following the decision by the council to close the library and their challenge to us, we

have formed a trust and come up with a business plan to ensure that the library does not close its doors.

"We need R14 000 a month to cover salaries and other expenses. After initial obstruction from the council, we still maintain our computer link to the main database. We understand the reasons for closure and are not against libraries being opened in previously disadvantaged areas, but once you close a library it's lost forever," Gibbons said.

A final decision on the fate of the Regent Road library is due to be taken next Friday.

CT 9/7/99

(50)

The worst school in the country

A former top institution sets a new record — for the number of teachers who have black marks against their names

ROWAN PHILIP

THIS is the worst school in South Africa — where the education process has broken down so badly that 18 teachers out of a total of 54 staff are this month facing charges of misconduct.

Considered a leading school on the East Rand in the late 80s, Vosloorus Comprehensive's past year has featured arson; chronic teacher absenteeism; alleged fraud; assaults on members of the governing body by pupils; alleged sexual harassment by teachers; and a matric pass rate of 18 percent. Scores of windows are broken in the otherwise excellent buildings, most the result of classroom ball games played by some of the 1 211 pupils while teachers lounged elsewhere.

Two former headmasters will join the record number of teachers facing a mass disciplinary programme at the school this month, defending charges ranging from habitual absenteeism to misappropriation of school funds.

Sybilla Hiltzinger-Maas, a spokesman for the Gauteng Education Department, said: "This is a school where the whole culture of learning has fallen into total disarray." Bheki Khumalo, spokesman for Education Minister Kader Asmal,



(50) ST 11/7/99

CAN DO BETTER: The school with no culture of learning

Picture: SIMON MATHEBULA

said: "Based on the information I have received at this early stage, I cannot imagine a worse school."

The charges are the result of a commission of inquiry instituted in October during a crackdown on school negligence by former Education MEC Mary Metcalfe. It followed a string of complaints by parents and governing body members — particularly after a report that a pupil had walked into the staff room and shouted: "Please will someone teach us?"

And this week pupils added to the formal charges with allegations of widespread sexual harassment.

Nhlanhla Skhosana, a 17-year-old matric pupil, said: "Five teachers have proposed love to me. I told my parents,

and I was eventually moved to classes where none of them teach, because I felt very uncomfortable."

"But there are many other relationships going on between teachers and pupils. It's like you have to pretend to fall in love with them to get A's."

Skhosana said many teachers found that the first period of the day — which started at 7.45am — was "too early to work" and it had once been widely understood that the second period was the real start of the day's education.

"Some teachers are suddenly acting good now, maybe because of fear of the charges." He said teachers and pupils had to get used to working again.

Joseph Vilakazi, who replaced one of the charged principals in January,

admitted that the school "has been affected" by improper relationships between teachers and pupils. But, he said, the disciplinary hearings would represent a turning point for the school. "The school's act is being cleaned up . . . Six parents recently came in voluntarily and painted parts of the school that were burnt. And our top Grade 12s are attending classes in the holidays to catch up on learning."

"My job is to restore a culture of learning here. But I think I was appointed because I'm an outsider with a military background — and this school's decline started with the militant behaviour in the early '90s. The gap that developed between teachers and pupils just kept on widening."

He also said the school had received "slow service" from the local district education office, resulting in "ridiculous" delays in property maintenance and delivery of books.

The Gauteng Education Department's labour relations official, Trevor Fredericks, who conducted misconduct investigations at two other provincial departments, said: "Eighteen charges is a record as far as I know."

Vusi Hlongwane, in Grade 12, said: "Sometimes three or four periods a day we just stand around and do nothing. And there's the problem with teachers having girlfriends in the classes."

Ex-teacher Asmal hauls out the ruler

(50) M+G 16-22/7/99



Philippa Garson
CLASS STRUGGLE

It's early days yet but the appointment of a delivery-oriented leader in the feisty form of Kader Asmal, is already raising hopes for the resurrection of education.

During an exclusive interview with Asmal recently, it became clear that his appointment to the position of education minister is the best news we've had for a long time.

It's not that Asmal has unveiled some new and elaborate plan.

The man, like any good doctor intent on the true healing of his patient instead of silencing him with a quick-fix remedy is in listening mode. He is asking more questions—and by all accounts the right questions—than he is answering, right now.

This is exactly what we need when those clamouring for real remedies will no longer be seduced into respectful silence by grand talk about legislation and policies and other face-saving exercises.

The time for hauling out the ruler to make some crude measurements, then getting down to the serious business of fixing things, is long overdue.

And that's why the approach of this man, who appears keen to fast-track the process, is already exciting.

He is honing in on the essential problems—illiteracy, the poor culture of learning and teaching, under-qualified teachers, the sense of hope-

lessness among the youth ... He is, in his own words, getting back to basics.

But he is irritated by insinuations that not enough has been done, particularly regarding racial integration of schools, and points to the enormous strides that have been made since the government inherited a warped country at war with itself five years ago.

"We have to batten down the hatches and get to work [but] there is no magic wand in all this. We have to remember that we have moved a long way.

"A few years in the sands of time is nothing. And how can you have a culture of learning and teaching when many schools have no water, sanitation or windows—unless of course, you return to Victorian-style discipline."

Those arguing for a return to corporal punishment will be met with astute argument from Asmal, whose legal mind and impressive record as a human rights campaigner, not to mention his experiences as water and forestry minister, equip him well for his new portfolio.

He remembers his own school days, when "teachers compensated for their lack of teaching by whacking us".

Good teachers, he says, "need not fear the abolition of corporal punishment".

Asmal, an academic who like President Thabo Mbeki constantly invokes the wise words of philosophers, writers, poets and politicians to make his point, was once a teacher himself. He worked as a pri-



Man of action: New Minister of Education Professor Kader Asmal plans to revitalise the education ministry. PHOTOGRAPH: RUTH MOTAU

mary and secondary school teacher in the late 1950s in Natal, before he studied law at the London School of Economics.

'If you have all the responsibility but no power then you are a eunuch. And I can't see myself being a eunuch'

"When I was a teacher 40 years ago, there was much greater resilience and hope than there is now," he says.

"We need to get teachers to have a vision of their work and it must be their vision."

He has already set targets (some say too ambitious) to eradicate illiteracy by the end of his term in office. "My mother and father could not

read or write, so for me, illiteracy is not an academic thing. "I've lived through it, I know about the pain of being unable to write a bill, or a letter of complaint I will emphasise illiteracy as an immediate priority," he says.

He is also keen to keep quality in the system while concentrating personnel on pulling others up. No one, he says, will be pushed down in order to lift others up.

But adds that "as long as we have vast inequalities we will have tensions in our society". One has a sense that Asmal has a big ego. But one feels that it is true

achievement and not the flashing light bulbs that will really gratify it. He describes himself as having "a little bit of anger" and "fire in his belly"—qualities crucial to any inspired leader whose demand for hard work and delivery is greater than his need to stay in favour with his officials.

Rumours are that he is already sending shock waves through the corridors of 123 Schoeman Street with his determined, no-nonsense approach.

For the past five years the national Department of Education has been energetic in its delivery of good education legislation and policies.

In the domain of real delivery, however, it has been paralysed by the fact that education delivery is technically a provincial competence. And provinces, short on expertise and capacity, have not always measured up in this regard.

But technicalities, Asmal has made clear, won't stop him achieving what he wants to. Neither will they give him an excuse to sit back and do nothing.

"If you have all the responsibility but no power then you are a eunuch. And I can't see myself being a eunuch," he told the *Mail & Guardian*.

He has made it clear he will use a co-operative rather than "stick" approach with provinces, where the setting and meeting of targets—from better matric results to textbook delivery—will be a team effort.

Philippa Garson is editor of The Teacher, a sister publication to the Mail & Guardian

Success these days is all about how

well you use information technology

THE biggest hype in education today is not *Yizo Yizo* but computers, the Internet and other on-line services in schools.

Information technology is becoming part of every industry and an essential tool for teaching and commerce. The success of a country is now measured by its ability to exploit information technology in its industry and education.

The realisation that many good jobs and global competitiveness require computer skills has prompted developed and developing countries to increase access to computers in schools.

In the US it is estimated that computers in schools increased by nearly 60 percent in the last four years. The US Department of Education reports that more than 40 percent of public schools have access to the Internet.

In his State of the Union speech in 1996, President Bill Clinton reportedly said: "Every classroom in America must be connected to the information superhighway by the Year 2000."

In the UK, most schools have access to computers and government is in the process of buying 100 000 computers for schools. British Telecom is also in the process of connecting just about every school in the land to the Internet.

Even Mozambique has devised a low-cost framework for university students and staff access to e-mail.

But why such a techno-consumer frenzy in education? Countries understand that if they provide their students with access to on-line resources and support to master real-world information and communication skills, they will go a long way towards helping their children succeed in today's globalised, competitive world.

South Africa knows its schools must catch up with the information revolution. Currently, it has more pressing problems such as lack of money for other social needs.

However, authorities acknowledge that unless there is a concerted effort to equip schools with computers and connect them to the Internet, South African children will be poorer in terms of global competitiveness.

Hence the establishment of SchoolNet SA in November 1997. A late start but a commendable one nevertheless.

SchoolNet SA is a national non-governmental organisation that develops and expands the use of the Internet in South Afri-

Schools in developed countries are rapidly acquiring computers and network infrastructures such as the Internet. What is the status of play in South African schools? (70)

can schools.

It emerged from the activities of school networks in four provinces.

Constrained by size and lack of resources, the networks roped in the national and provincial education departments and other departments.

The provincial networks were in the main confined to well-resourced and formerly white schools.

There was danger that the connectivity of one section of schools would reinforce inequity.

It is a danger that has not gone away as the disparities in the school system still stand out.

For example, in Soweto where there are 233 schools, only six were connected to the Internet and 14 were about to be connected at the last count.

There are about 2 000 schools connected nationwide, says Ntutule Tshenye, director of SchoolsNet SA. This is a drop in the ocean when one considers there are about 28 000 schools nationwide, with some schools still using typewriters to teach keyboarding.

The goal of computers in all schools is beyond the capacity of government and requires public-private sector partnership.

And this is where SchoolNet SA and the corporate world come in. SchoolNet has started a project whereby computers not used any more in the corporate world each year are donated to needy schools. Springs Technical College serves as a repair centre, where the donated computers are refurbished.



Unless efforts are stepped up to equip schools with computers to get them connected, future generations will be left without skills



CP 18/7/99
"For many schools this project is their main hope of ever getting computers," says Tshenye. It is a project that can raise the disappointing schools-per-computer ratio - there are about 2 108 schools with two or more computers - especially if all schools could initiate grass-roots efforts to use donated computers and if all major companies could participate.

But even so, schools with telecommunications potential were a paltry 8 percent according to the last Schools Register of Needs compiled in 1996.

In fact, out of 27 395 schools then, only 2 067 were said to have a telecommunications potential. Things might have improved slightly but efforts to connect schools could still be hindered

by a lack of terminals.

The intermediate cost-effective solution would be the setting up of multipurpose community centres with online access, says Tshenye. There are 235 of these throughout the country. SchoolNet is looking at establishing an additional 200 for the needs of learners.

Tshenye warns that unless efforts are stepped up to equip schools with computers and get them connected, there is a real danger of condemning future generations to relative technological illiteracy.

And were this to happen, the education and economic gap between South Africa and its global competitors will continue to widen - at an even more rapid rate.

Vusi Mona

UNITED ACTION TO CONDEMN TEACHER STRIKES

Asmal's five-year plan for education

50 OF 27/7/89
DRAMATIC CHANGES are afoot in the education system, with Minister Kader Asmal set to tackle issues ranging from Aids in schools to the current spate of teachers' protests. Education Writer PRISCILLA SINGH reports.

1 TRADE AND CURRENCY IN P.S.A.

EDUCATION MINISTER Kader Asmal and his nine provincial education heads plan to make sweeping changes following a meeting in Pretoria yesterday at which they grappled with textbook and stationery delivery, a policy on Aids in schools and the impending teachers' strikes.

All the provinces have backed Asmal's policy of "no work, no pay" for striking teachers and have condemned the South African Democratic Teachers' Union's strike, planned for Thursday.

Asmal was adamant that a firm policy must be in place to educate children about the dangers of Aids. A decision to publish matric results before January 1 to beat the millennium bug was also taken.

Western Cape Education MEC Helen Zille told the *Cape Times* last night that it was an "enormously constructive" meeting.

"Most importantly, Minister Asmal set out his vision and priorities for the next five years, with which I identify wholeheartedly."

"His strategy would enable us in the province to announce our plans within our own budgets."

"There was a major presentation on HIV/Aids in schools, which I have made a commitment to myself to raise awareness around."

"He has set out a good policy approach," Zille said.

The meeting included discussion on the Further Education and Training Bill and the Education Laws Amendment Bill.

The only controversial issue was the date on which schools should open next year. Asmal said there would be no change in the scheduled date of January 11 because the issue had been on the



CRACKING THE WHIP:

Education Minister Kader Asmal

table for more than year and there had been plenty of opportunity for objections to be raised.

It is understood that the Western Cape, KwaZulu-Natal and the Eastern Cape had wanted the opening staggered for tourism and traffic reasons.

"Although all schools will open on January 11 next year, it won't necessarily be the precedent for years to come, and the issue will be discussed again," Zille said.

Last week Asmal met representatives of more than 120 education organisations during an intensive "listening campaign".

Education spokesperson Shkeli Khumalo said Asmal is expected to make an announcement today about the changes he is to make to the education system.

The minister is to announce priorities pertaining to early childhood education, higher education and HIV/Aids in schools, among other key issues.

Asmal spoke of a "re-alignment" of universities within the education system and said it is essential that they engage directly

with the government at national and provincial level so that their role is clearly understood.

He is determined to make the national school system work to its maximum potential and is a strong supporter of universities which strive to become "zones of stability and development".

The South African Universities' Vice-Chancellors' Association said in a statement it is confident of Asmal's plans for higher education following his meeting with the body last week.

The association's chief executive officer, Piyushi Korecha, said the impression gained was of "a minister wishing to adopt a hands-on approach".

"We were greatly encouraged that he initiated the meeting and that he asked us to express our visions and priorities and indicated the need for future discussions."

"We were able to discuss the divided historical backgrounds of different sectors of the university system and how the organisation has started to address the need for collaboration and representation in key national debates."

The body expressed concern over key challenges facing universities, among them declining enrolments, the subsidy formula, the future size and shape of universities, equity and quality concerns and the National Qualifications Framework.

Korecha said that although Asmal could not offer universities much hope with regard to improved government funding, he stressed the need to develop the country's intellectual capital by building on existing resources as well as strengthening both the autonomy and the public accountability of universities.

Man who loves learning is up to job

(70)

ARLS 27/9/99



Minister of Education
Kader Asmal believes
that South Africa
should not copy
models from other
countries, writes Special
Correspondent PHILLIP NOLAN

There's an old saying in Ireland, one with which Kader Asmal would have been familiar during his 27-year exile there.

When somebody is particularly erudite, he is said to be able to talk the hind legs off a donkey. Well, you could throw the US Cavalry at Kader, and he would fall them in minutes.

The new Minister for Education is, fittingly, a man who loves learning and - particularly - who loves words. There is a velvety resonance about everything Professor Asmal says. Imagery is ever present, and the vocabulary impressively vast.

To some commentators, this borders on excessive, yet it's hard to see which elements of his conversation are redundant; every word is as well chosen as Professor Asmal gave him one of the country's most difficult portfolios.

His ninth-floor office on Schoeman Street in Pretoria is buzzing when we meet. A great believer in consultation, he hosted 120 two-person delegations last week to discuss the future of education.

Teachers' unions, university administrators, student organisations, all trooped through to offer their insights into the challenges facing the minister, challenges that might face a man half his age.

It's not just a question of reducing class sizes - many areas don't have classes. All stop. Many teachers are not trained. Many universities are educating their students for export. Access to information technology is woefully poor.

The priority, though, is to sort out the basics.

In rural South Africa, illiteracy runs as high as 60%, and Professor Asmal's personal mission is to achieve full literacy within five years.

"We have huge illiteracy, which I personally see as the biggest challenge, because it's the most demoralising thing, the most frightening thing," he says.

"It's going to take years to overcome this, and I've set myself a five-year target."

Literacy is a complex issue in a rainbow nation, and Professor Asmal believes the only approach is

to achieve it in "the mother tongue", be that Tswana or Sotho or Afrikaans.

"English is maybe the lingua franca of South Africa," he says, "but you can't impose English, either expressly or by implication. Don't punish people for speaking Xhosa or Zulu."

From anybody else, the promotion of full literacy might seem an impossible goal - and certainly there has been little yet in nuts-and-bolts detail of how it will be achieved - but when Professor Asmal is nothing if not a doer, as his impressive tenure in forestry and water proved.

It has also been said that his experience in Ireland may stand him in good stead here.

During his exile, he saw a visionary minister for education, Donogh O'Malley, revolutionise the system in the late 1960s, and lay the ground for an economic surge that has seen Irish per capita income exceed that of Great Britain, propelling the country into the list of the world's 20 richest nations.

But Professor Asmal seems unconvinced of the merits of copycat tactics.

"Anything that will work in South Africa will have to be for South African conditions, because I don't think any model from outside can be replicated here," he says.

"The issues in South Africa are so uniquely different."

But there are some pointers. The Irish shifted the focus of learning from syllabus-centred education to child-centred education and, says Professor Asmal, "within 25 years, because of the changes and outcomes in basic education, had the most brilliant students you could possibly conceive, who thought for themselves, too. We are doing that now, with outcomes-based education."

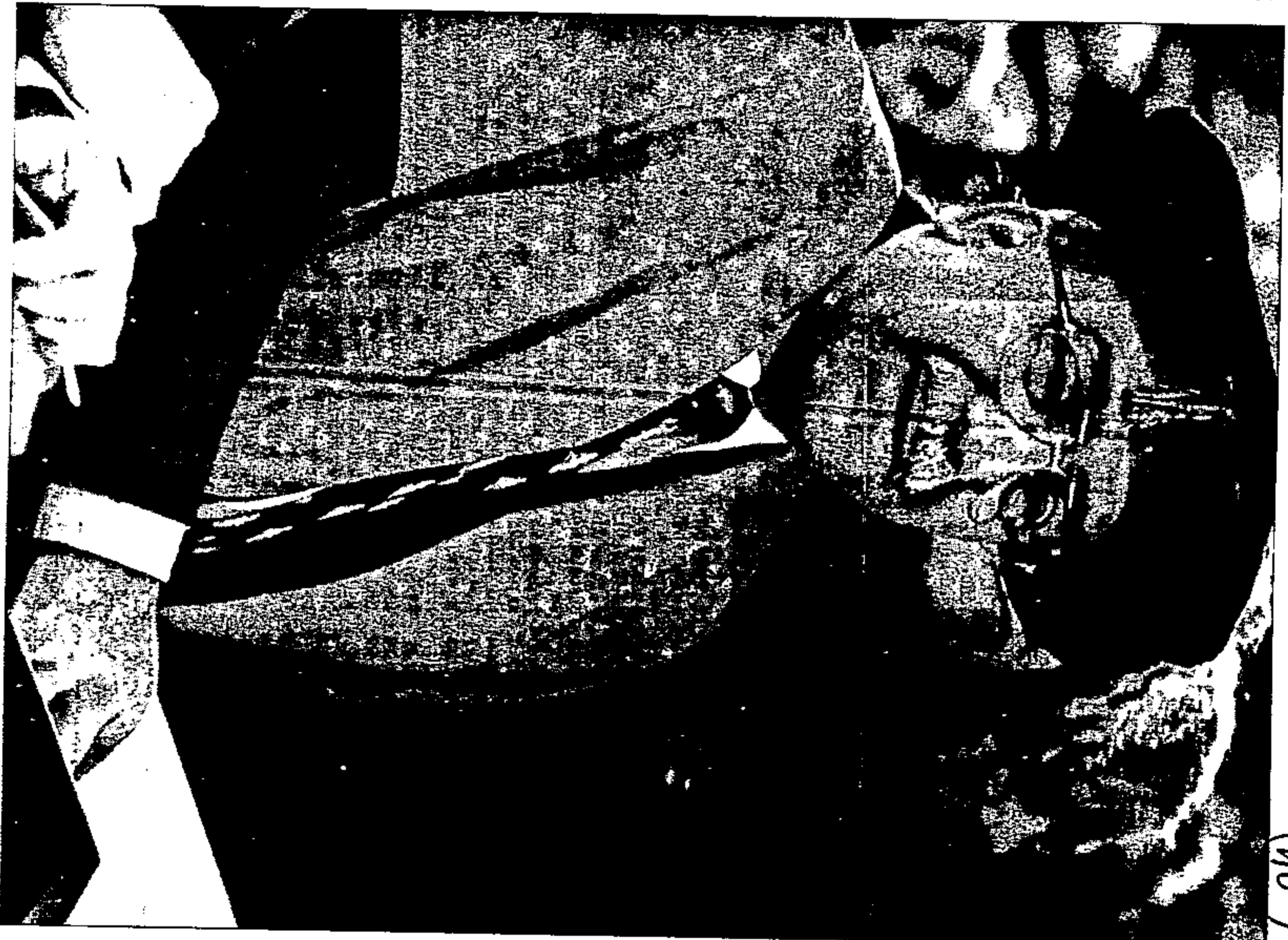
"The most important thing to do is move away from rote learning. It's a colonisation of the mind because it's also set from set books and highly centralised. Move it away from that and make it child-centred, teacher-centred. It needs, of course, a lot of retraining, which we haven't got right yet."

"From that, you move on to a situation where you have a lot of creativity and originality coming out. You can send your children to the poorest, most expensive school and, with rare exceptions, they'll be learning by rote - and so we've got to give that up."

The minister has a particular problem with the matric exam and its use as a stepping stone to third-level education.

"Now that's the university fall wagging the dog," he says.

"The developing pressure here,



Man for the job: Professor Kader Asmal says whites must also be part of the South African milieu of change

which I support, is that school leavers, whether at 16 or 18, must provide you with a qualification for work.

"We must have integrated education and so. In a sense, we could learn much more from the Germans, really, than the Irish system."

those schools immediately because there are high-quality teachers who are motivated, and they can change very quickly; then you have the vast majority who are black and poor, so I think we have to redeem our children, frankly, from the inertia that apartheid left us.

"The worst effects of apartheid were on education, particularly since education has so many different purposes - education for citizenship, education for culture, education for freedom, and education for economic development."

He believes in the example of Irish regional technical colleges, where "business studies and computer works have proved the entrée for middle-level technological development for students", and in the promotion of science, engineering and technology, "the three areas where the technical colleges are better than any university".

"We're now thinking seriously that, while the universities have a role as centres of intellectual thought, they're not going to meet our needs for the 21st century, so we have to work out alternatives and develop the technicians - but that requires enormous investment."

He also believes students themselves must be encouraged to give something back to their country.

At a graduation ceremony at the University of Cape Town last month, where he was awarded an honorary degree, Professor Asmal implored students to "hang in" and consider careers in public service, as well as the obvious choices in business.

"I was appealing to the notion of citizenship as South Africans; mine was a pith to say this is our country," he explains of his first aim, which was to encourage whites in particular to take part in the rebuilding of their country.

He cited the example of the Working for Water Project pioneered in his last ministry, which was run from UCT and Stellenbosch Universities.

"So much for affirmative action displacing whites," he says contemptuously. "This is part of the awfulness of ideologies and propaganda."

"You look at the Sunday Times executive appointments, two pages, and it's very difficult to identify a black face. Whites must also be part of the South African milieu of change."

The second prong of his pith was to black graduates: "Because I'm still a great believer in the notion of public service, it's the most altruistic sector. It's been a very important element in my own understanding

and training. For many of us who come from the tradition of resistance and struggle, the re-building of our society through the state is of enormous importance.

"We need also to remove the last traces of apartheid and linguistic violence. For this we will need trained people and the training of teachers - re-training - is of enormous importance."

"We want a more libertarian tradition in schools, a more libertarian approach, a better sense of individual responsibility. The worst thing about apartheid was that there was no sense of individual responsibility. Whether you were black or white, the system either looked after you or spat on you."

"You won't get a sense of individual responsibility overnight, but it can evolve. The student leaders are the most articulate ones I've met since I became minister."

Asked if he is nervous about the challenges facing him, Professor Asmal prefers to use the word, "awestruck", complimenting his predecessor Sibisoiso Bonga for laying "very good foundations, much more quickly than any comparable situation I know".

When he adds that the most important thing now is "to do things more quickly, more efficiently and to involve more people, particularly parents, in primary and secondary schools", his sense of "urgency" reminds you that here is a man not entirely in the fullness of his health.

Diagnosed with bone marrow cancer last September, he says he has "never led a more intense life".

"I have my biopsies every four or five months and there's no deterioration," he says.

"In theory, my specialist says I must keep away from occasions of tension and, no, it's not easy. I must therefore stop being a minister!"

But he is not complaining. We have dinner and he leaves the restaurant at 10pm for the Pretoria home he shares with Finance Minister Trevor Manuel, where a further two hours of work await. Yet he still believes he is "lucky".

"President Mbeki has given me this strategically crucial department, knowing that it asks a lot of energy," he says with a smile.

There is another expression common in Ireland that springs to mind and Professor Asmal would know that one, too.

He's like a dog with a bone, and if anybody can achieve what needs to be achieved for the future of South African education, then the current tenant of Schoeman Street is surely the man to do it.

Asmal unveils plan of attack

Primarashni Pillay

EDUCATION Minister Kader Asmal has identified urgent steps that must be taken to rescue the education system from crisis.

He has also made it clear that, unlike his predecessor Sibusiso Bengu, he will not hesitate to intervene in the provinces, where many of the education system's problems arise.

Yesterday Asmal announced a plan of action. This followed a meeting on Monday with the nine provincial education MECs at which, said Western Cape MEC Helen Zille, he told them he

Minister targets work with provinces to end crisis in education system

wanted "high-quality performance, action and sound management".

Asmal said there were huge inequalities in access to educational opportunities and facilities. Teacher morale was low due to distress over rationalisation and redeployment, vulnerability to crime and inadequate resources.

There was also a crisis in the administration of many parts of the system.

"The most serious ... is the incapacity of several provincial education de-

partments to set the agenda for their systems, perform their tasks in a businesslike way and give adequate professional support to their institutions of learning," Asmal said.

Schools were characterised by poor-quality learning and pupils left school with gaps in their basic knowledge and reasoning skills.

His priority was to make provincial systems work through co-operative government.

"I intend to exercise my political authority as vigorously as is necessary to promote the advancement of the national education and training system," Asmal said. He would monitor the performance of provincial departments and report on their progress to President Thabo Mbeki every three months.

Asmal said that in collaboration with the finance minister and provincial authorities he would attack problems in the allocation and management of

(70) RD 28/7/99

provincial education budgets.

The fight against illiteracy, another priority, was hampered by lack of government funds. He appealed to businesses to run or support literacy projects. Asmal said he would press for funds to replace dangerous and dilapidated schools and provide water and sanitation to schools in need.

The ministry would also give priority to a plan for teacher development in support of outcomes-based education, introduce a national teacher award scheme and ensure delivery of textbooks in time for the start of the new school year.

Asmal mobilises for war

Minister's nine-point plan to tackle education 'emergency' (70)

LYNETTE JOHNS
EDUCATION REPORTER

Declaring a "state of emergency", Education Minister Kader Asmal has unveiled a nine-point plan aimed at changing the face of education within five years. "Tirisano", which means working together, has become a rallying call for the new scheme. The plan follows lengthy consultation between teacher unions, provincial education ministers and education officials. Dr Asmal said in Pretoria yesterday: "The educational condition of the majority of people in this

country amounts to a national emergency."

And he is treating the situation as such. He said Tirisano should be seen as the ministry responding in an exceptional way required during a state of emergency.

"I announce a national mobilisation for education and training," he said.

The nine-point plan focuses on burning issues in education:

- Making provincial systems work.
- Eradicating illiteracy.
- Getting the community to take ownership of schools.
- Rebuilding run-down schools.
- Increasing the professional

service of teachers.

■ Ensuring the success of outcomes-based education.

■ Making secondary education more viable.

■ Gearing up tertiary education for the 21st century.

■ HIV/AIDS education.

The plan was pulled together after Dr Asmal spent five weeks reading, briefing and meeting people involved in education.

One conclusion of his research is that the system of education and training has serious weaknesses and carries "deadly baggage" from the past.

But Dr Asmal said there were excellent policies and laws in place

for the next century.

Some of the "baggage", according to Dr Asmal, included extreme inequalities in access and facilities, the serious state of the morale of the teaching force, failures in governance and management and the poor quality of learning.

He said the system had failed the poor as the new system of governance had not yet succeeded in easing the conditions imposed by years of apartheid.

It was hoped Tirisano would be able to make education more accessible to people.

"It will not be an exaggeration to say that there is a crisis at each level of the system," said Dr Asmal.

Firms urged to fight illiteracy

EDUCATION REPORTER

Employers and organisations will be encouraged to run basic adult education to help the Government fight to eradicate illiteracy within five years.

Education Minister Kader Asmal said the new-style adult basic education and training (Abet) programme would be credited within the National Qualifications framework.

Given enough funds, it is hoped that close to a million new students will have qualifications equal to Grade 9 by 2003.

Budget constraints have forced a number of provincial education departments to cut back or close their Abet programmes just when they should be expanding.

"This trend ought to be reversed, but it is improbable that the Government will find sufficient additional funds in the near future to eliminate illiteracy through formal Abet programmes run by provincial education departments," Mr Asmal said.

He therefore looked at getting employers, including the state, to help fund programmes to increase the literacy levels of employees.

Unemployed illiterate people will also have access to the National Skills Fund.

All organisations, including the National Youth Commission, will be called upon to help the ministry design a programme of voluntary service to run Abet programmes.

It is estimated that up to 60% of the population is illiterate.

Project to make schools safer

EDUCATION REPORTER

Schools must be reclaimed from vandals and gangsters through community initiatives to bring peace to the beleaguered institutions.

Many Cape Flats schools face ongoing vandalism. Gun fights often force principals to close their doors for days until calm returns.

Education Minister Kader Asmal's concept of getting communities to take ownership of the schools has been the cornerstone of the The Safer Schools Project.

The project aims to get more community involvement instead of making schools fortresses.

Mr Asmal said a school, used by the community for other functions and activities, was a place the community would protect, because it was theirs.

"Ultimately the principal will be the deciding factor in opening up the school to the community."

Schools should also welcome children with special needs. The long-awaited policy on education for pupils with special needs will be publicised soon.

It's time to re-assert dignity

EDUCATION REPORTER

Teacher development is a priority to help boost the low morale of educators.

Education Minister Kader Asmal said yesterday there was a "real malaise in the teaching corps of this country".

However, the ministry would remedy the situation using several initiatives, including professional development for teachers, more support and teaching materials and improving conditions at schools.

"All these measures will help to

realign the identity of the teacher in the country. The years of discrimination, repression, struggle and democratic transition have taken their toll on teachers in all communities.

"It is time to re-assert the dignity of the teaching profession because teachers at their best are vital agents for change and growth," said Mr Asmal.

Attributing the problem to apartheid, he said many African teachers were less qualified than others. In addition, they usually taught at poorer schools.

'DEADLY BAGGAGE' FROM THE PAST

Education in crisis — Asmal

CT 28/7/99

(70)

LARGE PARTS of the education system are not functioning and there is a crisis at every level, Education Minister Kader Asmal says. Education Writer PRISCILLA SINGH reports.

EDUCATION MINISTER Kader Asmal pulled no punches yesterday when he hauled the education system over the coals, saying it was in a crisis and carried major weaknesses and "deadly baggage" from the past.

"Large parts of our system are seriously dysfunctional and it will not be an exaggeration to say that there is a crisis at each level of the (education) system," he told the media in Pretoria.

He said South Africa had strong, committed leadership and excellent policies and laws for the 21st century, but in crucial respects was not ready for the new century.

The most troubling features of the education and training system included the massive inequalities in access and facilities, the serious state of morale of the teaching force, failures in management, and the poor quality of learning in much of the system.

After consultation with major players and provincial leaders, Asmal concluded that the educational condition of most people in the country amounted to a national emergency.

He said he was particularly appalled to discover, in discussions, that many schools failed to start on time and closed early, that too many pupils were absent at will, and that too many teachers believed that their obligations ceased at 1pm or 2pm on a school day.

Asmal admitted that it was obvious that many teachers have been demoralised by the uncertainty and distress of rationalisation and redeployment.

"Despite our success stories, we are failing, especially in those wide-flung tracts of the system that serve poor urban and rural communities.

"Our country has a long way to go and no time to lose," Asmal said.

But it was not all doom and gloom.

Asmal announced a national mobilisation, under the slogan of "Tirisano", a Sotho word meaning "working together".

He called upon citizens to make a commitment and for all organs of society to work together with the ministry and provincial education leaders to tackle the most urgent problems.

"After five years of democratic reconstruction and development, the people are entitled to a better education service and they must have it," Asmal said.

He has pinpointed nine priorities that form the basis of his five-year plan to pull South African education out of its present crisis. They are:

● The provincial systems must be made to work by making co-operative government work.

● The back of illiteracy among adults and youths must be broken in five years.

● Schools must become centres of community life.

● Conditions of physical degradation in South African schools must be ended.

● We must ensure the success of active learning through outcomes-based education.

● The professional quality of the teaching force has to be developed.

● A vibrant further education and training system needs to be developed to equip the youth and adults to meet the social and economic needs of the 21st century.

● A rational, "seamless" higher education system must be developed that grasps the intellectual and professional challenges facing South Africans in the 21st century.

● The HIV/AIDS emergency will have to be dealt with urgently and purposefully in and through the education system.

Asmal will report to President Thabo Mbeki every three months on progress in provincial education, according to a set of indicators that will soon be discussed with the Council of Education Ministers.

Following Asmal's speech, teacher unions praised him for his frank and honest appraisal of the system.

SA education is in crisis, says Asmal

(60)

By Victor Mecoamere
Education Correspondent

EDUCATION Minister Kader

Asmal said yesterday the South African education system was in a crisis and his department had to deal with what "amounts to a national emergency".

"Large parts of our system are seriously dysfunctional. It will not be an exaggeration to say there is a crisis at each level of the system," Asmal told a media briefing in Pretoria.

He said the most troubling features of the system were massive inequalities in access and facilities, low teacher morale, governance and management failures and the poor quality of learning.

He announced nine priorities aimed at offsetting the current dysfunctional nature of the education system and to put it on a sound footing for the 21st century. The priorities were the key part

of a national education campaign to improve the education system which is to be known as *Tirisano* (Setswana for cooperation).

Asmal said the country had to mount a massive remedial exercise to be ready for the demands of the next century.

All the troubling features, it appeared, were the result of not heeding President Thabo Mbeki's call in Parliament for a vibrant culture of learning, teaching and service.

Asmal said "teachers must teach, learners must learn and managers must manage".

"The priorities in the Department of Education's *Tirisano* campaign are making provincial systems work by making cooperative governance work, breaking the back of illiteracy in five years, turning schools into centres of community and cultural life and ending the physical degradation in schools," the minister said. *Tirisano's* other priorities were to

Source: 28/7/99

ensure the success of active learning through outcomes-based education and the creation of a vibrant further education and training system with the primary aim of developing the youth and adults to meet the social and economic needs of the future.

It also aimed at implementing "a national, seamless higher education system" and dealing "urgently and purposefully with the HIV-Aids emergency in and through the education and training system".

Asmal said he was empowered by the National Schools Act to monitor the performance of provincial education authorities in meeting their constitutional obligations and in implementing national policy.

"However, I will employ a faster and less formal method of monitoring and advice by requiring all senior officials of the department and my own advisers to spend a certain amount of time on visits to provincial education departments and institutions," he said.

By Victor Mecoamere
Education Correspondent

FIVE weeks of a wonderful mission of discovery for Education Minister Kader Asmal seem set to result in a change of direction for the education system, which he said this week was dysfunctional and in crisis.

During the last five weeks Asmal has met 36 concerned groups during his listening campaign.

He said in Pretoria this week that these meetings enabled him to gather all the information necessary for his ministry to launch a massive education mobilisation campaign on Tuesday.

He described the meetings with representatives of education institutions, student and teacher bodies, trade unions and business organisations as "unprecedented in their intensity and frankness".

The meetings were designed to rally intellectual and physical support behind Asmal's education mobilisation campaign, known as *Tirisano* (a Setswana word for cooperation, or working together).

"The national education leadership is unanimous that our system of education and training has major weaknesses and carries deadly baggage from our past," said Asmal.

"Large parts of our system are seriously dysfunctional. It will not be an exaggeration to say that there is a crisis at each level of the system."

He said the education system was characterised by "rampant inequality, low teacher morale, failures of governance and management and poor quality of learning".

Asmal said *Tirisano* formed the solution to the crisis in education. It will be based on nine priorities that will form the basis of the campaign.

About the first priority Asmal said: "We must make our provincial systems work by making cooperative government work."

To ensure this happens, he promised to exercise his political authority "as vigorously as is necessary to promote the advancement of the national education and training system".

He will also use his powers under the Schools Act "to monitor the performance of provincial education authorities in meeting their constitutional obligations and in implementing national policy".

Asmal said he would also report to President Thabo Mbeki every three months on the progress in provincial education "according to a set of indicators that will be discussed with provincial education MECs".

Priority number two - breaking the

Kader Asmal's masterplan

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Education Minister Kader Asmal launched a new education mobilisation campaign in Pretoria on Tuesday. The campaign, known as *Tirisano*, will tackle the dysfunction and crisis in the education system.
PIC: MBUZENI ZULU

schools register of needs.

"I will use every opportunity to press the priority of public spending on replacing dangerous and dilapidated schools and providing water and sanitation services where they do not exist," said Asmal.

The development of the professional quality of the teaching force is the fifth priority, and will be addressed through a national teacher award scheme, among other things.

Quality teaching will also be boosted through a green paper on professional standards in education "as part of the process of enabling the South African Council of Educators to take its full place as a statutory professional body with real influence on the quality of service provision".

Outcomes-based education - more than 300 000 teachers were trained in this new educational system in the past three years - will be the sixth priority.

Asmal said outcomes-based education will boost active learning: "It is important to recognise what damage was done over the decades by an approach to education that was essentially authoritarian and allowed little room for the development of critical capacity or the power of independent thought and inquiry."

"Outcomes-based education is an approach that embraces the capacity of learners to think for themselves, to learn from the environment and to respond to wise guidance by teachers who value creativity and self-motivated learning."

The seventh priority is to equip youths and adults with skills to meet the social and economic demands of the 21st century through the creation of a vibrant further education and training system.

The eighth priority is the implementation of a higher education system "that will grasp the intellectual and professional challenges facing South Africans in the 21st century".

Among other things, Asmal expected "higher education managers to run their institutions in a responsible and inclusive manner, which means engaging in good faith consultation with student representative councils and staff associations".

Priority number nine is the urgent and purposeful tackling of the "HIV-Aids emergency" in and through the education and training systems.

"This is the priority that underlies all priorities, for unless we succeed we face a future full of suffering and loss, with untold consequences for our communities and the educational institutions that serve them."

back of illiteracy within five years - will ensure that no adult South African will be illiterate in the 21st century.

But he warned: "Millions will be if we do not mobilise a social movement to bring reading, writing and numeracy to those who do not have it."

Asmal said the third priority - making schools centres of community life - stemmed from an idle school becoming a vulnerable place, while a busy school was a place the community would protect "because it is theirs".

He said there was a role in community schools for religious bodies, business, cultural groups, sports clubs and civic associations "both to serve their own requirements and to contribute to the school's learning programme both in and out of school hours".

Ending the conditions of the physical degradation of schools, which is the fourth priority, will require 12 times more than the R1 billion which the Government has spent so far on the national schools building programme to meet the backlogs identified recently in the

Schools link with businesses in scheme to raise funds and reduce fees

SHAIK MIRATHA
AND BRENDAN SEERY

Schools are leading the way in an innovative hi-tech scheme - similar to airline "frequent flyer" programmes - which will help fund school projects and reduce fees.

At least 16 Gauteng schools have so far signed up for the programme, which, it is hoped, could be rolled out into a national network, and which could raise millions of rands for private and Government schools, which are both experiencing funding crunches as Government financial support is cut right back to enable previously disadvantaged schools to be improved.

Under the scheme, schools are linked up with businesses which operate in their area - major chain stores, petrol stations, butcheries or smaller concerns like florists.

There is also a link to cellular phone service providers. Each family with pupils at the school is given an electronically encoded "smart card" which is used every time a purchase is made.

A percentage of the transaction is then paid over to the school and included to the family's school fees account for the following year, reducing the amount payable for tuition.

The larger businesses will be linked to the network electronically via machines which will read the card and which will pass details of the transaction electronically to the company administering the scheme, Virtual Market Place.

In smaller shops, the details of the transaction are recorded manually

and passed on once a month to the administrators.

Graham Bath, of Virtual Market Place, said the "cut" for the schools from each individual transaction varied between one and three per cent but could rise to as much as 20% for purchases from outlets like jewellery stores.

Of that amount, Virtual Market Place, which administers the scheme, supplies the computer hardware and software for its administration and provides detailed accounts, takes 30%. The other 70% goes to the school.

"We recommend that schools then split that amount 50-50 with parents, with the money going to reduce school fees for the following year."

Mr Bath said he had come up with the idea after "endless hours fetching and carrying my own school

kids" and having seen "the almost endless requests for money from schools".

As an informational technology specialist, he initially helped initiate pilot projects with two schools, which focused more on linking them electronically to the information superhighway and setting up the basis of a "virtual community".

The funding idea "seemed to grow naturally from that," he said.

"The fundraising idea is only part of Mr Bath's vision for a "virtual community" centred on the school, where there would be facilities for communicating with parents electronically - via e-mail - sending reports and newsletters.

"How many parents have found that 'child mail' is just not an efficient way of getting notice to parents?" he chuckled.

In addition, Mr Bath believes that innovative ideas, like a short message service (SMS) system where the school can communicate important information to parents via cell-phones, should also be part of the "virtual community" make-up.

"For instance, how many times have people been sitting around at school waiting for the bus to bring the kids back from somewhere, not knowing it was delayed?"

"The SMS system would be an answer to that."

National Education Department spokesperson Bhoki Khumalo said: "Parents think up all sorts of revolutionary ideas to alleviate the educational financial burden.

"We welcome such schemes because by and large educating our youth should be a community thing, not just Government responsibility.

"The public must feel free to contact us with any more money saving or generating ideas that the country can benefit from. We will look at them seriously."

Constantia Kloof Primary School principal Hannes Fourie has been a member of the Virtual Market Place scheme for nearly two years and is satisfied with the arrangement.

"I am lucky that the parents of my community are able to pay for all the basic educational needs through school fees."

"But the system is geared for all the unbudgeted expenses such as overhead projectors or an upgrading of security at the school. We repaired our swimming pool pipe and parents didn't have to pay any money for it."

"Basically, parents do not pay for the 'nice to have' items in the school.

We are in local partnership with petrol stations, a florist, retailers, a jewellery store, butchery, a stationery and vegetable market."

Mr Bath said that initially some businesses were sceptical about the value of the scheme.

"We had one parage owner who was a bit hesitant, but the amount the card holders are generating has risen from about R18 000 a month to R30 000 - now he's convinced."

Gauteng Education spokesperson Aubrey Matshege said that such initiatives were not new to the department of education.

"The Schools Act allows all schools to fundraise for resources that cannot be covered by the department, such as the employment of extra teachers. As long as the schools do not violate any laws, there isn't a problem."

(50)
AKT 31/7/99

Asmal raises high hopes of eliminating illiteracy

(70)

SD 4/8/99

Literacy programmes fragmented, writes Primarashni Pillay

EDUCATION Minister Kader Asmal's pledge to eradicate illiteracy in five years is a noble one but impossible to fulfil. His political will, however, sets high expectations and this could make a significant dent in reducing illiteracy levels.

SA has about 12.5-million people over the age of 16 who have not received a full nine-year basic education deemed necessary to function in a literate society.

This is according to Prof John Aitchison, director of the Centre of Adult Education at Natal University.

He says 4.1-million adults have had no schooling. 3.4-million adults have been to school but have not reached standard five and 5-million adults have reached standard five but not standard seven. These people are functionally illiterate in varying degrees.

Asmal last week urged government and employers to support literacy programmes.

He said literacy programmes should be provided through government's introduction of a skills levy in which companies will be required to contribute half a percent of their total payroll costs towards a training fund from April next year. Part of the fund will be used by the labour department to train the unemployed, the disabled and people from rural areas.

Asmal also said that volunteers could help mitigate the illiteracy problem.

Government-driven literacy programmes have in recent years been fragmented and have experienced structural, logistical and political problems.

Nevertheless, government signalled its commitment by setting up a directorate in the education department to look into adult basic education and training (Abet), say Aitchison and Ivor Baatjes, also from the University of Natal.

Simultaneously, nongovernmental organisations (NGOs) provided literacy classes while mining companies and parastatals had in-house projects in which they bought programmes from private companies.

In 1996, the department launched the lthuteng campaign which aimed to recruit 90 000 people country-wide for a basic literacy and numeracy programme. Government gave R50m for the campaign but it experienced difficulties in terms of provinces accessing funds for the purchase of learning materials.

In 1997, government launched the multiyear implementation plan which analysed literacy problems and advised provinces on the implementation of programmes. The provinces experienced mixed fortunes.

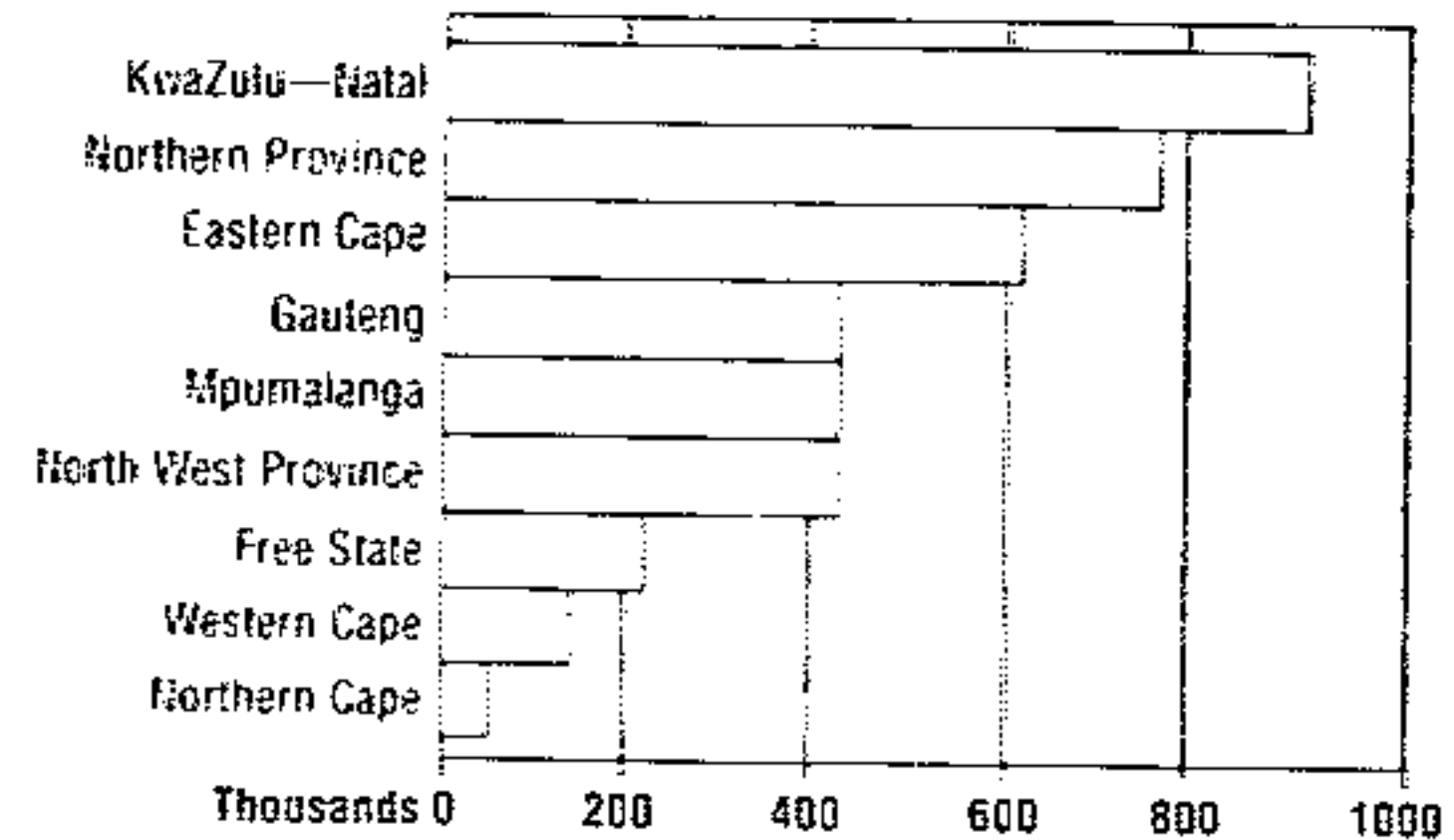
Meanwhile, many NGOs which were conducting Abet collapsed as funding from overseas donors went to central government. Furthermore the National Literacy Co-operation, an umbrella body for NGOs, closed down following allegations of mismanagement.

Baatjes says that 8% to 10% of the national education budget should go towards Abet programmes. In the 1996/97 financial year, 0.5% of the education budget was allocated for this purpose. The allocation grew to 0.8% in the 1998/99 financial year.

He says "there is no way government alone can address the education needs of 12.5-million adults".

Aitchison says government faces difficult decisions — unemployment is a big problem and there are people who are "perfectly literate" who are unemployed.

Number of people aged 20 or more with no education



Graphic: KUBEN DAVI D. Source: PROFESSOR JOHN AITCHISON AND STATISTICS SA 1996

"Do you put (your money) into literacy ... or do you put it into employment?" He believes though that the management and distribution of limited resources "could be done more imaginatively and effectively".

Analysts argue that it is impossible to reach out to all illiterate people and that not everybody sees the importance of learning to read and write as they have adopted their own survival strategies.

Baatjes says only 1% of illiterate people participate in literacy programmes and that there is a high drop-out rate. Adult learners experience a number of situational, psychological and structural barriers to participation in programmes.

Baatjes believes it is "necessary for literacy to be tackled simultaneously with the social problems experienced by adult learners in SA". This would entail a collaborative effort by the education, health, welfare and labour ministries.

It has however been argued that Cuba and Nicaragua were able to reduce illiteracy rates through government funding and volunteerism and that SA should be in a position to do so too.

For Wits University education analyst Salim Vally, SA is not operating in the context of Cuba and Nicaragua. "Their initiatives created national unity and were revolutionary. This country has a leadership that cannot inspire people by example," says Vally.

Baatjes says government should use NGOs to address the problem. They should assist them with donor funding and set criteria and standards for them to operate as NGOs have the knowledge, expertise and experience in this field.

Aitchison does not believe the Abet directorate has the wisdom and knowledge to be gatekeepers of all funding. There needs to be a collaborative effort between overseas funders, the department and NGOs.

Vally says it is not clear if the skills levy would be used for literacy. Companies are required to contribute 0.5% of their payroll whereas the international trend is 4% to 6% of the payroll. "There are so many demands on the levy," he says.

Vally, Aitchison and Baatjes concede nevertheless that Asmal's stance places Abet high on the list of government's priorities.

EDUCATION

A GRAND PLAN POISED BETWEEN HEROISM AND FAILURE

(50)

pmb/8/99

Better teaching and learning will be real test of Asmal's strategy

Education Minister Kader Asmal's grand plan for tackling the education crisis has been met with enthusiasm as well as relief. He has raised flagging hopes that education's problems can be overcome after all; and if anyone is seen to have the grit to succeed, it is Asmal.

But his plan, though bold in promises, is short on how things like a culture of learning will be achieved. While it is essential that energetic leadership come from the top, the true test will be whether Asmal's grand announcements will be realised in better conditions on the ground.

Nevertheless, Asmal's first encounter with the press last week as Minister of Education was invigorating because of his ability to acknowledge education's huge problems and the energy with which he faced each one head-on.

He identifies the main trouble spots as: the huge inequalities in access and facilities, the serious state of morale in the teaching force, failures in governance and management, and the poor quality of learning in much of the system.

Not only does Asmal accept that government is failing to provide education in large parts of the country, but that in some areas the situation is worse than under apartheid. This is a breath of fresh air for those used to the prevarication of the former Education Minister, Sibusiso Bengu, who once said

»I hear people saying his plan is too ambitious; well I say thank God because it will take someone with ambition, with fire in the belly, to turn around 360 years of apartheid legacy. He can rest assured of the support of the higher education sector in addressing the social goals he has set. «
Dr Mamphela Ramphele, SA Universities' Vice-Chancellors' Association chairman

of the policy of awarding teachers voluntary severance packages: "If it was a mistake, it wasn't my mistake."

Asmal's will be a hands-on approach. One of his first moves will be to send his senior officials to the provinces to ensure they are coping in providing quality education and to build capacity where necessary. He wants to work in partnership with provinces but makes no bones about his willingness to intervene, if necessary.

Asmal sent a similar message to universities and technikons, which he expects to be more efficient and accountable in future. He says the role and viability of individual institutions will be urgently re-

viewed and that this is likely to result in mergers between some and changes to the missions of others. While underlining his belief in the importance of university autonomy, Asmal says he will intervene "with deliberate speed" if institutions drag their heels in reforming the institutional landscape.

WHAT ASMAL PROMISES

In welcoming this bold statement, Wits University vice-chancellor Colin Bundy adds that "Bengu never said anything vaguely like this".

SA Universities' Vice-Chancellors' Association chairman Dr Mamphela Ramphele says "there is great excitement and enthusiasm in that at last we've got a Minister who understands the issues in higher education, is committed to promoting excellence and equity and whose whole approach is a can-do approach.

"I hear people saying his plan is too ambitious; well I say thank God because it will take someone with ambition, with fire in the belly, to turn around 360 years of apartheid legacy. He can rest assured of the support of the higher education sector in addressing the social goals he has set."

One of Asmal's priorities is to address the malaise in the teaching corps. He plans to raise morale by introducing a professional development plan for pre-service and in-service training, effective professional support services, the efficient provision of learning support materials to schools, a campaign to make schools the centre of

community life, and a national award scheme to reward outstanding teachers.

The SA Democratic Teachers' Union (Sadtu) has applauded the priority shown to teacher development.

Less convincing than his plans for motivating teachers, however, is Asmal's plan to "make schools the centre of community life" as a means to re-establish discipline and a culture of learning and teaching, and to ensure security at schools.

He envisages inspired principals and committed governing bodies turning

An annual education parliament where all affected parties will help to shape the future of education delivery

To provide the President and media with a written quarterly report on the state of education

To break the back of illiteracy in five years

To use the National Skills Fund to expand adult basic education and training programmes for the illiterate and unemployed

To develop a mass voluntary service campaign to improve SA's levels of literacy and numeracy

To upgrade teaching skills

A national teacher award scheme to reward excellent teaching

Legislation that lays down professional education standards

To ensure that all children are competent in reading, writing and arithmetic by age nine (or the end of grade three)

To ensure that all schools will receive learning materials before the first day of school

schools into bustling community centres and says "values, morality and decency must be reinstated as the bedrock of school life, and self-discipline as the basis of the disciplinary codes in the school".

What's missing from this glowing vision is how impoverished communities and inept provincial bureaucracies will make it happen.

"I would have liked greater emphasis on the fact that we have first to re-establish schools as schools," says Western Cape Education MEC Helen Zille of the DP, "before we burden them with other responsi-

AFRIKANERDOM

legiances. The small and diminishing proportion of Afrikaners who vote for

bilities relating to their communities."

This and the fact that Asmal needs to prioritise his initiatives are Zille's only concerns. She says Asmal's is "a refreshingly realistic approach" and one that allows provinces more than enough room to develop their own strategies and time frames.

Asmal has announced his desire to break the back of illiteracy in five years, but admits that government is unlikely to be able to fully fund this initiative through adult education and training programmes. Instead, he proposes that business contribute through the National Skills Fund and that a corps of volunteers be mobilised to teach literacy and numeracy. Oh yes, and the donor community will be tapped, again.

Asmal says the rest of his initiatives can be funded by reorganising current spending, in recognition of the fact that the education budget is set to shrink slightly next year. But as long as 90% of provinces' education budgets go on teachers' salaries, he will be walking a tightrope poised between heroism and failure.

Claire Bissek

School age seven from next year⁽⁹⁰⁾

ARG 10/8/99

ARGUS CORRESPONDENT

Johannesburg - Children will soon be admitted to school only if they are seven years old, according to the National Admission Policy for schools.

The policy also clarifies the registration process. Parents are not obliged to pay a registration fee, sign an undertaking to pay school fees, pay part of the school fees on registration, sign that they will subscribe to the mission statement of the school or agree to the pupils' code of conduct.

According to the policy, six-year-old children will no longer be admitted to Grade 1. Only those who are seven or turning seven will be admitted under the policy, effective next year.

Lebelo Maloka, spokesman for Gauteng's education MEC, said parents were expected to begin registering children at schools this month. Registration would continue until the end of September.

The policy also outlawed refusing children access to schooling, he said.

By Victor Mecoamere
and Claire Keeton

WHAT would you like to be after you are Minister? Do you want to be Deputy President? a Soweto primary school pupil

asked Professor Kader Asmal soon after his appointment as Education Minister in June.

Asmal remembers this moment with delight at the child's confidence and knowledge. He is committed to an education system that develops this pupil's inquiring mind to its best potential.

Improving the senior certificate examination results, the availability of learning materials, punctuality at schools and the implementation of effective education in all schools are the immediate goals that Asmal has set for his ministry and department.

"Improving the matric results, ensuring that there are textbooks for every pupil, that schools and lessons start on time, encouraging effective teaching and learning have to be our main, immediate goals," he told *Sowetan*.

Asmal said these priorities had to be implemented now, within the next four months, while the others outlined in his nine-point action plan would take longer to put into practice.

"I will be meeting provincial education MECs soon to enlist their assistance in making an appeal to parents, teachers and pupils to help us make these goals a reality.

"Coupled with these goals are the removal of violence from schools and for all members of the school communities to exercise discipline," said Asmal.

He is due to meet the South African Council of Educators – a statutory professional body that is charged with implementing a code of conduct for teachers – to encourage it to do its work. It is responsible for ensuring that teachers behave and carry out their duties in a professional manner.

Asmal said there was "no single answer" to overcome the history of underdevelopment in apartheid education. "We have to look at it in an integrated way. It is not money (although) money is a factor," he said.

"There is an awesome legacy of apartheid (in education and) in the townships the schools are a microcosm of the society outside."

Asmal said the legacy of alienation and violence were reflected in the schools and the only way to counter this was to turn schools into centres of community and cultural life.

He said there were lessons to be learnt from

Asmal tackles the legacy of alienation

(FP) *Sowetan* 11/8/99

former model C schools, which had the active participation of their communities as well as financial support and partnerships with the community policing forums.

"We need to integrate all the principal actors in schools – parents, teachers, principals and pupils – and build up the school-governing bodies which in African areas are weak or non-existent."

Asmal plans to help all the provinces set up five or six pilot projects in education. "They will give an example of what can be done in twinning (where schools support each other) and in services."

The programme to forge these partnerships for the improvement for public schools will be launched by President Thabo Mbeki.

The minister said it would boost the Culture of Learning, Teaching and Service campaign, which was well-established in some areas but weak in others. "We must look at what has been done, and what can be developed further."

He said teachers had a central role to play in this and stressed that it was critical to restore their esteem as community leaders, along with a sense of morality and ethics in education.

The rehabilitation of schools, through the involvement of their local communities, was seen as another key element in this campaign. Asmal said discipline and security had to be reinstated at schools, with "zero tolerance" for violence.

The killings at a school in Empanjeni, KwaZulu-Natal, on Friday and of school pupils on the East Rand on Monday night underlined the urgency of this campaign.

It presents a challenge to all South Africans, with around 37 000 schools in the country.

Asmal said he must prepare South Africa to meet Mbeki's challenge: "Is our education system on the

road to the 21st century?"

This means transformation and integration at a tertiary level, not only at schools.

The minister said the Cabinet had decided that there must be rationalisation between historically white and black universities. He said universities must recruit and reward staff of high, professional competence.

Asmal said universities needed to be more representative of society by confronting racial and sexist imbalances.

Asmal would also like to see Adult Basic Education and Further Education and Training receive greater support from employers since the Government cannot be solely responsible for this.

He said the private sector could use their resources in a creative and humane way to contribute to reversing illiteracy and underdevelopment.

Asmal identified early childhood education as another sphere in which they had a major role to play. "The Government will make an active intervention to encourage those outside of it to be involved.

"We must begin (with children) to get it right now for the 21st century."

An educator all his life – as teacher, author and professor – Asmal certainly has the training, talent and commitment to guide the country's education system into the next century.

"I don't come to education as a new boy on the block. I'm not a stranger," he said, understating his long list of qualifications. "We have a vision. We challenge everyone to be part of it."

Turn schools into centres of community and cultural life

Asmal sets tests for 8-year-olds in review of new curriculum

(50) AREG 13/18/99

LYNNETTE JOHNS AND SAPA

Outcomes-based education will be reviewed and grade three pupils - who were the first to be instructed on the new curriculum - will be tested on their literacy and numeracy skills, Minister of Education Kader Asmal said yesterday.

Mr Asmal was briefing members of Parliament on his vision for education where he envisages mass mobilisation throughout the country to help hard-pressed schools become the centre of their communities.

This year's eight-year-old grade three pupils were the first to be instructed using the new style just over two years ago.

They will now undergo a literacy and numeracy skills test to determine their abilities.

Mr Asmal said former model C schools had embraced the new method as they had the financial resources to do so.

However, the nature and impact of the new curriculum had not been adequately communicated to poorer schools.

Poor schools did not, he said, have sufficient teaching materials. The review did not mean outcomes based education would be done away with. Instead he said the time frame for full implementation could be delayed.

The new method was introduced in a staggered fashion, with the understanding that by 2005 all schools will be using the method.

Mr Asmal said the ministry could have been a "bit too modest with their timetable" in implementing the new method.

Schools will also be encouraged to twin with police stations to ensure their safety and parents will be encouraged to become police reservists.

These are two of the strategies Mr Asmal has to stem the tide of violence at schools.

He said, however, that schools reflect society and the solution would not be found at schools. The issue, he said, had to be dealt with in a comprehensive way involving the entire community.

Mr Asmal said draft legislation to restructure the state-sponsored financial aid scheme for tertiary students had been approved by a Cabinet committee.

The draft legislation would go before Parliament soon, he said. This was one of several Bills being prioritised by his department.

Presently, the Tertiary Education Fund of South Africa (Tefsa), a section 21 company set up by the Independent Development Trust manages student loans.

This year, Government pumped R390-million into the scheme.

Mr Asmal told MPs that the National Student Financial Aid Scheme Bill would put the scheme "on a statutory basis", managed by a board appointed by himself, with better loan recovery mechanisms.

Mr Asmal's acting director-general, Nasima Badsha, said that at the moment there was difficulty in identifying the employers of graduate loan recipients who were not in the pay of the state.

"Hopefully the new (Bill) will allow for much more efficient loan recovery," she said.

The scheme gives bursaries and loans to students at universities and technicals who are financially needy and academically deserving. It has allocated about R1.76-billion since 1994.

New strategy to make schools safer places

Scarcely a week goes by without a school on the Cape Flats suffering a break-in, some form of vandalism or gang activity. It is not a new problem.

But the problem of stolen bridges, lawnmowers, laboratory equipment, computers, and using the school as a place to sleep or a hangout for gangsters to smoke dagga or to engage in sexual activities has become far too commonplace. Over the years, schools have learned to fix and replace things, or live without.

The short-term response has always been to throw money at the problem by trying to provide more security.

In the past four years alone, the Western Cape Education Department has spent R44-million on employing security guards at the most affected schools.

But this approach has proved short-sighted as it has been impossible to place guards at all schools or to continue to pour millions of rands into fences, burglar bars, and mesh wire at the expense of much-needed teachers, textbooks and stationery.

Research suggests that some of the most promising prevention and intervention strategies must involve the entire school community working together to find ways of solving the problem.

During the past year, the provincial education department has held intensive discussions about the problems of safety at schools and launched the ambitious Safer Schools Project, with its accompanying Bridge the Fence Project.

These projects are the brainchild of an alliance of various government depart-

ments, NGOs, municipalities and community role players.

The project will focus its energies on the 130 most affected schools.

The objective is to develop an approach that involves parents, teachers and community organisations, with the purpose of finding ways to make schools safer for the children.

It seeks to allow the school community to find ways to solve problems of gangsterism, crime and vandalism at their schools.

The approach is based on the premise that the more the school community feels it owns the school, the more willingly it will be involved.

To achieve this objective, a wide range of support services will be available to the school community. These range from conflict resolution and mediation skills, behaviour modification programmes to strategic planning and leadership training.



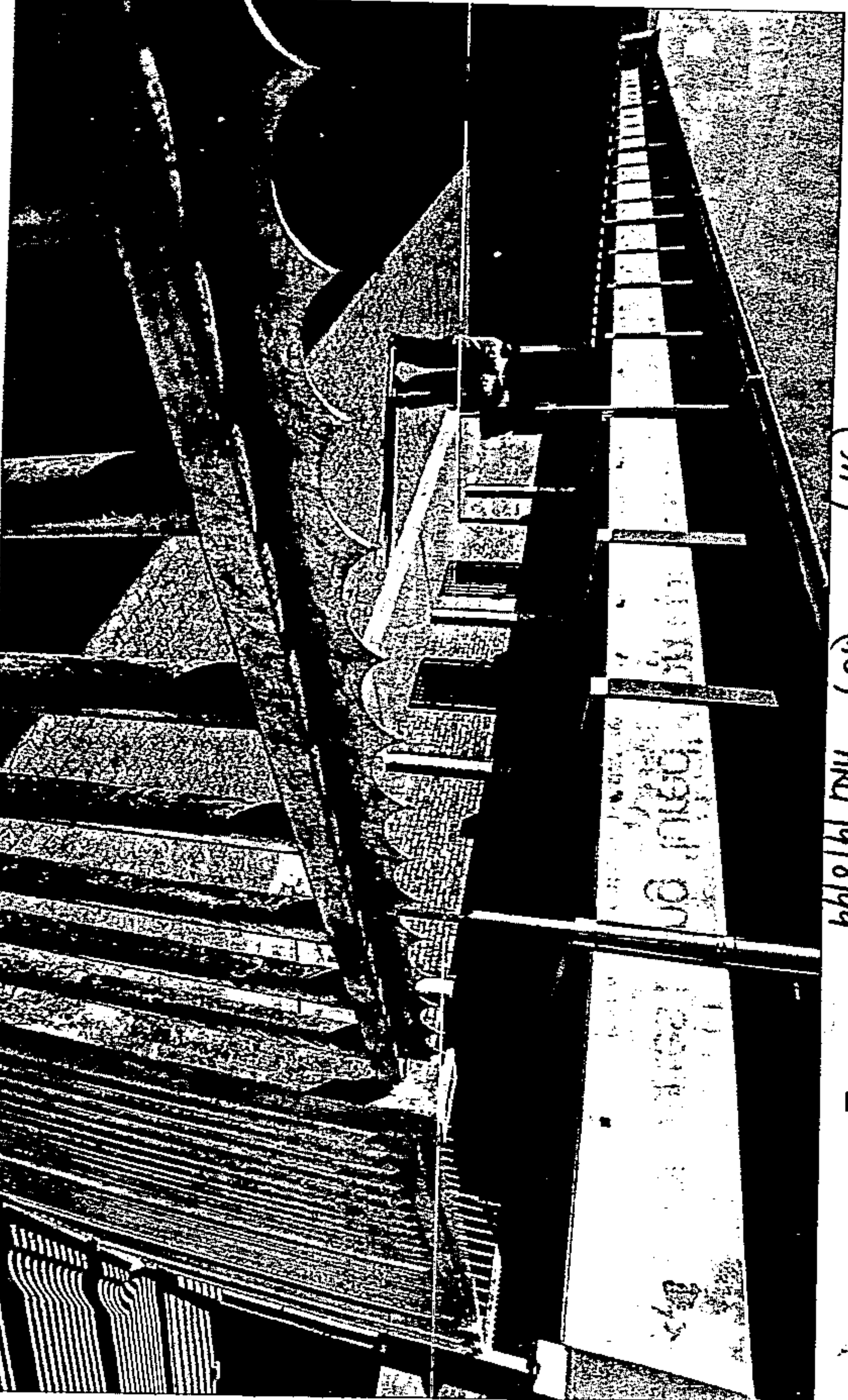
TREVOR OOSTERWYK
STAFF REPORTER

Programmes designed to develop entrepreneurial capacity, increase awareness of the threats facing schools and enhance community safety will be introduced.

Schools will be given financial support on a monthly basis and their fences will be fixed, burglar bars and alarms installed and mesh wire put on windows.

A 24-hour security company will also provide protection, but only for 12 months. The companies must teach neighbourhood watch groups, and parents, children and teachers about crime prevention.

The objective is to transform schools into havens of safety for learners and to prevent violence in the communities from finding its way into schools.



Taking no chances: Cornflower Primary School in Mitchell's Plain was constantly vandalised before it became part of the safer schools project and security was beefed up

(35) (50) ARLS 19/8/99

FM 20/8/99 (7D)

EDUCATION

LOOKING TO BUSINESS TO MAKE SCHOOLS WORK BETTER

Most schools confuse governance with management

The quality of schooling is coming under increasing scrutiny by parents who are paying higher fees but demanding greater value for money in return.

The most pro-active schools are learning to be more productive by following management principles that underpin successful companies.

One such school is St Anne's Diocesan College in Hilton, whose governing board chairman, Glyn Riley, is also CEO of listed Rols-Royce subsidiary NEI Africa.

Like a well-run business, St Anne's has a good forward strategic planning process and prudent financial management. It also invests in the best available staff, gives them the best guidelines in which to work and then allows their talent to breathe.

Riley says most schools are making the mistake of failing to separate school governance from management.

"The role of the governing body should be to select the headmaster (CEO), set realistic and mutually agreeable goals and guidelines together, and then allow him or her the licence to operate. I run my business the same way," he says.

Riley, in turn, has been so impressed by the St Anne's ethos — which values hard work, honour, courage, altruism, truth and humility — that he has tried to instill these values into his company.

1 R Griffith Primary School headmaster Richard Hayward argues in his doctoral thesis on the application of business principles to education that schools need to strive continually to ensure they deliver value for money, are receptive to customers' needs, and improve their products and services. He calls this the total quality approach and, to make it work, all the members of his Randburg school are committed to continuous improvement.

The former model C school is typical of middle-class, mostly white urban schools. At R3 300/year, its fees are about a third of those of nearby private schools. Judging from a survey of parents' reactions, the programme has been a great success.

KEY PRINCIPLES

- Galvanise the entire organization behind the goal of continuous improvement;
- Institute a vigorous programme of staff training;
- Foster a spirit of co-operation and goodwill;
- Institute leadership as opposed to supervision; and
- Eliminate faulty systems and processes.



Mzwandile Hwau



Richard Hayward

A programme of continuous staff development has been put in place. To foster an open and participative organisational climate, half an hour is set aside each week to allow classes to discuss any issue. The teacher is a facilitator. Together, they look for solutions.

School fees have increased by about 10%/year over the past five years. This has enabled the school to build a computer centre and a design and technology unit, among other things. Studies in these subjects, as well as in entrepreneurship, have been added to the curriculum.

The school has also maximised the participation of parents on the PTA and governing body and often harnesses their talents in improving the school.

Securing the involvement of parents is also a key reason for the success of Luthaza Senior Secondary in Cape Town,

which has achieved a matric pass rate of well over 80% for the past five years. Each term, parents visit the school to examine the performance of their children.

"Newcomers are interviewed and we tell them in front of their parents what we expect from them," says principal Mzwandile Hwau. "They know why they're here and we maintain that relationship with parents: it helps a lot. The most important thing is that our learners are dedicated and receptive and we have a committed team of teachers who go the extra mile."

Oscar Mpetsha High School in Nyanga, Cape Town, raised its matric pass rate from 47% in 1997 to 88% last year. The new headmaster, Dumile Mawisa, credits the improvement to teamwork.

He says a strong working relationship has been fostered between the school's management and teachers, which has resulted in a spirit of co-operation permeating the school and extending to parents and pupils.

Discipline is also very important, he says. Pupils have been involved in drafting a code of conduct and, in the process, have learnt to appreciate the seriousness of transforming the school.

Also crucial, he says, is to keep staff and pupils motivated.

"There's no magic wand or formula," he says. "It's a matter of trial and error. You look at how to build on the things that you associate with your success."

Chloe Blissett

CONGO

SOME ADVICE FOR ZUMA

Exiles warn against exclusion

The SA government has been warned to cast its net wide in its attempt to resolve the Democratic Republic of Congo conflict by including other parties, not concentrating only on the government of Laurent Kabila and the rebels fighting him.

The warning comes from a group of intellectuals and former DRC politicians resident in SA who belong to a non-partisan organisation known as Renaissance Congo 2000. "Congo is not just for Kabila and the rebels to decide," says Kabasu "Babo" Katulondi, secretary-general of RC2000. "All parties should take part in the negotiations."

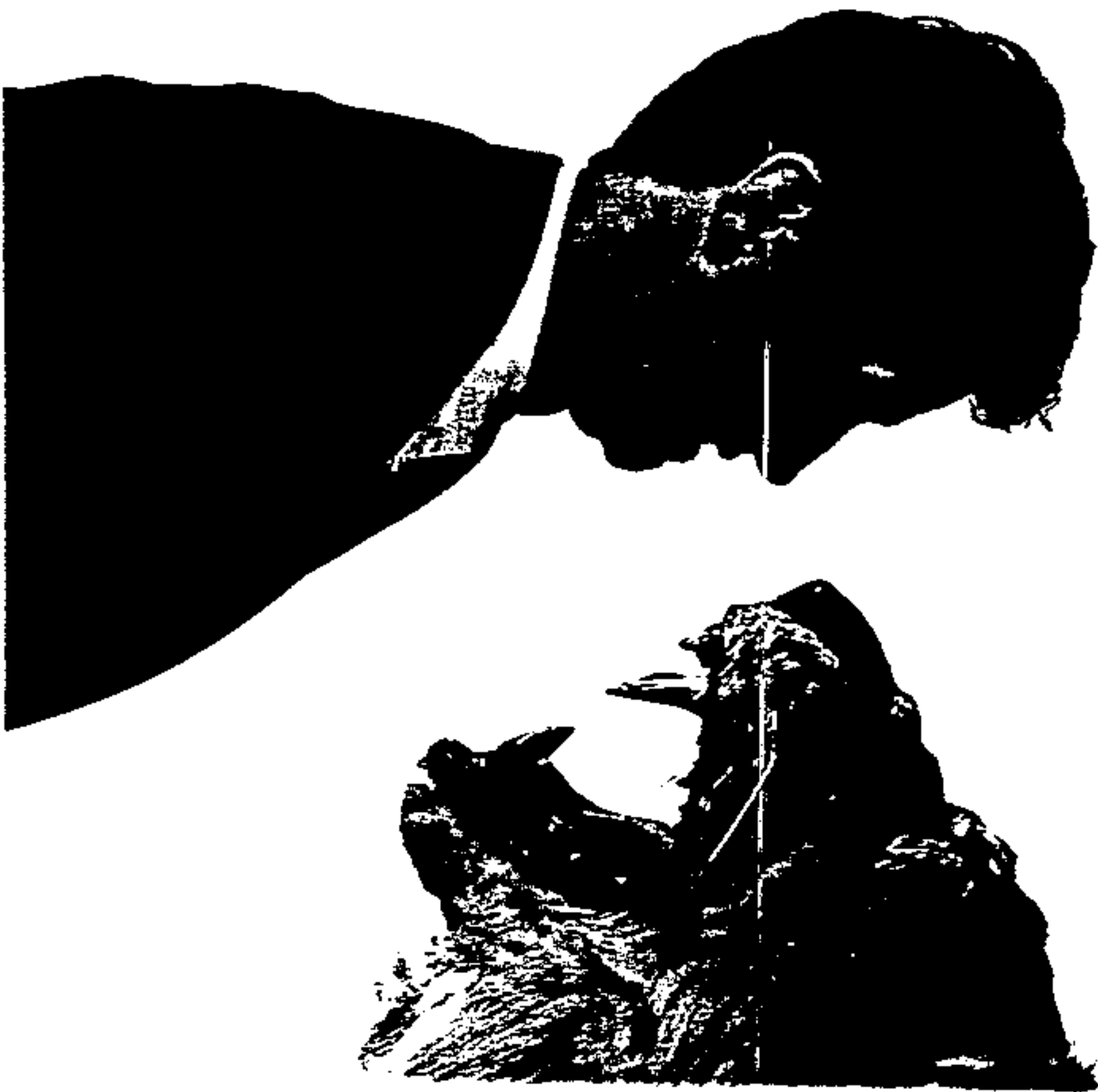
RC2000 supports last month's Lusaka Accord only if it will lead to the implementation of a framework agreement adopted by the 1992 national conference, attended by all strands of opinion in former Zaire. It was that conference, similar to SA's Codesa, which agreed on what form democracy was to take. Then-President Mobutu reneged on it, unleashing a rebellion led by Kabila, who promised to implement the agreement.

But Kabila also reneged on his promise, locked up his opponents and expelled the Rwandans who helped him to power. Rwanda and Uganda then helped start another insurgency to bring down Kabila. Katulondi says Kabila should not be removed from power by force. The conference should decide on an interim authority before the holding of fair elections.

"If Kabila has to go, he has to go through elections. If he's kicked out by force, he'll go away and start his own little rebellion. Then we'll be back where we started."

The RC2000 warning comes as the situation in the DRC deteriorates. This week Ugandan and Rwandan forces, allies throughout the conflict, were fiercely fighting each other in the town of Kisangani. The Uganda-Rwanda split followed the removal of Ernest Wamba dia Wamba as leader of the main rebel movement, the

Benny Mthembu



WE USE OUR HEADS...

Words on wheels

Teacher's mobile libraries bring knowledge to rural children

NATALIE KAMMIES

A VETERAN English teacher on a mission to alleviate the plight of rural school pupils lacking books has won an international literacy prize for her travelling library project.

In the next few weeks June Baatjes will take her two mobile libraries to schools in far-flung areas of the Western Cape where pupils see relatively few books. Baatjes will squeeze two mini-libraries into two buses which will be rotated between schools.

This has become possible through winning the R16 000 Guust Van Wesemael Literacy prize two weeks ago, awarded by the International Federation of Library Associations.

School teachers will be able to order books from the library and keep them for three weeks before the bus collects them.

The buses, which were supplied by a Japanese aid group which also donated books, will be stationed at two depots in Grabouw and Tulbagh.

Each mobile library is able to hold about 5 000 books and will be equipped with a television and video recorder for educational programmes.

Baatjes also hopes to provide soup to schoolchildren as some only eat one meal a day.

Baatjes, who taught high school English for 25 years, has spent the past three years travelling thousands of kilometres for the education department trying to provide resources to rural schools.

She said the only books available at some schools were those belonging to teachers. At some schools the nearest library was 50km away.

"These children don't have access to books and don't know how to do projects or research independently," she said, adding that a lack of resources stunted children's mental growth and contributed to the high drop-out rate.

Unless children received books they would be left in a "time warp", unable to cope with the latest information technology, said Baatjes.

She also received R5 000 worth of books on winning the Unesco Books for Children Grant six months ago and this will help stock the libraries.

Baatjes' travelling libraries will initially go to two rural schools in the Grabouw area and four in Ceres.

"If I can at least bring them a cup of soup and a book, I feel I would have done something small," said Baatjes.



MOVEABLE FEAST: English teacher June Baatjes and one of her travelling libraries

R28m private school set to open

(50)

PRISCILLA SINGH
EDUCATION WRITER

A MULTI-MILLION rand private school will open its doors in the Western Cape in January — the first such school in the province to be both co-educational and non-denominational.

Reddam House is being built on the site of the old Westlake Hospital, opposite the Steenberg Golf Estate. Some of the existing buildings will be converted into classrooms.

The development is internationally funded to the tune of about R28 million.

School fees are structured from R9 588 a year for the start of the pre-primary phase to R22 560 for Grades 8 to 12.

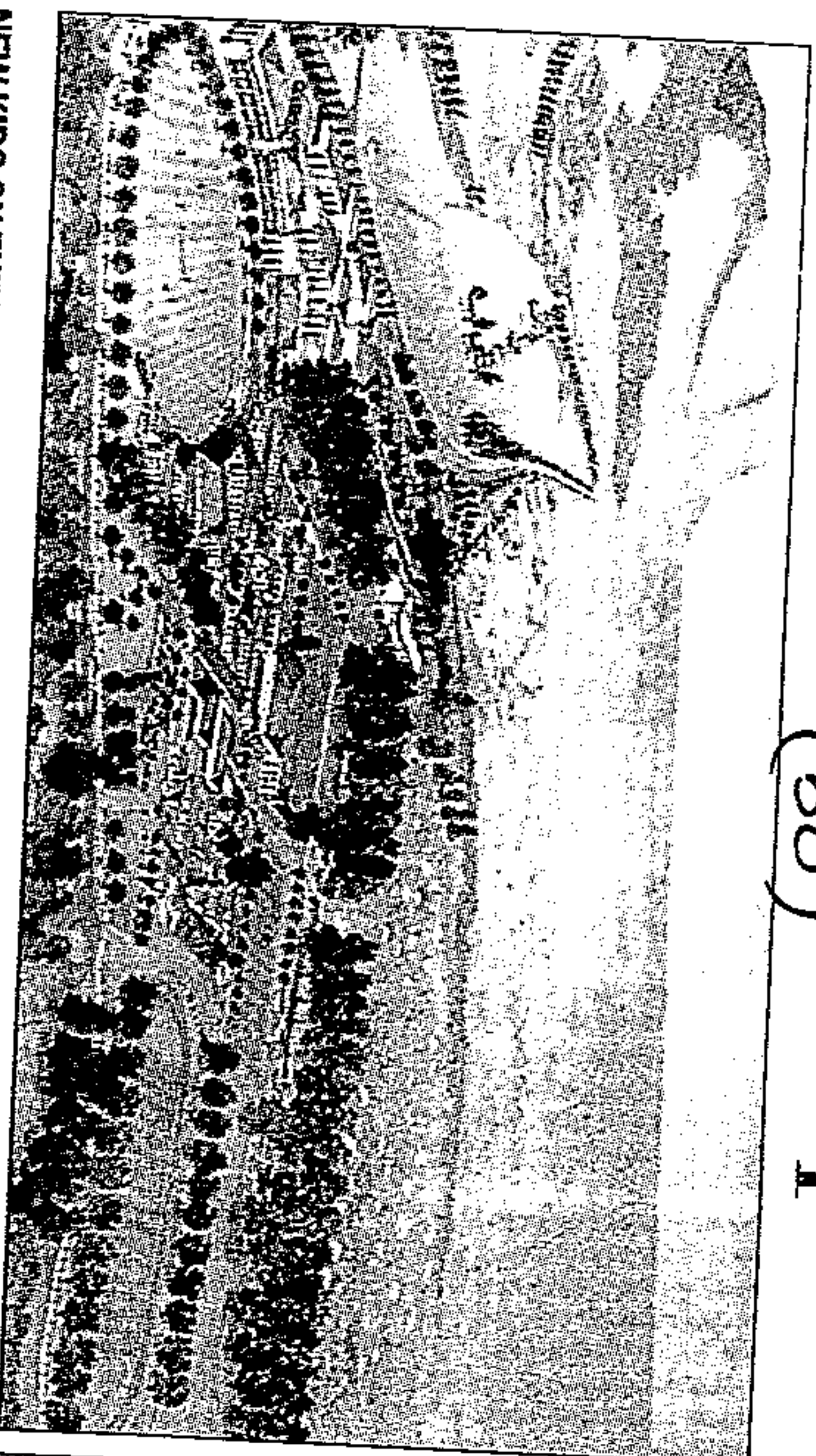
The brains behind the development are Sheena Crawford-Kempster and George Balios, who were instrumental in opening Crawford preparatory schools and colleges around the country.

Together the two have hand-picked top teachers from around the country. A headmaster has been shortlisted.

Although the school first advertised enrolments last weekend, Balios said they had been inundated with inquiries and had already begun interviewing prospective pupils and their parents.

The school aims to begin with about 650 pupils. This number is expected to swell to at least 1 500 by 2001.

Architect Michelle Sandilands has aimed to



NEW KIDS ON THE BLOCK: George Balios and Sheena Crawford-Kempster at Steenberg Golf Estate, which overlooks the site for Reddam House.

PICTURE: MUJAHID SAFODIEN

create the atmosphere of a village in her design. Classrooms will open on to courtyards, each individually landscaped to allow for outdoor teaching.

Balios said the school's curriculum will incorporate a "healthy balance" between sport and cultural activities, in addition to an education in keeping with international trends.

Drama will be introduced at pre-primary level. The subject will be compulsory up to

junior college level and optional thereafter. Other compulsory subjects at junior college level will include computer literacy, music, art, technology and ball skills.

Children as young as three years old will be able to gain admission into Reddam's Pre-1 level — the beginning of a three-year pre-primary phase.

● for more information contact Balios on (021) 712-2264.

Asmal slams Cosas

Sowetan 26/8/99 (54) (50)

Cops ordered to deal mercilessly with culprits

By Charity Bhengu and Sapa

EDUCATION Minister Kader Asmal summoned the national executive committee of the Congress of South African Students to his office yesterday after a disruptive illegal march on Tuesday.

About 3 500 Cosas members went on the rampage allegedly robbing people including two journalists, damaging cars and looting shops during a march that was supposed to raise concern about the Government and teachers' wage deadlock.

Asmal has called on the police to deal mercilessly with the culprits who damaged property.

At the same time, a war of words has erupted between Cosas and the police, with both sides threatening to take action against each other. The police said yesterday that they would charge Cosas with staging an illegal march which resulted in damage to property, according to police spokeswoman Mary Martins-Engelbrecht.

Cosas said it would lay a complaint with the Human Rights Commission against the police for allegedly attacking pupils during the march.

Asmal's office took a headline against the pupils yesterday, saying they should have gone to school and used the opportunity to recover lost time rather than embark on a march.

The South African Democratic Teachers Union (Sadu) refused to take a stand on the matter yesterday. General secretary Mr Thulus Nxesi simply said: "No comment."

The Congress of South African



Pupils at Forte High School in Dobsonville, Soweto, have taken to teaching themselves as the dispute between teachers' unions and the Government remains unresolved.
PIC: LUCKY MORAJANE

Trade Unions said it would not talk about the merits or demerits of the pupils' action because it had not spoken to them yet.

Spokesman Mr Mokone Ratshitanga said: "Not to recognise their rights to engage in any action they choose would seem very disrespectful."

The African National Congress'

Mr Smuts Nkonyama said they hoped Cosas had learned their lesson not to embark on a march without first consulting with the Government.

The New National Party launched an attack on Sadu, saying the strike by teachers just before examinations was unconstitutional.

Spokesman Advocate André Gaum said: "Kader should commission an

urgent audit to determine which schools had not completed their syllabi and arrange extra classes to make up time lost and township pupils should be allowed to write different papers covering only a portion of the syllabus."

Cosas general secretary Ms Naomi Mangate said they had attempted to obtain permission for the march and

could not cancel it when they did not get it on time.

She said the protest was "peaceful until the police pounced".

Federation of Associations of Governing Bodies of South African Schools' Mr Paul Colditz said: "If the teachers who are supposed to be their role models are walking the streets, what example is that to the children."

Western Cape moves on equity for schools

Linda Ensor

CAPE TOWN — The Western Cape education department is to introduce the norms and standards for school funding as required by the Schools Act from January 1, education MEC Helen Zille announced yesterday.

The province will be one of a few that will be ready to introduce this section of the act which aims to achieve equity in schools by

providing for a greater allocation of funds for poorer schools.

Schools in the Western Cape have been ranked in terms of their level of resources and the poorest school will get seven times more (R196 per pupil) than the wealthiest school (R28 per pupil). The norm per pupils R112.

The money (about R100m in the province) will be used for maintenance of school buildings, municipal services, telephone expenses

and learner support material including textbooks and stationery.

Implementation of the national norms would give former township schools in the Western Cape R8m more than before, Zille said.

Zille conceded that the new system would require a significant adjustment by schools in wealthy communities which had not yet created a fee-paying culture. However, this was outweighed by the beneficial effects on poor schools.

PH 21/8/99

Zille slices pie for schools (50)

PRISCILLA SINGH
EDUCATION WRITER
CT 31/8/99

A NEW funding system in which the poorest schools will be allocated seven times more money than the wealthiest is to be implemented in the Western Cape next year.

Based on national policy, the system has been described by acting head of education Brian Gilbert as an "inequitable distribution to attain equity in the system."

Under the national norms and standards for school funding, provincial education authorities are expected to allocate certain funds according to a means test that gives equal weight to a school's socio-economic and physical needs.

"Clearly, some schools will receive a higher allocation than they have in the past," said Western Cape MEC for Education Helen Zille.

"There will also be schools that will receive less than they have."

Independent schools are being assessed individually, but Zille said the "wealthiest ones with the highest school fees will receive zero (money)".

Overall, former Department of Education and Training schools and others in townships would receive R8 million more, she said.

The socio-economic variables include the average income of parent communities, car ownership by parents, the proportion of formerly disadvantaged children, the number of parents who have tertiary education and the percentage of children of non-farmworkers.

Among the physical variables are running water, flushing toilets, electricity, the condition of buildings and their construction materials, and the number of pupils to each classroom available.

Although the national legislation calls for five categories of schools, ranked from the poorest to the richest, the WCED has opted to divide them into 11 groups of

Turn to Page 3

School aid

From Page 1

about equal size. Each group comprises 9% of the province's pupils. Group A (the poorest schools) will receive R196 for each pupil a year. Group K (the wealthiest) will receive R28.

About R100m has been allocated, with an average of R112 for each pupil.

Principals will be told their schools' ratings this morning and how much they will get.

The norms and standards do not cover allocations for staff salaries expenditure.

They do, however, cover maintenance and improvement of buildings, recurrent expenditure such as water, electricity and telephone bills, and educational materials like textbooks, stationery and equipment.

All government-funded schools are required to implement the norms and standards in January.

The Western Cape is the first province to announce details of its implementation.

Zille said there were adequate controls to ensure schools managed public money properly.

"Principals and governing bodies must ensure that the money is spent in the best interests of the school and not on a nice fridge or stove for the staff room," she said.

"It is understandable that some schools will be aggrieved by their smaller allocations, but when one sees the impact of these new adjustments on poorer schools, it will be justifiable."

The South African Democratic Teachers' Union has rejected the WCED's funding model. It says it had not been consulted and heard about it from the department only on Friday.

Spokesperson Don Pasqualle said Sadtu was not convinced that the indices used in the means test determined the poverty line of schools in the most "effective and transformative" manner.

In a circular sent to schools yesterday, the WCED said information about physical needs was provided in the schools' register of needs.

Schools' socio-economic needs were factored from the October Household Survey and the Income and Expenditure Study of 1995.

Details from these two studies were used to compile a questionnaire that was sent to schools in January to gain profiles of their communities.

WCED data was also used.

Pie flu

re had had at UCT.

Stellenbosch University
Chronic Fatigue Syndrome
to secure a job

Too late for classification
DEATHS
VAN DE VYVER
Lisa, my beloved niece, left us all so suddenly. Will forever and ever be remembered by her loving uncle Arch.



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The previous column in Sight will do heading - Financial Times. The political column in Sight will do carried on Thursdays from now on.

Cosas searches for post-apartheid role

PD 31/8/99

A student march that turned ugly last week has raised questions about the organisation's direction, writes Primarashni Pillay

HUNDREDS of school pupils marched under the banner of the Congress of SA Students (Cosas) to the Gauteng education department to protest against the deadlock in wage negotiations between government and teachers' unions.

The march was reminiscent of protests against Bantu education and issues such as corporal punishment. Cosas wanted the wage deadlock to end as stayaways by teachers meant that learning was being disrupted.

The organisation ignored appeals by Education Minister Kader Asmal to go to school.

The march turned ugly when some members stole from street vendors, damaged cars and harassed journalists.

Cosas president Lebogang Molefe denies Cosas's involvement in looting, blaming street children for these actions.

"We want the (video) cassette from the SA Broadcasting Corporation to identify who misbehaved," Molefe says.

He says that Cosas condemns looting and the destruction of property.

Cosas has been criticised for its actions and is perceived in some quarters as being destructively interfering to education transformation.

The organisation's leadership is seen by some critics, who do not want to be named, as lacking political education. They argue that the current generation of Cosas leaders are weaker than their predecessors because they missed the struggle against apartheid.

The organisation's image was further sullied in June when it tried to mobilise mass action against the exclusion of the African National Congress (ANC) from the Western Cape coalition government.

Cosas threatened to make the Western Cape ungovernable and there were allegations that it

planned to burn down buildings in the province.

It later abandoned the planned mass action.

Prof Joe Telio of the University of the North says there "has never been a watershed moment" for Cosas in which the organisation asked itself what its role should be after the 1994 elections.

A former Cosas member who was involved in the organisation's struggle for a better education in the 1980s agrees.

He said the organisation had lost direction. Government has "done enough" for education transformation and Cosas should embark on programmes that will enhance learning.

"When teachers are marching, Cosas should be in class. They should look at campaigns that will enhance studying," he said.

Telio says Cosas was aware of the planned strike by teachers and could have organised university students to teach pupils.

'Approach needs review'

Kenny Fihla, a Cosas leader in the 1980s and current chairman of the Johannesburg metropolitan council's transformation committee, says the political landscape has changed and organisations should review their approaches to issues.

He says that when he joined the organisation "we got literature on the history of the struggle and education struggles throughout the world. We tried to understand the terrain."

He is adamant that there is a need for an organisation to focus on high school education, but says the tactics cannot be the same as those of the 1980s.

Student organisations should focus on the rebuilding of a culture of learning and teaching at schools, Fihla says.

"They need to ensure that the

hard-won education freedom is defended by pushing for access to schools and being taught quality education.

Fihla has no objection to Cosas's march last week.

"They marched so that there is a speedy resolution to the dispute which is impacting negatively on their schooling. However, I disagree with the arrangement of marches which are illegal."

He also did not object to Cosas's planned mass action against the exclusion of the ANC from the Western Cape coalition government, as the cause was justified.

He says Cosas needs to build the capacity of members so that they can use the legal stage to push their issues.

"We struggled so hard for a legal stage and organisations like Cosas are not using it to the fullest. They should march as a last resort if there are no other avenues to take up issues," said Fihla.

In retrospect, Fihla says, Cosas used to discuss issues with school principals, then they had petitions, mass meetings and ultimately boycotts and marches when "everything else failed".

He stresses that the situation has changed because the channels for communication with government and other structures are now open.

Fihla says there needs to be a stronger relationship between the SA Students Congress (Sasco), Cosas and the ANC and this would contribute to "proper and even" developments.

Molefe is adamant that Cosas has a role to play. "We might be young but we are running the organisation professionally," he says.

He says there is a need for a student movement to supplement government's projects.

As part of this, he says, Cosas has planned a back-to-school campaign for next year.

R36-m Japanese grant for schools

By Gershwin Chuenyane

THE Japanese government has pumped in an additional R36 million for the second phase construction and refurbishment of primary and junior secondary schools in Eastern Cape.

The agreement to extend the grant, which put the total amount at R86 million, was signed by Education Minister Kader Asmal and Japan's ambassador to South Africa Mr Atsushi Hatakenaka in Pretoria yesterday.

Asmal said the grant would be used in the refurbishment and reconstruction

of 43 schools with a total of 375 classrooms. Refurbishment would include improvement of sanitary conditions, provision of water, furniture, laboratory equipment, lock-up facilities and the improvement of the learning environment.

He pointed out that the money would not be used to hire additional teachers, because the schools were already well staffed.

The money would only be for the infrastructure of the schools in the region.

He added that schools in the former

homelands were in a dilapidated state as a direct legacy of apartheid infrastructure.

Hatakenaka said: "The government of Japan recognises the need to redress the past inequalities in the education system and realises the importance of access to good education."

"Through the construction of these schools it is hoped that South Africa will move one step closer to improving the lives of its people."

The first grant, signed on January 15, came from funds rolled over to the Japanese 1999-2000 financial year.

Govt plan to level the paying fields

SCHOOL ALLOCATIONS for next year drew conflicting reactions from Peninsula principals yesterday, with some happy and others threatening to lodge formal complaints. Education Writer **PRISCILLA SINGH** reports.

CT 2/19/99

In a bid to address inequalities stemming from the apartheid era with regard to school funding, Matthew Goniwe High School in Khayelitsha has been allocated six times as much as Westford High School in Newlands, and Cedar High School in Mitchells Plain more than five times as much as Wynberg Boys' High School for municipal services, telephone costs, maintenance, textbooks and stationary next year.

At opposite ends of the socio-economic spectrum, the above examples help illustrate the new national education policy, drawn up so that schools in poor areas get substantially more money from the government than schools in wealthy areas — in some instances, seven times as much.

A snap survey of Peninsula schools drew mixed reactions from principals. Many heads of former House of Representatives and Model C schools felt that the criteria used for allocation adjustments were "not scientific enough".

Aggrieved principals have until September 30 to lodge an appeal with the Western Cape Education Department.

Durbanville High School principal George Germlishvys said his school has been allocated R19 348 for 691 pupils, which translates into R28 a pupil.

"It's going to be quite heavy going. We have nine needy children at this school and it is going to be quite difficult to fulfil their needs," he said.

(50) the number of parents owning cars, income and tertiary education. Most schools in the affluent southern suburbs of Cape Town have been classified in the "K" category. These include SACs, Wynberg Boys' High School, Wynberg Girls' High School, Grove Primary, Rondebosch Boys' High School and Westford High School.

| Group | Allocation of funds per pupil |
|-------|-------------------------------|
| A | R196 |
| B | R179 |
| C | R157 |
| D | R140 |
| E | R123 |
| F | R112 |
| G | R101 |
| H | R84 |
| I | R67 |
| J | R45 |
| K | R28 |

The Western Cape Education Department has placed schools in 11 categories, from "A" (R196 a pupil) to "K" (R28 a pupil), ranked from poorest to richest. Variables used to classify the schools included their material needs as well factors such as

Schools

(50) CT 2/19/99

From Page 1
Clarke said it "was not entirely unexpected" that his school has been placed in the "K" category with a R25 000 allocation.

"This is a well-sourced school in a relatively affluent area. With most ex-House of Assembly schools, we have been funding ourselves for a number of years. The allocation we have been given is not a significant amount. I'd say that the department has done a fairly good job, and it is a clear policy decision based on the current state of buildings and other factors," Clarke said.

Matthew Goniwe High School in Khayelitsha received R274 000, about R157 for each pupil. A spokesperson for the school management said it is "definitely an improvement" from past department handouts for the school's estimated 1 700 pupils.

Kwintofundulo High School in Khayelitsha received R236 756, also about R157 a pupil. A school spokesperson said this is "sufficient".

Chumisa Primary School principal Nat Bongo said the school would receive R155 000, or R157 a child.

"To me, it (the allocation process) was fair. We have been deprived for so many decades and it is a move towards rectifying the inequalities of the past. We can manage the school far better, and one of the things we can look at now is getting some form of financial autonomy and getting the school some type of section 21 status for more independence."

"I am impressed with the department because this money was long overdue. Some were not excited — like the high schools where the overruns are slightly higher than primary schools," Brian Gilbert, the acting head of education in the province, said all the data used for the classification of schools had been based on facts and that no opinion had come into the process.

The classification was done by independent consultants appointed by the national Department of Education.

A consortium comprising representatives of the Human Sciences Research Council, the Education Foundation and Free State University were tasked with surveying every school in the country and calculating the results.

"The results we got were the best we could ever get," said Gilbert. "No one of those factors on its own could be reliable, but the chances of five collectively being way out are very slim."

Poorer schools to get bigger slice of cake

(50) ART 2/19/99

But those who fail to return forms will lose out

Things are looking up for Sunray Primary school in Delft, which is frequently the target of vandals.

Thieves recently smashed holes in the walls of 18 classrooms and stole equipment — but the new subsidy allocation system being introduced in the Western Cape means the school will qualify for one of the highest subsidies available.

State schools in the Western Cape have been divided into 11 categories.

The poorest schools in the A category, such as Sunray Primary, will qualify for a subsidy of R196 a pupil a year, while schools in the K category, such as SACs and Westford, qualify for R28 a pupil a year.

This is in terms of the national education department's new norms and standards policy which will see poorer schools getting up to seven times what wealthier schools get.

The subsidies are intended to go towards maintenance, municipal services, telephones, textbooks and stationery. The subsidies are not intended to cover teachers' salaries, hostel expenses, capital expenditure and transport schemes.

SACs principal Gordon Law said the school accepted the budget cutback and understood the reason. "We need to change the balance and make it equitable."

He said the school had paid its



LYNETTE JOHNS EDUCATION REPORTER

own municipal bills for more than three years. School fees would go up between 10% and 12% next year, Mr Law said.

Norms and Standards were published as national policy by the Minister of Education in October 1998 and apply to all ordinary state schools from January 2000.

Provincial education minister Helen Zille confirmed the commitment of the Western Cape to the principles of redress, equity and quality which formed the basis of the Norms and Standards.

The survey was based on socio-economic and physical variables. A total of R100-million was available in the Western Cape for subsidies.

Ms Zille said most schools which charged high fees were already in charge of their own budgets and would receive their money directly.

Allocations to other schools would continue to be managed by the Western Cape Education Department until they qualified to assume the necessary powers.

She said there were adequate

accountability processes to ensure that public money was managed properly in both types of schools. Governing bodies were also required to take reasonable steps to add to whatever allocation they received from the state in order to improve the quality of education.

"Clearly some schools will receive a higher allocation than in the past. There will also be schools which will receive less than they have until now."

"Overall, the implementation of these national norms will give the former DET schools and other schools in the townships of the Western Cape a total of R6 million more than before."

A spokesman for the education department said a number of schools had not still not returned their socio-economic surveys. Any schools that had not returned the survey by the end of the month would get the R28 a child subsidy next year.

The surveys were to be used to determine how needy a school was, and took into account factors such as parents owning cars, income and tertiary education.

Mitchell's Plain area manager Richard Job said several schools in Mitchell's Plain, Guguletu and Khayelitsha had not responded. He did not name them but said they were some of the poorest.

School grants: How the budget pie was sliced

PRISCILLA SINGH
EDUCATION WRITER

AS more than 1 600 schools in the province digest the implications of the allocations handed to them by the Western Cape Education Department this week, many are also wondering how the money pie was sliced and who got what.

Some schools were also left wondering whether they received less this year than last year — especially with the introduction of the Norms and Standards for School Funding, used as the basis for allocations.

The department divided the schools into 11 categories from A to K, ranked from poorest to richest, and each category represented an average of about 9% of the total pupil population in the province.

The three categories of expenses that the Norms and Standards allocations cover include learner support materials, maintenance of buildings and payment of municipal services.

The expenses that the department budgeted for the 1998/99 financial year were

R39 million for learner support materials, R19m for maintenance of buildings and R35m for municipal services.

What's changed is that the department will no longer be paying for these expenses on behalf of the schools, and schools will have to take charge of their own affairs.

The allocation of money in the budget for 2000, according to the new Norms and Standards, include R43m for learner support materials, R17m for maintenance and R39m for municipal services.

Andries van Niekerk, the department's chief director of finances, said yesterday that what took a long time for the Norms and Standards to be finalised was the categorisation of schools.

"It was most difficult to execute. We had to define the factors in the Western Cape. In Kwazulu-Natal the accessibility of schools from roads was one of the factors.

"Here in the Western Cape, we had to find a number of factors that predicted the socio-economic standing of societies, and they were diverse demographics.
"To distinguish between the groups

there had to be various factors," Van Niekerk said.

He said that on January 11 next year, schools must get books on the desks of pupils and schools must start allocating the amount needed for textbooks and stationery.

"We are concerned that schools may overspend because of the category they are in. It is important that they do not overrun the current budget."

He said that those falling in the categories I, J and K would be tasked to manage their financial affairs independently, although they would be required to provide the department with unaudited quarterly reports on how the money is spent.

These schools, referred to as Section 21 entities, will receive 55% of the allocation in January and 15% instalments in April, July and October.

"Accountability is an issue when schools manage the money on their own. We will inspect schools and have a responsibility to the community to make sure the money isn't misspent," he said.

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| Group | Allocation of funds per pupil | Allocation of funds per category |
|-------|-------------------------------|----------------------------------|
| A | R196 | R15,775m |
| B | R179 | R14,407m |
| C | R157 | R12,636m |
| D | R140 | R11,268m |
| E | R123 | R9,900m |
| F | R112 | R9,015m |
| G | R101 | R8,129m |
| H | R84 | R6,761m |
| I | R67 | R5,393m |
| J | R45 | R3,622m |
| K | R28 | R2,254m |

Sights set on ending adult illiteracy

PRISCILLA SINGH
EDUCATION WRITER

(170)

WHEN Kader Asmal took over the reins from former education minister Sibusiso Bengu, he said no adult South African should be illiterate in the 21st century.

"But millions would be," he said, "unless we mobilise a social movement to bring reading, writing and numeracy to those who do not have it."

Adult learning is once again in the spotlight with yesterday's celebration of International Literacy Day and Adult Learners Week (ALW) being celebrated this week.

The Adult Educators and Trainers Association of South Africa (Aetasa) has organised ALW for the past three years, with many key partners, such as the Department of Education and

Training Directorate, the National Access Consortium in the Western Cape and the German Association for Adult Education.

Posters, brochures and other promotional material have been distributed across South Africa to create adult literacy awareness.

The celebrations are again packed with provincial and national activities, such as the ALW Colloquium and the Awards Ceremony.

The ALW Colloquium is an international policy forum which aims to build partnerships in Adult Learning.

The annual Colloquium will be held this Friday at the African Window in Pretoria and the theme is "Creating partnerships for the African Century".

Asmal will address the ALW Awards Ceremony, also on Friday, which honours the courage and

achievements of adult learners and their educators.

The theme this year is "Championing the Cause for Adult Learning".

Aetasa supports Asmal in his quest to "break the back of illiteracy". It believes the next century will be the "African Century" — once the scourge of illiteracy is halted and a culture of adult and life-long learning is established.

Meanwhile, at the Gilbey's Literacy Awards last night, the Wingfield Training College, formerly a technical training college for the SA Navy, won R15 000 for its efforts in combating illiteracy.

Pretoria-based Project Literacy received the main prize of R140 000.

A national toll-free help-line — 0800-114-010 — has been installed to help with inquiries about adult learning opportunities.

Illiteracy close to 40% — minister

PRISCILLA SINGH
EDUCATION WRITER

EDUCATION Minister Kader Asmal said yesterday he believes the illiteracy level in the country is closer to 40% than to the official figure of 28%.

He added that this highlights the need for "drastically improving the education system" to meet the demands of the new millennium.

Today is International Literacy Day, which is part of a UNESCO-sponsored campaign to fight illiteracy on a global scale.

For years now, studies have been done and figures bandied about in an attempt to quantify the extent of illiteracy in South Africa, said Asmal.

"Illiteracy is an alienating and disempowering thing and increases dependence on others. For these reasons, many adults who are illiterate and innumerate are ashamed of their condition and try to hide it," he said.

The minister said one of his priorities is to "break the back of illiteracy" among adults and the youth in five years.

"At present, millions of South African adults and young people cannot read or write in any language, and millions more are functionally illiterate and innumerate ... that is, they cannot put their reading and writing skills to any useful purpose and cannot manipulate numerical concepts.

"In modern society, illiteracy excludes people from avenues of learning and communication, improved job skills and many normal responsibilities of citizenship," he said.

Literacy is not an easy skill to retain and can be lost or rendered ineffective through disuse. The Education Department's new adult basic education and training programme (Abet) is one of several initiatives aimed at helping overcome illiteracy.

The implementation plan for Abet will enable almost one million new learners to achieve the equivalent of a grade 9 certificate by 2003, provided the funds can be found and Abet practitioners trained, Asmal said.

"We must support this programme as much as possible. Unfortunately budgetary pressure

has resulted in several provincial departments cutting back or closing Abet programmes when they should have been expanding.

"This trend ought to be reversed, but it is improbable that the government will find sufficient additional funds in the near future to eliminate illiteracy through formal Abet programmes run by provincial education departments. Another strategy is needed," Asmal said.

He appealed to employers to support Abet programmes, adding that the country also needs to stimulate voluntary service.

Asmal challenged high school and tertiary students to demonstrate their commitment to the community by becoming literacy practitioners.

SA illiteracy 'as high as 40%'

CWJ SAVIER
POLITICAL CORRESPONDENT

Education Minister Kader Asmal has a special reason to be passionate about eliminating illiteracy, a subject he will address in a special speech to Parliament today: his own parents could not read or write.

Speaking on the eve of International Literacy Day, Mr Asmal told the Cape Town Press Club that he believed official estimates of 28% illiteracy in South Africa understated the problem.

He believed functional illiteracy could be as high as 40%.

A former school teacher and university professor, Mr Asmal listed "breaking the back" of illiteracy among adults and



Education Minister Kader Asmal

youths within five years among his nine priorities in solving the crisis in education.

"There is a crisis at every level of the education system."

Act 8/9/99

(50)

he said, disclosing that he had told President Thabo Mbeki at the first meeting of the new Cabinet that South Africa's education system was not ready for the 21st century.

Mr Asmal criticised methods and standards of university education in this country as wasteful and 50 years out of date.

He said he had informed his counterparts in the provinces and national education ministry officials that he would report to Mr Mbeki quarterly on progress in improving education and training in South Africa.

Calling for a mobilisation of all South Africans towards rescuing education, he said the media had a constructive role to play through educational programmes and supplements in the print media.

Literacy 'a right for all SA'

By Rafiq Rohan
Political Editor

A COUNTRY cannot claim to have attained equality until it has ensured that all its people are literate. What is the point of having a Bill of Rights that promotes equality when millions cannot even read and understand the words of that Bill, Minister of Education Kader Asmal asked?

"Literacy is a prerequisite for the achievement of true equality in a country that remains viciously segmented by educational deprivation even when the apparatus of discriminatory laws has been swept away," Asmal said.

His focus was on the alarming levels of illiteracy in South Africa when he marked International Literacy Day in Parliament yesterday. Asmal called on all sectors of society to

contribute to the Government's programme of action to address this problem.

The statistics of illiteracy in South Africa he quoted in Parliament boggled the mind. He said 3.5 million adults over the age of 16 have never attended school. A further 2.5 million have been to school for a few years but still cannot read or write. All in all, more than six million South Africans are "shut off from the written word", Asmal lamented.

All of this is the result of social engineering, one of the main throwbacks of apartheid.

"In South Africa it (illiteracy) could by now have been expunged from our society if the masters of minority racial rule and the criminal apartheid project had not been so terrified of a literate black population," he said.

The work of turning the illiterate into literate beings was not only the task of the Gov-

ernment. Employers, including the Government, have to run literacy programmes for their employees, he said. The opportunity was already there through the introduction of the skills levy and the establishment of Sector Education under the National Skills Authority.

"I am consulting the Minister of Labour with a view to ensuring that we target a massive increase in the provision of adult basic education and training through this route. Illiterate citizens who are not in employment will also have access to such programmes through the National Skills Fund."

He said that he was also exploring avenues through religious, social, educational and community forums to get the literate to volunteer their services in the promotion of literacy.

Asmal pledged to "break the back of illiteracy in five years".

Source: Press 9/19/1999

(50)

Literacy plays vital role in SA's future

By Victor Mecoamere
Education Correspondent

ONE cow strayed. John Ramaila would have had to look for another job during the years he worked as a farmer in North West province more than 30 years ago.

When he worked as a gardener in Victoria the situation improved but he remained illiterate.

Today he works in the credit control section of one of South Africa's top pharmaceutical companies because he decided to learn to read and write, after growing up without an education.

This is his story: "I worked with my parents on a farm. It was hard. If one cow went missing I would have to explain because I was one of the herdsmen. If it was lost I would have to go without food for some time, forfeit part of my salary or lose my job.

"Life was better when my parents allowed me to leave the farm and

seek a job as a gardener, which I did for 12 years in Pretoria, though it was also not an easy life.

"Then I heard about Project Literacy, which was conducting Adult Basic Education and Training (Abet) programmes.

"I started in grade 5 in 1989. I persevered until I obtained my matric.

"Today I work in the credit control division of SA Druggists.

"At first I could not even write my own name and when I could, I struggled to spell it.

"But now I am enjoying the fruits of my second chance in life - through education - which can't be taken from me by anyone."

Ramaila is among thousands of adults who are gaining self-esteem and enhancing their employment potential through education, while about 13.5 million others are still functionally illiterate.

He is also one of the role models of the Pretoria-based adult literacy organisation Project Literacy and

spoke during the organisation's launch of a new adult literacy programme called English Matter.

This is aimed at improving the English competency of adults in various business, commercial, labour and social sectors.

Project Literacy won the first prize of R250 000 in the Gilbeys Adult Literacy Award for 1999. Its runners-up were the Mercy Community Centre in Winterveldt, North West; Ovhoelani Education Centre in Vosloorus, East Rand; and Wingfield Technical College in Cape Town.

Literacy was in the spotlight this week with the celebration of International Literacy Day on Wednesday, Adult Learners Week - which began on Monday and ends on Sunday - and Readathon Day, taking place today (to confirm) to celebrate its 10th anniversary this year.

All of these events are aimed at restating the fundamental importance of reading and writing skills for individual empowerment and for sustain-

able development, the United Nations Educational, Scientific and Cultural Organisation (Unesco) director-general Federico Mayor said.

He said International Literacy Day celebrates the values of dignity and equality which are the "driving forces behind the struggle to provide universal access to the knowledge society through literacy".

However, speaking from Paris, France on Tuesday, Mayor lamented the fact that more than 120 million children were deprived of a school education on the eve of the new millennium, despite efforts to create a literate world.

On the same day Deputy Education Minister Smangaliso Mkhathshwa said combating illiteracy was one of the nine priorities of the Education Ministry and Department.

He was speaking at an award ceremony in honour of the KwaZulu-Natal-based basic literacy, education and training provider, the English Resource Unit.

The international jury of

Unesco's International Reading Association Award recognised the unit with an "honourable mention" for its fine work in KwaZulu-Natal - where one million people out of eight million had had no education and about 700 000 people are considered functionally illiterate.

Mkhathshwa said it was both symbolic and profound that the award to the unit came on the eve of International Literacy Day.

The deputy minister said that the Government planned to spend more money to boost Abet programmes.

Director of Abet programmes in the Education Department Gugu Nxumalo said that Education Minister Kader Asmal's vow to mount a campaign to break the back of illiteracy in five years was realistic.

Both Asmal and Mkhathshwa are determined to increase the effectiveness of Abet and early childhood development training programmes, which are seen to have a strong bearing on the social, political and economic future of the country.

Current Affairs

EDUCATION

ASMAL EYE ON THE OUTCOME

Literacy test at grade three

In his call for "a national mobilisation" to help SA prepare for the 21st Century, Education Minister Kader Asmal appears to hint that he is less committed to the controversial policy of outcomes-based education (OBE) than his predecessor, Sibusiso Bengu.

"The Ministry of Education will resist over-zealous attempts to convert OBE into a new orthodoxy with scriptural authority," Asmal declares in his "Call to Action".

Asmal assures the *FM* that he has no reservations about the philosophy underpinning OBE, only about the way to implement it, and the timetable for doing so.

Defining OBE as a student-centred system in which learners progress at their own pace and contrasting it with learning by rote, Asmal implicitly

criticises OBE's earlier steps. "It did not take into account the difficulties on the ground," he says. "Not enough preparation was done in training. I think a lot of teachers didn't realise they still had to teach students to read, write and count."

Asmal plans to introduce a test of performance at the end of grade three. He says 60% of children entering grade three are neither literate nor numerate.

The *FM* puts it to Asmal that OBE may be inappropriate to SA, given the high proportion of under-resourced schools and under-

trained teachers, and that what is required is a focus on reading, writing and arithmetic.

Asmal disagrees. He argues that the "old magisterial system", with its emphasis on rote learning and corporal punishment, has been shown to be ineffective in rapidly urbanising societies. "The old pedagogic system doesn't work," he states. "To teach

with (the threat of) corporal punishment is hardly a rational way of establishing a relationship with students."

He argues that an educational system based on rote learning neither nurtures intelligence nor tests it. Nor, he contends, does it prepare students for the challenges of the new century.

In the course of the interview, Asmal recalls how he built up his vocabulary by learning 10 words from the *Oxford Dictionary* every night.

His reminiscence sparks a thought. If he is the product of rote learning, then it cannot be as ineffective as he depicts.

"No," he replies. "I have overcome it." He goes on to pay tribute to one of his teachers in his home town of Stanger, M H Keerath, who gave him his love of books and was the antithesis of an instructor who drills his wards in rote learning.

It is an interesting exercise to juxtapose Asmal's nine priorities to improve SA's education system with the "six key priorities" Western Cape Education MEC Helen Zille has set for that province.

Heading Zille's list is what she labels Time-on-Task, which reflects her determination to ensure that education starts on

day one of the term and continues to the last day, that teachers are diligent and that learners are at their desks throughout school hours.

Zille says SA pupils spend too few days at school: 200 in theory but fewer in reality against the international norm of 250. It is not good enough if South Africans are to compete in the "knowledge economy of the 21st Century", Zille says. Time-on-Task, she argues, is the distillation of an outdated approach, but a prerequisite to fulfil President Thabo Mbeki's injunction that "learners learn, educators educate and managers manage".

Asmal does not disagree. He sees Zille, a member of the opposition Democratic Party, as an ally in the quest to improve SA's education system, not a political opponent or advocate of an obsolete educational philosophy. As he remarks in his declaration: "School must start on time and end on time, from Monday to Friday, every week of the school year"

Patrick Lawrence



Kader Asmal... more focus on reading, writing and arithmetic

FM 10/9/99

Watchdog airs language rifts

THE Pan South African Language Board (Pansalb) received 45 complaints about the alleged violation of language rights during the year ending June 1999, according to the language watchdog's annual report tabled in Parliament yesterday.

Forty-five percent of these were directed at government departments, 40% at parastatals or statutory bodies, 4% at the private sector and 2% at Parliament. Two complaints involved the use of English only as the language of communication and administration at the Post Office, and the predominant use of English during the opening of the Northern Cape provincial legislature in 1998. — Sapa

(50) CT 15/9/99

'QUALITY, EQUITY AND SAFETY'

Zille's 5-year plan for schools

CLOSING THE GAP between the province's strongest and weakest schools while maintaining high standards of teaching is how Education MEC Helen Zille aims to achieve a better schooling for all in the Western Cape. Education Writer PRISCILLA SINGH reports.

ZILLE has announced that 32 new schools are to be built in the province over the next five years, and she expressed the hope that every school in the province will have at least one computer before this time is up.

The tough, no-nonsense MEC who doesn't believe in "quick fixes" has prioritised six key elements for implementation during the Western Cape coalition government's term of office.

Her personal favourite, "time on task", is aimed at ensuring that pupils have at least 195 days of teaching and learning each year. It will also mean that "everything happens when it's supposed to".

Zille explained: "Time on task" is indispensable to quality education. It requires excellent planning and administrative work to be done ahead of time, covering everything from year planning to staff allocations to timetables, class lists and examinations."

Her other priorities are:

- Improving the quality of teaching through in-service training and other programmes.
- Making schools safe and turning them into gun-free, weapon-free zones
- Introducing education on issues such as HIV/Aids and conflict resolution.
- Building new schools, improving maintenance and upgrading facilities in disadvan-



'NO QUICK FIXES': Education MEC Helen Zille

taged communities.

• Developing school-based management, which will mean the department handing over management decisions to schools. Already 500 of the department's 1 600 schools are doing this.

Outlining her five-year plan yesterday, Zille said particular problems to be addressed include the "serious loss of teaching and learning time", weak management, teachers' lack of subject knowledge, poor initial training of teachers, difficulties in implementing Curriculum 2005, and the "culture of violence" inside and outside schools.

She said in her three months as MEC, she could see how lost teaching days accumulated. These included sales representatives

coming into schools during teaching hours, teachers running other businesses, practices for choir competitions, alcohol abuse, teachers using cellphones in the classroom — "not to mention the Woolworths winter sale, where some teachers, it seems, like to be first in the queue for bargains".

Zille also took time to highlight last year's "top schools" survey, in which Mbilwi Secondary was judged as the school with the most outstanding results. In spite of some classrooms being beyond repair, intermittent water supplies and a scarcity of textbooks, desks and stationery, the school managed to achieve a 100% participation rate in maths and science and a 100% matric exemption rate.

"I am not mentioning this to justify degrading circumstances, because no students should have to learn under these conditions," said Zille. "I totally agree with (National Education) Minister Kader Asmal that we have to end physical degradation of schools. But it is nevertheless instructive to find how well a school can perform despite such circumstances."

She said it was important to note that not one former Department of Education and Training school in the Western Cape has ever made the top schools list. This displayed the "vast discrepancy" between the strongest and the weakest schools in the province.

Zille plans to make quality education the norm in all public schools. She disclosed that she has discussed with the Independent Schools Council the possibility of private schools in the Western Cape forming partnerships with

Turn to Page 3

Schools plan

From Page 1 (50)

Some of the poorer schools. She noted that because of cuts in the provincial education budget, the Western Cape Education Department had to lose about 8 000 teachers.

In the meantime, the department had gained about 80 000 pupils largely through migration from the Eastern Cape.

"Economic opportunity lies in the knowledge people have," she said, expressing her confidence in the department as one fit to "pursue the dual objectives of equity and excellence".

ET 16/9/99

"When the first former Department of Education and Training school in the Western Cape is ranked among the top 100 schools in South Africa, then we will really celebrate."

Zille said a "career- and pay-related performance appraisal system" needs to be developed. She said she had started this process with top management, for whom there are no longer automatic salary increases.

Zille is working with several universities — including the University of Cape Town — to attract maths and science students into teaching by offering them bursaries.

She welcomed Asmal's plans to recall maths and science teachers who took voluntary severance packages — "as long as they agree to teach in disadvantaged schools".

Zille forms council to boost education in Western Cape

More, better quality learning vital to success, says minister

NORMAN JOSEPH
STAFF REPORTER

Provincial education minister Helen Zille is to form an education council that will play a major role in policy formation and transformation.

Yesterday Ms Zille, who has been in her post for just three months, outlined a comprehensive education plan for the next five years, saying she would be held accountable by the council.

The council, which would function in terms of the Western Cape Provincial School Education Act, would advise Ms Zille and the provincial education department on matters relating to education.

The council, she said, would provide a forum within which a



Helen Zille: 'held accountable'

cross-section of education stakeholders could discuss policy and strategy in the best interests of education, free from the constraints of normal relationships with the system.

Some of the stakeholders include school governing bodies, teachers' organisations and independent schools.

Ms Zille said regulations relating to the council and a call for nominations would be made soon. She also discussed the provincial education department's new funding formula which is to be implemented from next year.

This system, known as the Norms and Standards for the Funding of Schools, would give the poorest schools seven times as much funding as the wealthiest schools for learning materials, routine maintenance and recurring expenses.

Ms Zille said she would monitor the effects of the resource redistribution very carefully to see whether it had an impact on the

quality of education delivered.

A serious problem, Ms Zille said, was the loss of teaching and learning time in many schools.

Many pupils had only 21 days of teaching a year instead of the required 190 to 200 learning days.

Ms Zille said she would focus on priorities such as "Time on task", meaning that schools had to start on time.

A priority was to concentrate on reading, writing and counting, and she wanted pupils to spend an hour on literacy and an hour on numeracy skills every day.

Another priority was that schools had to compile a detailed month-by-month plan.

She said: "I had talks with the University of Cape Town where four-year degrees in maths and science will start next year."

New council to monitor education in Western Cape

Linda Ensor 16/9/99

CAPE TOWN — The Western Cape government will create a provincial education council to formulate strategies for the province and monitor their implementation, says education MEC Helen Zille.

The role of the council, which would consist of key roleplayers in the sector, would be to advise her and the department on education matters and play a major role in policy formulation.

She said yesterday that the council would provide a forum within which a cross-section of education stakeholders — including governing bodies, teacher organisations and independent schools — could discuss policy matters and strategy free from the constraints of their normal relationships. The council would be established in terms of the Western Cape Provincial

School Education Act. Addressing the provincial legislature, she outlined six key priorities for education in the next five years.

She also stressed the need to close the gap between the strongest and the weakest schools in the province and to ensure the maintenance of quality in the public school system. The first priority was ensuring that pupils had at least 195 days of teaching each year.

Others were quality improvement; a focus on key curriculum areas such as languages, mathematics, science and technology and life skills; safe schools; infrastructural improvement; and school-based management.

She noted that over the past four years, the Western Cape had lost 8 000 teachers while it gained 80 000 new pupils, and expressed grave reservations over strategies which led to this.

Free State language policy lacking

BD 17/9/99

50

A SURVEY by the University of the Free State shows few municipalities in the province have drawn up a language policy, investigated the use of language in their jurisdiction or the language preference of their inhabitants.

The survey was conducted by the Centre for Human Rights Studies (CHRS) at the University of the Free State in conjunction with the Free State Centre for Citizenship Education and Conflict Resolution (CCECR) and the Unit for Language Facilitation and Empowerment (ULFE) at the university.

To date, the CCECR has received two complaints related to language. The first concerned the municipal accounts of the Bloemfontein council, which are only in En-

glish. The second related to a communication problem in the Bethlehem council during the election period.

CCECR director Jurie Smit said in Bloemfontein yesterday that, in all likelihood, these problems could have been prevented by a pre-existing language policy.

Smit said a working group had been established to take responsibility for formulating a language policy for municipalities. It would also approach the Pan South African Language Board for financial assistance.

The language development subdirector of the department of sport, arts, culture, science and technology has not yet been activated because of a lack of funds.

Smit said noteworthy results from the survey, which included 79 Free State councils with a response rate of 94%, were:

- There was no clear vision how the official language clause should be applied;
- Only 1,3% of councils indicated that Sesotho, the dominant indigenous language of the province, is used predominantly;
- More than 60% of councils had no policy;
- Existing policy was little more than the officialisation of English and Afrikaans;
- Only 12,9% of councils accommodated all three dominant languages; and
- These patterns were motivated by the assumption everyone understood (as opposed to preferred) English or Afrikaans. — Sapa.

Enrolment in grade 1 drops by more than half

ART 21/9/99 (50)

New 'starting age' policy means small classes in 2000

Grade 1 admissions for next year will be more than halved at many schools because of the new age policy adopted by the Education Department.

And classes in 2001 could be bigger than usual.

In terms of the new policy, which will be enforced from January 1, only children who turn 7 next year will be able to start school.

Until now children could be admitted from the age of 5, provided they turned 6 before June.

At Chapel Street Primary, Woodstock, the Grade 1 roll has dropped from 80 to just 10.

Even though the school has a pre-school, most of the children will be going to other primary schools.

Principal Jamiel Alexander says they have turned down between 20 and 30 under-aged children. Unless more children enroll, the class will remain a small one, way below the preferred ratio of 40 pupils to one teacher. With fewer children, one of the Grade 1 teachers will be used in another grade next year.

Some schools are seeing the policy as another way of "rightsizing" the number of teachers. Heatherdale Primary principal Gadija Hisham said: "I foresee this as the department embarking on naturally rightsizing teacher numbers. How can they pay teachers who will not have classes?"

**LYNNETTE
JOHNS**
Education
Reporter



This year the school's 98 Grade 1s are divided into two classes. Next year the school will only have 43 Grade 1 pupils.

At Chumisa Primary in Site B, Khayelitsha, a big drop in enrollment is also expected. Principal Nat Bongo said he was not sure of the enrollment figure for next year as very few parents had registered their children. Normally about 80% of the parents had registered their children by September.

The situation at Vuselela Primary in Site C is vastly different. They have 437 Grade 1 pupils in 10 classes.

Principal Theo Xonti said he already had more than 400 enrollments for next year.

Education spokesman Tony Eaton said schools had no reason to fear losing teachers next year. Teacher figures were based on the previous enrollment, so even if primary schools had fewer Grade 1s next year, teacher numbers were based on this year's figures.

A result of the policy is expected to be bigger than usual classes in 2001, but Mr Eaton declined to elaborate on what would happen then, if 2000's small classes were used as the basis for teacher needs. But he did say if a school's roll increased, the department had teachers to appoint to those posts.

Mr Eaton said schools who adhered to this year's admission policy, where children had to be 6-and-a-half before entering school, would not have a problem with a falling roll next year as they would only have a six-month gap.

The new age policy, adopted by the national Ministry of Education, is being introduced to avoid difficulties and the costs attached to sending a child to school too young.

Children in this position often have to repeat grades and struggle to catch up during the rest of their school careers. Provincial education minister Helen Zille said the presence of younger children "makes it very difficult for the children who are school-ready to make the appropriate progress".

Only children born before January 1 1994 will be accepted for school next year.

The Ministry of Education said there would be no exceptions to the policy, but bright children "will be fast tracked, if necessary, through the grades according to their abilities".

Thousands of books destroyed

M+G 23-30/9/99 (50)

While Kader Asmal is planning a major literacy campaign, thousands of unused textbooks are gathering dust on warehouse shelves, writes Ann Eveleth

A leading educational publishing house sent 200 tonnes of books to the pulper this week, according to a newspaper tens of thousands of dictionaries, atlases and African language storybooks.

This latest mass demolition of reading material — in a country where 12.5-million adults are illiterate and millions more are aliterate (they can read, but don't) — is part of a growing trend in the ailing local publishing industry. The industry has shed a quarter of its workforce in two years amid declining state textbook purchases.

Nick Evans, managing director of Heinemann publishers, said the "tragic" decision he took to pulp a warehouse full of mainly educational books was "extraordinary. I hope I never have to do this again."

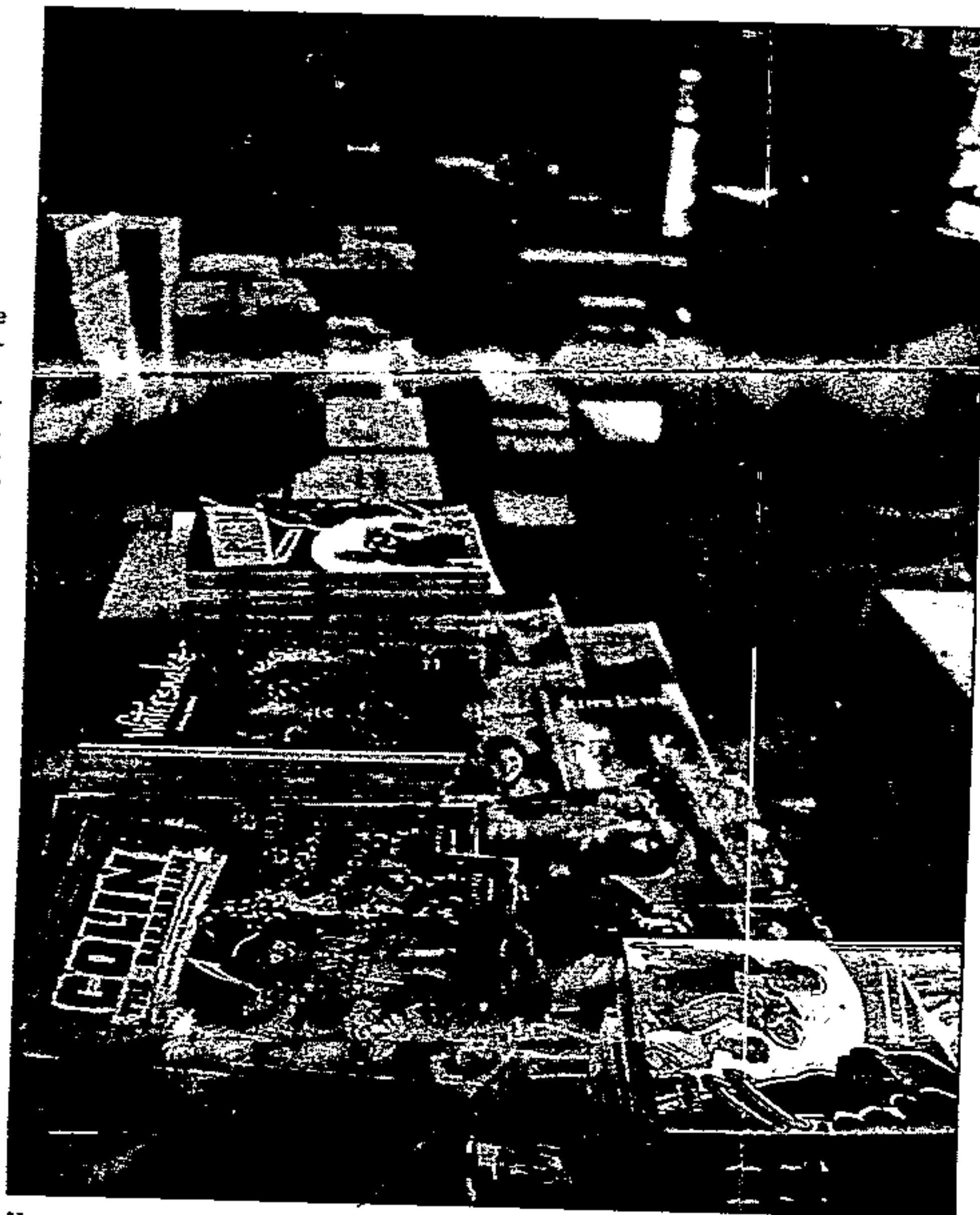
Heinemann's decision follows hot on the heels of Maskew Miller Longman, that pulped thousands of easy-reading books last month.

Evans said Heinemann — like most publishers — pulps a relatively small amount of excess book stocks each year. But the company's average annual pulping order of about 10 tonnes was far outstripped by this week's clearance.

The books had been gathering dust on warehouse shelves since 1996, when the Department of Education announced plans to introduce its new Curriculum 2005, complete with new textbooks. At the same time, the government cut back on orders for grades not affected by the new curriculum, leaving publishers with back stocks.

Delays in implementing the curriculum, together with a lack of designated book budgets in the provincial educational coffers, have seen annual government textbook purchases drop from about R850-million in 1995/96 to about R200-million last year, said Evans. He said the lack of spending on textbooks had led to the loss of about 2 000 of industry's 8 000 jobs in the past two years. "I have had to retrench 50 people out of a workforce of 130 in the past two years," he added.

Adviser to Minister of Education Kader Asmal, Allan Taylor, said this week Evans's criticism of declining state spending was "fair comment", but added that this occurred against a backdrop of the government's attempt to reduce



Never used: Tonnes of books have been gathering dust on warehouse shelves since 1996, when plans for Curriculum 2005 were announced. PHOTOGRAPH: JACQUI PILE

the budget deficit in terms of the growth, employment and redistribution strategy as well as the rising costs of salaries due to the post-apartheid equalisation of teacher-salary scales.

Taylor said Asmal wanted to meet publishers to discuss ways of stemming the crisis. He added: "If a publisher approached us with books they were going to pulp, we could have made a plan."

Evans said Heinemann had made extensive efforts to donate the excess books to NGOs and

libraries, including a warehouse sale last week. "We donated about 100 tonnes of books, reducing the pulping order by one-third. The rest we can't even give away. The Department of Education doesn't have the capacity to distribute this many books at short notice," said Evans.

Heinemann will not recoup the money it had invested in the publications. Evans said the cost price of the books amounted to about 10% of the company's annual turnover, with a

retail figure three times higher. "We simply cannot afford to continue storing so many books that we can't sell or even give away."

According to Elisabeth Anderson, head of the Centre of the Book, the problem lies "not only with the publishers, but with the distributors of books, including teachers and librarians, who aren't aware of what is available from the publishers. South African publishers are still not moving in the direction of publishing for a mass market. There are still very few books available for the majority of South Africans, especially in rural areas."

"The publishers complain that these books don't sell, but that's because they aren't marketing them well enough. The booksellers say there is no market, but that is because the booksellers live in white, urban areas. There are no general bookstores in the majority of black areas."

Beulah Thumbadoo, co-ordinator of the Easy Reading for Adults Initiative, said many publishers had taken a risk by agreeing to publish easy-reading books in African languages.

But these had not sold well, "because there is an information gap between the providers and distributors of books. The government thinks the books can sit for ever with the publishers, and the libraries have no idea what is available."

The need for better strategy and organisation across the book sector was first mooted in the 1997 *Research Report on Book Development in South Africa*, commissioned by the Department of Arts, Culture, Science and Technology. The report noted that "public spending is the major lever for change in developing the [book] market" and called for the urgent devolution of book purchasing power to schools. The report's findings became bogged down in controversy amid the sector's competing interest groups, and it has not seen the light of day.

The Easy Reading for Adults Initiative drafted a proposal containing many of the report's recommendations, together with a call for the government to declare the next 10 years a "decade of reading". That proposal was delivered to then deputy president Thabo Mbeki in January. It has also been submitted to the Transitional National Development Trust, the National Arts Council and the Department of Education.

The government still has not responded, in spite of a promise by Asmal to "break the back of illiteracy" in South Africa by 2004. Taylor said the proposal was well received by the government, and pointed out that Asmal had called for a special focus on reading to form part of the planned national literacy campaign. Taylor said Asmal hoped to announce details of his national literacy campaign by the end of the year.

PII close bad schools - Zille

Education minister warns Guguletu primary - as Asmal lashes Sadtu

MPOLISI COPPIE AND SAPA
Staff Reporter

Western Cape education minister Helen Zille is threatening to close a "dysfunctional" school, Bonga Primary in Guguletu, by the end of the year unless it sticks to a rescue plan.

This drastic step was intended to serve as a warning to other "dysfunctional" schools to get their act together or face closure.

"I cannot justify pouring taxpayers' money into schools where very little teaching and learning is taking place," Ms Zille said.

Her warning today follows a blistering attack yesterday by Education Minister Kader Asmal on the SA Democratic Teachers' Union, the country's largest.

He said his brand of unionism was not worth defending.

Professionalism was at its lowest ebb and the general public did not believe teachers were worth the money the Government was paying them, Dr Asmal told Sadtu, the biggest teacher union, at a KwaZulu Natal congress.

"I have therefore come here today to invite you to work with me to change the negative

image our society now has of a teacher. I want you to find your way back to the hearts and minds of our people, to reclaim the love they once had for you."

Bonga Primary is the first school in the Western Cape to face the threat of closure in such circumstances, after a three-year conflict over the appointment of a deputy principal. The appointment of an external candidate

was contested by an internal candidate and the resulting conflict has polarised the school community "to the point where education is hardly on the agenda", Ms Zille said.

She had visited the school three times and held in-depth talks with the feuding parties. "On two occasions I arrived unannounced and went around to look at the classrooms. Last week, I visited four classrooms during

school hours. There were no teachers in three of them. In the fourth, a teacher supervised while the girls cleaned the classroom and the boys watched. I know drastic action was needed."

She said there had been many failed attempts to resolve the situation.

Shape up or shut, school told

From page 1

"The parties do not abide by the outcome of mediation or arbitration. There have been threats of arson and violence. A caretaker principal was recently driven out."

After in-depth discussions with a range of stakeholders, I concluded that closure was the last remaining option. I told them I will close the school permanently on December 31 unless all parties abide by a rescue plan," she said.

The plan involves:

- Withdrawing from the school.
 - Appointing a new governing body of people drawn from outside who are not party to the conflict.
 - Issuing letters ordering teachers to fulfil their obligation to work productively for seven hours a day.
 - Close monitoring of the situation by the education department.
- Ms Zille said before announcing her threat to close Bonga Primary, she had ensured that there was sufficient space in neighbouring schools to accommodate its pupils.

Parents have voted with their feet - the number of children at the school has dropped by more than 50% during the three-year battle.

The school will re-open on 4 October, with a senior staff member as acting principal.

Ms Zille said she was continuing school visits. "Some are by invitation. Others are by surprise. I am delighted to see many schools functioning well. But others are dysfunctional. Closure remains the last resort option. The Bonga case will set a precedent," she said.

CAPE TOWN 28/19/99 (50)

Asmal rebukes Zille and backtracks

EDUCATION Minister Kader Asmal last night described as "regrettable and unacceptable" the warning by Western Cape MEC for Education, Helen Zille, that she would close a "dysfunctional" (single) school, and if necessary other schools considered dysfunctional.

Asmal said he was writing to Zille to say it would be unfortunate if his campaign for higher standards in education became linked with surprise visits to schools and threatened closure, which, he said, would simply deny children education through no fault of their own.

"This would visit the sins of others on pupils and parents. The action is in all likelihood illegal and unconstitutional. In view of the right to education in the Constitution, I appeal to Ms Zille to refrain from these actions," Asmal said.

Meanwhile, a day after lambasting teachers, Asmal has backtracked, saying he had been quoted out of context, that he had not suggested that all teachers, or even most educators, were "rotten".

During an address to the SA Democratic Teachers' Union (Sadtu's) Kwazulu-Natal provincial congress on Sunday, Asmal said professionalism was at an all-time low and that parents did not believe teachers were worth the money they were paid.

However, yesterday Asmal said in a statement that some in the media had created the impression that he had referred to all teachers being rotten.

This followed a blistering rebuttal by Sadtu, which said the issues Asmal had raised were not new, and had been the backbone of Sadtu's mission since it was formed 10 years ago.

Sadtu secretary-general Thulus Nxesi said while the union welcomed debate on the teaching profession and even agreed with some of Asmal's comments, they were unhappy with his threat to go back on agreements.

Agreement had been reached with the government in 1998 on the introduction of a system to identify individual teachers' weaknesses and re-train them.

Lack of discipline of the type described by Asmal had never enjoyed the protection of Sadtu, which last year committed itself to rooting out unprofessionalism, he said.

Meanwhile, DP education spokesperson Mike Ellis said Asmal should consider an urgent survey to check on schools' readiness for the matric exams, adding that the minister's warning at the weekend to improve matters set the right tone.

However, Ellis feared that the efforts would come too late for this year's matrics. With final exams just around the corner, some schools, especially those in the Northern Province and the Eastern Cape, were hopelessly unprepared.

Asmal should consider an urgent survey of all schools to check exam readiness, so that extra classes could be arranged for those who had not completed the syllabus, he said. The estimated one-fifth of teachers not actually qualified to teach should be given a period to bring their qualifications up to an acceptable level, or face retraining, Ellis said. — Staff Writer, Own Correspondent

Zille shutdown

would hit kids,

warns Asmal

PAWS 28/19/99

'I never said all teachers rotten'

STAFF REPORTER

Education Minister Kader Asmal criticised Western Cape education MEC Helen Zille for threatening to close a Gugulethu school expediting disruptions.

Ms Zille warned yesterday that unless Bongca Primary stuck to a rescue plan she would shut it because of disruption apparently caused by a three-year conflict over the appointment of a deputy principal.

She said she had twice visited unannounced and found no teachers in three of the four classrooms she visited, and in one class, a teacher supervised while girls cleaned the classroom and boys watched.

In a statement, Dr Asmal said he found Ms Zille's warnings "regrettable and unacceptable" and felt such action would deny children education through no fault of their own.

"This would visit the sins of others on pupils and parents, and Ms Zille should desist from giving the impression that she is becoming an Inspector of schools, to pounce without notice and close down schools where there are problems."

"The correct approach is to carry out systematic audits of schools and to ensure that principals and governing bodies and teachers perform their functions properly in the interests of pupils," Dr Asmal said.

At the same time, Dr Asmal repudiated reports about his lambasting of teachers during an address to the SA Democratic Teachers' Union (Sadtu) Kwazulu Natal congress on Sunday.

Dr Asmal said he had been quoted out of context and had not suggested all teachers or even most educators, were "rotten".

At the congress, he said professionalism was at an all-time low and parents did not believe teachers were worth what they were paid.

He said the impression had been created that the impression had been created to all teachers as rotten. Dr Asmal wrote to Sadtu Eastern Cape provincial secretary Mxolisi Dimaza yesterday, informing him that he did not regret the debate his comments had stirred up, but that he had not referred to the entire teaching profession as rotten. His letter followed a blistering rebuttal by Sadtu, which said the issues Dr Asmal had raised were not new, and had been the backbone of Sadtu's mission since it was formed 10 years ago. Sadtu secretary-general Thulus Nxesi said although the union welcomed debate on the teaching profession and even agreed with some of Dr Asmal's comments, they were unhappy with his threat to go back on agreements reached. Agreement had been reached with the Government in 1998 on the introduction of a system to identify individual teachers' weaknesses and retrain them. Teacher discipline and malpractice of the type described by Dr Asmal had never enjoyed protection by the union, which last year committed itself to rooting out unprofessional conduct, he said. National Union of Educators spokesman Mike Myburgh said the teaching profession should not be judged poorly because of the lack of professionalism of a few. Democratic Party education spokesman Mike Ellis said Dr Asmal should consider an urgent check on schools' readiness for the matric exams. Dr Asmal's warning to improve discipline and professionalism had set the right tone in the Government's quest to improve teacher performance. However, he feared the minister's efforts would come too late for this year's matric class. With final exams just around the corner some schools, especially those in Northern Province and the Eastern Cape, were hopelessly unprepared for what averted them.

Zille undeterred by Asmal 'inspector' attack

I will continue to do my job, says defiant education MEC in row over closure of problem schools

LYNNETTE JOHNS
Education Reporter

Provincial education minister Helen Zille is surprised at the scathing attack directed at her by her national counterpart Kader Asmal, but is determined to close Bonga Primary School in Gugulethu by the end of the year. If problems there are not solved.

Mr Asmal said Ms Zille's writings last week that she would close the Gugulethu school were "regrettable and unacceptable."

He also accused her of acting like a school inspector by paying surprise visits to schools.

But Mr Asmal's comments have not deterred Ms Zille, who has vowed to close the school if a culture of fearling is not restored by the end of the year.

She had to be held accountable and to make sure education happened in the schools. Ms Zille intends to close Bonga Primary at the end of the year unless the school community sticks to a rescue plan.

The school has been involved in a three-year conflict over the appointment of a principal and a deputy principal, during which time student numbers have dwindled from 800 to 300.

A caretaker principal was chased away from the school two months ago. The department of education has unsuccessfully tried to sort out the matter.

Department spokesman Tony Eaton said they had been working flat out to resolve the matter, but "certain parties had refused to abide by joint decisions."

Ms Zille said she had assured herself that there would be space at neighbouring schools for the Bonga pupils should the school close. She therefore could not understand why Mr Asmal had said the children would be hardest hit by the school closing.

Pupils had received minimal teaching over the past two years and moving them to another school would not negatively affect them.

She could not justify pouring money into schools for the Bonga pupils should the school close.

The teaching was taking place. Ultimately the children's needs came first, she said.

As far as her visiting schools was concerned, Ms Zille said she was reacting to parents' complaints and was compelled to act.

"I will continue to visit schools, as most of the visits are the result of parents calling me. I will continue to do my job."

Yusuf Gabru, the ANC's provincial education spokesman, said his party agreed "something drastic" had to be done to sort out the school's problems, but disagreed with the closure plan.

"The department has to ensure that the plan works," Mr Gabru said.

According to Ms Zille, very little teaching is taking place at Bonga, to the detriment of the children.

CAPE TIMES
WEDNESDAY, SEPTEMBER 29, 1999 ★

'SCHOOL CLOSURE LEGAL'

Zille sticking to her guns

HELEN ZILLE is unmoved by Education Minister Kader Asmal's criticism of her threats to close a "dysfunctional" school. Education Writer **PRISCILLA SINGH** reports.

EDUCATION MEC Helen Zille will not back down on her plans for Bonga Primary School in Gugulethu, which include possibly closing it, and she says she will be "sticking to every detail of it."

This was her response to Education Minister Kader Asmal's statement on Monday that he found her threat to close the "dysfunctional" school "regrettable and unacceptable." Asmal said her action was "in all likelihood illegal and unconstitutional. In view of the right to education guaranteed in the constitution."

Zille said that if she decided to close Bonga Primary it would be legal and constitutional in terms of Section 33 of the South African Schools Act, which states that a member of the executive council may, by notice in the provincial gazette, close a state school.

However, this would only happen after several procedures — such as informing the governing body, having a public hearing and giving due consideration to this hearing — had been followed.

"I will be sticking to every detail of my plan for Bonga Primary, because this is in the best interests of the pupils, who have had hardly any education for over two years."

"The Western Cape education department tried every possible solution in the past to resolve the situation, but to no avail. I have made sure there is space in neighbouring schools to accommodate the pupils."

As far as closure of the school is concerned, I am following the law to the letter," Zille said.

Ministerial adviser to Asmal, Allan Taylor, agreed that Zille's action, in terms of Section 33, would be legitimate, and said he didn't think Asmal was questioning this.

The education department's legal adviser, Eben Boschoff, also agreed with Zille on the legal and constitutional principles of Section 33.

"Asmal's view was that he did not want the children of the school to be deprived of an education," Taylor said.

At the heart of the problem at Bonga Primary is the dispute over the appointment of a deputy principal.

The appointment of an external candidate was contested by a teacher at the school, who had also applied for the position.

Zille said this teacher and a few others had then set out to make the school "ungovernable", which had resulted in the number of pupils dwindling from 800 to 300.

Zille's plan involves withdrawing the main conflicting parties from the school, appointing a new governing body and ordering teachers to work their obligatory seven hours a day.

The situation at the school would then be closely monitored until December 1, when a decision on the fate of the school would be made.

Provincial education minister Helen Zille is surprised at the scathing attack directed at her by her national counterpart Kader Asmal, but is determined to close Bonga Primary School in Gugulethu by the end of the year. If problems there are not solved.

Mr Asmal said Ms Zille's writings last week that she would close the Gugulethu school were "regrettable and unacceptable."

She had to be held accountable and to make sure education happened in the schools. Ms Zille intends to close Bonga Primary at the end of the year unless the school community sticks to a rescue plan.

Department spokesman Tony Eaton said they had been working flat out to resolve the matter, but "certain parties had refused to abide by joint decisions."

By Victor Mecoamere
Education Correspondent

THREE key education bills, that were tabled by Education Minister Kader Asmal before the National Assembly this month will now come under scrutiny by the parliamentary education portfolio committee.

When passed the National Students Financial Aid Scheme, Higher Education Amendment and the Education Laws Amendment Bills are expected to bring radical changes to the education system.

The committee will consider the Education Laws Amendment Bill on October 19, the National Student Financial Aid Scheme Bill on October 26, and the Higher Education Amendment Bill on November 11.

The National Student Financial Aid Scheme Bill provides for the establishment of the National Student Financial Aid Scheme, including its management, governance and administration.

It is also expected to cover possible amendments to the granting of loans and bursaries to eligible students at public higher education institutions and the administration of the loans and bursaries as well as the recovery of the loans.

Student financial aid has been a thorny issue over the years, with mainly black students calling for redress and the scrapping of students' loan debts at tertiary institutions, while the institutions - with millions of rands owed to them - have either withheld results and degrees or set debt-collecting firms on the defaulters.

Another dimension in the student financial aid debate is the proposed recognition and accreditation for students' active participation in community service and development programmes by tertiary institutions in lieu of money owed to schools.

Curbing council powers

The Higher Education Bill of 1997 limited the influence of national education authorities, particularly the Education Minister, to sending independent assessors or investigators to examine a range of circumstances that led to various conflicts at tertiary institutions.

That bill seemingly entrenched the autonomy of these institutions. But the amended bill's provisional elements include making the principal the chairman of the senate and the registrar the secretary of councils of public higher education institutions.

This seems set to weaken the hold councils - which tended to hold even when they are unpopular or unconstitutional - have had in the decision-making processes in tertiary institutions.

In the past few years councils have either suspended principals indefinitely or ousted them under dubious circumstances due to their immense powers.

Education bills under scrutiny

(50) Sowetan 30/9/99



Furthermore, the Higher Education Amendment Bill provides for the empowerment of the Minister to appoint financial managers at tertiary institutions.

It also empowers the Minister to designate the National Education Department's director general as the registrar of private higher education institutions.

It is also intended to review the delegation of powers by the principal and the Council on Higher Education.

Examinations and school governance are the focus of the Education Laws Amendment Bill, which provides

for the amendment of the South African Certification Council Act of 1986.

The amended bill aims to set new functions for examining bodies and those of the director general with regard to examinations. It will also seek to allow the council to prescribe fees for the issuing and endorsement of certificates.

Both the National Education Policy and National Schools Acts (of 1996), are due to undergo certain technical adjustments and amendments respectively under the same bill.

The bill, pertaining to the amend-

ment of the two acts, is due to look closely at the merging of two or more public schools and the regulation of the consequences of such mergers.

It is also expected to examine the temporary closure of public schools in the event of emergencies, which are likely to be made an additional function of school governing bodies.

The Employment of Educators Act of 1998 is also due to be amended to make provision for a time frame within which a governing body - in the case of a school - or a council at a tertiary institution must make its recom-

mendations for the appointment of teachers or lecturers.

National Education Department official Thami Mseleku said the proposed time frame has been put at two months, failing which the Department will intervene in the recruitment, selection and ultimate appointment of suitable candidates.

These bodies will not have powers to deal with cases of the transfer of temporary teachers in terms of the proposed amendments, or with the repeal of provisions concentrating on misconduct and incapacitated teachers.

Zille takes on rebel school

Court bid to get 'disruptive' Bonga Primary parents barred

LYNETTE JOHNS
EDUCATION REPORTER

Provincial Education Minister Helen Zille is getting tougher – not only is she threatening to close down dysfunctional schools, she is now also prepared to take on disruptive parents by barring them from schools.

Yesterday Ms Zille instructed departmental lawyers to apply for an urgent High Court interdict against parents at Bonga Primary School. She says these parents are, in effect, running the school and are mainly responsible for the breakdown of learning.

She has come up with a rescue plan for the school which, she says, will be strictly adhered to or else the school will be permanently closed.

The school was plunged into crisis more than two years ago over the appointment of a principal. Parents refused to accept Vera Jonas, who was first appointed to the position. Parents wanted teacher Gwyneth

Jones, who has taught at the school for 30 years, to be the principal. Mrs Jones appealed against Mrs Jonas's appointment but lost out in the arbitration process.

The most senior head of department at the school, Nobesuthu Nyathela, has been appointed acting principal. Yesterday parents refused to allow Mrs Nyathela into the administration block. She spent most of the day in a classroom with two other teachers.

The decision to apply for the interdict was made yesterday.

"People cannot hold a school to ransom... neither can the department allow a group of parents, claiming to be the governing body, make decisions on appointments at the school," Ms Zille said.

No teaching took place at the school yesterday, the first day of the final term of the year.

Yesterday morning a departmental official delivered letters to the teachers instructing them to be in class teaching, as well as to a group of parents ordering them off the premises.

But the parents refused to leave.

One of the parents, Lucy Veyi, said last night: "We are not scared of an interdict. We are not sending our children to school today. They are our children and nobody can dictate to us how to deal with them."

The African National Congress has warned Ms Zille that the interdict could worsen the situation.

ANC provincial education spokesman Yusuf Gabru said: "The ANC does not believe that education matters should be resolved by court interdicts. We would like to offer our services and try to resolve the matter."

Mr Gabru said the ANC would go into the area and speak to the community. "School matters should be resolved by negotiations and more negotiations."

The school faces the possibility of being permanently closed after December 1 if an evaluation of the proposed rescue plan shows little progress.

Mrs Nyathela refused to comment on the crisis. Children, dressed in school uniform,

were idly roaming the school while teachers and parents were having a discussion on their approach to the situation.

The governing body is not recognised by the department as there was no quorum on the day of its election. Part of the rescue plan includes electing a new governing body.

Kholeka Kombela, a member of the "illegal" governing body, said she would fight the department all the way.

Education Minister Kader Asmal today praised the SA Democratic Teachers' Union for its efforts to raise the level of professionalism among teachers.

His address, at Sadtu's ninth anniversary celebrations in Johannesburg, came only a week after he criticised union members for using the organisation as a shield for indiscipline, and said that its brand of unionism was "not worth defending".

He said he was "very pleased" that many of the union's leaders were "leading examples of how schools should be run". – Sapa

'Disruptive' parents barred from school

PRISCILLA SINGH
EDUCATION WRITER

(50)

THE Western Cape Education Department obtained an urgent interdict from the Cape High Court yesterday to prevent a small group of disruptive parents from entering Bonga Primary School in Gugulethu.

Bonga Primary hit the headlines last week when Education MEC Helen Zille said she would close the school if it did not resume normal teaching before the end of the year.

Zille told the *Cape Times* last night that any parents defying the interdict by going into the school and disrupting teaching activities would be arrested.

She said Bonga Primary had been the focus of an embittered teacher who had unsuccessfully applied for the post of deputy principal of the school about three years ago. Together with a small band of teachers and parents, Nomawethu Jones had consistently disrupted teaching at the school, despite a mediation and arbitration hearing that disproved her case.

Jones had since appointed herself principal and was refusing to abide by the ruling of the WCED, Zille added.

"She (Jones) and a small group of parents forced their will on the school and because of this there has been no effective teaching there for over two years. The school population has dropped from over 800 to under 300.

"The school has become dysfunctional and it is not in the interests of the pupils for it to carry on this way. This group of parents stand in the school for the most of the day preventing teachers from teaching," Zille said.

The day before schools closed for the third term, Zille set in motion a plan of action which required that the conflicting parties be withdrawn from the school, that teachers teach productively for seven hours a day, that a new governing body be appointed, and that all parties abide by these terms, failing which they would be served with interdicts.

It is understood that on Monday the circuit manager delivered letters to various teachers and parents stating these terms, but that they insisted they would not refrain from coming onto the school property.

The fate of Bonga Primary will be decided on December 1. If it closes, pupils will be accommodated at neighbouring schools.

ET 6/10/99

ED 11/10/99

Asmal acts to iron out flaws in education

Primerashni Pillay

EDUCATION Minister Kader Asmal has contracted the Human Sciences Research Council (HSRC) to conduct a study of the new curriculum at 400 schools so that flaws can be rectified.

The study is believed to be the biggest since the introduction of Curriculum 2005 in grade one last year and grade two this year to implement outcomes-based education (OBE).

Education analysts have repeatedly condemned introduction of the curriculum, saying it was rushed and teachers were inadequately trained. The curriculum's implementation has also been the subject of news reports on inadequate learning materials at schools and poor quality materials.

Asmal's spokesman Bhekli Khumalo said the study would be conducted at schools across SA, covering 2% of the pupil population. It would be funded by government and overseas donors.

"The focus will be on whether the learner comes to grips with the curriculum. It will look at teacher-training and the availability of learning materials."

An initial report on the study's findings would be available in January and a review conference on Curriculum 2005 was expected to be held this year.

"The report ... will inform future curriculum implementation with regard to teacher development, procurement of learning materials, pupil assessment, systemic evaluation and curriculum design," Khumalo said.

Asmal supported the principle of OBE but conceded the language used in the approach was too technical.

University of Durban-Westville academic Jonathan Jansen agreed that the language associated with outcomes-based education was "too complex, confusing and contradictory". Khumalo said the curriculum would be implemented in grades three and seven next year as planned.

Asmal hits out at MEC over exam instruction

Primerashni Pillay

EDUCATION Minister Kader Asmal has ordered Northern Province education MEC Edgar Mushiwana to withdraw an instruction which prevents pupils from writing their examinations if they are absent from class for more than 10 days.

The Northern Province has had a high rate of pupil absenteeism. Last week Mushiwana issued a directive that scholars who were absent for more than 10 days would not be allowed to write their year-end exams.

Mushiwana's instructions violated the SA Schools Act, which says that education should be accessible to all pupils. Schooling is compulsory for pupils from the age of seven to 15.

Asmal said yesterday that not only was Mushiwana's instruction "unconstitutional, but also unlawful, to deny the learner the right to take an examination and I insist that such summary practices should be suspended".

The minister said Mushiwana's directive was incompatible with the provisions of the law.

"Should a learner be absent from school without any reason, that is a misconduct offence."

"The learner can only be punished after due process is followed as contemplated in sections eight and nine of the SA Schools Act," Asmal said.

On Saturday his tough stance on ill-disciplined teachers surfaced again at the opening of Manzomthonbo School in Mfulweni in the Western Cape.

Asmal said there was overwhelming evidence of a lackadaisical attitude by some teachers to the plight of pupils.

"It is not an unusual sight to find township schools that start teaching hours later than they should, with chronic absenteeism by both teachers and pupils, with early breaks and stops, no basics like class work and homework, and compounded by general indiscipline," he said.

Asmal has been unafraid to use his political power to diffuse tense situations in education in recent weeks. Neither has he been afraid to criticise organisations or high-profile figures that are aligned to the African National Congress (ANC).

A few weeks ago, the minister lambasted the Congress of SA Students for staging a protest march against a teachers' wage strike.

Recently he told a provincial meeting of the SA Democratic Teachers' Union (Sadtu) that some of the country's teachers were not worth the money they were being paid.

ED 11/10/99

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At Sadtu's ninth anniversary celebrations last week, Asmal said that despite he and Sadu coming from the same ANC family, he would continue raising issues in education, even if it meant him being "frank and open".

Radical changes in education enshrined in new bills

Journal 11/10/99

By Victor Mecomere
Education Correspondent

PARLIAMENT is due to examine three key educational bills this month and in November.

When passed, the new bills are expected to bring radical changes to the education system, especially in the areas of student funding in tertiary education, governance in both tertiary institutions and schools, as well as laws and regulations governing the education system as a whole.

Education Minister Kader Asmal tabled the National Students Financial Aid Scheme, Higher Education Amendment and the Education Laws Amendment Bills in the National Assembly in September.

Asmal's proposals regarding the Education Laws Amendment Bill will be considered by the committee on October 19, while the committee's scrutiny of the National Student Financial Aid Scheme Bills is scheduled for October 19 and the Higher Education Amendment Bill, for November 12.

Student funding in tertiary institutions, which is due to be tackled in the National Student Financial Aid Scheme Bill, has been a thorny issue over the years.

Black students have called for the scrapping of student loan debts and redress in this area,

Student funding in institutions has been a thorny issue over the years

while institutions, many which are still reeling from huge student debts have either withheld results and degrees, or turned defaulters over to debt collectors.

Possible amendments are in the areas of proper selection of candidates qualifying for loans and bursaries in public higher education institutions, administration of these loans including improvement and strengthening of mechanisms related to recovery of these loans.

A new dimension to the student financial aid debate is a proposal made at a recent tertiary students' community service summit that recognition and accreditation be given for community service in lieu of money owed to schools.

The Higher Education Bill of 1997 limited the influence of national education authorities, particularly the Education Minister, to sending independent assessors or investigators to examine and make recommendations on conflicts and crises in higher education institutions.

That bill entrenched the autonomy of affected institutions, but all that will change drastically when the amended bill, with new elements that include making the principal the chairman of the senate and the registrar becoming the secretary of public higher education institution's councils, comes into effect.

This will weaken the hold councils have had in the decision-making processes in tertiary institutions, even where these decisions tended to be unpopular, or even unconstitutional.

Councils have either suspended indefinitely or ousted a number of principals under dubious circumstances because of the immense powers they seemed to possess.

Furthermore, the Higher Education Amendment Bill also provides for empowerment of the minister to appoint financial managers at tertiary institutions.

Examinations and school governance are the focus of the Education Laws Amendment Bill. It makes provision for amendment to the SA Certification Council Act of 1986 with the view of substituting certain definitions, deleting others, setting new functions of examining bodies and those of the director general in regard to examinations.

The bill promotes the prescription of fees for issuing and endorsing certificates by the council.

Swiss cash for change

AT THE Masakhe Primary School in Duncan Village outside East London, the entire school came out on Wednesday to welcome their guests with singing and fluttering flags.

Surrounded by newly built classrooms, they were gathered on a tarred courtyard with the markings for a netball court.

A few metres away there was the shell of a disused school, damaged in the late 1980s, like the rest of 11 schools in the area, during violence in the township. At Masakhe, the principal and staff are proud that they have lived up to their name of "let us build".

But it has taken since 1988, when work first began, for the school to be fully operational again and its completion is due to money donated by the Swiss government.

The school is one of several in the region supported through aid programmes, and is now seen as a success story, says Markus Antonietti, counsellor at the Swiss embassy.

Swiss foreign affairs minister Joseph Deiss visited the school and a land restitution project on Wednesday to get an idea of some of the projects his government's R240 million programme has sponsored.

Since 1994 aid has been granted to educational, human resources development, human rights and land reform projects.

Special emphasis was placed on democratisation and conflict resolution for which another R80 million was granted.

While strong ties already exist between the two governments - former president Nelson Mandela visited Switzerland in 1997 and the Swiss president, Flavio Cotti, visited here last year - Deiss says his government decided there was a need to "remain committed to assisting South Africa's transition".

He and his counterpart, Dr Nkosazana Zuma, signed a memorandum of understanding this week which commits the Swiss to further development cooperation until December 2004.

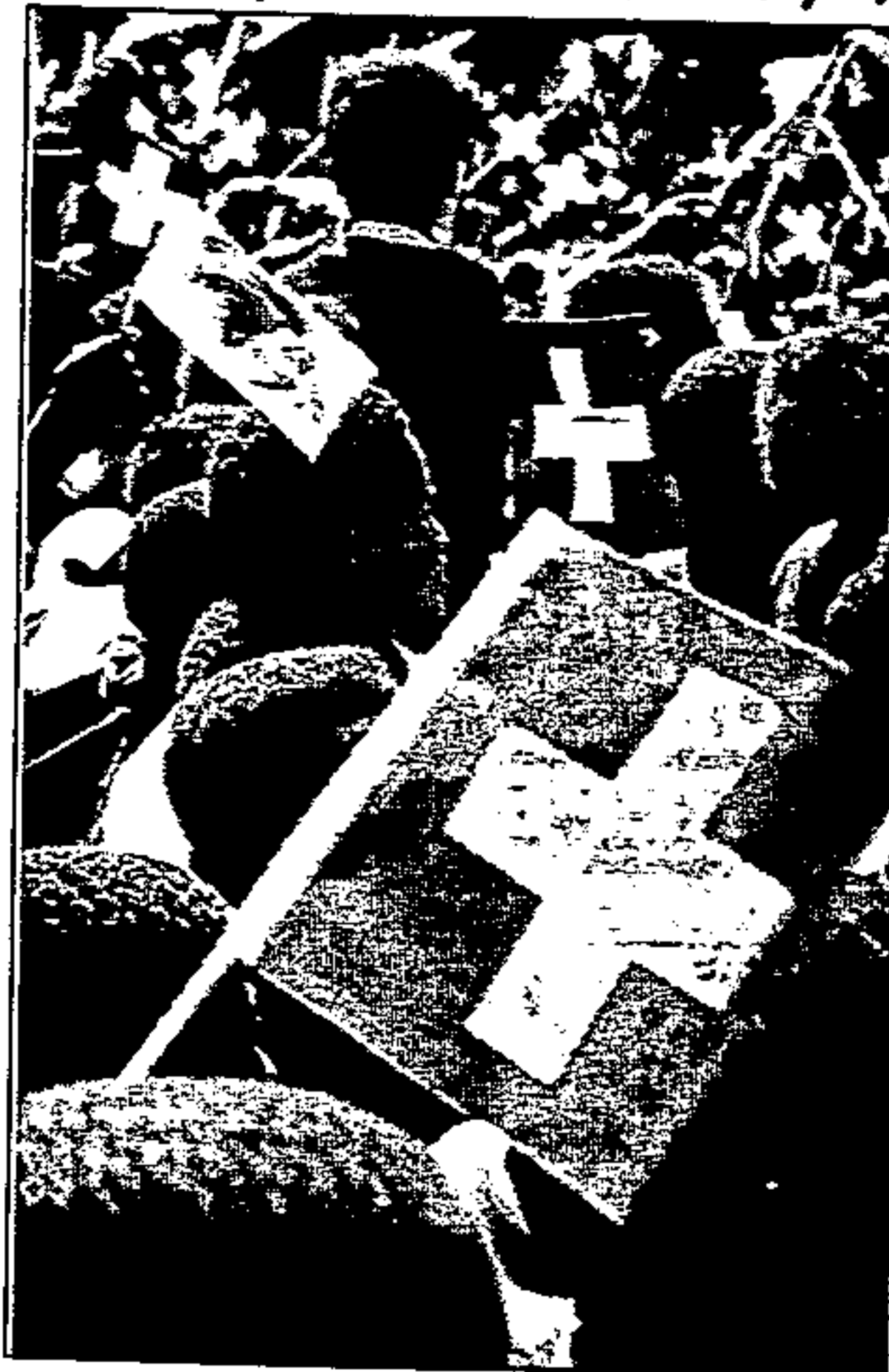
The agreement "recognises that the reduction of poverty and the democratic transformation of society" are the main objectives of development cooperation.

Again emphasis will be placed on education, good governance and land reform.

At the school, the minister was told by Eastern Cape education MEC Stone Sizani of the need for partnerships in the reconstruction of the country and emphasised the Government's inability "to do things on its own".

He outlined plans for building up the capacity of the staff, improving on the management and material resources of the schools, greater community involvement and the formation of an Eastern Cape Development Trust, which is being done in concert with local

(50) (271)
Switzerland's aid to South Africa is taking the form of new schools and efforts to accelerate the state's land reform in the Eastern Cape, writes **Sharon Chetty**



Masakhe Primary School pupils welcome Swiss foreign affairs minister Joseph Deiss. PHOTO: SHARON CHETTY

industry. Later, in nearby Macleantown, Deiss was told of how local organisations had worked out a model for more integrated development around restituted land.

Like in the rest of the country, sorting out land claims has been slow. There has been 200 settlements out of more than 7 200 claims received in that province and there is still the issue of some who had missed the deadline.

In Macleantown, at least 72 families, now scattered all over Eastern Cape, are in line to get their land back.

They will share the land with 150 farm-dweller families already there.

The Border Rural Committee, which has been spearheading the claim, boast that they have set up a steering committee with representatives from the communities as well as the Government "to ensure accountability throughout the process".

They also insisted on the local government being represented so as to get guarantees that the sites will be serviced once given back to the

original owners.

However, whether or not there will be adequate employment remains unclear.

For the Swiss foreign minister, seeing "the determination of people to change their lives was most rewarding."

"When we started with our special assistance for South Africa in 1994, we wanted to contribute to the peaceful transition ... we remain dedicated to that."

Before 1994, Swiss aid was dedicated almost entirely to non-government organisations.

Ironically, South Africa does not strictly qualify for aid, since it is not seen as a completely poverty-stricken and under-developed country.

However, the Swiss government decided that there were to be "long-term benefits" from assisting in the transformation, says Antonietti.

Deiss says that the partnership with South Africa extends to cooperation in the region and the rest of the continent.

Cooperation is also taking on a unique form: a Swiss diplomat will serve an internship at the Institute for Security Studies in Pretoria to get a better understanding of security issues in the region.

"For us to help in peacekeeping activities, we need to work together with South Africa," he says.

Both countries are backers of the Arusha peace talks for Burundi. The talks hit two setbacks this week, with renewed violence in the Great Lakes region and the death of its chief broker, former Tanzanian president Julius Nyerere.

Despite that, he has no doubt that both Switzerland and South Africa were firmly committed to the process, and would remain so, says Deiss.

As for the contentious issue of debt incurred by the apartheid regime at Swiss banks, Deiss said that the facts were being "looked at".

He would not say whether or not his government would urge the institutions to write off the debts, which is being demanded by local and global lobby groups.

"There is research still to be done and the facts are being put on the table. If we find that there was illegal activity, then we can look at taking action."

Deiss' visit is his first abroad since he became foreign minister. His visit to Africa included Tanzania and Mozambique.

Big stick for bad headmasters

Schools that don't make the grade may be closed down

CORNIA PRETORIUS

ST 17/10/99

THE government is to crack down on schools which are performing badly and could take tough action against headmasters and teachers who fail to turn their institutions around. The state may even close down poorly run schools.

The new policy will see all schools evaluated according to "performance indicators". These include:

- How motivated teachers are;
- Whether or not schools start teaching on the first day of each new term;
- Whether they have working timetables;
- Problems with drugs or violence;
- How safe the school is;
- Parents' involvement with the school; and
- Whether or not school governing bodies are providing leadership.

The new Director-General of Education, Thami Maseleku, who is spearheading the development of the "performance indicators", said poorly performing schools could be publicly identified.

"We may actually publish reports in the provincial legislatures and make them public," he said.

Maseleku said schools identified as "dysfunctional" would be investigated to establish the cause of the problem and the department would suggest immediate measures to help schools improve.

"If a principal is found to be incapable of leading an institution, it will be dealt with in terms of the law," he said. In terms of existing policy, this could include firing or disciplinary action.

The department will draw on examples elsewhere in the world, such as the UK, where the Office for Standards in Education inspects schools, makes public reports and closes down those schools that don't turn themselves around.

The schools are then re-opened "under new management" with new teachers and headmasters, to give them a second chance.

"We might or might not close schools," said Maseleku. But if it did happen in future, steps would be taken to ensure fair labour practices. "When we do have a policy and know what steps will be taken, it may require future agreements with teacher unions," Maseleku said. The policy could face opposition from unions. When the authorities began looking into a teacher appraisal policy, research by the Wits Education Policy Unit in 1997 found that in the previous dispensation there was a "general trend of resistance against inspectors and subject advisers" who were seen as policing and harassing teachers. Thulas Nxesi, general secretary of the South African Democratic Teachers' Union, said unions could support the new measures if "we have a new authority who sits with teachers and discusses how to develop them, and does not just come to a school to condemn them". Maseleku said the new appraisal system would not be a return to "simultaneous inspection", as it was aimed at uplifting and developing "whole schools".

Asmal explores school discipline

(298)

CT 19/10/99 (50)

PRISCILLA SINGH
EDUCATION WRITER

GUIDELINES in applying disciplinary alternatives to corporal punishment will be introduced in schools next year and may include community service, detention and special projects.

The guidelines are expected to be ready in time for next month's meeting of Education Minister Kader Asmal and the nine education MECs, it emerged after yesterday's monthly gathering of the Council of Education Ministers in Cape Town.

Asmal said yesterday he had been particularly outraged after teachers at a Cape Flats high school recently punished several pupils by making them kneel on the floor and then whipping them. Police are investigating.

He stressed that corporal



HEADS MAY ROLL: Kader Asmal

punishment had rightly been outlawed and physical violence was "not a very intelligent way to get pupils to behave or study".

"There must also be alternatives to making children write 2 000 lines as a mean of punishment — this could only lead to

giving pupils a life-long hatred of writing. Alternatives to corporal punishment may include community service, the traditional detention after school, alternative work and special projects.

"We must protect the learner from arbitrary and capricious punishment and give teachers genuine and real alternatives," Asmal said.

The code of conduct for learners, which was gazetted in May last year, will be used as the basis and "converted into something more useable in the classroom". The Human Rights Commission, as well as a new publication called *Discipline in Schools*, will also be drawn on for the new guidelines to be implemented in January next year.

● See Page 3

● What do you think about alternatives to traditional punishments at schools? Call Teleletters between 10am and noon on (021) 488-4722.

CAPE ARGUS, TUESDAY, OCTOBER 26, 1999

Closure of reform schools sparks teacher protest

LYNNETTE JOHNS
EDUCATION REPORTER

(50)

ARG 26/10/99

The provincial education department intends closing down all reformatories and schools of industry in the province to replace them with youth care centres and "schools of skills". But objections from teachers at the schools mean the new project is unlikely to get started in January, as planned. The teachers, who will be placed on the education department's redeployment list, will have to re-apply for their jobs, and many fear they will end up out of work.

There are 14 reformatories in the province, but one of them, Pacaltsdorp Boys' High, is empty.

Some facilities could be sold to generate funds to build centres in places like Mitchell's Plain. Seven new centres are to be built at a cost of R46-million.

Six of the existing facilities will be transformed into centres. Five of the reformatories will be converted into schools of skills and one school for pupils with special needs.

Staff at the existing reformatories met the Provincial Standing Committee on Education yesterday to discuss grievances. They claimed no consultation had taken place.

One of the issues raised was that even though enrolment figures at reform schools had dropped, Pollsmoor prison had more than 1 000 children behind bars.

The committee is to reconvene on Thursday for further discussions with officials of the department of education.

No money, no books for Johannesburg libraries

M+G 29/10-4/11/99 (50)

William Pretorius

The Greater Johannesburg Library is in a crisis. Display cases in the foyer are full of book covers, ranging from non-fiction to African novels and literacy readers, a piquant selection.

But these are not coming attractions. They are books the library wants to buy but can't afford. There just isn't any money available for the book quota. As Joan Bevan, metro librarian, puts

it, "the life blood of any library had dried up".

Library budgets have been slashed country-wide, and those most affected are in the disadvantaged areas. The Greater Johannesburg Library Service, and others in advantaged areas, is able to get help through friends of the library organisations - the one to help the Greater Johannesburg was launched on August 29 with a book sale. But not everyone has access to organisations like these.

When the city council cut library budgets, the choice Bevan faced was to either close the doors or buy new books. She choose to keep "the library functioning". Library staff salaries had to be paid and the building maintained. This left nothing over for books, and very little for magazines.

"This is especially sad," says Bevan, "in a library like this with such a long history. We opened in 1890, so we have long periodical runs that no other library in the country has."

What are the long-term effects? "What you don't buy now, you are going to miss for ever," says Bevan. "South African material often has short print runs, and once out of print, books are difficult to get."

Already the gaps in stock, of local and imported books, is becoming noticeable. "New books are no longer available," says Bevan, "and those we have are wearing out all the time."

For example, the easy-read material, used for literacy training, is heavily in demand and has to be replaced often. "We see our role as maintaining that literacy through easy-reading material, through light reading like newspapers



Great demand: Students from all over Gauteng study at the Greater Johannesburg Library. PHOTOGRAPH: RUTH MOTAU

and magazines as people gain skills."

The bias of users in a library according to Bevan, is towards young people. "Because of the big resource our reference library is, you get students coming from all over Gauteng, and other provinces."

Specialist and general reference books have to be continually kept up to date. "We get a lot of business inquiries, especially from small business who want to know about legal and labour law, say, and who can't afford to keep large resource centres at their companies."

There is little comfort for the ordinary borrowers who can't afford to buy books. "One gets less and less for the rand," says Bevan, "and the exchange rate has pushed up the price of books." Libraries now need larger budgets to ensure a full selection of current books.

There is a ripple effect: the libraries have stopped buying books from book traders and this affects their profits, which in turn affects the price of books.

"I think we're going to have to look to the private sector," says Bevan. "We are going to get proactive and do some very creative thinking. I believe a library is not a luxury, but an essential service, particularly in our current period of transformation in which the education of adults and children is important."

A library is part of a "university of the people". Books, Bevan suggests, won't be replaced by the Internet or virtual simulation methods of teaching in fact, cyber-schoolrooms in Scotland, for example, are built around libraries as the students are continually referred to books. "Books complement the Internet."

Boom time as boffins rake in millions

Dollars pour in as SA earns respect for medical and industrial work

LAURICE TAITZ (AD) ST: 31/10/99

WHIS Professor Ugo Ripamonti discovered that with a little help from some synthetic "scaffolding" the body can be persuaded to grow new bone.

Ripamonti's research represents a breakthrough in medical science. It is also one of myriad research products earning South Africa millions of rands in foreign exchange and a rapidly growing number of international research contracts.

The president of the Human Sciences Research Council, Dr Mokotung Nkomo, says: "The ideal is for us to be a global player. We have islands of excellence, but we need to develop incentives to keep our intellectual capital in the country. We can't afford the brain drain."

For his discovery, Ripamonti earned a royalty cheque worth thousands of rands and the Medical Research Council laid claim to a highly marketable patent.

No longer in research for research's sake, the country's eight science councils have shifted to a market-oriented, globally competitive research approach that maintains a focus on improving the quality of life of South Africans. Products range from synthetic bones to an anti-obesity drug made from an indigenous plant, to state-of-the-art oil-from-coal technology.

Argentina and China are interested in technology developed for small-scale farmers that processes high quality, chemical-free oil from sunflower seeds. In Texas, South African expertise is sought for gas and fuel pipeline systems.

Last year, the science councils generated around R850-million in contact income over and above the annual parliamentary grant of R1,27-billion. The growth in extra income is R350-million up on the amount generated in 1994.

The councils are the Council For Scientific and Industrial Research, the

Medical Research Council, the South African Bureau of Standards, the Council for Geoscience, the National Research Foundation, the Council for Mineral Technology, the Human Sciences Research Council, and the Agricultural Research Council.

At the CSIR, last year's figure for contract funding amounted to about R377-million, 54 percent of its income.

Head of business development Dr Anthos Yannakov, says: "Worldwide, the research dollar is dwindling. With greater pressure on parliamentary funding, the client market is the solution. The parliamentary grant is used to keep infrastructure going and to do basic research."

Two years ago, South Africa invited an international panel to review the science councils. In its report, the panel commended the CSIR's management and said it believed that with "appropriate support from government and continued good management, the CSIR can progress from a very good organisation to a great one, with world-class technical competencies."

Last year, researchers at the CSIR's Foodtek division patented a plant-derived extract for use in an anti-obesity drug and sold it to UK company Phytopharm and US pharmaceutical giant Pfizer. And Pfizer established a local medicinal plant extraction facility — the first of its kind in the world — that will be used to supply plant-derived

'The ideal is for us to be a global player'

medicinal substances for clinical trials approved by the US Food and Drug Administration.

To cap its achievements, the CSIR won a corporate governance award this month sponsored by auditing firm Deloitte and Touche and the Johannesburg Stock Exchange.

Another prime mover is the Medical Research Council. Dr Nico Walters, head of the MRC's technology and business development group, said: "Our prime objective is to improve the health of the nation. To generate intellectual property is a secondary issue. But if we do that well, the money is ploughed back into research."

Shrinking numbers and soaring costs may see schools of reform and industry close

PRISCILLA SINGH
EDUCATION WRITER

PUBLIC hearings into the possible closure of reform schools and schools of industry in the Western Cape were concluded last week and the comments will now be reviewed by the Western Cape Education Department (WCED). There are nine schools of industry, which cost the WCED R45 million a year, and five reform schools, which cost R76m.

A new model has been proposed and, if implemented, would see pupils transferred to

new youth care and education centres. All staff matters would be dealt with in accordance with legislation, agreements and resolutions.

From May 10 September 1995, the inter-ministerial committee (IMC) on young people at risk carried out thorough research into residential child- and youth-care facilities, including places of safety, schools of industry and reform schools.

Among the findings were that:
● Almost 31% of young people in state-run facilities had been placed outside their home provinces;

● Only 11% of child- and youth-care staff in schools of industry and reform schools had the relevant qualifications; and

● Conditions and levels of care at the facilities visited fell far short of standards set by the United Nations Convention on the Rights of a Child and the South African Constitution.

According to WCED spokesperson Tony Eaton, the Western Cape cabinet has decided that pupils from other provinces may be accommodated in schools of industry and reform run by the department only if their home provinces pay for their accommodation.

Most schools of industry and reform schools are in the Western Cape.

In 1997, 1 350 children were enrolled at schools of industry, but this year the number fell to 406. There has been a similar pattern at reform schools, where there were 633 pupils in 1997, 311 in 1998 and 187 this year.

Eaton said it was expected the number of referrals would drop even further next year.

Because of the decline in numbers, the average expenditure on each child has soared. The amount spent on a pupil in special needs education is about R20 500 a year, compared with

R3 500 for a pupil in mainstream education.

At schools of industry, this figure rises to about R60 100 a year and at reform schools, to about R131 500.

The Constantia School for Girls, the most expensive in the system, has only eight pupils but seven complex school teachers and 19 other staff members. The cost of running the school is R294 000 for each pupil.

Eaton says that if schools of industry and reform schools were run optimally, the average cost for each pupil would be R36 000 a year.

The Western Cape Association of School

Governing Bodies complained that the timing of the public hearings, between 9am and 2pm on Friday, was not fair to parents who would have been at work and unable to attend.

"We are deeply disturbed by the exclusion of parents from ... consultation on this important community issue," the association said.

Since September 1997, information sessions and discussions have been held with the schools and negotiations with unions are under way. Principals and staff members also attended a national education summit hosted in Cape Town by the IMC last year.

et 2/11/99 New SA national library (50)

THE amalgamation of the oldest library in the country — the South African Library — with the Pretoria-based State Library to form the National Library of South Africa (NLSA) took place yesterday.

Director-general of Arts and Culture Musa Xulu said he viewed the merging of these libraries as a very important step towards the transformation of society, as well as the attainment of true democracy in South Africa.

"Peace and reconciliation can be fully realised in Africa if its peoples are informed of the past and if the information is accurate and non-partisan. The merger will maximise the potential of the total volume of library resources and eliminate unnecessary duplication of structures and services," Xulu said.

Cape Times columnist Kole Omotoso pleaded with the NLSA to give "particular effort to recruit new converts from the African population of South Africa to the recognition of the book in Africa".

He also highlighted the importance of creating new readers by demonstrating links between audio, visual and print communication.

The newly-formed NLSA, which has a primary responsibility of serving as the source of information to all other libraries in South Africa, will have two divisions — one in Cape Town and one in Pretoria.

The Pretoria division has been declared its interim headquarters, with Peter Lor as its acting national librarian.

— Staff Writer

Grade 1 age

barrier battle

ARL 9/11/99 (7b)

Cape parents set for court fight

TROVE LIND
Parental Reporter

Parents determined to send their five-year-olds into Grade 1 next year are headed for a courtroom showdown with Education Minister Kador Asmal, and provincial education ministers are likely to be caught in the middle as their autonomy is tested.

The South African Schools Act of 1996 lays down that children may not start school until the year they turn seven.

This comes into effect next year, when no children born after December 31, 1993, will be accepted into Grade 1.

But about 20 Cape Town families believe the law gives their provincial education minister Helen Zille the power to make exceptions for bright children. Each parent has written to Ms Zille explaining why their five-year-old is school-ready.

If it does not result in a court battle, legal advice obtained by these parents and by the 80 schools backing them will at the very least cause an avalanche of appeals to be directed to Ms Zille's desk.

Despite having passed four school readiness tests, Kayla Rivalland of Pinelands,

Have YOUR SAY

Should bright five-year-olds be allowed to start school next January?

Cost your vote today by calling 082 222 4430.

Make sure your phone is set to tone dialling.

Calls are charged at normal cellphone rates.

After voting you will be asked to press 1 if you would like to leave a comment. State your view and give your name and phone number.

Please speak slowly and clearly.

who turns six in May next year, will not be allowed to start Grade 1.

Her father Jules said: "Kayla is advanced for pre-school and is already bored. Is she expected to continue hibernating along at pre-school because the Government's blanket age limit is unable to take individuals into account?"

Sherena Sydow says her daughter is in a

Pre-ordained: Tana and Jules Rivalland are determined to challenge the law that says five-year-old Kayla may not start school next year.

To page 3



JUSTUS/PADE

Court battle looms over

Grade 1 age barrier law

From page 1 (7b) ARL 9/11/99

similar predicament. "Keeping Nur back will be a waste for her in mental terms and for me in financial terms," said Ms Sydow, of Walmer Estate.

Although the Education Department is adamant that the law, as it stands, allows provinces no discretion and leaves them no choice but to conform to the national policy, opinions given to Ms Zille by a High Court judge and by senior counsel advise that this is not the case.

Ms Zille, who believes exceptions should be made for bright children, said: "I have informed the national minister of the appeals and have sent the legal opinions to him. I am awaiting his reply."

But the national department's counsel, Silus Nawa, said: "The law allows no flexibility."

Research had proved most children were school-ready the year they turned seven, he argued. "Our school system has been carrying vast numbers of under-age pupils who are not school-ready and end up repeating Grade 1. This is a waste of manpower and resources."

Schools have been accepting under-age children in order to boost pupil numbers - so that they can retain teachers and also compensate for a lack of adequate child-care facilities.

The new admissions policy, which does not consider the needs of advanced, bright children, could save the provincial Education Department around R50-million a year.

Parent Richard Brusser, an advocate, agreed policies ought to prevent schools from "being dumping-grounds for babies".

But, he said: "It would be manifest absurdity not to allow provincial ministers discretion."

"Good reason does not mean forcing a child to kick its heels in pre-school for two extra years if psychologists find he or she is school-ready."

The Governing Body Foundation - better known as the Grove 80, which fought the Education Department's teacher redeployment scheme in court and won - are supporting parents' appeals to Ms Zille.

A 'LASTING' BOND

R10m SA-Sweden deal to boost research

AN AGREEMENT is to encourage co-operation in research between South Africa and Sweden, to promote these countries' development. ERIC NABAZALLA reports.

OF 11/11/99 (50)

RTS, Culture, science and Technology Minister Ben Ngubane will sign a R10-million University Research Partnership Fund agreement with his Swedish counterpart, Health and Social Affairs Minister Lars Engquist later this month during the Sweden South Africa Partnership Week.

The agreement aims to encourage research co-operation between the two countries in science and technology in order to promote the economic and social development of Sweden and South Africa.

The agreement is one of a number of co-operative agreements between South Africa and Sweden.

In a press statement, Swedish Prime Minister Goran Persson said considering Sweden's leading international role in the fields of technology and education, South Africa looked set to derive intellectual and material benefit from the programme.

Persson will be leading a delegation of about 800 people, including government ministers, business people, academics and entertainers to South Africa.

The delegation is here to solidify the historical relationship between the two countries which started during the days of apartheid. Sweden was one of the Scandinavian countries which funded the ANC while it was in exile.

Announcing the Partnership Week for Cape Town, Maria Solin of the Swedish Embassy and Ministry of Foreign Affairs said South Africa had always been loved by the Swedish government and its people.

She said the Partnership Week was about forging lasting relationships and signing agreements between the two countries.

Swedish Aid to the value of about R800 million has been made to South Africa since 1998.

Welcoming the announcement, Cape Town Mayor Nomalinda Mfeko said the announcement was important, as Cape Town had been talking about the benefits of forming partnerships with other countries.

She said the excitement about the partnership week was that ordinary people would meet the people who had helped them during apartheid.

Several programmes will take

place in the country during the partnership week, including twin city agreements involving Port Elizabeth, Kimberley and Port Shepstone and counterpart cities in Sweden.

Cape Town will have its own programme based on 'Civil Society Encounter' which will explore a number of issues of civil society such as policing, law, youth, women, HIV/Aids, and disability.

It will also examine the interaction between civil society and democratic processes at various levels in South Africa and in Sweden.

A research project already under way between the University of Cape Town, the Stockholm Environmental Institute, the Uppsala Genetic Centre and the Mikkoheral Agricultural Research Institute in Dar es Salaam, which will focus on Building Biotechnology Capacity in Africa, gives an indication of the potential of the partnership.

Universities taking part in the research include the University of the Western Cape, University of Eduardo Mondlane in Maputo and University of Port Elizabeth.

The partnership agreement is just one of several events, which will include the signing of trade deals between the two countries, pop concerts, fashion events, and visits by business people, ministers and academics.

Grade 1 age bar stays - Asmal

Forget exceptions, parents warned

MORE LIND
Pounce Reporters

People are clutching at straws if they think they can enrol their five-year-olds for Grade 1 next year, national Education Minister Kader Asmal says.

But some parents remain determined to get their five-year-olds declared exempt from a law that means children can enter school year only in the year they turn seven.

In an interview, Dr Asmal said that in the interest of the national good, equity and costs, this policy was not flexible or negotiable.

Given South Africa's discriminatory past, Dr Asmal said, its policy-making had to have "the greater good at heart, not the individual".

The law will come into effect next year, and will be extended to cover private schools.

These blunt words follow an appeal to the provincial Education Minister Helen Zille by 20 Cape Town families, who believe the law gives provinces power to make exceptions for bright children that are certified school-ready.

Their stand concurs with legal opinion obtained by Ms Zille and by a group of 60 city schools.

But Dr Asmal is adamant that any system of discretion on admissions ago would be "discriminatory, arbitrary and capricious".

"The whole point is to remove discrimination from our education system," he said. He challenged the capability of anyone who



Have YOUR SAY

Hundreds of you phoned our hotline on the school entrance and the message to Education Minister Kader Asmal, above, is clear: change your policy. 78% of callers said bright five-year-olds should be able to start school next January.

What you said Page 8

thought they could devise "an inflexible way" of measuring which pupils qualified for exemption.

"What of the bright child who lives in a disadvantaged home without access to the bright child has?" he asked.

"Discretion is impossible without giving way to discrimination and inequity. I am sorry that people have been encouraged to

believe the law allows discretion. They are really clutching at straws."

To parents like Tana and Jules Rivalhand, who have a five-year-old who has passed four school readiness tests, he said: "Hard cases make bad law."

Recent studies have highlighted the fact Grade 1 is the most ineffective year in South Africa's education system. It is over-enrolled by 166%, and 70% of all five-year-olds who enrol repeat the year.

Estimates are that the new admission policy would free up R1.4-billion a year to spend on other things, such as establishing reception year classes for five-year-olds waiting to start Grade 1.

But money, Dr Asmal said, was not the main reason for adopting the policy - fairness, equity and overall national advantage were.

One has to balance the effects for the greater good, he said.

He reminded provincial governments and school governing bodies that they had all, after long debate, agreed to this admission policy. And he warned: "Any legal action taken will be resisted, as it would clearly be an attempt to overthrow what all stakeholders had agreed to."

Dr Asmal is confident that denying provincial ministers discretionary power is within the ambit of a Constitutional Court ruling that upheld the national minister's right to make policy that provinces are bound by.

Bill to give Asmal new powers

MFG 12-18/11/99

(50)

Evidence wa ka Ngobeni

The Minister of Education, Kader Asmal, is likely to oust vice-chancellors at two prominent universities and appoint administrators to run the institutions in line with recommendations contained in a new Bill soon to be finalised by Parliament.

According to reliable sources close to Asmal, the universities of the North and Transkei are likely to be the first casualties of the new Higher Education Amendment Bill, which is currently being debated by the parliamentary portfolio committee on education.

The new Bill, which will be finalised by the portfolio committee by November 12, introduces key legislation measures that will allow Asmal to deal with slack university managers deemed to be abusing taxpayers' money and mismanaging institutions of higher learning.

The Bill, tabled in Parliament in September, will give Asmal new powers to appoint administrators to run universities and technicians. It will also give the minister swifter powers to effectively intervene on crisis-hit campuses.

University councils have until now had the authority to deal with problems at universities and state intervention has been largely confined to commissions of inquiries and independent assessors.

But a clause in the new Bill states: "If an audit of the financial records of a public higher education institution, or an investigation by an independent assessor ... reveals financial or other maladministration of a serious nature at a public higher education institution or the serious undermining of the effective functioning of a public higher education institution, the minister may ... appoint a person as administrator to perform the functions relating to governance or management on behalf of the institution."

The memorandum of the new Bill says: "During the past year an appalling lack of management capacity, especially financial management capacity, has come to light at some of the public higher education institutions."

Although the universities of the North and Transkei are not the only troubled campuses on Asmal's plate, education sources say the minister is concerned about the complete breakdown of authority at the two universities.

Asmal is also mulling over the findings of a preliminary forensic investigation appointed by former minister of education Sibusiso Bengu at the University of the North. The probe uncovered serious problems in the performance and financial irregularities of the University of the North.

"There is a need for an urgent intervention by the minister at the University of the North," one department insider says.

Last week, Asmal met with a staff delegation from the University of the North, which is calling for the axing of vice-chancellor Biki Minyuku. In a memorandum submitted to Asmal, the University of the North's Work Place Forum says all management decisions by Minyuku should be nullified at once due to lack of consultation.

The forum also complains about Minyuku's salary package, believed to be in the region of R12-million. Judge Willem Heath's special investigative unit is investigating the package.

The memo also demands "the reversal and withdrawal of new management structure as well as the subsequent appointments thereto, until a democratic process is put into place for the said appointments".

But in a circular addressed to the university, Minyuku says: "I have been charged with the contravention of the Constitution of the Republic of South Africa, the Higher Education Act and statute of the University of the North by faceless and nameless individuals."

"Given the seemingly serious charges preferred against me via the minister of education all matters related to the processes leading to my appointment, package, as well as the appointment of my management team, are now our university council's domains."

Meanwhile, Asmal wants the entire University of the North's council executive committee summoned to meet him before the end of next week. This meeting will give a clear picture to the minister on how to best deal with the problems at the University of the North,



Ready for shake-up: Minister of Education Kader Asmal

says Asmal's representative, Bheki Khumalo.

According to education sources in Asmal's office, the minister is also concerned about the University of Transkei's management crisis. "With regard to the University of Transkei, the minister will definitely appoint an administrator," says a source close to the ministry.

Asmal's move is expected to end long-time trouble at the University of Transkei. Last year, Bengu appointed advocate Louis Skweyiya to investigate the troubled campus. Skweyiya's report led to the departure of then rector Alfred Moleah.

And a drop in government funding in 1998 forced the University of Transkei to reshape its academic programmes, cut operations and seek retrenchments among its staff. This has come to a halt after the university council was

dissolved in September. A new council is still to be constituted.

This year, the university constantly failed to meet its wage promises due to a massive cash flow crisis. In addition, the university also had a sharp fall of student numbers.

Khumalo says: "The minister is aware of the seriousness of the situation at some of the higher education institutions. He has been working very hard to find solutions to this problem."

But Khumalo denied the minister has already planned to appoint administrators at the universities of the North and Transkei. Each university, says Khumalo, "will be evaluated accordingly and the minister will take careful consideration before appointing administrators to run universities".

CAPE ARGUS, FRIDAY, NOVEMBER 12, 1999

(50) ARG 12/11/99

Age bar: classes set to overflow

Underfunded NGOs will have to cope with 1m extra children in 2001

TROYE LUND
POLITICAL REPORTER

One million children are expected to be barred from starting school next year by new legislation that requires children to turn seven in Grade 1.

This national education department estimate comes amid the verbal warfare between national Education Minister Kader Asmal and parents who want their bright five-year-olds to be exempt from the new admission regulation that comes into effect next year.

The policy is likely to result in overflowing Grade 1 classrooms in 2001, when the million pupils barred next year join those able to go to school for the first time that year.

Grassroots Adult Education and Training Trust spokesman Ashraf Barker said: "Can under-funded early

childhood development NGOs cope with one million extra children? What is going to happen to the new category of children this creates, those who have completed pre-school?"

"What about parents who don't have the financial and physical resources to send children to pre-school for another year or at all? The Government has been rash and has not considered the impact this is going to have on communities."

So far R50-million has been budgeted for the national education department's three-year school reception year or Grade 0 pilot project.

Teachers' unions believe the money saved by the new admission age - an estimated R1,4-billion a year - should be used to speed up plans to extend the pre-school year to all schools.

South African Democratic Teachers Union Western Cape spokesman Don Pasquallie said: "Early childhood devel-

Have YOUR SAY

Should bright five-year-olds be allowed to start school next January? 78% of the hundreds of readers who took part in this week's telephone poll voted YES, and 21% NO. Voting is now closed.

We apologise for a technical problem last night which led to some callers being put through to a weatherline rather than the Grade 1 vote-line.

opment and pre-primary schooling is critical for school readiness. It is most needed in poor black communities."

But, with tight education budgets and numerous other priorities, the Professor of Education at the University of

the Western Cape, Peter Callaway, does not hold much hope that this will happen in the near future, if at all.

About 20 Cape Town families who are appealing to the provincial government to make exceptions for their children who will turn only six next year, argue that many problems would be solved if "exceptional individuals" were allowed to start Grade 1 younger.

But, many teachers' unions and educationists agree with Professor Asmal. They say admission regulations can't, for the sake of equity and eradicating discrimination, allow for discretion.

Director of the Centre for Early Childhood Development, Eric Atmore said: "Once you make an exception for one you run into trouble. Whatever school readiness test is applied there will be inherent bias towards certain sectors - racial, cultural or urban. Testing is

always inconsistent and arbitrary. "How are you going to decide and explain who the exceptions are?"

The reality, however, is that Grade 1 in South Africa is over-enrolled by 166%, and 70% of the five-year-olds fail their first year. Many schools have become costly baby minders. This is because poorer working parents can't afford creches and schools need to keep their numbers up to maintain subsidies and teachers.

The aim of the admission regulation of the South African Schools Act of 1996 is to curb costly failure rates using rules that have the greater good at heart and won't reintroduce discrimination.

While the minister is prepared to go to court to defend the policy, parents question how it will be policed, and educationists fear possible unforeseen consequences of a policy they believe is rooted in politics and economics.

Library amalgamation is useful

Sowetan 15/11/99

By Ndivhuwo Khangale **90**

THE new national Government Act has created a single National Library of South Africa (NLSA).

The National Library of South Africa Act of 1998, which came into effect on November 1, has created the NLSA, which is the result of an amalgamation of the State Library in Pretoria and the South African Library in Cape Town.

Previously the two libraries were administered under the National Libraries Act of 1985.

The NLSA will consist of a Pretoria Division and a Cape Town Division, both with its own director under the overall management of the national librarian.

The acting national librarian is Dr Peter J Lor, director of the State Library and the director of the Cape Town division is Carryl Allardice. The acting director of the Pretoria division is Joan de Beer.

Department of Arts, Culture, Science and Technology's Mrs R Cille said the amalgamation will lead to more efficient utilisation of available resources and streamline the rendering of services. "A new information technology platform is currently under investigation to enable the NLSA to execute its functions, which includes the preservation of the national documentary and intellectual heritage," Cille said.

She said a unified library was a transformed institution that is expected to play a key role in the information services sector of South Africa.

Two new Bills will give Asmal more clout ⁽⁷⁰⁾

By Waghied Misbach
Political Correspondent

TWO education Bills tabled in Parliament yesterday will give education Minister Kader Asmal wide powers to intervene in the affairs of financially troubled tertiary institutions and in the administration of loans to students.

However, concerns have been raised about whether the legislation can be effectively implemented.

Tabling the Higher Education Amendment Bill and the National Student Financial Aid Scheme in the National Assembly, Asmal said that there were many obstacles.

At the core was the problem of the failure of governance and management at higher education institutions, said Asmal. "The cost of this failure is high. It opens the floodgates to corruption, fraud and indiscipline. It undermines and destroys staff and student morale. It is not conducive to learning and teaching and it ultimately undermines public confidence."

Asmal said that the problems were so bad that he had spent more time in the last few months dealing with "crises and putting out fires rather than engaging in the intellectual and professional challenges facing the sector".

"This cannot continue because higher education already receives 14 percent of the education budget and the public has the right to expect that the funds will be used in a manner that contributes to the social and economic development of our country."

Although many of the problems were inherited, he was not going to "hide behind the apartheid tailcoat simply to justify the shortcomings" that bedevilled higher education.

Asmal said he would monitor the performance of institutional councils and management closely to ensure good governance.

In particular, he would not condone the massive overdrafts that some institutions had accumulated.

He also warned that he would not condone attempts to disrupt teaching and learning in

pursuit of "narrow interests".



Education minister Kader Asmal.

Asmal admitted that the situation was bleak but confirmed that plans were afoot to ensure transformation of the sector.

The auditor-general's office had already undertaken detailed audits of the administrative, management and financial systems of selected tertiary institutions with a view to developing business plans for these bodies.

Asmal said that although he could "hear the shrill voices" of opposition parties saying the Bill would infringe on institutional autonomy, he was sure that even they would agree that autonomy had to be coupled with accountability. The Bill provided fairly tight constraints within which the minister could appoint an administrator.

He said it was "total fiction" that he would terminate the employment of vice-chancellors, as suggested in recent media reports.

Introducing the second Bill, the Student Financial Aid Scheme, Asmal said it would provide greater access to tertiary education for needy black students.

The scheme had grown from R20 million in 1994 to R390 million in 1999.

Soweto 17/11/99

Language of record ⁽⁵⁰⁾

THE Soweto uprising in June 1976 was triggered by the apartheid regime's attempts to introduce Afrikaans as a medium of instruction in our schools. The language issue will always compel us not to forget that period.

Today many people have expressed their views on language in the courts and some have accused me of violating the human rights of people in our attempts to determine which language should be used in courts.

For instance, in his article dealing with this matter, Nkosana Sibuyi from the Pan South African Language Board alleges that "Maduna tramples on our rights" (*Sowetan*, November 1).

Sibuyi's article, like many others, fails to accurately reflect my department's view on the matter. Language is a sensitive issue and I feel constrained to clarify once again my department's views.

The current practice, as far as the issue of language of record in the magistrates courts is concerned, is derived from Section 6 of the Magistrates' Court Act.

In terms of this section, the medium to be employed must be either Afrikaans or English. Today, however, our Constitution provides for the full recognition of 11 official languages.

Of particular note is that it specifically states: "Recognising the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate and advance the use of these languages."

The relevant provisions of our law, as well as current practice in our courts, therefore need to be reviewed as they are not in line with the provisions of the Constitution.

There are two positions on the issue. In the first place, one may retain the current position – which is contrary to the Constitution – and argue that it is the most practical and cost-effective in the circumstances.

Such was indeed the attitude of (KwaZulu-Natal) Judge President Howard in a 1997 case.

Although the judge acknowledged that isiZulu was spoken by the majority in KwaZulu-Natal, he ruled that in the light of a limited number of isiZulu-speaking judges in that division, it would be difficult for judges to deal with records written in isiZulu.

If one adopted this position, however, one would have to accept that in our courts there is no room yet to elevate the status and advance the use of indigenous languages.

Alternatively, one can change the current position and provide for all official languages to be used. Nothing in the Constitution precludes the utilisation of those languages for court proceedings.

But while this approach would indeed satisfy

The debate on whether to opt for a single language as the language of record in court is gaining momentum. **Penuell Maduna** shares his views



Justice Minister Dr Penuell Maduna ... no final decision has been made yet on which language should be the language of record in courts.

the requirements of the Constitution and ensure that all official languages enjoy parity of esteem and are treated equitably, one is nonetheless constrained to agree with (KwaZulu-Natal) Acting Judge President Tshabalala.

In another 1997 case, he observed that, in the current circumstances, the conduct of court proceedings in indigenous languages would entail inconvenience, delay and the additional expense of having the records translated in instances where such proceedings became the subject of review or appeal.

The judge believes the best solution might be to adopt one of the 11 official languages and use it exclusively for the purpose of court proceedings, irrespective of the mother tongue of the court officials involved in the proceedings.

The Constitution itself does not grant an accused person the right to be tried in a language of his or her choice; neither does it, for that matter, grant any person the right to be tried in his or her mother tongue.

Under the rubric of the right to a fair trial, an accused person has the right, where it is prac-

tical, to be tried in a language that he or she understands.

In the final analysis, the language an accused person understands, as opposed to a person's mother tongue or language of choice, and what is practical, are questions of fact to be determined by the judge or magistrate when they are raised.

The Ministry held a consultative workshop last year which was attended by judges, magistrates, prosecutors, representatives of relevant non-government organisations as well as officials of the Department of Justice.

During the discussions, it emerged that English should be the language of record in court. This, they argued, would be cost-effective and will also enable our judicial officers to deliver their judgments more promptly.

The delegates emphasised that this should not be interpreted as suggesting that court proceedings would be conducted in English only. People would still be entitled to address the courts in languages of their choice and, where practicable, tried in languages they understand. The issue at stake is the language of record.

There were, of course, a number of people who expressed different views on this matter.

A snap survey by the Ministry on the use of languages in the courts of fellow English-speaking Southern African Development Community countries shows that English is the only language of record in the courts and that their legal systems work relatively successfully.

This is despite the fact that such countries all have their own indigenous languages which, like our own, were victims of diminished use and had a lower status in the heyday of colonialism.

I wish to emphasise once again that no final decision has been made on the matter. In a democracy, decision-making on such a sensitive matter of national importance cannot be the responsibility of one person or department.

The process of consultation with the public in general and all relevant stakeholders such as the Judicial Service Commission, Magistrates Commission, National Director of Public Prosecutions as well as other organs of state will begin soon.

The language issue is sensitive and I appeal to people that, "while exercising their constitutional rights in expressing themselves on this matter, they must do so constructively".

(The writer is the Minister of Justice and Constitutional Development.)

Asmal plan on school violence

CHARLES PHAHLANE
PARLIAMENTARY BUREAU

The national education department is drafting regulations to control general access to public schools in the light of an increase in classroom violence.

Bheki Khumalo, spokesman for Education Minister Kader Asmal, said the minister had asked the department to synchronise regulations in different departments and draw up draft regulations that would control access to public schools. Currently access to schools is governed by the public service department laws and not by the education department.

"It has been our concern that there is an increase in violence in schools. The minister asked the department a few weeks ago to work on draft regulations," Mr Khumalo said.

He said the regulations would be ready for implementation when schools reopened next year.

(50) ARLT 24/11/99
Mr Khumalo denied reports that the Government was considering installing metal detectors in schools, saying such an exercise would be too costly given provincial education departments' budgetary constraints.

There are 27 000 schools countrywide.

He said, however, there was nothing stopping a school from installing metal detectors if it had the finances to do so.

Schools were encouraged to have a hotline to community policing forums so that incidents of violence could be reported. Parents were also encouraged to become police reservists.

Schools could also call on the police to conduct searches if they suspected guns or illegal substances were being brought into schools.

The latest incidence of violence occurred in Mokgome Secondary School in Soweto on Monday where a schoolboy shot two other pupils before shooting himself in the head. Two of the three later died in hospital.

More money to get SA reading

Ann Eveleth

M+G 19-25/11/99 (70)

Minister of Education Kader Asmal is considering expanding his planned national literacy campaign to include a focus on the lack of reading by South Africans -- and plans to ask Minister of Finance Trevor Manuel for more money for learning support materials.

Asmal's adviser, Allan Taylor, told a reading sector meeting this week that the cost of salaries had risen from 88% of the educational budget to 93%, leaving few resources for the development and purchase of learner support materials. "We're going to be asking the Cabinet for about R1 billion more to close the gap," he said.

The extra money, if approved, would bolster Asmal's planned national literacy campaign, which Asmal has promised will "break the back of illiteracy" by 2004. Taylor said the campaign might also be expanded to become a national literacy and reading campaign, in recognition of the widespread problem of aliteracy.

Aliteracy occurs when people who can read do not do so. For newly literate readers, lack of reading -- often due to a lack of relevant reading material -- can cause them to forget how to read. "We would like to have a reading component in the literacy campaign from the beginning by making available to people what is

available to read so that they see the benefits of reading from the beginning," Taylor said.

He added that a series of plans to implement Asmal's June "call to action" on education was expected to be finalised at a meeting of the National Council of Education Ministers on November 29. The plans include a proposal to set up a dedicated national literacy unit, funded by donor support for five years, to focus on South Africa's estimated backlog of 12.5-million functionally illiterate adults.

Taylor was speaking at a public advisory committee meeting of the Easy Reading for Adults initiative (ERA), which has been lobbying since January for a national decade of reading. He said Asmal supported the focus on reading "in principle", but added that "before he would approach the president to declare a decade [of reading], he would want to know how it would be sustained".

ERA's proposal is based on the recommendations of a 1997 report, funded by the Department of Arts, Culture, Science and Technology by the now-defunct Book Development Council of South Africa. The report called for transformation of the paper, print, publishing and book distribution industries, as well as policy reforms in the educational and library sectors, to make relevant, affordable books available to all South Africans.

ERA said the targets of the proposed transformation include:

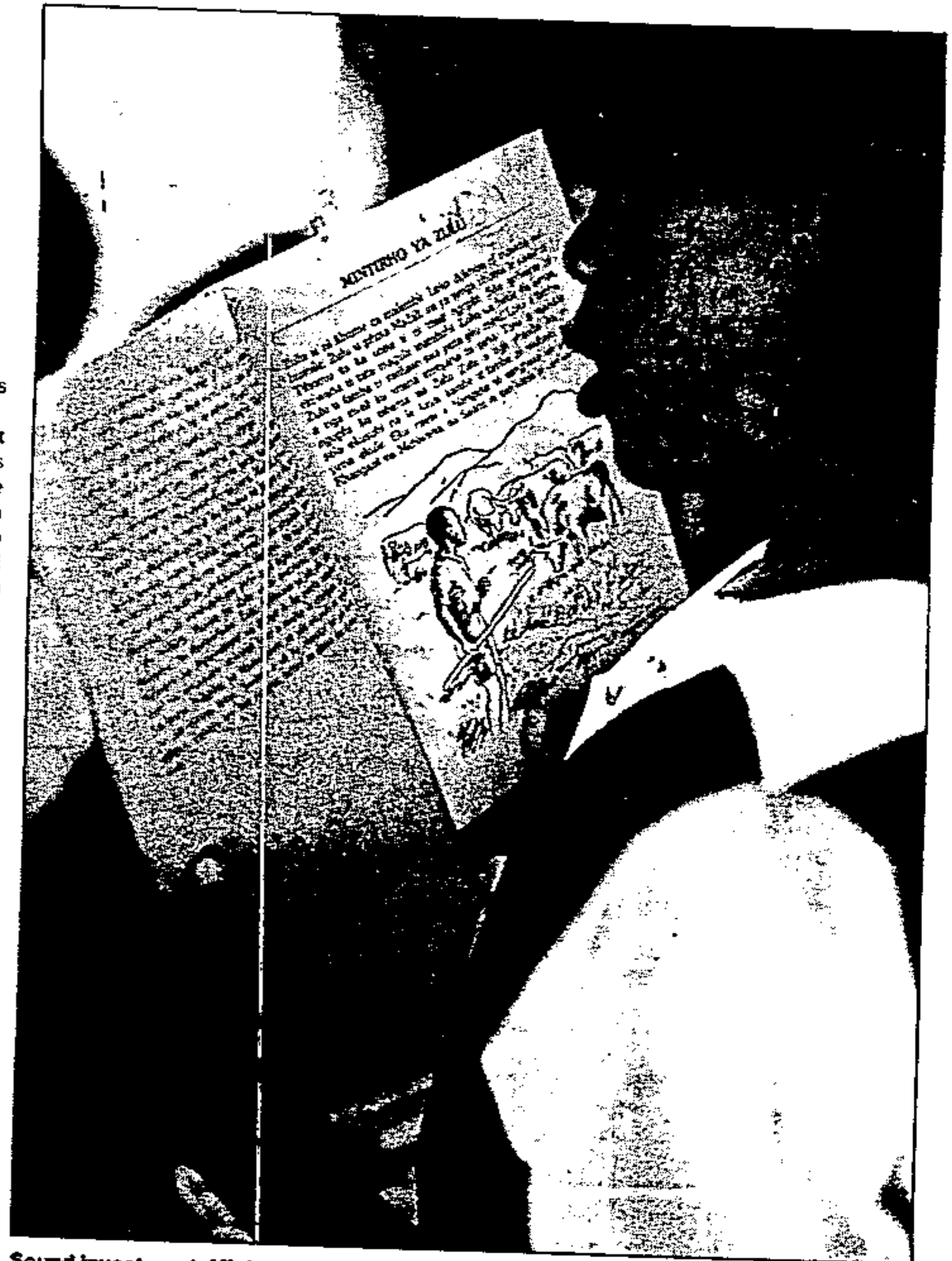
- the pulp and paper industry where the 98% domination by four companies -- Sappi, Mondi, Nampak and Carlton Paper -- enables the industry to operate as a cartel, driving the price of paper to just below the cost of imports;

- state purchasing policies, which saw textbook spending reduced from R900-million in 1994 to R150-million in 1998;

- publishers who had failed to effectively market the easy readers they published, and some who pulped thousands of books earlier this year;

- civil society projects, which needed to co-ordinate their efforts after losing substantial funding and capacity since 1994;

- the book distribution industry, where neither of the two dominant private-sector groups had attempted to extend the market to the majority of the population, while public library services were unevenly pro-



Sound investment: Minister of Education Kader Asmal plans to ask Minister of Finance Trevor Manuel for R1-billion for learning support materials. PHOTOGRAPH: RUTH MOTAU

vided in formerly black communities;

- the adult basic education and training sector, which had been hard hit by the demise of many NGOs and a lack of government resources;

- educators, who do not regard teaching reading proficiency as a core responsibility; and

- the social and economic environment in which the high cost of books and the prevalent attitude that reading is just for educational purposes prevent most people from reading.

ERA co-ordinator Beulah Thumbadoo told the meeting that support for efforts to transform the reading environment was growing, with the Print Media Association (PMA) recently throwing its weight behind the proposal.

PMA representative Estelle du Toit con-

firmed that the organisation would support the proposal, but added that stakeholders need to discuss how it would be carried forward.

The Gauteng Directorate of Library and Information Services has proposed a five-year national library reading campaign to the Department of Arts, Culture, Science and Technology's Minimec meeting of the ministers and MECs.

Director Brigitte Hansen said the proposal had gained the support of the Gauteng Cabinet, while the support of the other eight provinces and the national department was being sought.

"We are looking at targeting all age levels from birth, using things like a teen reading month, and a Born to Read campaign with babies," said Hansen.

Government pogrom against Afrikaans sparks alienation

BD 25/11/99

(50)
Language must be restored to its rightful place, writes **Dan Roodt**

TIM du Plessis's dismissal of the demand for minority rights by a group of Afrikaans-speaking academics and authors strikes me as the most conformist and intellectually shallow piece I have read on the language issue since this debate started a year or two ago.

He has also chosen Business Day (November 22, Vantage Point) for his statement, a safe haven of anti-Afrikaans sentiment, where some years ago an article endorsed Winnie Mandela's Afrikanophobe demand to have Afrikaans-language announcements removed from SA Airways flights.

Make no mistake: the language issue was mentioned by Retief in his manifesto on the eve of the Great Trek and was one of the Uitlander grievances prior to the outbreak of the Anglo-Boer War.

It is coming back to haunt us now, and Du Plessis underestimates the strength of feeling in the broad Afrikaans-speaking community — white, black and brown — which is faced with the prospect of an all-English state that is growing up behind cynical lip-service to "multiculturalism".

Du Plessis displays an almost total ignorance of Afrikaner intellectual history, seeing the entire history of their republicanism in terms of an obsession with security and pigmentation.

On the contrary, the values of the Enlightenment and the French Revolution have been invoked throughout the various movements, linguistic and political, that have characterised our history.

The person who started to publish Afrikaans at the end of the 19th century in the Transvaal, Eugene Marais, was an atheist, cosmopolitan, naturalist and political opponent of Paul Kruger. Marais was banned from the Volksraad on account of his sharp criticisms of the latter's government.

The movement to restore Afrikaans to its rightful place in SA must be seen in the context of the literary and philosophical avant-garde that has been active in Afrikaans since the 19th century.

It has produced a vast and complex body of work that overshadows anything written in all other SA languages combined, including English. Should we prefer the bureaucratic verbiage and politically-correct newspeak of African National Congress SA to that scintillating heritage?

There is no doubt that Afrikaners feel alienated from the current order, not least because they see their culture being treated like that of foreigners in the land of their birth, as something requiring subtitles like Turkish or Japanese. Lack of space precludes me from giving Du Plessis a lesson in the philosophy of alienation.

The fact that other linguistic minorities are not campaigning for their rights in SA speaks of a tragic false consciousness, to borrow a Marxist term that should be dear to some of our rulers. But certainly no one has ever suggested that it should be foisted on them or that we should be campaigning on their behalf in paternalistic fashion.

On the other hand, can there be any greater and more racist paternalism than the contrary assumption that all black people in SA aspire to become dark-skinned Englishmen? Is Afrikaans really a red flag to the black bull, as Du Plessis implies by means of his bucolic metaphor? And if the debate about culture is mired in such bestial logic, should we not have the courage to confront it?

The suggestion that Breyten Breytenbach should be adopting a stance critical of government cultural policy out of sour grapes is both facetious and an insult to someone whose contribution to Afrikaans writing far outstrips Du Plessis's own clumsily worded political fence-sitting during his stint as editor of *Beeld*.

The one unfortunate aspect of Afrikaner history is not republicanism but the collaborationist tendency of some Afrikaners. We saw it in the "hensopper" movement a century ago, and in the many ugly forms of collaboration with those who violated our human rights under the previous government.

I am afraid that those who embrace the misguided cultural policies of our current rulers — whose pseudo-Africanism serves as a smoke screen for a veritable pogrom against Afrikaans and other local cultures — perpetuate that unseemly tradition.

□ Roodt is an author who has recently published a series of essays on the issue of language and identity on LitNet.co.za.

MONITOR

A BAROMETER OF GOVERNANCE AND DEVELOPMENT

MAIL & GUARDIAN
November 26 to December 2, 1999

Provinces disclose plans to provide electricity to schools

(50) (55) M+G 26/11-2/12/99

Barry Streek

Minister of Education Kader Asmal has disclosed that all provinces, with the exception of the Western Cape, have plans to provide electricity to schools in the rural areas.

He said his ministry was not responsible for executive functions such as the supply of electricity to schools and the provision of

supporting infrastructures, but the provinces had supplied him with information about their plans.

Asmal, who was replying to a question tabled in Parliament by Tommy Abrahamans of the United Democratic Movement, said that since 1996, the Eastern Cape had supplied electricity to 1 130 schools and a second, European Union-funded programme had kicked off with another project which would see 500 schools

receiving non-grid electricity.

In the Free State, Eskom had provided electricity to 150 farm schools and a further 1 370 would receive electricity over the next 12 months.

In Gauteng Eskom had committed itself to providing electricity to all schools.

Schools requiring electricity in Mpumalanga, KwaZulu-Natal and the Northern Province had been identified and Eskom had donated

Installation and connection costs to some rural schools.

However, in KwaZulu-Natal it was unlikely that any schools would receive electrification in the next 12 months "as a result of severe financial constraints".

Three hundred rural schools in the Northern Province would receive electricity through a partnership with the European Union.

In the North-West province, 184 rural schools were being provided

with grid electricity and a number would be provided with electricity over the next 12 months.

In the Northern Cape, 38 schools have been electrified with seven being annually electrified in the same province.

Asmal said the Western Cape had no immediate plans to provide electricity to schools in rural areas and it had not identified any schools which would receive this service over the next year.

Canadian aid fuels authority's launch of database of learners

Caroline Christerson

THE SA Qualifications Authority launched its national database of the records of learners at its offices in Pretoria yesterday.

The database, funded by a R13,5m donation from Canada, was developed to record learn-

ers' "qualifications, standards and learning achievements". It will also provide demographic data about the learners.

Introduction of the database is the result of three years of co-operation between the Canadian and SA education departments. It is an authority initiative de-

(50) 80 2/12/99

veloped in partnership with PricewaterhouseCoopers, IBM and Reashoma-Faritec — a local black empowerment information technology company.

The database will provide learners access to their confidential qualification records, and also allow for analysis of

learner demographics and standards by the authority.

This information will be used to guide government in its development of policies related to education, training and human resources development.

It will also monitor the implementation of the National Quali-

fications Framework.

Guest of honour at yesterday's launch was Lucy Edwards, Canada's high commissioner to SA. She said the investment in the database, both in terms of funding and expertise, was an example of Canada's stress on education in its aid programmes.

Our languages count

The launch of the South African Chapter of the African Renaissance on October 11 is a milestone in the history of the continent and South Africa in particular.

The launch of the African Renaissance Institute (ARI) is aimed at redressing not only the pernicious malaise that the continent was subjected to, but is also a clarion call for South Africans to reassess and redefine the role played by language in the development and transformation of society.

It is incumbent upon us as a nation to contextualise the role that language will play as we move towards the next century, rightly declared by President Thabo Mbeki as the African Century.

As Professor Ntlanhla Mankwe noted, every renaissance that has ever emerged had language as a driving force. As a nation we must therefore unapologetically assess the role to be played by the national language question in the coming African century.

One wonders why there is no language desk within the ARI. Given a chance, African languages can transform the wave of self-defeating and negative attitudes spreading their tentacles in both the country and continent.

Without a language desk, one needs to ask: What meaning does the launch of the South African Chapter have to a Swati-speaking community in Kibokweni, Mpumalanga, whose language continues to be marginalised?

How does it affect a Venda-speaking community in Dzimwili, Northern Province, whose language continues to be subjected to untold indignities by not being used in influential domains?

What benefits does the African renaissance have to an Ndebele speaker in a village and who is longing to see his language enjoy parity of esteem?

These questions are not raised with a view to casting aspersions on the ARI project, but is a genuine cry from the heart for an inclusive approach in the crusade for an African renaissance.

In his book *Wretched of the Earth*, Frantz Fanon reminds us that "to speak a language is to assume its world and carry the weight of its civilisation".

Against this background, the consequences of neglecting African languages are too glaringly to contemplate.

We cannot under any circumstances condone the misrepresentation, or even lack of representation, of these languages on the African renaissance agenda.

The African renaissance debate opened the floodgates for a plethora of interpretations and analysis, which by and large failed to seize the opportunity to attach a contextual relevance for

For the African renaissance to succeed, South Africa must redefine the role played by language in national development, writes **Nkosana Sibuyi**

(50) *Sawetan*

7/12/99
Reading African Renaissance

The New Struggle, a product of last year's conference on the African renaissance, it is heartening that the national language question was present in most of the presentations.

In his paper Mchere (Ithab Mugo) rightly asked: "What spaces do our indigenous languages occupy in *ubuntu* Africa? What silences have we imposed on these mother tongues?"

"Decades since the murders of South African children by the apartheid regime in Soweto, why does language remain an unresolved issue?"

In this respect, to dismiss Mugo would be tantamount to creating further confusion. If the African renaissance is to have meaning, language should be seen as the entrance gate to an African century.

It will remain "but a fleeting illusion, to be pursued but never attained" as long as the disturbing virus that pervades the use of African languages in information technology and economic renaissance as archaic, continues to flourish.

The challenge facing the nation is to locate indigenous tongues within the objective conditions of life in the society in question. African languages are undoubtedly integral to the transformation of this society.

Language declares not only our identity and diversity, but also bridges the widening chasm that deepened in Kossava, Rwanda, Sierra and elsewhere into ethnic intolerance.

In conclusion, the African renaissance will be incomplete as long as African languages are subjected to theoretical paralysis and excludes the voices from below: the down-trodden, the working class and the grassroots.

Indigenous languages should be seen as the *vine quoniam* for an African regeneration as we march confidently into the next millennium.

To sidestep a body of indigenous knowledge systems or scientific knowledge which is encapsulated in these languages will do a great disservice to the African renaissance project and its intended objectives.

The project will remain glorified territory for the intelligentsia and elite as long as the indigenous speakers of African languages are given the cold shoulder in defining South Africa and the continent at large.

The writer is the senior communications officer of the Pan South African Language Board in Pretoria. This article is written in his personal capacity.



President Thabo Mbeki declared the now century the African century.

African languages in the transformation discourse.

Against this background, the debate found itself in a quandary. More pointedly - given the historical particularities of our polarised history - African languages continue to be perceived as inferior, archaic and of no value in a globalised world of opportunities.

The roots of the present paralysis and social abnormality are not difficult to understand. Given this spectacle, the clap trap that defines and informs African languages should not go unchallenged.

The African renaissance must of necessity be a people-centred locomotive, driven by the grassroots, particularly the speakers of indigenous languages.

It must instil a renewed sense of zeal aimed at entrenching a language rights culture to support democratic

Schools admission plan not negotiable

Caroline Christlerson

The new schools admission policy, which will next year raise the Grade 1 admission age to seven, was not open for negotiation, Education Minister Kader Asmal said yesterday.

Asmal was making a report to President Thabo Mbeki on the state of education in the nine provinces. The report was released in Johannesburg during the biennial meeting of the Association for the Development of Education in Africa.

The new schools admission policy allows children to enter Grade 1 in the year they turn seven. Previously, pupils were allowed to enter Grade 1 from the age of five.

The new policy will affect the number of children admitted to Grade 1 next year, as many underraged children were in the past admitted to schools.

The new policy has sparked an outcry from many parents

who believe their children, despite being ready for school, will waste a year staying at home.

Asmal said that no requests for exceptions would be made on the basis of "special aptitude" or expectation or convenience, as there are no available tests to judge the validity of such cases.

In terms of this year's matric examinations, the report indicated that six provinces found the total provincial budget expenditure of R236m inadequate.

International benchmarking of these examinations' standards was also addressed in the report. This process is expected to start next year.

In his address to the association, Mbeki emphasised the importance of co-operation between the educators of different African countries, as a means of "cementing African unity and becoming actively engaged as educationalists in a cultural offensive for African social, economic and cultural development."

(50) 20 7/12/99

Plan to revive SA education

Source: 21/12/99 (50)

By Victor Mecoamere
Education Correspondent

EDUCATION Minister Kader Asmal is expected to launch a nine-point education mobilisation campaign aimed at reviving the education system on January 15.

Asmal's introduction of the motivation for the campaign and its nine points coincided with his declaration in July that the education system was in a crisis, with large parts being seriously dysfunctional.

Asmal said the first priority of the campaign would entail making provincial education systems work by making cooperative government work. He is expected to implement the system through several ways, including regular meetings with the provincial education MECs.

In November Asmal said the matric examinations went smoothly this year, with the national Education Department's cooperation with representatives of an interprovincial examinations committee, the South African Certification Council, all nine education MECs and the Cambridge International Examinations Board from the United Kingdom.

However, staffing was a problem

during the process, with examination components in seven provincial education components being understaffed and three provinces were operating with half their complement.

The eight other priorities are:

- Breaking illiteracy among all adults at all levels in the next five years, by largely increasing the efficacy and effectiveness of the adult basic education and training system;
- Turning schools into centres of thriving community and cultural life;
- Ending the physical degradation in schools by making them fit for human habitation;
- Ensuring the success of active learning through outcomes-based education;
- Developing the professional quality of the teaching force;
- Creating a vibrant further education and training system to equip the youth and adults to meet the social and economic needs of the 21st century;
- Implementing a rational and seamless higher education; and
- Dealing urgently and purposefully with the HIV-Aids emergency in and through the education and training system.

SA education on track

ANOTHER year-end. Time to take stock. We at the Ministry of Education must count our successes, reflect on our lapses.

At the beginning of the year we set ourselves the task of rebuilding public confidence in the public school system, visibly improving provincial management capacity, continuing to stabilise higher education and adding value to the Government's human resource development mission.

Have we succeeded? As we attempt to answer questions relating to the past, more questions arise about the future. One is about challenges of the 21st century.

Related to it is whether we can move forward with confidence. What hopes do we entertain for the next millennium, and what will it take to achieve them?

It would be foolhardy to suggest that one or more of the objectives set at the beginning of the year was attended to and is no longer an issue. Education is forever an odyssey of milestones reached, highlights achieved, but no destination.

Generally this year has seen the entrenchment of our new schooling system. Fewer educational analysts challenged Curriculum 2005 and outcomes-based education *per se*.

They correctly focused on critiquing the inception timetable and the slow process of teacher retraining for these new challenges.

The inception process proceeded with the successful introduction of grade 2, but much still remains to be done in teacher support and the adequate provision of high quality learning materials.

Grades 3 and 7 will be introduced next year. For purposes of quality and efficiency, Education Minister Kader Asmal ordered a review of the inception timetable to determine the way forward beyond 2000.

However, while our new schooling system has generally become acceptable, it has been frustrating to see schooling in some townships stagnate or even continue to decline.

This has happened in tandem with and as a result of a low professional base among many township teachers. As President Thabo Mbeki and Asmal have observed, there are still too many among our teachers who are slothful and indolent, and who flash union membership as a *gogga* against principals who want to enforce discipline and commitment.

As the ministry, we have been very vociferous in condemnation of this but too lenient in acting against it. Parents and communities, too, have not challenged schools that start lessons late but end before official closing times.

Even the unions, perhaps for fear of losing members to rival unions, have also not done enough to stop laggardly tendencies by their

Journalist 30/12/99
We have achieved most of the goals we set ourselves and need to consolidate them in 2000, writes **Smangaliso Mkhathshwa**



(170)
members. But it is encouraging to see some teachers display impatience with colleagues who bring the profession and unions into disrepute.

This malaise in the profession remains as much a future challenge as it is a current headache. Unavoidably, visible action will have to be taken against non-performing teachers.

We will also need more collaboration between communities, churches, parents, unions, schools, non-government organisations and the Government to halt the lawlessness which led to violence and death at some schools. While we have all expressed ourselves strongly against it, we have not systematically addressed the matter.

As the Culture of Learning and Teaching (Colts) directorate, we have to include physical security in our strategic plan for the renewal of our schools.

If we fail to address crime and teacher non-performance, people in the townships will continue to send their children to former white schools in suburbia.

Alongside crime and non-performance of educators, we will do everything in our power to avail more resources to schools, especially those in disadvantaged areas, and build more capacity for effective and responsible management of those resources. It is justice to provide the best affordable education to all our children.

There has generally been more stability in our higher education institutions. After the first three-year rolling planning process, we assisted these institutions to evolve realistic strategic plans and conducted developmental audits at those institutions that were on perilous ground.

We are now helping them set up management, financial, information technology and other systems to improve their performance.

Government has also played a more active and proactive role in the resolution of conflicts at institutions, and we have not hesitated to use the instruments at our disposal to resolve problems.

A continuing challenge in this regard is to ensure that the autonomy and the academic freedom of our institutions remain intact, but against the background of accountability to and oversight by the public.

With input from the Council on Higher Education (CHE) we should, in 2000 and immediately beyond, focus on synergies, collaboration, alliances and even mergers among our institutions so that limited public resources are utilised efficiently.

We can no longer escape answering the hard questions of how many institutions we should have, and what they should teach.

As we grapple with those questions, we will have to continue to successfully develop and implement regulations for the registration of private higher education institutions.

We accelerated the process this year and should, with the CHE's Higher Education Quality Committee playing its quality assurance role, register more qualifying private providers in 2000 and beyond.

The guiding principle in this regard must continue to be the protection of people from low-quality private higher education.

On the provincial management capacity front, we continued our minister-MEC and director general-heads of department planning meetings.

Significantly, more of the national department's senior management staff visited the provinces and shared ideas and expertise with their counterparts. This should continue in 2000 and promises a fully aligned approach to education issues. We are beginning to see cooperative governance at work.

Finally, our ministry contributed strongly to the Government's continuing human resources strategy by developing the Further Education and Training Act.

Using this Act, the Skills Development Act, the Skills Development Levies Act and the South African Qualifications Authority Act, our ministry and the Ministry of Labour will target the Government's human resources development strategy on key economic sectors and at groups such as rural women and the youth.

To assist needy students financially at the third-level education institutions, the department has set up the National Financial Aid Scheme.

We are also playing a crucial role in the campaign against the spread of HIV-Aids in partnership with other departments. A policy has been developed that will be made public early next year.

The new millennium offers us more time to transform our country educationally. We are on track. To paraphrase the President's call, we are a department at work for a better education for all.

(Father Mkhathshwa is Deputy Minister of Education.)