

EDUCATION — TECHNICAL & VOCATIONAL

1990

JULY — DEC. 31, 1990

criminal cases, and who are constantly on duty at the courts, can represent accused in criminal trials," he said. "I also look forward with much interest

increase in the jurisdiction of the small claims courts and in the civil jurisdiction of magistrate's courts." Coetsee said the board would submit a report and recommendations to him.

Govt considers tightening education entrance levels

SA STUDENTS could face stiffer university and technikon entrance requirements if proposals in a new government investigation into education are implemented.

Details of the investigation are contained in a Ministry of National Education document — A Strategy and Programme For Education Renewal.

The document says the ministry has appointed 20 working groups, made up of members from government departments and institutions, to investigate a more cost-effective education for SA.

The Ministry of Education has instructed the groups to complete their investigations within a year "with one or two exceptions".

The report says the present education model enjoys little support among the majority of South Africans who find "its purported racial base as expressed in ethnically separate education departments unacceptable".

A working group has been set up to investigate entrance requirements for university and technikon study.

It says that given the cost of education and subsidies for such study which were paid from public money, students needed to be selected more carefully.

Another working group, which will look

into the full subsidy formula for universities, will investigate the gradual phasing out of so-called risk students.

A working group has been set up "to investigate the feasibility of a loan scheme as a means of at least partially solving the problem students experience in financing their tertiary studies".

Difficulties in this regard can be expected to increase as the demand for tertiary education grows during the next two decades, according to the ministry.

A working group will also look at the "overlapping of university and technikon study programmes".

It would look at what university courses would be better suited to technikons.

The report says: "Education has not produced a strategy by which it seeks to solve the problem of accommodating ever increasing numbers of pupils and students during the next two or three decades.

"The present patterns of financing education are not equitable, and insufficient progress is being made towards creating equal educational opportunities for all learners.

"The utilisation of fixed assets in some cases is far beyond acceptable norms and in other cases dramatically lower than these norms." — Sapa.

OFF TIME 3/7/70 (52) (10)

Stiffer 'varsity tech entrance on cards

JOHANNESBURG. — South African students will in the future face stiffer university and technikon entrance requirements — if proposals in a new government investigation into education are implemented. Details of the recently begun investigation are contained in a Ministry of National Education document: "A Strategy and Programme For Education Renewal".

One of the 20 working groups involved in the programme is to investigate entrance requirements for university and technikon study.

"University and technikon study is expensive and makes increasing demands on the taxpayer by way of subsidies paid to these institutions from public money," the document states.

Most of the groups will complete their investigations within a year. — Sapa

Vocational school to teach trades

Soweto 417190

53

By ISMAIL
LAGARDIEN

A NEW vocational school, funded by local philanthropists, is being built and is in the process of enrolling students for a wide range of crafts.

The Palabora Foundation, situated in rural surroundings and along the R47 about 10km from Krugersdorp and 35km from Soweto, offers courses in subjects such as carpentry, plumbing, auto electrics, motor overhauling and servicing, painting and glazing and brick and block laying.

Transport to and from the centre will be available from Soweto and other areas.

Mr John Addis of the centre said it was established by the Palabora Foundation as a further extension of its commitment to the development, advancement and upliftment of people through-

out South Africa.

"The Foundation adopts a partnership approach to human development," he said.

The foundation's main objectives are:

- * To develop a technical training centre to serve the rapidly emerging informal black indus-

trial sector, commencing with the building and motor repair trades;

- * To create an environment which will support the development of people physically, mentally, spiritually and educationally;

- * To restore the natural environment, beautify the land and create an estate that will harmonise the various activities.

Want 6/7/90
**Cut-off point for
college stayaway**

is set at July 16 (S3)

BOYCOTT action by students at the Transvaal College of Education in Soshanguve, near Pretoria, ends on July 16 when lectures resume.

The chairman of the college's governing council and the Department of Education and Training's Northern Transvaal regional director, Mr Job Schoeman, announced this in a statement in Pretoria yesterday.

Lectures were suspended at the college on June 12 following boycott action by students, reportedly ignited by the alleged racist attitude of a certain lecturer.

A recent meeting between the DET and the Soshanguve Education Co-ordinating Committee resolved that students would return to classes pending an inquiry into the behaviour of the lecturer.

A spokesman for the co-ordinating committee, Dr Judge Mkhari, confirmed that both parties agreed on the resumption of lectures.

He indicated he he would elaborate following a meeting with his committee on Friday. — Sapa

S/Times 29/7/90 (53)

Night classes lead the way to London cap

By DAVID CARTE

JOHANNESBURGERS will be able to start studying for economics and management degrees of the University of London next year.

Three SA economists, Gad Ariovich, Michael Cohen and Roelof Botha, will offer after-hours tuition leading to the internationally recognised London University BSc (Economics) degree.

Students can choose between economics, management, accounting and banking as major subjects.

Tuition starts in January at the Johannesburg College of Education, Parktown, from 5.30 to 8.30 daily.

The three tutors have set up what they call the London School of Management and Economics. Assisted from time to time by practising experts in various disciplines, they will give lectures to prepare candidates for the external programmes of the University of London.

Crash

The cost is R850 a course — more or less in line with fees at Wits University, says Dr Ariovich.

In addition, students have to pay the University of London R1 500 in the first year and R1 200 for each of years two and three.

The degree normally takes three years. Examinations are held in June. Only students with a good grounding in relevant subjects will be advised to write — after a crash course — in June 1991.

Others will have 18 months to prepare for their first London examination. A diploma in economics can be gained in the six months to June 1991.

Dr Ariovich says admis-



GAD ARIOVICH ... quick to seize the initiative

sion to courses depends on the University of London, but a good matriculation pass plus the six-month diploma will ensure entrance to the degree course.

"London University makes special dispensation for students over 21. We prefer mature people who are serious and prepared to knuckle down. The highest number we will take will be 250, but we would like to restrict enrolment to 150."

Dr Ariovich says the University of London is unlikely to grant credit for SA qualifications.

Dr Ariovich (DComm) studied in Israel and SA and was a senior lecturer in finance at Wits University before joining stockbroker Fergusson Bros. He is also a

consultant to the SA Chamber of Business, the SA Foreign Trade Organisation and is the chief instructor and convenor of the Investment Analysts Society.

Mr Cohen (MSc Econ) trained at Wits and the London School of Economics, which is one of 11 colleges comprising the University of London. He has been a full-time lecturer in the departments of economics and business economics at Wits. He also has business interests.

Mr Botha, son of Foreign Affairs Minister Pik Botha, obtained his MComm at the University of Pretoria, where he was a senior lecturer. He was senior economist at the Federated Chamber of Industries.

Higher

This is the second private-sector challenge to the universities. Eden College, Midrand, is preparing Unisa students for BComm examinations. The London School of Management will also offer instruction to Unisa BComm students.

Private-sector operators have been quick to seize opportunities. Wits has turned away thousands of would-be students because of higher admission standards.

It has cut back on its part-time courses for BComm and LLB students, leaving a gap for academic operators Eden, Damelin and now the London School of Management and Economics.

YOU CAN WIN:

in the Girl



LINDSAY SMITHERS-FCB 2718/E

RECORD FOR KEEPING A PIPE 10/07.

Phatudi College (53) exam papers are being remarked

By MATHATHA TSEDU

80 weter
31/7/90

SCRIPTS from more than 100 students at CN Phatudi College of Education, who sat for exams last year and failed, are being re-evaluated by senior officials of the Lebowa Department of Education.

The college's examination steering committee said in a statement that the scripts were collected from the institution last Tuesday after complaints from students.

The secretary of the department, Mr S Rabothata, said yesterday he had no comment to make "at this stage".

The department's public relations officer, Mr ER Maponya, said although he did not have details about the matter he was aware "there is something going on between the students and the department".

A total of 106 students are apparently affected.

A student spokesman said about 68 third-year students who failed last year had been refused re-admission at the beginning of the year. They were later re-admitted after a boycott by other students.

Because of the huge failure-rate, the students had decided to demand the remarking of the scripts and this was agreed to by the department, the spokesman said.

countries have strict regulations.

sions by the end of the century," he reports.

Business urged to match the pace of political change

810ay 15/8/90

S3

TIM COHEN

BUSINESSMEN ought to make a clear break with the past in the same way that President F W de Klerk had done, Peninsula Technikon rector Franklin Sonn said yesterday.

Many businessmen were simply going on as they had before and had not matched, in the financial arena, changes that had taken place in the political arena, he said at a fund-raising lunch in Johannesburg.

He said this affected the technikon because many donor companies were subsidising all technikons equally instead of targeting the educational institutions that needed assistance most.

He also criticised government for not backing up its stated desire to develop technical education with concrete action.

Ministers often pointed out that SA suffered from a lack of vocational training but still provided universities with substantially higher subsidies, he said.

In addition, the subsidy formula introduced two years ago punished growth, which had had a greater impact on black

technikons than on white ones.

One of the greatest challenges educational institutions would have to face in the future would be the question of standards, he said.

"We are not arguing for the lowering of standards. But we are arguing that the problem should be approached in a planned way," he said.

He used the example of some black hospitals where, despite the intention to maintain high standards, people still ended up sleeping on the floor.

He appealed for a well thought-out approach but added that the problem was not even being discussed.

He said his technikon, which he termed a "black, non-racial" institution, needed to raise funds because it was growing at the rate of 30% a year.

It also needed to raise R15m to build civil engineering, building science, mechanical engineering and computer science buildings.

Joint steering co

AR6W 16/8/90

114 teachers held at college protest

53

By DENNIS CRUYWAGEN, Staff Reporter

MORE than 100 student teachers have been arrested for allegedly holding an illegal protest meeting in Uppington.

The group of 114, including NG Sendingkerk minister Mr Aubrey Beukes, was arrested outside the Uppington College of Education on Monday while protesting against plans to close the college.

Police released the protesters on the same day giving them the option of paying an admission of guilt fine or of appearing in court.

Mr Beukes said students decided last Friday to picket outside their college. Permission was refused by a magistrate, but "students decided to go ahead to focus attention on the college's fate".

"PICKET ORDERLY"

The picket was orderly, no slogans were shouted and no speeches were made, Mr Beukes said.

The college was opened a year ago. But the Department of Education and Culture told rector Mr J Bok that it was in the middle of a financial crisis and it had decided to close the college in 1992.

In July representations were made to the Rev Allan Hendrickse, Minister of Education in the House of Representatives, calling for the college not to be closed.

Mr Thinus Dempsey, spokesman for the department, said today that Mr Hendrickse was on record as having said that no college would be closed.

Back to basics

With the SA Futures Exchange now formally licensed, several training courses are being promoted to encourage the expected build-up of interest in these instruments.

The latest is aimed at investors, executives of major insurers, portfolio managers and back office staff, rather than dealers. Developed by Educa, a Sandton training company, the computer-based course starts from basics and includes colour graphics. It takes 10-12 hours to master, says MD Tony Holness (who is also director of Holcom Futures).

Financial and commodity futures are covered. Though local commodities are not traded in SA, agricultural control boards have shown interest in hedging crops. Local growers can trade on foreign commodity markets with Reserve Bank permission, as does the Maize Board. However, control boards would have to be abolished for a market in local agricultural futures to work properly.

The SA Futures Industry Association (Safia) has developed Compu-pass. A comprehensive software program on a floppy disc, it "will help candidates judge whether they are ready to take Safia's junior dealer exam," says MD Brenda Greyling.

Safia's *Introduction to the futures market*, on offer since 1989 as a one-day seminar, will soon be available on video. It is designed by Heather McLeod of McLeod Associates.

FINANCIAL MAIL AUGUST 24 1990

FIM 24/8/90

Progressive Systems College launched a comprehensive six-month *Futures & Options* correspondence course in November, designed to equip traders for Safia's junior and ordinary futures exams. It also caters for the general investor market in futures and options (not yet formalised). The practical section includes simulated "real-time" deals at ruling market prices. The theoretical side consists of 18 printed lecture modules. ■



S3

Tech SRC men die in car crash



Gugulitile Hugo

Crime Reporter

THREE members of the Student Representative Council of the Peninsula Technikon were killed in a car accident while travelling between Beaufort West and Laingsburg on Saturday.

The president of the SRC, Mr Gugulitile Hugo, 19, of Bloemfontein, secretary Mr Boyce Masiza, of Soweto, and treasurer Mr Tembinkosi Sangxalo, of Guguletu, died instantly after their car left

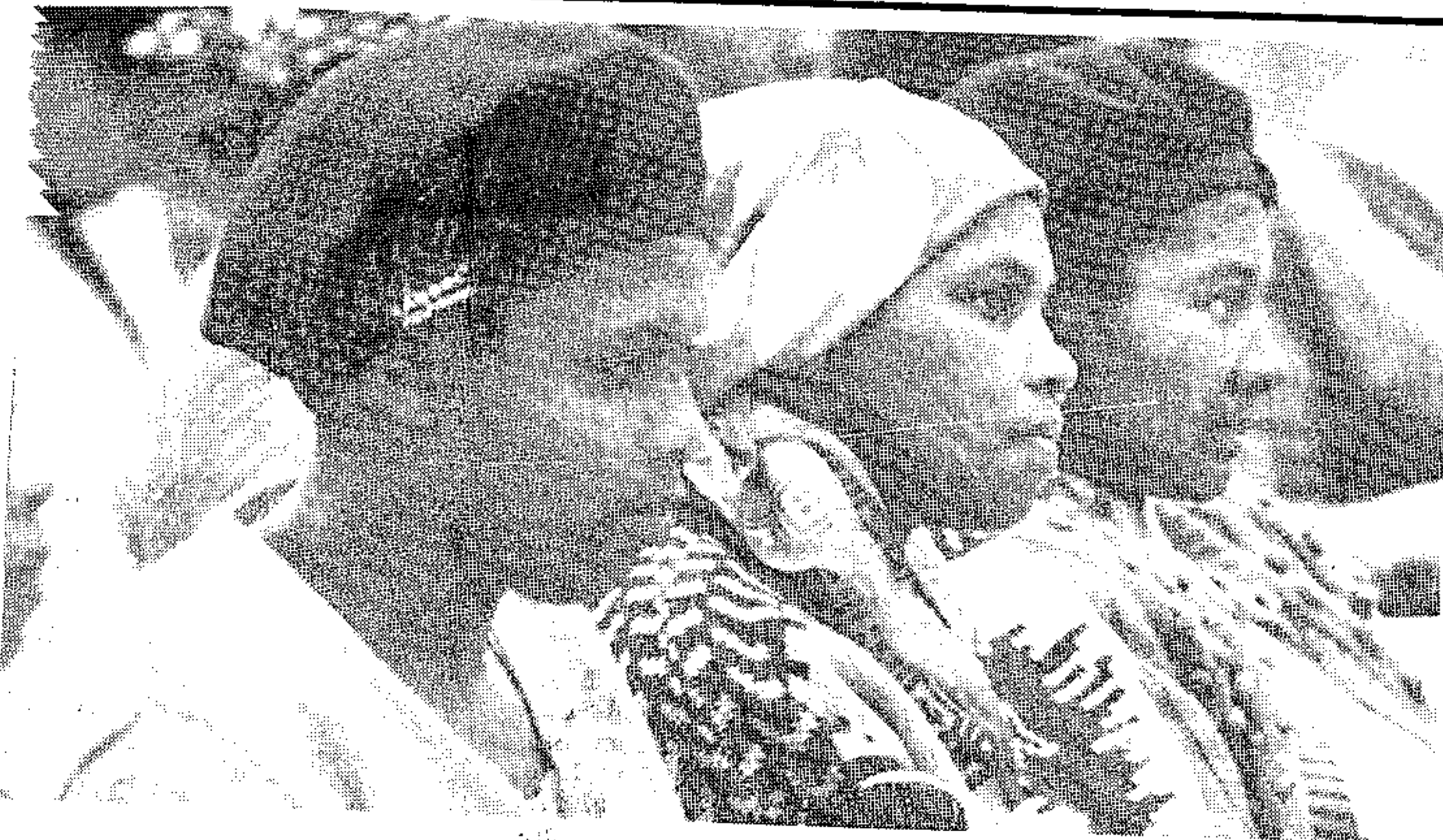
the road. *CAT 7/11/75 27/8/70*
Speaking during a special memorial service at the technikon last night, the rector, Mr Franklin Sonn, said: "This must surely be a tragedy unique in the history of campus tragedies.

"A much loved and respected SRC president, a busy and charming SRC secretary and a perfectly lovable SRC treasurer have been ripped out of the body of our community in the harshest

manner imaginable.' *(53)*
He said the students were on their way to a national meeting of SRCs in Johannesburg.

"The car in which they were travelling left the road, struck an embankment and flung the students in all directions.

"The car continued to somersault and came to rest in the empty Karoo veld, about 50m from where the bodies were found."



Picture: LEON MÜLLER, The Argus.

SHOCKED: The three sisters of Peninsula Technikon SRC treasurer Tembinkosi Sangxolo, from left, Shirley, Josephine and Rinna, attend last night's memorial service for their brother and two other SRC leaders killed in a crash in the Karoo.

SRC leaders mourned by students at Tech service

By SHARKEY ISAACS
Staff Reporter

NEARLY 1 500 students crowded into a campus memorial service for the three Peninsula Technikon Student Representative Council leaders killed in a car crash in the Karoo at the weekend.

Tears were shed at the service last night, conducted by technikon cleric the Rev Sam Isaacs.

Killed in the accident on Friday night were SRC chairman, Gugulitile "Gugu" Hugo of Bloemfontein, general secretary, Boyce Mziza of Soweto, and treasurer Thembikosi "Thembi" Sangxalo of Guguletu.

Wept openly

They were driving to a national SRC meeting in Johannesburg on Friday night when their car left the national road and crashed near Prince Albert about 8.45pm.

All were senior students at the Technikon's School of Business Studies and Management. They were in their 20s.

Their car was hired and it took time before the police located and notified technikon rector, Mr Franklin Sonn.

Mr Sonn said: "I broke the news to the staff and 1 300 students living in residence and many wept openly. We were all shattered.

"They were much respected for their balanced approach to life and their objective leadership. All three were students of a very high calibre, morally

and as well as in their convictions.

"I spent a lot of time with them and got to know them like my own children.

"Mr Hugo, who was known as 'Gugu' to all on campus, was a student leader with a pleasant personality and had great potential.

"Mr Mziza of Soweto was raised by his grandmother. He came from a poor family who had a tough time making ends meet to pay for his education until Mr Basil Hersov, chairman of the Anglo Vaal mining group, personally paid all his technikon fees. He was determined in achieving his academic goals and was also politically active and this led to police detaining him for a long period last year.

"Mr Sangxalo was the younger son of Mr and Mrs Alfred Sangxalo of NY 4, Guguletu. He had a warm friendly personality and was well liked by both students and staff."

Argus 27/8/90 53

Govt slated for college closures

CAT TINTS
29/8/90

53

THE rectors of 13 teachers' training colleges falling under the House of Representatives have called on the government to stop "negative" actions, including the closing of some of the institutions and the reduction of the quota of new students.

Such steps, the Committee of Rectors said in a statement yesterday, were being taken at a time when the call was for progress towards the "widely accepted goal of a non-racial educational system".

The actions were also causing confusion, insecurity and "even outrage".

Specific colleges had been closed, some faced closure, and others were scheduled to be phased out.

A ministerial undertaking not to close colleges, given publicly on May 11 this year, suggested an acceptance of the principle that any new educational authority should have the prerogative to determine the optimal utilisation of resources according to national criteria.

"Whilst the proffered reasons, viz financial, infrastructural and demo-

graphic, may have validity within the context of ethnic education, the greater needs of a non-racial South Africa indicate retention as the logical route forward."

The decision to reduce the intake quota of new students because of the dwindling need for teachers in single-race schools could not be accepted, as it flew in the face of the overall national needs and reinforced the under-utilisation of facilities, the committee said.

Tertiary institutions like universities and technikons were beginning to mirror the emerging new South Africa, while at school level intense debates were ranging around the desirability of an open-admission policy.

"It is our belief that the colleges of education should be enabled to adopt and implement a similar admission policy," the committee added.

It also criticised a departmental announcement of stringent staff cut-backs at individual colleges, of the existence of surplus posts at the 13 colleges under its jurisdiction and its decision not to advertise vacant posts for next year.



Four wounded in UWC skirmishes with police

Argus 31/8/90 (S3) (S18)

By DENNIS CRUYWAGEN
Political Staff

THE rectors of the University of Western Cape and Peninsula Technikon are to meet police to discuss their handling of student politics.

The agreement to meet was made yesterday afternoon after four youths were wounded by birdshot following several skirmishes between police and students at UWC.

Two of those wounded were identified as Gwayio Vuyile and Michael Ngamlana.

The meeting between UWC rector, Professor Jakes Gerwel, his Technikon colleague, Mr Franklin Sonn, and Captain G A S Coetzee is likely to take place next week.

The week of action declared by the Congress of South African National Students' Congress, the Congress of South African Students and the National Union of South African Students which ends today, has ruled out an earlier meeting.

Yesterday police fired several rounds of birdshot and teargas at the UWC campus.

The police action came after a group of chanting youths, most of whom appeared to be high school pupils, had marched to the university entrance after a joint Sansco, Nusas and Cosas meeting on campus.

Police, who had closed Modderdam Road to traffic, were monitoring the situation, but fired teargas to disperse the group after a police vehicle had been stoned.

Later birdshot was used.

Mediated

Professor Gerwel and Mr Sonn stepped in to mediate after police and youths on campus had fought running battles for at least 30 minutes.

A Warrant Officer Rossouw, who at that stage appeared to be in charge of police, spoke to the two rectors.

He said he was not going to allow the youths to stone the police.

On campus Professor Gerwel told the group the UWC had allowed the meeting to be held there "on the understanding that protests would be disciplined".

After an initial reluctance, the youths dispersed.

● A memorandum demanding that the United States government put pressure on the



Pictures: LEON MÜLLER, the Argus.

BIG MARCH: Youths, most of them high school students, set off on the march which ended in confrontations with the police.



ACTION: A policeman in Modderdam Road fires birdshot at youths stoning police from the campus of the University of the Western Cape.

South African government to end the violence was handed in at the American Consulate in Cape Town yesterday by UWC students.

It was part of a campaign by the National Union of South African Students, the South African National Students' Congress and the Congress of South African Students.

"Unless the government takes serious action the student movement of our country will seek desperate measures to protect students and end this violence against them."

Accountants 'developing skills'

~~54~~ NEIL YORKE SMITH

53

NEWLY merged accounting firm Deloitte Pim Goldby has formalised its approach to educating and training black professional staff.

In addition to Deloitte's internal human resource development, the firm is also getting involved with clients to assist in their economic empowerment programmes, the firm's New SA Group joint partner Jeffrey van Rooyen says.

6/Dec 719190
He says Deloitte's is committed to developing skills in the black business sector and improving efficiency and productivity in the black community.

MAIL

Tertiary groupings meet to thrash out their changing role

wlmal 319-1319190
 THE National Union of South African Students (Nusas) and the South African National Students Congress (Sansco) are jointly hosting an education summit at the Peninsula Technikon in Cape Town this weekend.

Speakers at the two-day conference — which starts after dinner today — include African National Congress director of internal affairs Thabo Mbeki, Iron Rensburg from the National Education Co-ordinating Committee (NECC), Franklin Sonn, rector of the Peninsula Technikon and representatives from Sansco, Nusas and university lecturers' associations.

Education Minister Stoffel van der Merwe was invited to speak, but couldn't take up the invitation because of National Party obligations.

Rectors and principals of over 150 universities, technikons and colleges in South Africa have been invited to take part in discussions focusing on the crisis in tertiary institutions.

Among the issues being covered are: admissions and exclusions policies; the autonomy of institutions; responsibilities towards and relationships with communities; academic freedom; and course content and representation on decision making structures.

The organisers of the conference describe it as "unique in that it is the first time such a broad spectrum of individuals and groupings will come together to have open discussions and exchange ideas about the role of tertiary education in a changing South Africa".

The continued repression of student organisation members by the government and the administrations of some academic institutions will also come under focus.

"In the rapidly changing political climate this state of affairs should no longer exist," said Sansco national chairman James Maseko.

"However, we are still being denied the right to organise students openly around day-to-day grievances. We still

Two student organisations are hosting an education summit to discuss issues ranging from academic freedom to course content at tertiary institutions in Cape Town this weekend.

SAMANTHA WEINBERG reports

encounter racist lecturers, poor learning environments and facilities, inadequate living conditions and harassment by the security forces."

Representatives from the Azanian Students Movement (Azasm), the Pan Africanist Students Organisation (Paso) and other student organisations not related to the NECC had not been invited, as the aim of the summit was not to argue political viewpoints, but rather to address current problems in tertiary institutions and to explore possible solutions to transform these institutions into "democratic and non-racial places of learning", Maseko said.

"We need to critically evaluate the course content and curriculum of these institutions, which up to now has been geared at serving the needs and interests of apartheid South Africa. We need also to look at how tertiary institutions can play a role in alleviating the crisis in secondary education and indeed what effect this has on our institutions.

"We believe that in bringing together students and administrations from these institutions, we can attempt to address these problems and explore possible solutions."

Sansco and Nusas are currently discussing plans to merge into one, non-racial student organisation and informal talks around the possibility would probably take place over the weekend, said another Sansco representative.

However, a final decision would not be taken until after their December congresses.

Education summit builds spirit of goodwill and reconstruction

53



By MATHIAS EICK
CHANGES taking place in the country posed a challenge for students — to lay a foundation for a future democratic South Africa.

This was the overwhelming feeling of delegates at last weekend's education summit, hosted by the National Union of South African Students (Nusas) and the South African National Students' Congress (Sansco).

The two day summit, held at the Peninsula Technikon in Cape Town, provided a unique opportunity for students, administrators and representatives of education departments to meet and discuss the problems facing tertiary education in South Africa.

Despite past animosity between student organisations and administrative bodies, delegates from two Afrikaans universities, Pretoria and Bloemfontein, as well as representatives of homeland education departments, were given a warm welcome.

The tone for the conference was set by

the African National Congress' director of international affairs, Thabo Mbeki. Mbeki told the delegates that just as the ANC was negotiating with the government, progressive organisations would have to talk to the government about the problems facing education.

Main topics of discussion at the summit were admissions and exclusions, course content, representation, autonomous community involvement, academic freedom and the education crisis.

Despite the fact that there were huge discrepancies between the number of white and black graduates, efforts to address the problem were being thwarted by the financial crisis facing tertiary institutions due to the reduction of the state subsidy.

These institutions faced a three percent cut in state subsidies which, when added to the high rate of inflation, could result in an effective reduction of 20 percent.

The director of the Committee of University Principals (CUP), Professor Josh Grobelaar, pointed out that the

government was already spending 19 percent of the national budget or between three and six percent of the GNP on education. These figures compared favourably to those of Western countries.

The question that would have to be resolved was which sector of education would get the largest share of state expenditure. "For the money that you need to educate one person at tertiary level, you can educate eight people at primary level," he said. "So where should our priorities lie?"

The topic of admissions and expulsions at tertiary institutions aroused some of the most intense discussion. Delegates agreed that the bad matric results of DEF-run schools would only get worse in following years and were denying the majority of black students access to institutions of higher education.

The vice-chancellor of the University of the Western Cape, Professor Jakes Gerwel, pointed out that all universities would have to face the dual challenge of

addressing the discrepancy between the number of white and black students while offering "education of quality".

Academic Support Programmes presently offered at universities for disadvantaged students were still seriously inadequate on a national level.

Universities and teachers' colleges should move away from the DET results and point system as criteria for admission and should spend more time evaluating individual students' potential.

Special support programs would have to be offered beyond the first year of university while student organisations such as Nusas and Sansco could mobilise students to assist each other in self-help schemes.

On the issue of expulsions, the summit agreed that the University of Witwatersrand had already provided an acceptable model — that of a commission of enquiry consisting of delegates from the NECC, the ANC, and staff and student organisations which investigated individual cases.

Exclusions should not be based on year-end exams only but there should be a constant evaluation of a student's performance during the year.

Delegates felt that the democratisation of university structures would be the key to solving the education crisis. Education should be geared to the community and its needs.

Delegates hoped that a new and democratic government would have a more constructive relationship with educational institutions, which would provide a greater measure of student and community participation.

Delegates from the different sectors of education felt the summit had succeeded in creating a spirit of goodwill on which further progress could be built.

Student leaders said the summit "was not an end in itself" and planned to hold a series of conferences in the near future to encourage students to participate in reconstructing South African education and producing new and innovative solutions.

New BC movement for tertiary students

w/19-20/9/80

S3

By CASSANDRA MOODLEY

A NEW black consciousness student movement, the Azanian Student Convention, was conceived this week at the seventh annual congress of the Azanian Students Movement.

The decision on two student structures was taken to accommodate increasing membership and to have separate structures for tertiary and secondary students, Azasco president and former president of Azasm Xolani Kalaote said this week.

Azasco will serve tertiary institutions, while Azasm will be based at secondary and primary schools. Azasm has 39 branches in 18 regions when it was the sole BC student organisation.

While Azasm and Azasco would cooperate as sister organisations, they would operate autonomously, Azasm president Jonny Mngxisitane added.

Resolutions taken at the congress, which was attended by 1 000 delegates, touched on the education crisis, bursaries, violence, negotiations and graduation ceremonies.

A motion was passed to set up a consultative meeting of student organisations to tackle the education crisis.

Business school offers 18-month MBA - on the job

By SAMANTHA WEINBERG

(53)

A NEW multinational business school, offering an 18-month MBA programme for students who don't want to leave their jobs, has been opened in Cape Town. w/m 1419-20/7/90

Based at the South African Centre for Management Studies in Durbanville, the programmes are affiliated to the International Management Centre, which was established in Britain in 1964 and has bases worldwide, including Africa, Europe, the Far East, North America, Australia, New Zealand and Vanatu (New Hebrides).

"The IMC has prospered around the world because it provides the kind of management development programmes which companies want for their managers," said Reevo Eckardt, one of the founders of SACMS.

The centre specialises in in-post action which does not remove participants from their work environment for weeks on end.

Associates on the programme are away from the office for ten days at the start, and in the first year attend a series of evening sessions and residential weekends, before writing their 30 000 word master's thesis.

"Gone are the days of training merely for the sake of training. Companies are increasingly seeking a return on their investments in training," said Eckardt.

"Our mission is to turn managers into more effective executives and not merely to advance scholarships."

The principle of action learning is to reduce the academic content of management education and to increase the emphasis on practical learning.

An essential feature of the process involves learning to take effective action in live situations centred on the managers' real problems at work.

During the course of their MBA studies, associates undertake projects of "strategic significance", which they can then take back to their workplace.

The MBA consists of six compulsory core courses: finance, marketing, operations, human resources, information technology and strategic management, which are assessed by case analyses, presentations and in-company projects of 3 000 words per core course.

Applicants must take an entrance or aptitude test and have a three-year post-matric or professional diploma and/or four years' managerial experience, as well as support from their organisation.

● Full details are available from Reevo Eckhardt at PO Box 899, Durbanville 7550. Tel: 021-96-1101.

A CN PHATUDI College of Education student has won a court order against the Lebowa education department after she complained that there were irregularities in the marking of her examination scripts.

The student, Kate Mamabolo, was in her final year when the results were released at the beginning of this year. Mamabola and about 100 others challenged the department, saying that they suspected that irregularities might have occurred during the marking.

She told PUPILS FORUM that they attended classes for a few weeks, but decided to approach the headmaster and lodge

Students reject unfair marking

New Naher - 26/11/90

S3

PH

ure to address the issue at an earlier stage.

An irate Mamabolo said she had found a post at a Soweto school, where she lives, but the headmaster could not employ her since she was waiting for her results.

She is trained as an economics teacher and said she was confident she would be a good teacher: "I have teaching in my heart and I cannot afford to be delayed," she said.

complaint.

This was followed by several class boycotts and legal intervention that forced the bantustan education authorities to order a re-checking of the scripts.

According to a Student Representative Council spokesperson, 44 irregularities have already been found. The irregularities ranged from unmarked sections to wrong calculations of marks.

The education department eventually ordered the suspension of the checking and undertook to replace it with a commission

of inquiry.

The students disagreed with this and instructed their attorney to apply for a court order to resume the checking.

The order was obtained this week and the checking was expected to resume shortly.

Mamabolo's victory could clear the way for other students facing the same problems.

She said she was considering suing the education department for the damage caused by the department's delay and fail-

Zach puts education for masses high on his list



THEO RAWANA

53

A SOUND education with a greater emphasis on technical education and training for the masses was needed for the creation of a climate conducive to free enterprise and growth, DP leader Zach de Beer said in Johannesburg last night.

Addressing the Islamic Business Chamber, De Beer said SA would need to rely more on manufacturing — particularly for export — for future growth, as the gold mining industry was on the wane and agriculture would always be limited by poor soils and inadequate rain. 6104 26/9/90

"First and foremost, manufacture demands an educated work force, and I need not tell this audience how far behind we are in this regard.

"Secondly, it demands excellent worker-manager relationships, and this presents an especially difficult challenge in SA.

"Thirdly, government must play the role of an expert coach while strictly refraining from taking part in the actual game; and this will demand from the future SA government behaviour quite different from that of its predecessors," De Beer said.

Long-term prospects for growth in SA depended on the way in which resources, human and material, were developed and deployed.

At the top of long-term requirements was a sound education for the masses, with the balance tilted more towards technical education and training than hitherto, said De Beer.

Next were housing and services planned and designed to provide a decent, secure quality of life.

"Third, an outward orientation in all that we do: free markets, minimum tariff protection; thorough market research to seek opportunities for exports; and intelligent international representation on the business as well as the political level.

"Above all, a unity of national purpose: the understanding that we are one nation and that we shall sink or swim together," De Beer said.



Archbishop Desmond Tutu receives an honorary doctorate of human letters from the University of Missouri, Kansas City. He is flanked by university president Peter Magrath, left, and chancellor George Russell.

Picture: REUTERS

HARARE — The PAC was castigated by Zimbabwe's semi-official national daily newspaper The Herald yesterday for failing to take up President F W de Klerk's invitation to negotiations on SA's future.

At a weekend meeting in Harare, the PAC central committee and national executive deferred a deci-

sion on De Klerk's invitation until November, when it hopes to have the opinions of the organisation's members at its first national conference to be held in SA since it was banned in 1961.

President Robert Mugabe's ruling Zanu (PF) party has close and long-standing ties with the PAC and Senior Political Affairs Minister Didymus Mutasa caused a diplomatic sensa-

tion last year when he suggested Zimbabwe would prefer to see the PAC as the governing party in a post-apartheid SA.

The Herald said in an editorial that the PAC had no choice but to join talks. Having appeared to solicit an invitation, the PAC now did not seem to know what to do with it.

But apparently contradicting its advice to the PAC, The Herald also suggested: "The PAC can afford to procrastinate and watch the possibly devastating effects of the ANC's hurried agreement to 'suspend' the armed struggle."

Commonwealth experts to probe needs of new SA



LONDON — The Commonwealth has set up an expert group to study the needs of post-apartheid SA, says Commonwealth secretary-general Chief Emeke Anyaoku.

The group, announced yesterday, will identify priorities for advanced education and work experience, says the Commonwealth. It will also recommend future actions for the Commonwealth and suggest ways of getting greater support from the Commonwealth and the international community.

The first meeting is scheduled for November in London. 6104 26/9/90

An interim report will be made in December, while the final report is expected to be presented to Commonwealth heads of government at their summit in Zimbabwe in mid-1991.

The Expert Group on Human Resource Development for a Post-Apartheid SA is chaired by John Harker, vice-chairman of the SA Education Trust Fund, the Canadian branch of the Commonwealth-wide "Skills for SA" network, and will have two SA members.

The expert group was suggested by the Canadian government at the meeting of the Commonwealth committee of foreign ministers on southern Africa in Nigeria in May.

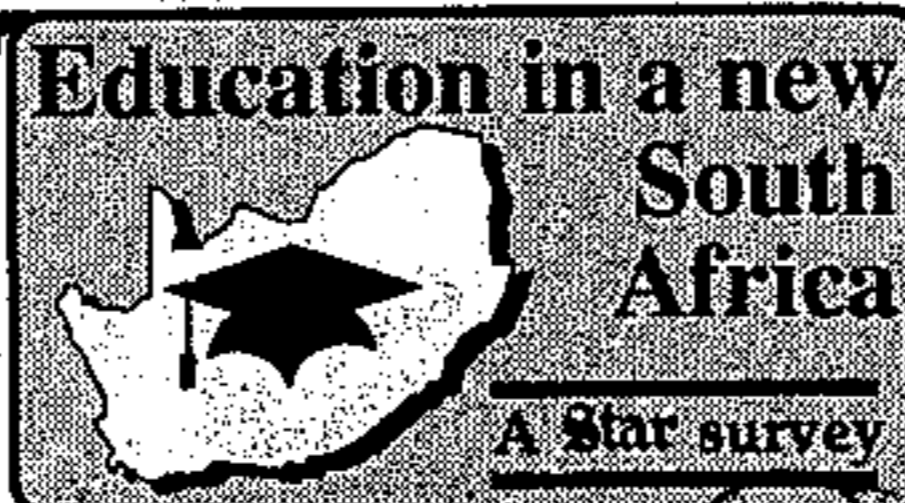
The group was endorsed by ANC deputy president Nelson Mandela, who was present at the meeting, the Commonwealth said. — Sapa-AP.

PAC is given some confusing advice

MICHAEL HARTNACK

But apparently contradicting its advice to the PAC, The Herald also suggested: "The PAC can afford to procrastinate and watch the possibly devastating effects of the ANC's hurried agreement to 'suspend' the armed struggle."

53 Star 28/9/90



Technical ⁵³ skills crucial to survival

Technical skills are crucial to the survival of the nation — yet social pressure is keeping children out of technikons, says Syd Catton, MD of Careers 2000.

“SA’s skills shortage does not relate to engineers but to technicians. While in most Western nations the ratio of technicians to engineers is around 5:1 or greater, in South Africa it has been estimated at 4:5.

“As a result, many local engineers spend more than 80 per cent of their time doing the work of a technician...”

The strength of the technicians lies in their partnership between the academic and business worlds. By training students to perform specific tasks they ensure that they are employable from the outset.

By contrast, the university graduate’s view of his role will be broader — but practical experience is usually lacking.

The solution, says Mr Catton, is two fold. Not only is it necessary to upgrade the technikons’ status — but there needs to be greater recognition of technicon training by universities.

“Universities misuse each others’ and the technicians’ resources,” he says, taking the career path of a motivated non-matriculant as a case in point.

“Such a pupil may leave school in Std 8 and do his apprenticeship to become a mechanic. After five years he decides to study his T1-6 at technikon — and after completing this successfully and obtaining further experience he achieves a managerial position at the age of 30.

“Ten or 15 years later, his track record is such that his company decides to appoint him as a director — but corporate policy forbids this unless he is a university graduate.

“But when he applies to university, he finds there is no accreditation for his technical training or his experience.

Engineering crisis threatens progress

U/E Mail 28/9 - 4/10/90

ENGINEERS are an endangered species. A worldwide shortfall is predicted, with major industrial economies engaging in a fierce commercial battle to secure the services of trained engineers.

South Africa is already feeling the effects — the supply of immigrant engineers dried up in 1984 and the country has had a net loss of engineers since.

Wits University engineering dean Alan Kemp says: "It's a crisis which no political party is addressing and the public is largely unaware of."

"A shortage of qualified engineers could undermine the future of technology and lead to economic stagnation."

The Australian government, reacting to the fact that engineers make up only one percent of its workforce compared to two percent in competing Pacific-rim countries and the United States, has initiated a strategy to encourage more people to join the profession.

According to a study by the Engineering Education Committee, South Africa has a quarter as many engineers as Australia and double the workforce.

Both countries, with economies founded on mining rather than manufacturing, face a tough task in persuad-

The shortage of qualified engineers, and the low numbers of students taking engineering courses at universities and technikons, threatens South Africa's development programme. As the country attempts to move from mining and agriculture-based primary industry to manufacturing industries the lack of skilled engineers could put the brakes on progress, reports **ROBERT LAING**

ing young people of the relevance of engineering. While the countries survive simply on the export of raw materials there is no need for a large bank of engineers to devise competitive processing and manufacturing systems.

But as they try to establish an industry that can add value to the goods for export and reduce the demand for imports, the lack of qualified engineers becomes critical.

The profession is trying to improve its image by addressing problems caused by mismanaged education, lack of career structure, low salaries and poor status.

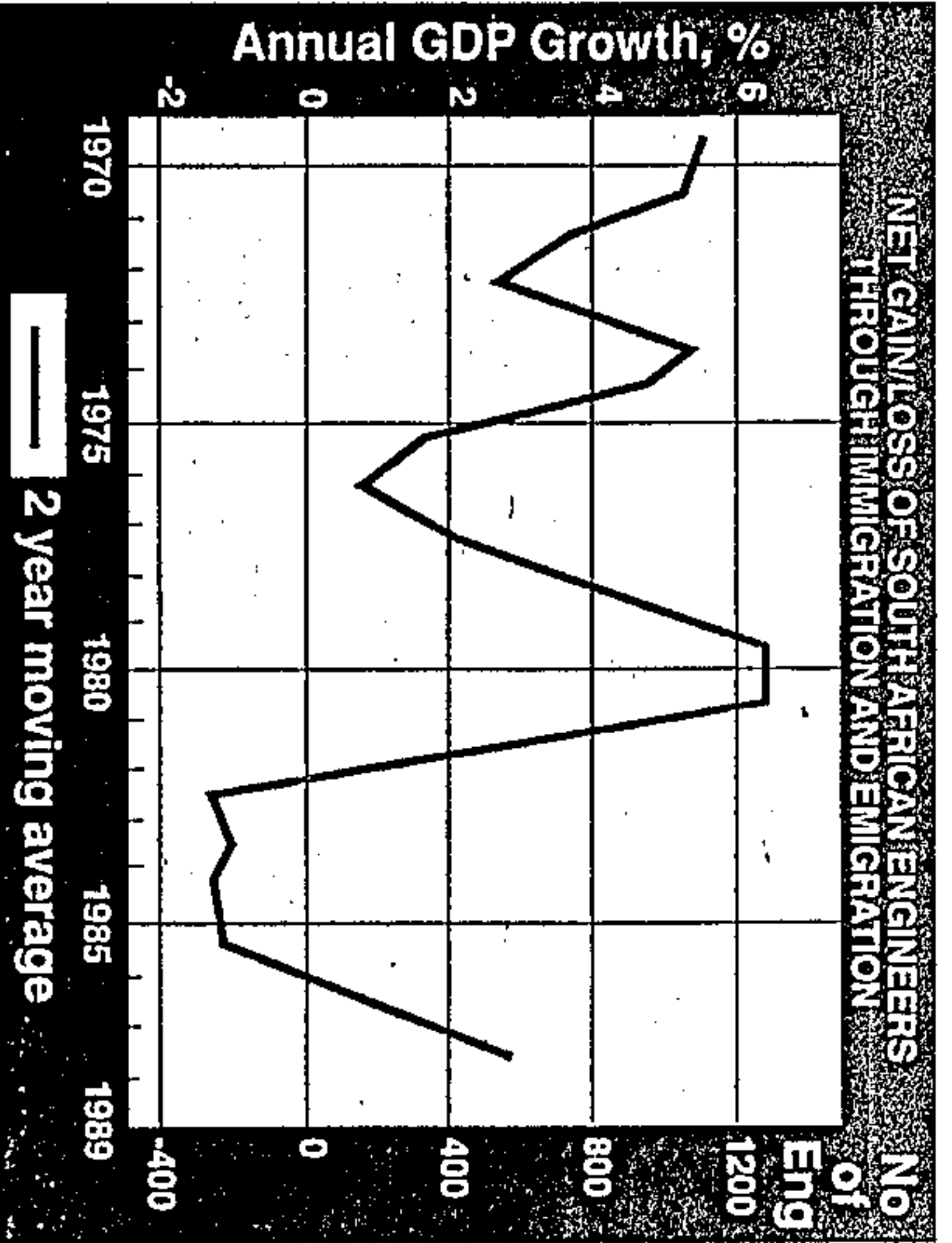
Kemp advocates closer ties between universities and technikons to reduce the number of duplicate engineering

departments in any geographic area. Rationalisation of institutions and attracting quality staff and students are priorities, he says.

The ratio of technicians to engineers in South Africa is strange; 0.8:1 compared to 20:1 in Hong Kong.

Industry leaders like Altron chairman Bill Venter have called for increasing recognition of technicians to upgrade skills and productivity.

Engineering schools generally have a wide gate in and a narrow gate out. The Engineering Education Committee outlines its method of ensuring its candidates have the right stuff. "In many instances it was found that natural selection takes place by virtue of the large number of applicants."



After reaching a peak at the beginning of the decade the number of engineers in South Africa dropped sharply. This "brain drain" could impede the country's efforts to increase secondary industries

However, in South Africa less than one percent of pupils have matric maths and science, so the number of potential applicants is limited.

New Scientist recently reported the findings of an investigation into the high dropout rate of engineering students done by Noel Entwistle, professor of education at the University of Edinburgh.

Entwistle records that engineering courses have double the dropout rate of other departments. He blames both the students and the course.

"Students had no idea what engineering was about or what the courses en-

tailed. There was more physics and maths than they expected. They expected to hear more about professional problems of relevance than they did."

Students complained that they were given far too much factual information, much of which would be out of date before they started work. They said their timetables were completely filled with lectures, laboratory work and tutorials; there was no time for background reading.

Entwistle says his lasting impression is: "The experience of being an engineering student is not an enjoyable one."

A scheme to save the lost generations

Wife's 1910-25/10/90

500 53

AMERICAN-STYLE community colleges in townships could provide cost-effective tertiary education for thousands of people and help reconcile the needs of the South African economy with the shortage of skilled labour.

Educationalists across the country have come to the conclusion that these colleges are urgently needed, if the education crisis is to be solved.

"However successful we may be in revitalising or transforming education, we are still confronted by two generations and more of black students who have dropped out of the system and who are largely unemployable," said Dr Johann van Zijl, executive director of the Education Foundation.

Speaking in Durban on Wednesday, Van Zijl said the time had come to recognise and introduce a new, intermediate level of education to address pressing social, educational and economic needs.

"Without addressing the problem of the lost generations, reconciliation and reconstruction will be severely handicapped," he said.

The community colleges would cater for several key needs:

- Vocational and technical skills geared to localised needs and opportunities
- Literacy and numeracy programmes for a group ranging in age from six to 60 and beyond
- Bridging and orientation programmes to prepare candidates for entrance examinations,

A new intermediate level of tuition in American-style colleges could help alleviate South Africa's education crisis. **SAMANTHA WEINBERG** reports

commercial life and onward development

● A range of one-to-two-year diplomas and "degrees" for those students unable to obtain university or technikon entrance

● Adjust a multi-faceted and open-ended curriculum to localised, specific needs

"The development of community colleges, sensibly designed and commissioned, will take the growing pressure off universities and technikons," Van Zijl said. "This is vital if universities continue to elevate their entry requirements, shutting more and more disenfranchised and unqualified school leavers outside their system."

By the year 2000, South Africa will have a deficit of more than 500 000 skilled workers and an unemployed surplus of 2,7-million unskilled workers, according to Van Zijl's projections.

If commerce and industry are to stand a chance of lifting productivity levels, the labour pool must be empowered with primary and secondary skills.

Critical to the success of community colleges

would be several key factors:

● They must be firmly rooted in the community

● They must utilise existing school and other buildings and resources in afternoons and evenings, provided electricity is made available

● Distance and correspondence learning, such as Unisa, must be linked to the system

● Experience of other models — such as those found in the United States — must be noted and absorbed. The education foundation has sent a representative for a month's study tour of US systems and models.

Professor Es'kia Mphahlele, founding director of the Council for Black Education also launched his concept of community colleges at a one-day seminar in Johannesburg yesterday.

He said it was a frightening fact that the bulk of unemployed people were youngsters in their 20s.

"These colleges would equip people to be employed or create their own employment. There would be a technical and academic stream, a mid-career stream and a stream that would accommodate people who are slow but who are not necessarily incompetent," he said.

A night school would also cater for those currently in employment who wanted to further upgrade their skills, such as nurses, teachers and community workers.

SA will face shortage of skilled manpower

Sowetan 22/10/90

S3

SOUTH Africa will have a deficit of more than 500 000 skilled workers by the year 2000, according to the executive director of the Education Foundation (TEF), Dr Johan van Zijl.

Addressing 1990 Bifsa Congress in Durban, he said the skilled category included professional,

technical, highly skilled, executive and managerial groups.

By contrast, the country would have an unemployed surplus of 2,7 million unskilled workers.

"These figures confirm an alarming shortage of skilled manpower, which will seriously inhibit the economy's

growth performance unless appropriate policies are developed and implemented," Van Zijl said.

Identifying the school dropout rate as a major factor in the over-provision of unskilled labour, he said a quarter of black pupils did not progress beyond Grade I.

"These people go into the world without even the most elementary literacy levels, and are relegated to peripheral and powerless positions in society."

Serious

Van Zijl said only three percent of the country's total workforce of 11 million had post-matriculation qualifications with a further 31 percent having completed secondary schooling.

"This means that 66 percent of our total workforce, the equivalent of 7,3 million, have only primary schooling or less. If we are serious about turning the economy around, we have to take urgent

remedial action both within the school system and beyond it in literacy, numeracy, bridging and vocational programmes."

He put forward several recommendations:

- * Focus investment on pre-primary centres as incubators for social coordination and creative spirit, and on primary education itself.

- * Remove negative connotations associated with "vocational education" by introducing the concept of "career education", an idea recommended 10 years ago by the de Lange Commission but never acted upon.

- * Develop "Magnet Schools" which would teach a specialised curriculum to provide in-depth study of interest.

- * Through an incremental approach, children should be taught through the medium of their home language to start with before gradually introducing a single medium of instruction: English.

Teachers' college praised 53

■ British Junior Foreign Minister, William Waldegrave, visited the site of the new Promat independent teacher training college in Mamelodi, near Pretoria, on Wednesday.

He called Promat "one of the most imaginative and outstandingly cost-effective ways of helping large numbers of black South Africans get better access to educational opportunities".

He said the pass results achieved by Promat — between 84 and 93 percent — were "quite extraordinary in this or any other country". Promat has five teacher training colleges throughout the country, including two new ones — in Durban and Kangwane.

William 21/9 - 27/9/90

Education fund gets R1-m

■ A R1-million education sponsorship has been pledged by Grinlaker Construction, to be made available over a period of five years.

Initially, five organisations will benefit from the money — the Read Organisation, Leaf Colleges, ECAG (a group involved in building schools in Natal), the Institute of Race Relations (for bursaries and educational research) and the Funda Centre in Soweto.

Sit-in at Vaal college (53)

A DELEGATION representing Sebokeng College of Education students, the local ANC branch and a teachers' organisation yesterday started an indefinite sit-in at the rector's office, writes **DON SEOKANE**.

Vaal Progressive Teachers Organisation official Mr Ndlomo Mbonelwa said the delegation embarked on the sit-in to compel the rector to "minimise students' workload by scrapping the coming internal examination".

Mbonelwa said students demanded that assignments and year-marks be used as an alternative to the internal examination. *Southern 27/1/90*

They said the method was used in 1984 during unrest in the Vaal townships and was presently being used at Daveyton College.

A letter from the Department of Education of Training, signed by acting director-general Mr DA Scholtz rejected the students' demands.

Promat head appointed

W. Mail 5/10-11/10/90 (53)
DR THEKISO KHATI has been appointed principal of the Promat College of Education (for teachers), to be opened in Mamelodi in January next year.

He was previously head of the Department of Language and Social Education at the National University of Lesotho.

Reports by Weekly Mail staff and Sapa

CONFRONTATION is looming at the Soweto College of Education over third year students' refusal to write internal exams on October 22.

The students decline is based on grounds that much time has been lost during several disturbances, therefore, they said, they would like to use the week in which they were supposed to write the exams, to make up for the time lost.

The students also argue that the rules concerning external examinations are not clear whether they have to write two internal exams a year - in June and October, just before the external one which is the final.

The showdown began last week when a delegation elected by students met with the rector, MM Morapedi, and presented him with the students' demand.

According to the delegation spokesperson, Leonard Rapotle, the rector referred them to the Department of Education and Training (DET) director general.

Having telefaxed him a letter, the DET acting-director general DA Scholtz, replied to the students by saying that the internal exams could not be removed and that stu-

Confrontation looms at Soweto college

New Nation

12/10 - 18/10/90

dents who would obtain less than 30 percent in those exams would be allowed to supplement just before the beginning of the 1991 academic year.

Rapotle said the DET official's response was rejected by the 260 third year students.

He said the other reason that has robbed them of their time, was the curfew. He said before the curfew was imposed they used to go to the college and study in groups in the evenings or do so in their homes.

"When we met the rector we told him about this, but he made no undertaking to negotiate with the police to secure us some kind of indemnity," said Rapotle.

Rapotle said they feared that if they did not write the internal exams their results could be withheld. Therefore, he said, all forms of pressure would be applied, including mass action and legal intervention.

The opening of the last term, this Monday, will be marked by a mass meeting to discuss further action.

Meanwhile students at the Sebokeng College of Education have been on a class boycott for more than three weeks demanding the cancellation of internal examinations.

A student at the same college, Nozipho Mabaso, said most students were doing the

Junior and the Senior Primary Teachers Diploma (SPTD and JPTD) courses felt that the remaining time should be used for revision exercises instead of sitting for internal exams.

She added that the rector of the college has turned down their demand of canceling the exams, without giving satisfactory explanation.

"We hope that the present conflict between the students and the college authorities will be resolved immediately because there are only four weeks left before the date of the final examinations", said Mabaso.

Student link in mystery hostel fires?

C.M. Trip 19/10/90

53

By DALE GRANGER

TECHNIKON students at a Rondebosch hostel fear that a resident student has been responsible for a spate of mystery fires which have gutted the rooms of four students, as well as a TV room, in the past eight weeks.

Police liaison officer Captain Attie Laubscher confirmed last night that police were investigating five arson cases at the Rouwkoop residence in Rouwkoop Road.

The residence houses about 250 male students.

In the latest incident, on Wednesday, smoke pouring from under the door of a third-year teaching student's room alerted about 15 students, who doused the flames.

The student, Mr De Vries Stander, was on study leave at his home in Struis Bay, and his friends extinguished the flames but were unable to save his clothes and belongings.

Early one morning last week, a fire started in the TV lounge of the residence and curtains and a carpet were singed from the blaze.

"We strongly suspect someone in the residence, and I think more than one person is involved," third-year public

health student Mr Francois Retief said yesterday.

Students said the rooms had been locked and they were baffled as to how the arsonist gained entrance. In each instance the students had either been out of town or were not in their rooms when the fires started.

"Whoever it is is a very sick person, and they must just hope we don't get hold of him," said cost accounting student Mr Tertius van der Merwe.

In the first blaze, shortly before holidays began last month, the belongings and books of a personnel student were totally destroyed by the fire.

A closet and clothes were destroyed in the second fire, which started at 5.30 in the morning soon afterwards.

Last Monday, marketing student Mr Ian Smit's room was saved by students who extinguished the blaze before his room was gutted. His bed and some clothes were destroyed.

Dr Kobus Steyn, vice-rector of the Cape Technikon, said yesterday that he hoped students' examination studies would not be disrupted.

"We're doing everything possible to stop it and security has been stepped up. We hope that the culprit is apprehended as soon as possible," he said.

8/Day 17/10/90

~~CONFIDENTIAL~~

'Baasskap' seen as strike cause

HUMAN resources specialists should address the issue of "how to deal with baasskap" as a matter of urgency, Centre for Development of Human Resources director George Negota said yesterday.

In his talk at the Institute of Personnel Management convention he said "baasskap" had been at the centre of many strikes at industries in SA.

"The fact that SA companies pay lip service to the enforcement of human resources management principles has created room for 'baasskap' to breed and ex-

pand to the level where it has become cancerous," he said.

SA needed a concerted programme of action in which technikons, the private sector, professionals and government should form a part, he said.

The role of technikons should be to respond directly to the needs of both the private and public sectors by providing tuition.

53

The programme should be aimed at school dropouts, particularly from Bantu Education, to provide them with job skills.

Creative art for young &

South 25/10 - 31/10/90

53

THE Community Arts Project (CAP), based behind the stone brick walls of an old church in Chapel Street, Woodstock, and at Community House in Salt River Road, Salt River, is full of creative energy for young and old.

The project began in 1977 and has since developed into a progressive, non-formal education and training institute.

CAP's four projects — the Visual Arts and Crafts, Children's Arts, Popular Theatre Project and Media

— plan and implement full- and part-time courses, run one-off workshops and provide arts and media services to community, trade union and education organisations.

CAP primarily serves communities with little access to the arts, crafts and media.

The Visual Arts and Crafts Project offers a full-time two-year course for cultural workers specialising in visual arts and crafts.

Children's Arts Project offers an interdisciplinary programme which includes art and drama for children ranging in age from five to 17 years.

The Theatre Project offers a full-time two-year intensive course for cultural workers specialising in theatre.

The Media Project offers a full-time nine-month course in media skills. The course is for trainees sent by their organisations to acquire media skills.

Part-time and intensive courses in the visual arts and crafts will be held in 1991 from February to June (first term) and from August to October (second term) at the Chapel Street premises.

The courses are open to high school students and adults.

The following courses will be offered:

● Part-time Theatre course — Street Theatre for Adults

The course includes street theatre techniques, methods of workshoping plays, song-writing, clowning and at least

three practical projects.

Participants must be prepared to perform on Saturday mornings and to rehearse more than once a week if required. The course can accommodate 12 people.

It will run from February to June 1991, every Tuesday from 5.30pm to 8pm.

● Part-time Art Classes

Classes in life-drawing, painting, ceramics, creative design, creative clay, sculpture and textile printing will be held.

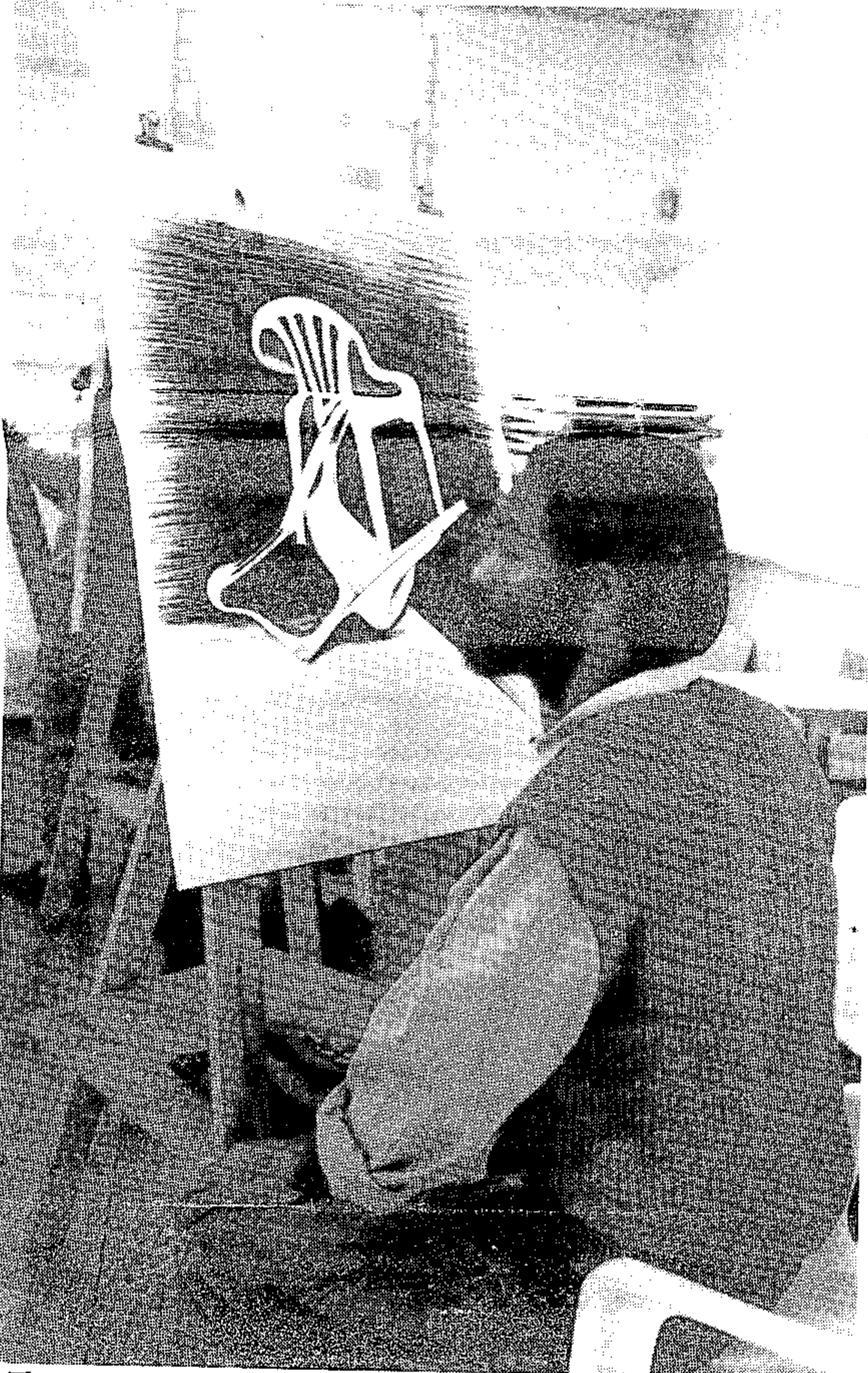
Students registered for Drawing and Painting Classes may join an "open studio" on Mondays from 2.30 to 5pm.

A five-day winter school is planned for the June holidays and will run from 10am to 5pm on weekdays. Please apply now as a maximum of 15 students can be accommodated.

Applications should reach The Administrator CAP, PO Box 13140, Sir Lowry Rd, 7900 by December 14 1990. Applicants will receive replies by January 28 1991.



Cap offices will be a bustle of activity for both the young and old



The art classes will include life-drawing, painting, ceramics, creative design, creative clay, sculpture and textile printing

Exhilarating theatre for all to see

"DIE Park", directed by Marthinus Basson at the Nico Malan Theatre, is an exhilarating piece that should be seen by all to whom theatre is important.

It provides nearly four hours of painting and sculpturing the stage with light, architecture, movement and actorly invention.

The play is a free-ranging meditation (rather than an adaptation), done in the new German post-modernist style of Shakespeare's "A Midsummer Night's Dream".

Botho Strauss, a major force in the modern German theatre, has brought Oberon and Titania to our age as tired but dogged figures who try to rekindle desire in modern humanity.

They are figures of struggling,

vulnerable inadequacy, rather than magicians or mighty totemic representatives of the male and female principles.

Antoinette Kellerman as Titania, often nude and humiliated is — as always — a paragon of the committed actress. Peter Butler gives a remarkably mature Oberon.

As in Shakespeare's play, they are at war over a young male figure; the Indian Boy here becomes the Black Boy, whose character and meaning is underdeveloped but who is much like all the young people of the play — alienated, violently obsessed with seeking a gratification that never materialises and is not even identified.

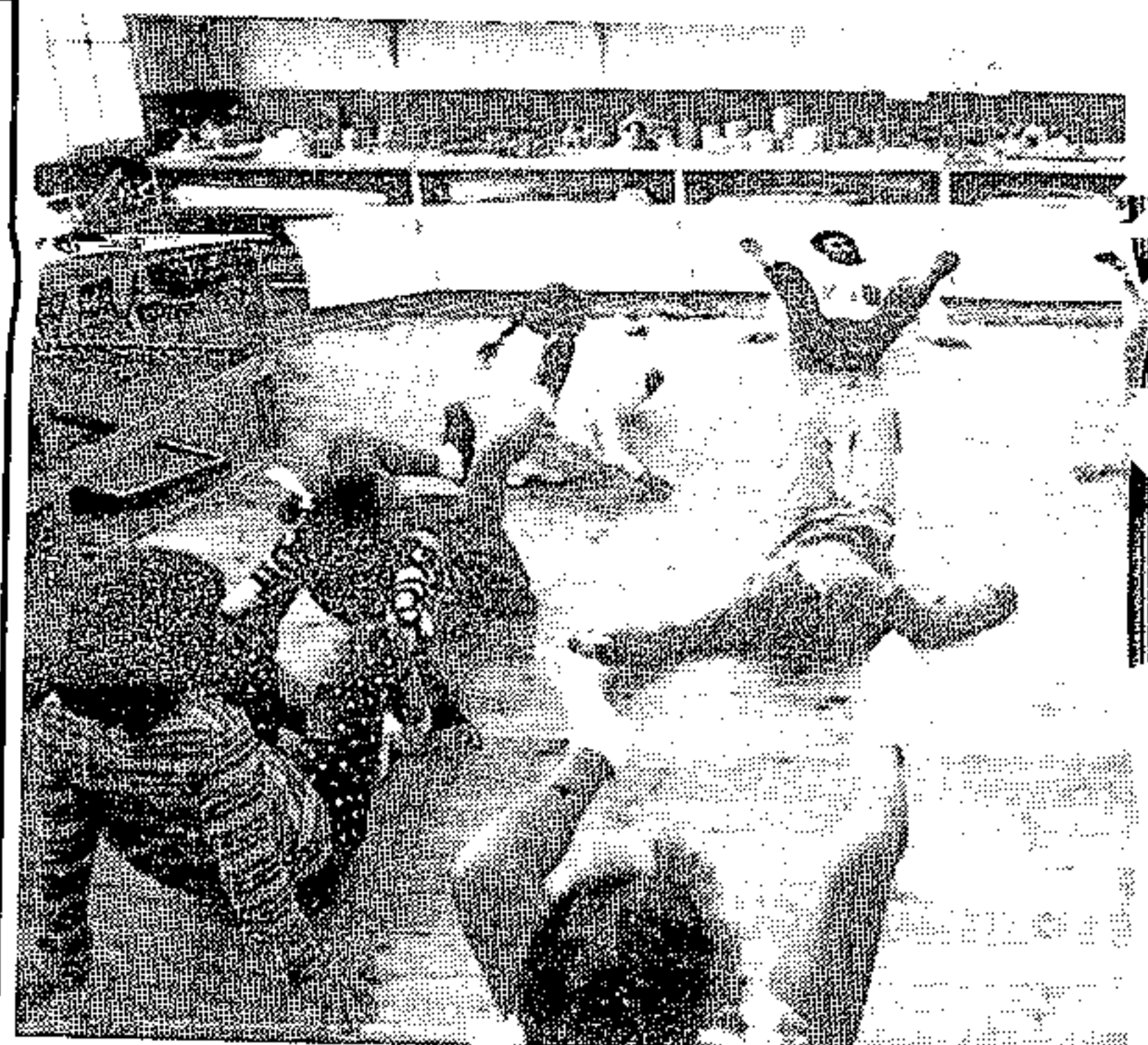
Puck, Oberon's servant, is transmuted into Cipriano (finely played by Neels Coetzee), the magic artist as energator and catalyst.

He makes magical figurines a couple of centimetres high by which Oberon seeks to change the perceptions of the lovers of the play, who are also alienated, warring figures.

Art replaces magic herbs, and is subject to the same misuse and accident as the herbs are in Shakespeare.

The lovers are involved in a dry, modern comedy of transference of affection and conflict, done in a style which blends farce and method acting.

Mary Dryer is remarkable as



Children will be incorporated in drama and movement

Helen and dominates the stage and her peers with what can only be called a splendid violence.

Arnold Blumer's Afrikaans translation of the original German is demanding and Basson has not been merciful in cutting the text, but even with somewhat limited Afrikaans, I was held throughout in a fascinating kind of purgatory.

I kept thinking of Dante's Purgatory which is both terrifying and elating in its visual imagery. The stage is lit and manipulated in a long and beautiful designer nightmare that finally resolves itself into a city park of strange dignity.

The final scene, which has Titania as a dowager to whose birthday only five people come, is a tour de force of staging, with the old lady serving her recum-



Antoinette Kellermann and Mudu Mkize in a scene

THE BAXTER THEATRE AT THE UNIVERSITY OF CAPE TOWN

EXTENDED! EXTENDED!
MUST END NOV 3. NOT TO BE MISSED!! "BRILLIANTLY PLAYED BY SHALEEN IN POSSIBLY HER FINEST PERFORMANCE ON STAGE." — S. Times

JUNO & THE PAYCOCK
By Sean O'Casey
NIGHTLY 8.00/SAT 6.00 + 9.00

THEATRE
EXTENDED DUE TO PUBLIC DEMAND!
MARK BANKS' ALL-NEW REVUE
A BIT OFF THE MARK!
"SAVAGELY FUNNY SKITS" — Argus
NIGHTLY 8.15/SAT 6.15 + 9.15
ADULTS ONLY

STUDIO
6th great week! **THE MUSIC OF THE NIGHT**
ANDREW LLOYD WEBBER'S
NIGHTLY 8.30 SAT 5.30 & 9.00
BISTRO-STYLE MEAL AVAILABLE WEEK DAYS 7.30pm SAT 8pm-9pm

STAGEDOOR
To facilitate alterations to venue no shows from Monday 29 Oct — 3 Nov. Reopening Mon 5 Nov. Book now!

GUYS & DOLLS
Season opens Dec 8
BOOK NOW!

GIVE THE FAMILY A FESTIVE TREAT ...
ONE OF THE GREATEST MUSICALS EVER TO HIT BROADWAY!
BOOK AT COMPUTICKET 214 715

Bosmont college: huge US grant

Sowetan 25/10/90

53

ONE of the well-known American foundations has again made a substantial grant of more than R1 million to St Barnabas College in Bosmont, Johannesburg.

Mr MAS Corke, the college's headmaster, said the grant will provide funds, over a three-year period, for scholarships for disadvantaged students and support of faculty salaries.

According to Corke, the provision of scholarships is of critical importance to the college.

grant

This is because of the college's active recruitment of potential students whose parents would not usually consider independent education for their children.

"This ensures that our policy of assisting students without regard to their ability of parents to meet the fees of their children's education can be properly applied," he said.

The WK Kellogg

Foundation made its first grant to St Barnabas College during 1987.

In addition to both financial aid for students and support of a particular faculty member, funds were made available for the purchase of computer equipment.

The primary function of this equipment has been for teaching purposes, but some has been allocated to administration.

"In respect of the use of computers for teaching, we were able to acquire two networks of 15 work stations each, using BBC and IBM compatible equipment.

"The BBC programmes are used to help younger children acquire basic language and mathematics skills, develop habits of structured and logical thinking and learn elementary programming techniques.

"The IBM's are used in part to support a mathematics software package used for teaching basic concepts to Standard 8 (10th grade) level and for teaching computer literacy and word processing.

"The availability of this equipment has had considerable impact on the quality of learning at all levels in the school.

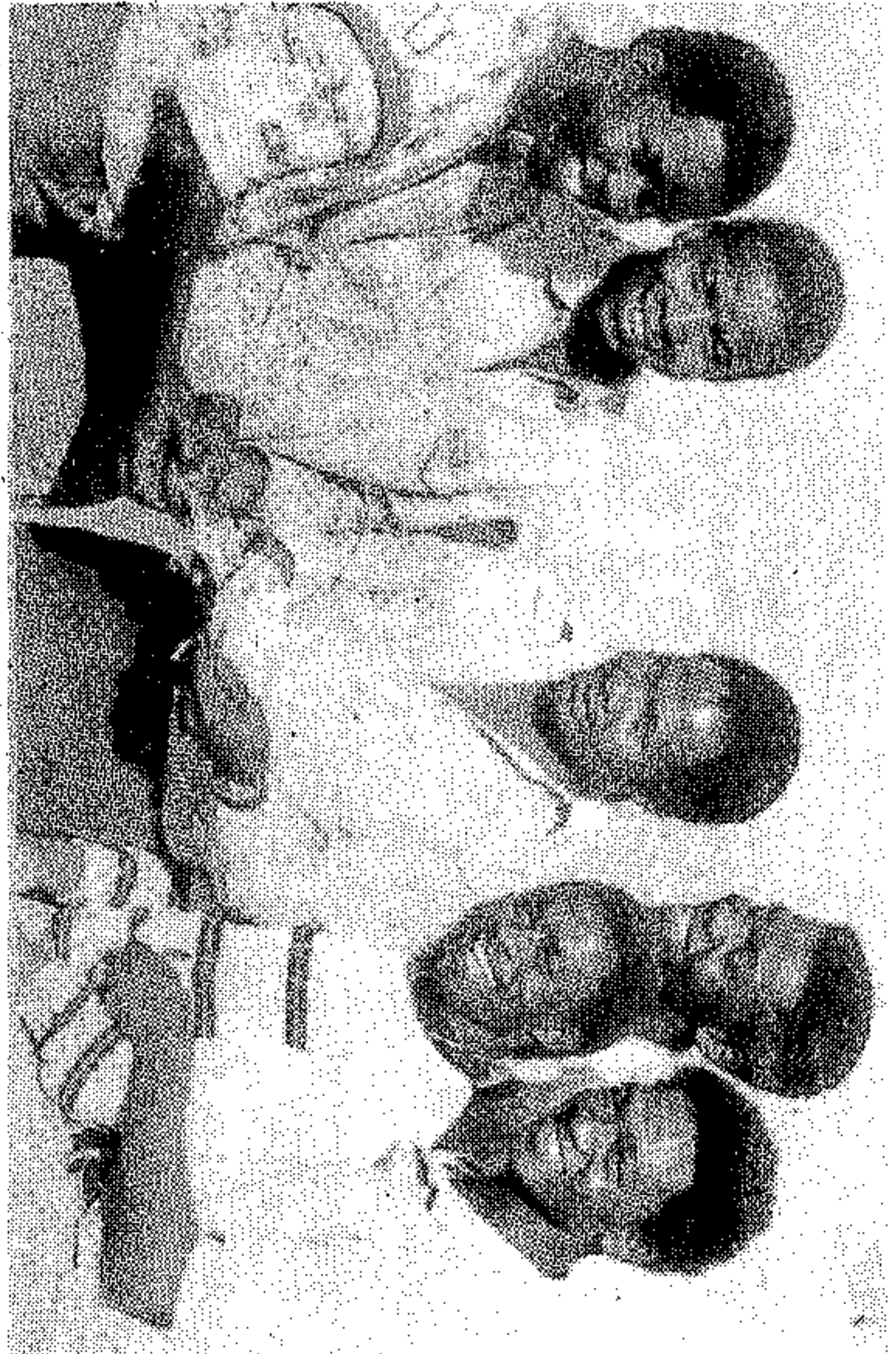
"The confident, art-

iculate young men and women who are the graduates of St Barnabas College, stand in stark contrast to the school-leavers who are the product of most State schools.

"The high standards set within the school enable our students to compete on equal terms with those from privileged communities when they embark on careers outside St Barnabas.

"Our graduates become individuals, well-respected in their fields, contributing to their community and to a new South Africa.

"Most of our students go to universities in South Africa. Several, however, have gone on to universities abroad.



Sebokeng businessman Mr Isaac Luthayi (centre) presented Moghaka High School in Zone 11 Sebokeng with R500 after they beat Jordan Secondary School in Evaton in a winner-take all soccer match this week. Luthayi organised the match to thank his customers for saving his supermarket from being attacked in the recent township violence.

First multiracial college opens in 1991

By Karen Stander
Education Reporter

The first multiracial college of education since the closure of mixed colleges under the apartheid system is to open in the Transvaal next year.

For more than 30 years, since Prime Minister Hendrik Verwoerd closed church colleges, teacher training has been rigidly separated along racial lines.

The opening of the Promat College of Education was made possible by an agreement, signed yesterday, between the University of the Witwatersrand and the Promat Board of Trustees, a non-profit, independent body launched in 1983 to upgrade the qualifications of black teachers.

At present the organisation has five matric colleges in Transvaal and Natal, which draw students from through-

out South Africa and neighbouring countries.

Promat trustee Professor Edwin Cameron said formalisation of the agreement with Wits was "a historic step, not only for Promat but for the ideal of nonracial, equal education for all South Africans".

The agreement covers the implementation of the syllabus drawn up by the university, the appointment of staff, supervision of examinations and the awarding of diplomas to successful students in co-operation with Promat.

Construction of the first phase of the R30 million college, near Pretoria and Mamelodi, is almost completed and the first 100 students will be admitted in February. It will eventually admit 600 students.

A primary and matric college will later be built on the 10 ha site.

Open technikon to all — ANC

ANC 20/11/90

53

By MICHAEL MORRIS
Political Correspondent

CAPE TOWN Technikon could secure its future in District Six if it "alters its nature" to reflect the future population of the area, says the ANC.

But if it remained an institution aimed at whites, it would not be welcome and the community would apply pressure on the authorities to move it from District Six.

The lack of clarity over the future of the technikon — and the fact that the government appeared unwilling to move faster in expropriating private property for low-cost housing and other uses in District Six — were the key stumbling blocks to the future development of the area, said ANC regional executive committee member Mr Basil Davidson.

Stumbling block

Mr Davidson, a professional town planner who serves on the District Six steering committee chaired by city councillor Mr Clive Keegan, said the technikon — whose location in this politically sensitive zone had always been controversial — was perceived by former residents of District Six as an institution for whites and as long as this perception remained, it would be a stumbling block.

Mr Davidson identified the second key "stumbling block" to development as the government's apparent unwillingness to move rapidly in expropriating private property.

"These issues need to be clarified before we can go on," he said.

However, Mr Davidson believed the steering committee had "worked quite well", and he paid particular tribute to Mr Keegan and the "positive" role of the city council.

The committee — comprising representatives of the city, provincial and central government, property owners, residents, the ANC, UDF and trade unions — was formed to assess development options that would be most acceptable.

Mr Davidson said the ANC did not have a development plan of its own and nor would it seek to produce one. Its role would be to ensure that the general principles adopted after a meeting with Administrator Mr Kobus Meiring earlier this year were met by the State as development occurred.

He said all the parties on the steering committee broadly agreed on these principles:

- No development should take place under the Group Areas or Free Settlement Areas Acts,
- All current development should be frozen,
- Future development should provide affordable housing, including substantial rental accommodation,
- The State must take the major responsibility — with private sector involvement — for rebuilding District Six,
- All development must take place in consultation with the community, and
- District Six should be defined according to its old boundaries.

'Cape Technicon policy is non-discrimination' 53

By ESANN van RENSBURG

Staff Reporter *Argus 21/11/90*

RECTOR of the Cape Technikon Dr Theo Shippey says the institution has a policy of non-discriminatory enrolment and "the number of people of colour who are enrolled is increasing annually.

"Our policy is to enrol any person of colour who complies with our basic entrance requirements and who has the potential to succeed in his or her studies," he said.

His statement follows a report yesterday in which the ANC in the Western Cape said that the Cape Technikon would be welcome to remain in District Six if it "alters its nature" to cater for the future population of the area.

'ACADEMIC SUPPORT'

The ANC said the Technikon was perceived in the "community" as an institution aimed at whites.

However, Dr Shippey said: "In addition to our willingness to enrol people of colour we are about to embark on an academic support programme which will also benefit many disadvantaged students."

Dr Shippey said the very reason for siting the Cape

Technikon in Zonnebloem/District Six was "to be able to serve all the communities in Cape Town, the Cape Province and further afield.

"Our popularity stems from the quality of our diplomates and our attempts to preserve high standards.

"The country desperately needs technikon graduates and attempting to remove us from Zonnebloem/District Six would only affect the country and its economy adversely," Dr Shippey said.

He said the technikon demonstrated its willingness to cooperate with the community in the re-development of the area.

"Any delays in the recent events in Zonnebloem/District Six have not been caused by the Cape Technikon and such delays have only resulted in financial losses for the technikon and heightened its inability to provide desperately needed places for the education and training of all our youth.

"The stance of the Cape Technikon Council has always been educational and not political and its endeavour is to serve all our peoples and the country and not be linked to any narrow, political aspirations," Dr Shippey said.

CAM Twp
29/11/90

(53)

'Tertiary education must open up to less privileged'

IT was inappropriate that universities continued to produce patterns and practices that would undermine the new South Africa, Mr Nelson Mandela said last night.

He was speaking at a graduation ceremony at the University of the Western Cape after receiving an honorary doctorate in law. He said UWC had already taken the lead in the radical transformation of thinking about the interests universities should serve.

It should be realised that South Africa was an African, developing country, the majority of whose inhabitants lived in circumstances of poverty.

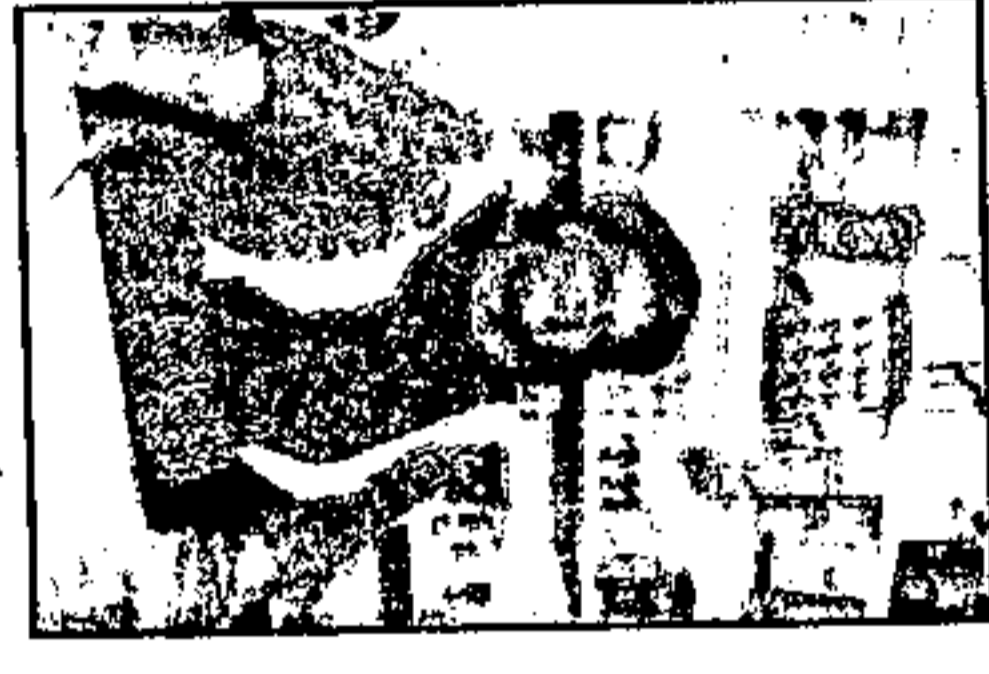
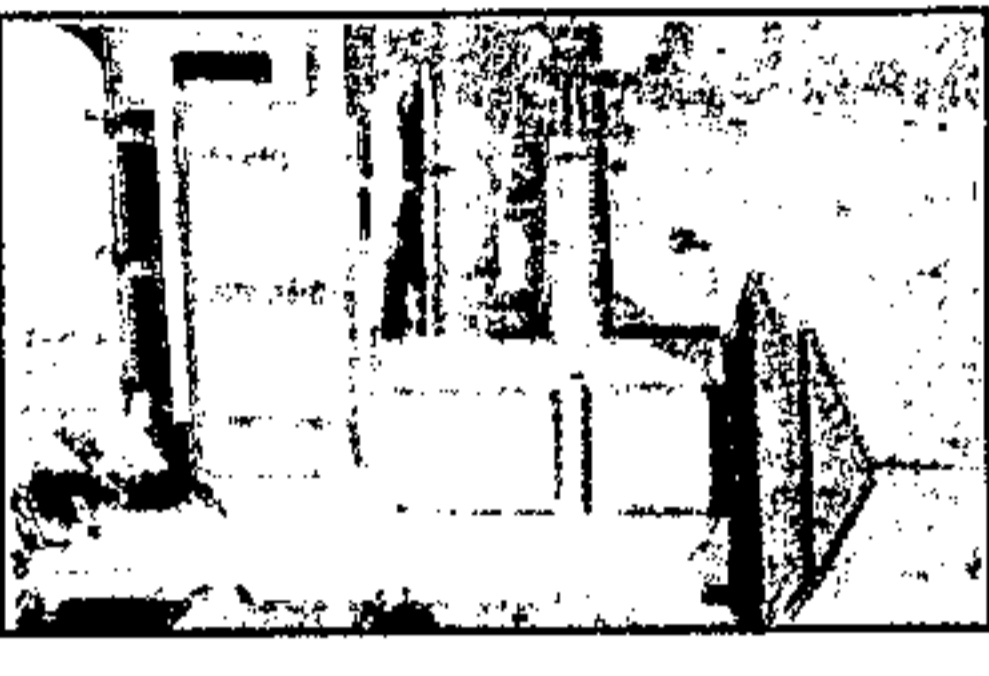
"What meaning can a university have for these millions? How does a university restructure itself to serve their interests?"

"Is it not time that we re-examine the entry qualifications of our universities in a manner that will reduce the inherited iniquities of the past and open the doors of learning to those who are traditionally deprived?" Mr Mandela asked.

He also wanted to know whether the university, as an act of commitment to knowledge rather than one of charity, could assume a greater responsibility for the eradication of illiteracy. — Sapa

There's an art in turning empty spaces into hives of

Sfor 26/11/90 (53)



Keen minds, the germ of an idea, hard work and the SBDC can make financial dreams come true.

Honeycombs of workshops

By Michael Chester

As sanctions and disinvestment pressures on South Africa moved towards a peak in 1985, with hundreds of workers tossed out of jobs by dozens of factory closures, the think-tank at the SBDC set about finding solutions rather than sink into despair.

It was the withdrawal of the United States parent from the Ford motor company operations in South Africa that triggered a radical concept that in turn launched a whole network of new industrial powerhouses.

When the Ford operations in SA were taken over by the Anglo-American Corporation, and the sections were transferred to the SA Motor Corporation in Pretoria, the SBDC moved in to take over the deserted Ford premises in Port Elizabeth.

The SBDC team looked at the vacant factory space — and the long list of retrenched workers who seemed doomed to join the unemployment queues.

Out of the conundrum came a brainwave — and the giant caverns that had been used to encase huge motor assembly tracks were transformed into a honeycomb of small workshops.

The segments were rented out to scores of artisans whose skills were threatened with running to waste — and out of disaster grew a whole new set of entrepreneurs launching out into business on their own.

The honeycomb of small individual workshops factories made "hives of industry", an obvious choice of name — and the concept inspired a total rethink on how to create a new generation of small businessmen.

The experiment was repeated with similar schemes at Uitenhage and Stutterheim, also in the Eastern Cape, and on a far bigger scale when the SBDC took over the factory space that was soon to stand vacant at Blackheath, in the Western Cape, when the British Leyland motor company close down its car production operations.

The Blackheath hive is now

packed with more than 100 small businesses — not only using the talents of retrenched Leyland workers turning their skills to motor repairs and panel-beating, but also engaged in activities as varied as concrete block manufacture, carpentry, engineering, shoe repairs, leather work, upholstery and furniture production.

By now the SBDC network of industrial hives, often conversions of redundant factories and warehouses, has grown to nearly 100 in all so far based at Pennyville, at an ideal location between Johannesburg and Soweto.

The individual units inside each hive can range in size from 100 m/sq down to a mere 30 m/sq. The advantages by no means stop at access to loans, minimal rentals, and bulk-buying facilities.

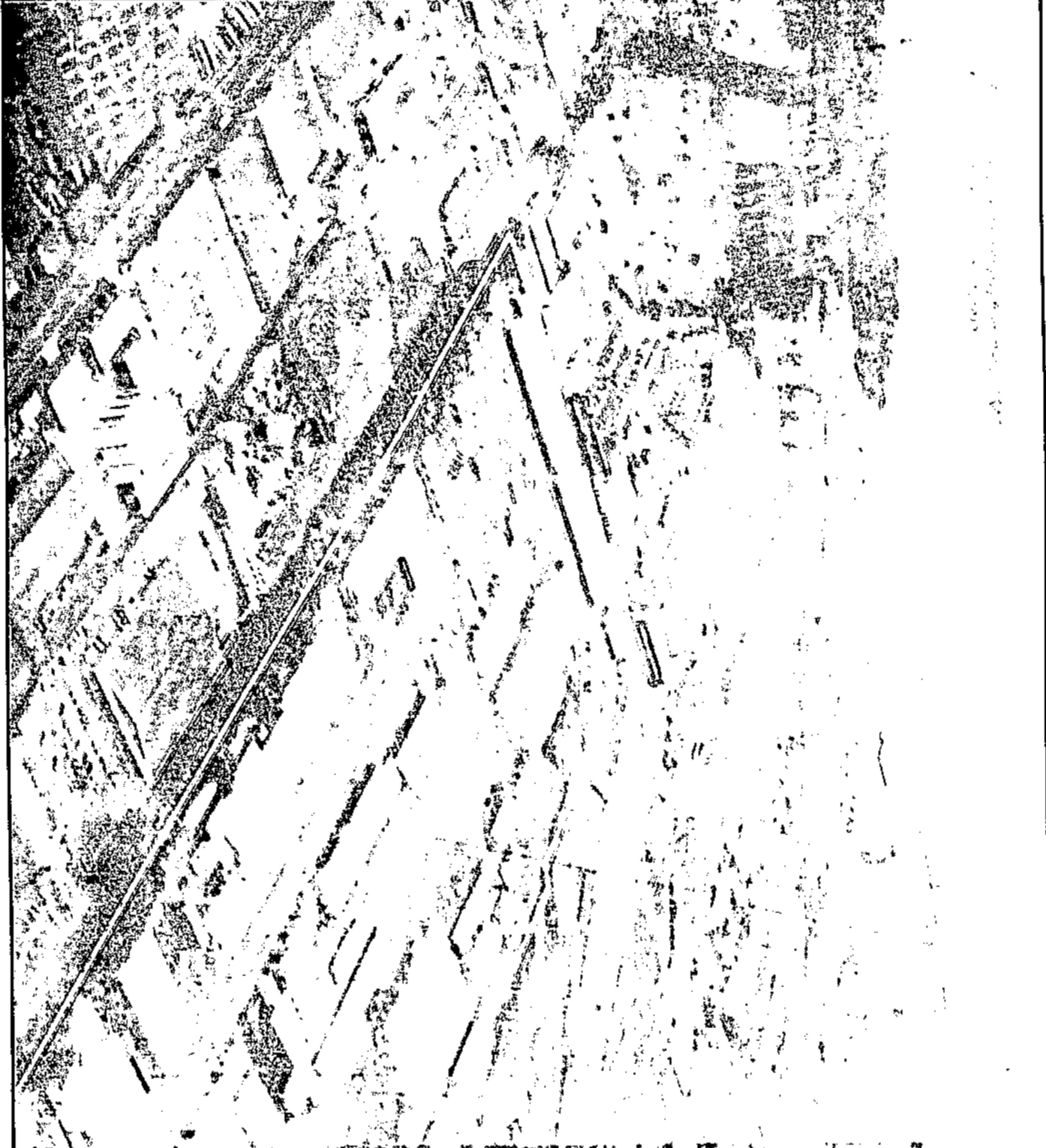
Equally important, especially at the start-up stage, are the SBDC collective support services that are laid on, such as

business and legal advice, assistance with marketing strategies and expert guidance on all aspects of sound business practice.

"Not only have the hives provided the means of stimulating self-employment and job generating opportunities," says SBDC senior officer Coenraad Pieterse, "they have provided a platform for developing a host of small infant businesses which are beginning to have a material influence in the regional economies where they are located."

"The hives are also playing an important role in facilitating sub-contracting partnerships between big and small businesses — a relationship which needs to be further fertilised."

Moreover, in terms of the Temporary Removal of Restrictions on Economic Activity Act, the hives are exempt from having to comply with much of the red tape and regulatory controls that stifled small enterprises until the recent wave of reform initiatives.



View from the top . . . East London's Lock Street Prison workshop area seen from the



MR R R MOTAU

Training to continue at Molapo

53

THE Molapo Technical Teachers Training College is to continue to train teachers at third-year level next year.

Mr R R Motau, DET's chief director in the Johannesburg region, said this week that this assurance was given by the department's director-general, Dr J B Louw.

Early last month, students at the college threatened to stage a protest against the probable "closure" of the college next month. An administration officer was quoted as saying the "closure",

By NKOPANE MAKOBANE

would have had serious consequences, particularly for those who wished to become technicians after completing their matric.

The college, built in 1974, is the only technical college in Soweto which offers a Secondary Teachers' Diploma.

Motau said a planning committee together with the college Council is finalising recommendations for expansion of the college to broaden and increase the scope of its activities.

He said among the proposals under

consideration for institution in 1992 are the following:

- * The establishment of a technikon facility which will offer both technical and commercial courses and may include teacher training components;
- * Possible part-time and in-service training for teachers wishing to further their qualifications in a technical direction;
- * The expansion of the Toam computer centre to accommodate more pupils at the college;
- * Non-formal programmes such as

adult education courses for the community in subjects such as bricklaying and electricity in the home and;

* The continuation of the technical centre for secondary school practical classes and the beginning of Standard 6 classes of the Almont Comprehensive School in 1991.

"The present use and high standards of the workshop and lecture facilities at Molapo will inevitably have to expand to meet the growing need for technical training and expertise in South Africa," he said.



SOWETAN

Careers to offer in business

*News Network
 Pupils Forum
 9/11 - 15/11/90
 53*

HERE comes the end of the year, which will mean the end of schooling for thousands of youngsters throughout the country.

A few will go to tertiary institutions, some will go to the workplace and scores will stay at home with little to do.

More alarming is the fact that some will leave tertiary institutions and still be unable to find a job, because they are not armed with any professional or technical skills.

Here PUPILS FORUM takes a look at professional training which can arm students with the skills for a lifetime.

This week we take a look at business-related careers. The business sector in South Africa is growing and the need for the oppressed masses to take their place in this field is increasing.

Various business courses can be taken without a matric exemption or any experience or background in business.

Both professional institutes and private colleges offer training in this field. There are five professional institutes: the SA Institute of Management (SAIM), the SA Institute of Chartered Secretaries and Administrators (CISA), the Institute of Administrators and Commerce (IAC), the Institute of Marketing Management (IMM) and the Institute of Business Studies (IBS). All these courses are evaluated by the Human Research Sciences, which also evaluates tertiary institutions' qualifications.

Win a course on computer bookkeeping

THE Academy of Computer Bookkeeping, in liaison with PUPILS FORUM, is offering two free courses - Basic Manual Bookkeeping and Bookkeeping on Computer. The two courses are worth R900.

Any reader - student, worker or profes-

sion. Like the tertiary institutions' qualifications, some of the professional diplomas are regarded as "matric plus three years (M+3)".

For example, when advertising jobs in business, most employers request CISA qualifications or a BCom, a university degree.

All courses, except the IBS, require a minimum of a matric certificate (with or without exemption) with commercial subjects or some experience in business.

Anyone with a minimum standard eight education with no previous experience or background can enter the IBS.

According to Danelin Management School principal JP Brummer, the IBS qualification is equivalent to matric as it is done over two years after standard eight.

Employers, he said, prefer someone with this to a matric, even one which includes commercial subjects.

Private Colleges

The second route to acquire a business career is through private colleges. There are several of these.

It is advisable to make a choice of career and college which suits one's abilities.

For example, if somebody is uncomfortable doing calculations, it would seem fruitless to study bookkeeping.

However, dedication and interest can develop talent and ability.

Another difficult aspect is choosing the right institution to study at.

In the major centres, in particular, there are dozens of private colleges. Many of these advertise in newspapers and magazines, making huge promises such as: "We will help you find a job."

Experts advise that, before choosing an institution, the candidate should consider the following:

- What the trainer's qualifications are and is he or she able to prove his or her credentials.
- Will the course equip the candidate with skills he or she is looking for? It would be



Students learning to do bookkeeping on computers.

important to get a course syllabus in order to see what skills one is likely to acquire.

Does the course include practical work? The candidate should also consult with someone who has done the particular course or is doing a job related to that course.

It would be wise to check with employers (personnel officers) if the course given by a particular institution are appropriate.

Most courses, such as management courses, are of a high calibre and in most cases admission to them has pre-conditions.

There are two essential requirements for a management career: age and experience. Some management courses are only open to candidates over the age of 23 years or who have some practical experience in business.

According to Brummer, educational qualifications are not central. However, knowledge of written and spoken English is a recommendation.

When choosing a college to study management, it is important to find out if the courses offered are recognised by the SAIM, IMM or other recognised management body.

In both private colleges and professional institutions, one can study full-time, part-time or by correspondence.

Computers

Computers are increasingly being used in every field of life and the demand for skills in the field is increasing.

Some of the main areas are: computer literacy, a career in computers and bookkeeping on computer.

A computer literacy course is designed

for people who wish to learn to use a computer for general use, such as word processing and programming. This course could take just a few weeks to complete.

A career in computers needs two years of study and some institutions offer only a full-time course. This is designed for people who want a sound knowledge of computers and who want to work as computer operators.

Bookkeeping on computer is a fairly new course in South Africa and is designed for bookkeepers. The introduction of computers has made it imperative for bookkeepers to do part of their jobs on computers.

Only a few centres offer this course. PUPILS FORUM spoke to one of these, the Academy of Computer Bookkeeping.

It offers a course which runs for less than three months, depending on the student's learning ability.

Apart from being taught how a computer works, the student is taught to open a debtors, creditors and a general ledger account on a computer.

The course also involves tuition on how to open payments, receipts, invoices and creditors on a computer and many other bookkeeping duties.

According to Brian Massey, director of the academy, numerous practical exercises are done during the training which is preceded by the training on Basic Manual Bookkeeping, since some students may not have any knowledge of bookkeeping.

Massey said even people with standard seven could do the course and they are not given a specific time limit to complete it.

He said that tutors give students special attention during the course. "We have adopted the principle that our tutors will take care of less than five students at a time, so as to allow him to give personal attention to each student," he said.

Architecture school has *So far 30/11/90* 8 vacancies

STUDENTS in Mamelodi and surrounding areas who want to pursue a career in draughting or architecture have until the first week of December to submit applications.

Mr Gray Robertson, co-ordinator of The Y-Design School of Architectural Draughting, said they have only eight vacancies for interested students next year.

He said although the school was well-known in Mamelodi, they would like to have more contact with students in the surrounding areas.

The school offers a two-year, full-time course to students, preferably with matric and maths, but technical drawing and art subjects are also helpful.

"The three objectives of the course are to equip the students to be self-employed, to work in an architects office or to study further at a technicon or university," he said.

The school is at the YMCA Centre in Mamelodi and was formed in 1984. It is a private, non-profit school funded by architects, local and international organisations.

It is administered by the Pretoria Architectural Society and has a working relationship with Protec and the South African Institute of Architects.

The tuition for the year is R250, dependent on the final budget. For further information contact (012) 801-1172.

Students hurt in college raid

By SOPHIE TEMA

A MIDNIGHT raid by police and South African soldiers on a teachers' college in Lebowa has left several students injured.

The raid was carried out on the CN Phatudi Teachers' College after lecturers had asked chief Minister Nelson Ramodike for protection from students after talks between them about examinations had ended in deadlock.

A lecturer confirmed that he and his colleagues had appealed to the Minister for protection because of threats against their lives by certain students.

A spokesman for Ramodike said: "We know about the incident but we cannot comment because the matter is being investigated."

Seven women - all students - who appeared in a Praktiseer court this week have been allowed R100 bail and their cases have been postponed to November 24.

When *City Press* visited the college this week police were still milling around the campus.

The Students' Representative Council is planning a meeting at the college next week between parents, students, lecturers and other bodies.

Students have consulted an attorney and are planning legal action against Ramodike, the police and the SADF.

Those injured are: Staff Manoke, Slendy Masemola, Margaret Rakganya, Simon Magabane, Cecilia Monaswi, John Malefahlo, Mirriam Duba, Fathia Chego, Corel Mphahlele, Constance Moloto, Michael Selekan and Esther Masemola.

Manoke, Masemola and Rakganya bear thick sjambok weals on their bodies, mostly on their backs, arms and thighs.

Rakganya spoke with difficulty as she had her lower and upper lips stitched for an injury resulting from blows with a mob-stick.



Staff Manoke shows the sjambok weals after the raid on the college. ■ Pic: BONGANI MNGUNI

The women students claim they were kicked and hit with gun-butts on their ribs, buttocks and thighs.

Manoke told *City Press* the police and army arrived on campus at midnight and knocked on all the doors and windows demanding the students let them in.

"We were scared because they were arrogant and used vulgar words so we decided to run to other dormitories for cover. But by then some of the police had jumped in through some of the windows they had forced open.

"As soon as they had entered our rooms they started to assault us. We were hit with sjamboks, batons, gun-butts, kicked and punched with fists and some of them threatened to shoot us.

"After the assaults we were ordered into police vans and driven to the police station. Most of us were in our night clothes.

"At the police station were male students, some of whom had been assaulted and injured."

1 000 white teaching posts cut

PRETORIA ^{CAPE TOWN} _{10/11/70} — About 1 000 white teaching posts countrywide will be scrapped next year.

In the Cape 293 posts will be abolished, 404 in the Transvaal, while the figures for the other two provinces are not yet available.

A Department of Education and Culture spokesman said the main reason for the step was the decreasing number of pupils at white schools.

For the same reason, fewer people would be admitted to teacher training colleges next year.

He gave the assurance the standard of teaching would not decline. — Sapa.

Private colleges seek recognition

WITH government curbing the level of financial assistance given to universities, private academic colleges believe the time has come for official recognition.

The colleges, run as private commercial concerns, in the main offer tuition for students studying towards a university degree, and cater largely for Unisa students.

But Unisa Academic Registrar Mattheus Stockhoff said: "We consider our tutorial matter sufficient for the students with no need for extra assistance and, as such, believe the private colleges unnecessary."

A further bugbear for the "academic entrepreneurs" is that the establishment of private universities has not found favour with academic hierarchy.

Gad Ariovich, co-principal of the new SA-based college for the London School of Management and Economics, said: "It is a classic case of bureaucracy protecting itself against competition."

"In most developed countries, private universities are considered to have a

B10am 1/11/90
GILLIAN HAYNE

higher standard of education than similar state-funded universities. Harvard and Princeton are two such examples."

Stockhoff said SA had one of the largest ratios of university-educated individuals to other tertiary college-educated individuals.

"Rather than private universities, SA needs more technikons and other practically orientated establishments."

Mark Rohald, co-founder of Mid-Rand Campus, a private concern which provides tuition for Unisa students, said: "The reality is

that companies still recognise a university qualification over a diploma, and there is little point in achieving a diploma if it won't help you find a job."

There was ample room in SA for private universities, he said.

Wits Dean of Commerce Prof Duncan Reekie said increased competition would work in favour of the traditional universities.

With state funding of the Wits budget down to about 70% from 80%, Reekie said there was a need for a shift to private sponsorship.

"Private academic colleges should not be condemned because their very existence proves there is a

demand for such tuition. If they were good, they would but serve to keep us on our toes," he said.

The London School of Management and Economics venture was initiated to prepare students for the University of London examinations for degrees in business studies.

Ariovich said the college was not competing with other colleges or with Wits.

It was targeted at students who already had a degree.

"Both the public and government should welcome the additional choice provided by such private academic colleges," he said.



R4-m (at 1%) to start engineering school

Staff Reporter

AR645 3/12/90 (53)
A LOAN of R4 million, repayable over five years at one percent interest a year, will be used by the Peninsula Technikon to establish a school of engineering on its campus at Bellville South.

This was announced after the loan agreement was signed in Johannesburg last week by the rector of the Peninsula Technikon, Mr Franklin Sonn and Mr Naas Steenkamp, chairman of the Gencor Development Trust.

The innovative scheme was developed by Gencor to strengthen the partnership between the private sector and tertiary education institutions.

It means that South African universities and technikon can now borrow money at a low interest rate from a private enterprise for the development of capital projects.



DEAL: Mr Franklin Sonn, rector of the Peninsula Technikon, left, and Mr Naas Steenkamp, chairman of Gencor Development Trust, show exuberance after concluding a deal to enable Pentech to start a school of engineering.

Mr Kobus Visagie, senior manager of Gencor Development Trust believes that these short term low interest loans can only ensure an advantageous situation for both parties. Building of the facilities can commence almost immediately and optimal utilisation from State assistance can also be obtained at the same time. And, the Development Trust will be able to re-utilise the available funds once loans have been repaid.

The Peninsula Technikon is a new technikon, establishing a

new campus. The old technical college that had been used initially is still in use although the development of the new campus is progressing well.

The technikon also provides training to a large amount of black students from all over the country. The school of engineering's popularity is ever growing, in fact, in 1988 the top student in electrical engineering at a technikon, was a product of the Peninsula Technikon.

The total project will cost R4,5 million. The additional R500 000 needed will be raised by the Technikon itself.

The Development Trust was established to facilitate Gencor's involvement in the wider South African society. The trust has an education fund as well as a community development fund and strives to address the most critical socio-economical problems in South Africa.

AGU 5/12/90

Mowbray teachers' college in quandary

By VIVIEN HORLER, Staff Reporter

SIXTY-one new teachers who have qualified at the Cape Town College of Education in Mowbray will be awarded their diplomas tomorrow at what may be the college's last whites-only graduation ceremony.

Vice-rector Miss Sheila Moorcroft said the college still did not know when, how or if they would be able to open to students of all races.

"We hope we're standing on the threshold of further developments. The schools have been given their models and we fall under the same government department, but we don't know yet what dispensation we'll get.

"This may be our last whites-only ceremony — we do hope that in the not too far distant future our list will contain a more representative group of South Africans."

Miss Moorcroft said most of the students had found posts.

Kathleen O'Connor, Amanda Piper, Nancy Russell and Sharon Sandell, passed their higher diploma in education (senior primary) with distinction.

Higher diploma in education (senior primary)

Pass with distinction: O'Connor, K; Piper, A J; Russell, N J; Sandell, S L.

Pass: first grade: Bevan, W G L; Black, J M D; Capes, V A; Carroll, N S-A; Endean, J; Erasmus, D I; Fenn, L; Horne, A G; Johnston, C A B; Lopes, D V; McGuinness, S H; Parker, A J; Rayner, A; Sandeman, A M.

Pass: De Wit, P; Fouché, V A; Melville, R D; Stuart, G; Weijmans, G M; Willson, A.

Higher diploma in education (junior primary)

Pass: first grade: D'Aguiar, B I; De Pao, A P; Dewulf, C H; Honeyman, B L; Horne, S; Hutchison, S K; Hyne, A; Knowles, K J; Malson, N C deB; Oliver, C A; Preiss, C S; Smith, C T; Stevens, S L; Williams, L J; Wiseman, S A; Woodland, G C.

Pass: Becker, L J; Bezencon, J S; Bruce, C L; Colson, C L; Da Silva, G A; Dasopatis, S; Dumsday, M L; Du Freez, S; Dymond, G C; Griffiths, L C; Gut, T L; James, D A; Neil, J S-L; Payne, L J-A; Pearson, M L; Silva, A; Tester, L Visser, R C.

Higher diploma in education — art (non-graduate)

Pass: Coetzee, E; Cownley, D A; Tuck, T J.

Health care should be for all, says

human rights

activist

By CHIARA CARTER

PRIMARY health care should be made available to a much greater range of people in South Africa.

This view was expressed by Ms Mary Burton, the newly-appointed commissioner for Human Rights in the Western Cape, at a graduation ceremony for the Medical and Music schools at the UCT campus this week.

Burton said it gave her "special satisfaction" to be part of the ceremony at which UCT's first black women doctors graduated and at which the first Master of Science Nursing degree was conferred.

Disadvantaged

"I hope the time will come when there will be no reason for special comment on the achievements of people who are female or black," Burton said.

"For the present, however, their success offers encouragement to the many others, also disadvantaged by gender or racial classification, who will follow them."

Burton said the provision of health care was becoming prohibitively expensive and this was aggravated by the trend towards privatisation.

Fund may provide loan relief for needy students

CASH-STRAPPED black students may receive relief from the high cost of tertiary education if plans to implement a national loan scheme are successful next year.

The Independent Development Trust (IDT), administered by Mr Jan Steyn to allocate R2bn set aside for urban development, has approved several innovative projects in education, health and housing that will cost more than R160m.

The IDT is examining the possibility of a national loan scheme for funding tertiary education, specially for the most disadvantaged students who are unable to find support for their studies.

Leading educators from all over South Africa assisted in determining the IDT's priorities during September and October this year.

Specific areas in which the trust could perform a catalytic function and develop role models for broader replications were then canvassed and investigated in the field, throughout South Africa.

They want to give greater access through investment to educational opportunities for disadvantaged students.

Technikons

The IDT has allocated R495 000 to the Medical University of South Africa (Medunsa) for an academic development programme in natural sciences and R500 000 to UWC to support their academic development programme.

Technikons admitting black students, like the Mangosuthu Technikon and Wis Technikon, have received R2m.

The IDT has allocated R600 000 to the Education Foundation for the establishment of a national clearing house for educational data in the country.



JAN STEYN
Fund administrator

ANC provides homes for backyard

THE Mossel Bay branch of the African National Congress and the local civic organisation have decided to provide shelter for the thousands of homeless in the South Cape town.

Since November 28, more than 300 shacks have been erected in the Kwanongaba township under the supervision of the two organisations.

"We drew up a list of all the homeless people, which totalled 3 800," said Mossel

Bay Advice Office worker Mr Johannes Yantolo.

"Some of the people were sleeping in the bushes or in the backyards of people's homes in the township."

The organisations met with the Cape Provincial Administration on November 26 to tell them of their plans.

They were told the land belonged to Eskom and that permission could not be granted for the construction of dwellings.

A second meeting will take place on January 30 next year.

"The police have visited the shack area to ask who was responsible for building them," said Yantolo.

"The residents told them they had decided they could no longer wait for the CPA to implement its promise to provide land.

"Since then, police have been tried a few times to find out who is responsible, but no

EDUCATION

Wits Technikon opens bridging college to help matriculants

A COMMUNITY college has been established at the Technikon Witwatersrand to help matriculants prepare for tertiary education and work.

Starting in January 1991, students at the college will follow "the Nexus programme" which, according to Dr Dirk Wiid, rector of the Technikon, will create a "whole new approach to tertiary education".

Aims of the Nexus programme are twofold: to prepare educationally-disadvantaged matriculants for tertiary education, enabling them to enrol for, and (hopefully) successfully complete, National Diploma studies at the Technikon Witwatersrand; and to prepare other, less academically oriented matriculants for meaningful employment.

"The Technikon Witwatersrand, like other tertiary educational institutions, has been faced with a major stumbling block in recent years: the large percentage of students who are inadequately prepared for tertiary education," Wiid said this week.

"Even though these students have matriculated, they have little chance of succeeding at the tertiary level, or of performing as well as their more privileged counterparts.

"Likewise, employers are finding that most matriculants are poorly prepared for the world of work which results in less motivated, less productive employees."

The technikon hopes to be able to cater for a relatively large number of students — the annual enrolment is expected to exceed 1 000 within two years — but class groups will be kept small (a maximum of 30 students in each group).

The Nexus programme will comprise either one year of full-time study or an abridged, six-month employment preparation programme. The course is open to all matriculants, subject to selection testing designed to identify potential.

The technikon has launched an aggressive fundraising campaign through which it plans to establish an initial trust fund of at least R3,5-million from the private sector to facilitate the launch of the community college.

According to Wiid, the initial capital requirement is to cover research, development, equipment and implementation costs as well as routine overheads such as staff salaries, training aids and textbooks for the first year. However, the college is designed to become financially self-supporting in two to three years.

The community college has launched "the Nexus challenge" — whereby the first 100 organisations to donate R25 000 or more will qualify as "Nexus founders" and their names will be featured on a special commemorative plaque at the college.

Samantha Weinberg

Students write exams after NECC intervenes

New Nelson 7/12 - 13/12/90

53

THE writing of exams at the controversial CN Phatudi College of Education in Lebowa is in progress, thanks to the intervention of the National Education Co-ordinating Committee (NECC).

NECC official Terry Tselane told PUPILS FORUM this week that his organisation was asked to intervene after a series of clashes involving students, lecturers and the security forces.

Since the beginning of the year, students at the college have been locked in a series of disputes with the college authorities and the homeland education department.

There have also been a number of class boycotts. These have been linked to demands for the remarking of last year's finalists' exam scripts and political demands.

INTERNAL EXAMS

This year, finalists refused to write internal exams, saying these were "useless". They later also refused to write external exams, demanding an undertaking that their end of the year results be unaffected by their failure to write internal exams.

First and second-year students also refused to write exams, claiming that they feared their lecturers would victimise them when marking their scripts. This was after a series of deadlocks between the two groups. The lecturers claimed that they feared physical confrontation with the students and asked for protection from the security forces.

The security forces then invaded the campus and allegedly assaulted students. Seven were detained and released on R100 bail.

According to Tselane, the Lebowa government has undertaken to appoint an independent legal expert to investigate the incident. He said the Lebowa education department also agreed to ensure that no victimisation through marking would take



Some of the students who say they are victims of irregularities in the marking of exam scripts.

place. If students suspected that this was taking place, the scripts would be made available to the NECC for inspection.

Meanwhile, about 160 of last year's finalists have put the blame for mass failures on "irregularities" in the marking of exam scripts.

SCRIPTS CHECKED

After various meetings between students and the authorities, it was agreed that the scripts be checked.

According to one student, who says she was a victim of the irregularities, 44 irregu-

larities were found when "a few" scripts were checked.

The student, Kate Mamabolo, said lecturers appealed to the Lebowa education department to halt the whole exercise. This sparked off another class boycott.

Mamabolo obtained an order in the Pretoria Supreme Court for the checking of her scripts to be resumed.

According to her, the authorities merely checked whether the calculations of the marks were correct and told her she had failed. This angered her colleagues since her court application was to serve as a test case. Mamabolo plans to pressurise the authorities to carry out the contents of the

court order in full. She also alleges that she discovered that tipp-ex had been used to replace some of the words on her script.

In the meantime, affected students have asked the NECC to intervene.

Tselane said his organisation would ask for a meeting with the homeland's education authorities and would push for the extension of the agreement on this year's exams.

This could mean the NECC will inspect the scripts.

WEEKEND ARGUS EXCLUSIVE! REPORT

ON the outskirts of this poverty-eroded centre, beneath foreign mountains and beyond an international checkpoint, lies a slice of South Africa about which most South Africans have never heard.

Locals know the place as Mazimbu and wonder as they pass at the trim fields and ordered buildings. But to the exiles who live there it is the Solomon Mahlangu Freedom College.

College is something of a misnomer, for the complex dwarfs such description. It is much more like a town, with three schools and ring roads of ranch-type houses and a population of 2 500.

There is also a comprehensive farm at the fringe, producing gammon from 1 500 pigs, maize and rice and sundry other crops and enough milk from a dairy herd to feed the pupils.

And a furniture factory, purveying on order its excess capability to the Tanzanian nation. And even a 20-bed hospital which is used 80 per cent of the time by residents of Morogoro, 200km west of Dar es Salaam, though they have a district hospital of their own.

THE availability of drugs and the quality of care persuade them to cross into the odd, outlandish enclave.

Mr Solomon Mahlangu, some South Africans may remember, was one of three African National Congress insurgents involved in the Goch Street shooting in Johannesburg on June 13 1977 in which two white men died.

Although the court conceded that one of the others actually fired the machine pistol which killed Mr Rupert Kassner and Mr Kenneth Wolfendale, Mahlangu was found guilty of complicity and sentenced to death.

The 22-year-old ANC man was hanged on April 6 1979 — the year the organisation was given this tract of land by the Tanzanian administration on which to build a secondary school. Thus, with a ready martyr to name it after, the Solomon Mahlangu Freedom College came into being.

Mr Martin Dombu, now the assistant farm manager at Mazimbu, was one of the original students. He fled South Africa in 1976 at the height of the protests against Bantu education.

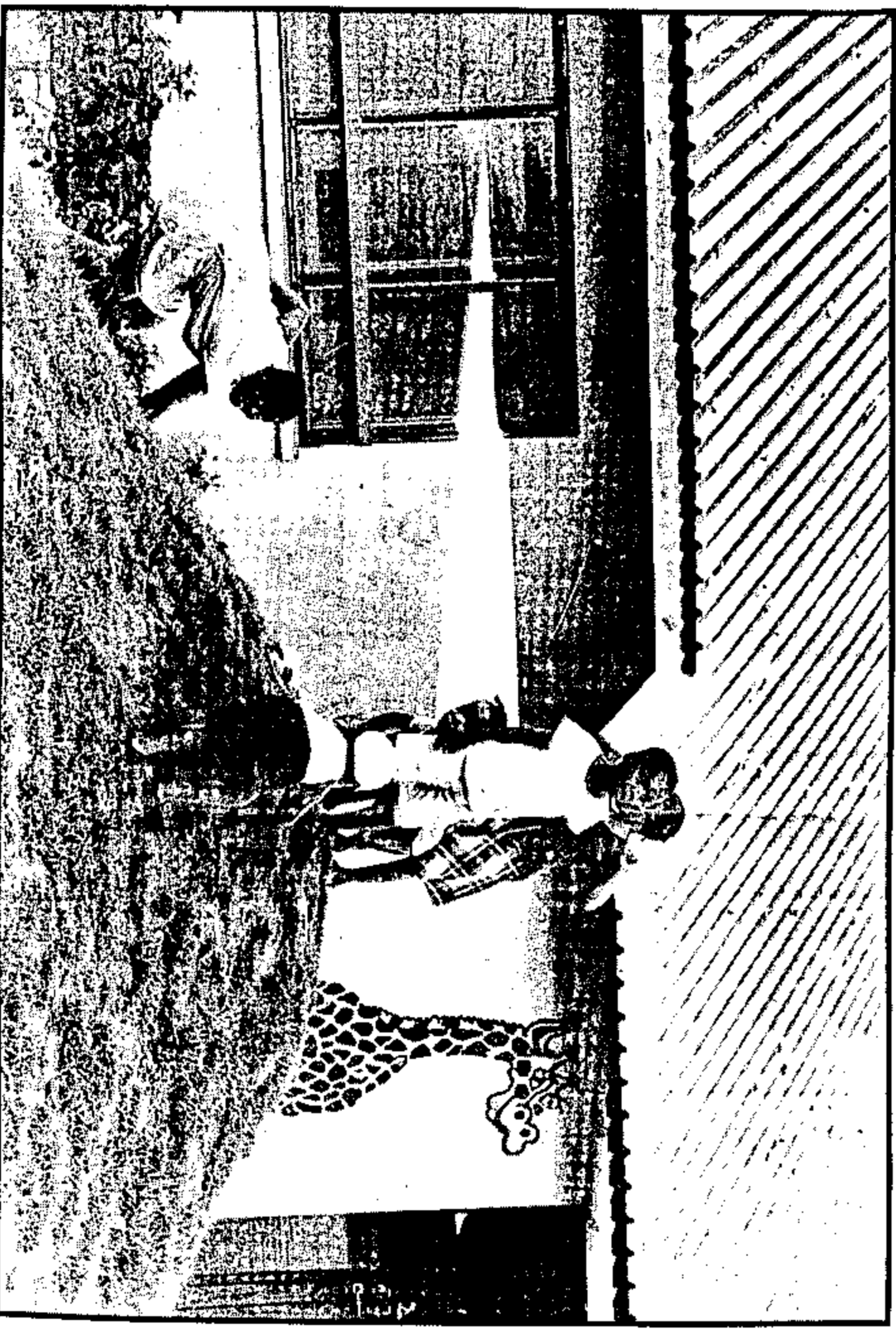
"A number of us ended up near Morogoro, but on the other side of the valley," Martin says. "We were totally bored with exile, with doing nothing, so we had started teaching one another. Some were good in certain subjects and some in others and we swapped knowledge."

So the idea of a school was born. The land given to the ANC by Mr Julius Nyerere's government was an abandoned sisal farm with several buildings which are still here. The complex has been designed around them.

Since some of the "Class of '76" students had been trained in the

The African National Congress is on the verge of a decision about its operations in exile, about whether to close them down or maintain them until the situation in South Africa becomes clearer. JOHN RYAN of the Argus Africa News Service, reporting from Morogoro in Tanzania, was the first foreign journalist in several years to be allowed to visit ANC settlements there.

Tanzanian school for SA exiles looks to the future



The nursery school at Mazimbu. Some children are orphans of the armed struggle.

Pictures: JOHN RYAN, Argus Africa News Service

by the Tanzanian Government. Ironically, although nobody could have foreseen the events of the past year in South Africa, Mazimbu faces a decision over its future just as it is nearing completion. Among the last amenities built have been a maternity home, a com-



Workers, above, in the garment factory at Dakawa, the other ANC settlement to the west of Mazimbu. Will the centre develop as originally planned, or will it close?



Rose Madiba and Michael Sachs, right. They say a problem at the ANC schools is the teacher shortage.

has grown considerably through the violence in Natal and young refugees — mainly males — continue to arrive almost weekly. As a result, the principal function of the centre is clearing and re-orientation. Many of the youngsters have had their schooling disrupted



...to be prepared again for formal education.

While the work here is almost over, another ANC project in Tanzania is only beginning to take proper shape. This is Dakawa, 60km further away to the west.

Dakawa is a much bigger piece of real estate, 28km square. It was offered to the ANC in 1982, when it appeared that Mazimbu might eventually split at the seams.

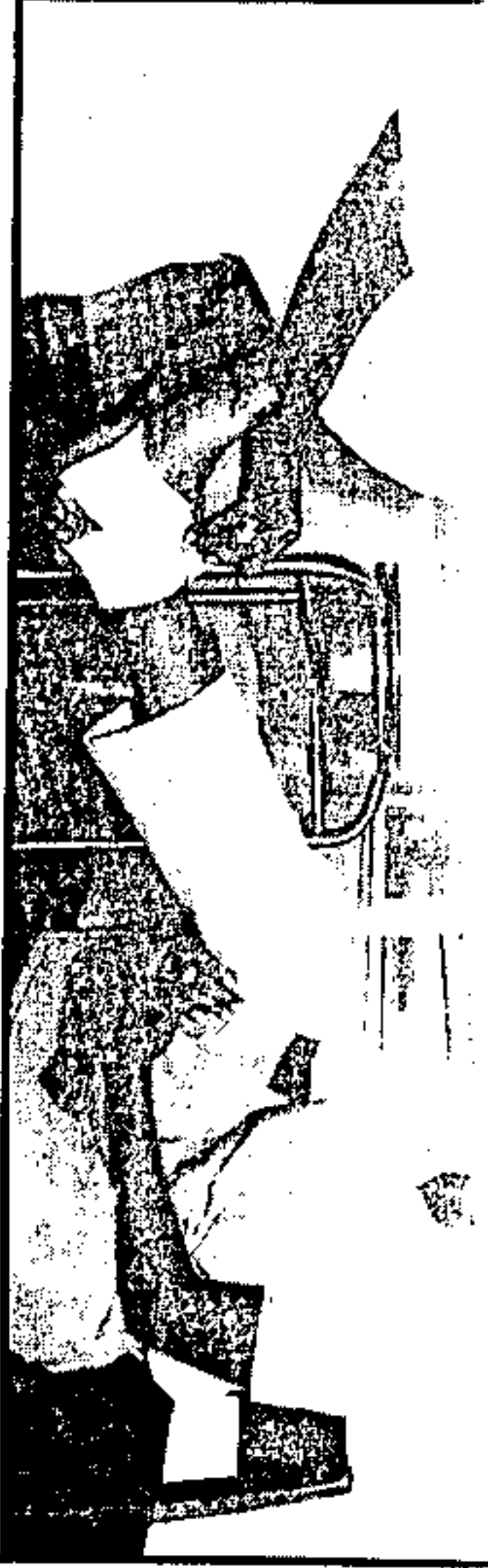
The timing was fortunate. Two years later, with the signing of the Nkomati Accord between the South African and Mozambican Governments, hundreds of ANC members were forced to find another place of refuge. Dakawa's population is now about 1 200. It

...to be prepared again for formal education.

HOWEVER, there is a vocational training centre at Dakawa, a cobblery which teaches shoe-making, and a garment factory producing — among other things — uniforms for the ANC schools.

Building is going on apace on several residential units and the plan is to expand the existing schools and develop the farming operation. Already, a beef herd has been moved to Dakawa from Mazimbu and 600 goats are to follow.

That is the plan. Unless limbo sets in and sanity prevails. And these two communities of South Africans, most of them so tired of exile, are allowed by their superiors to go home.



An ANC doctor dressing a student's injury at Mazimbu hospital. The hospital is used more by Tanzanians than the ANC.

...to be prepared again for formal education.

While the work here is almost over, another ANC project in Tanzania is only beginning to take proper shape. This is Dakawa, 60km further away to the west.

Dakawa is a much bigger piece of real estate, 28km square. It was offered to the ANC in 1982, when it appeared that Mazimbu might eventually split at the seams.

The timing was fortunate. Two years later, with the signing of the Nkomati Accord between the South African and Mozambican Governments, hundreds of ANC members were forced to find another place of refuge. Dakawa's population is now about 1 200. It

...to be prepared again for formal education.

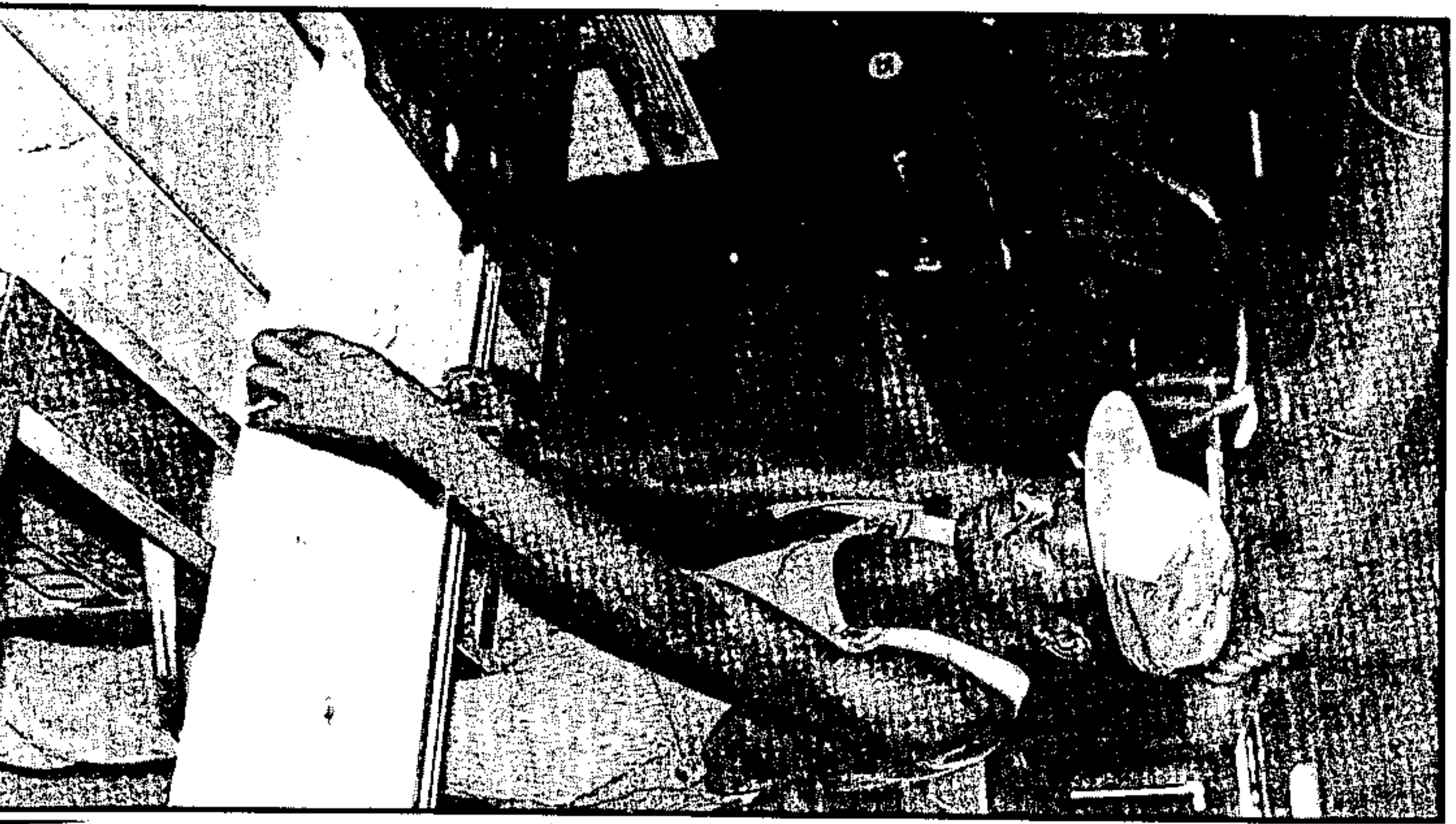
HOWEVER, there is a vocational training centre at Dakawa, a cobblery which teaches shoe-making, and a garment factory producing — among other things — uniforms for the ANC schools.

Building is going on apace on several residential units and the plan is to expand the existing schools and develop the farming operation. Already, a beef herd has been moved to Dakawa from Mazimbu and 600 goats are to follow.

That is the plan. Unless limbo sets in and sanity prevails. And these two communities of South Africans, most of them so tired of exile, are allowed by their superiors to go home.



The dairy herd provides enough milk for the pupils.



The furniture factory at Mazimbu sells its excess products to the Tanzanians.

Univenda to start technikon course

By NKOPANE
MAKOBANE

THE University of Venda and the Northern Transvaal Technikon have reached an agreement to start technikon qualifications on the campus of the Univenda in 1991.

A spokesman said Univenda will make space and other facilities available while the technikon will be responsible for lecturing and certification.

Start

He said as a start, they would offer a National Diploma in Personnel Management (three years), a National Diploma in Executive Secretaries (three years) and a National Certificate in Computer Data Processing (one year).

The latter will permit a student to proceed to a second-year course on the three-year diploma in data processing.



EDUCATION FILE

By NKOPANE
MAKOBANE

Psychometric tests will be conducted to count for the actual admission.

The tests will be conducted from January 23 to 29 on the Univenda campus.

Registration of successful students will take place on January 30 and 31 and February 1 1991.

Lectures are to start on Monday February 4.

Tuition fees will be R240 a student for one semester.

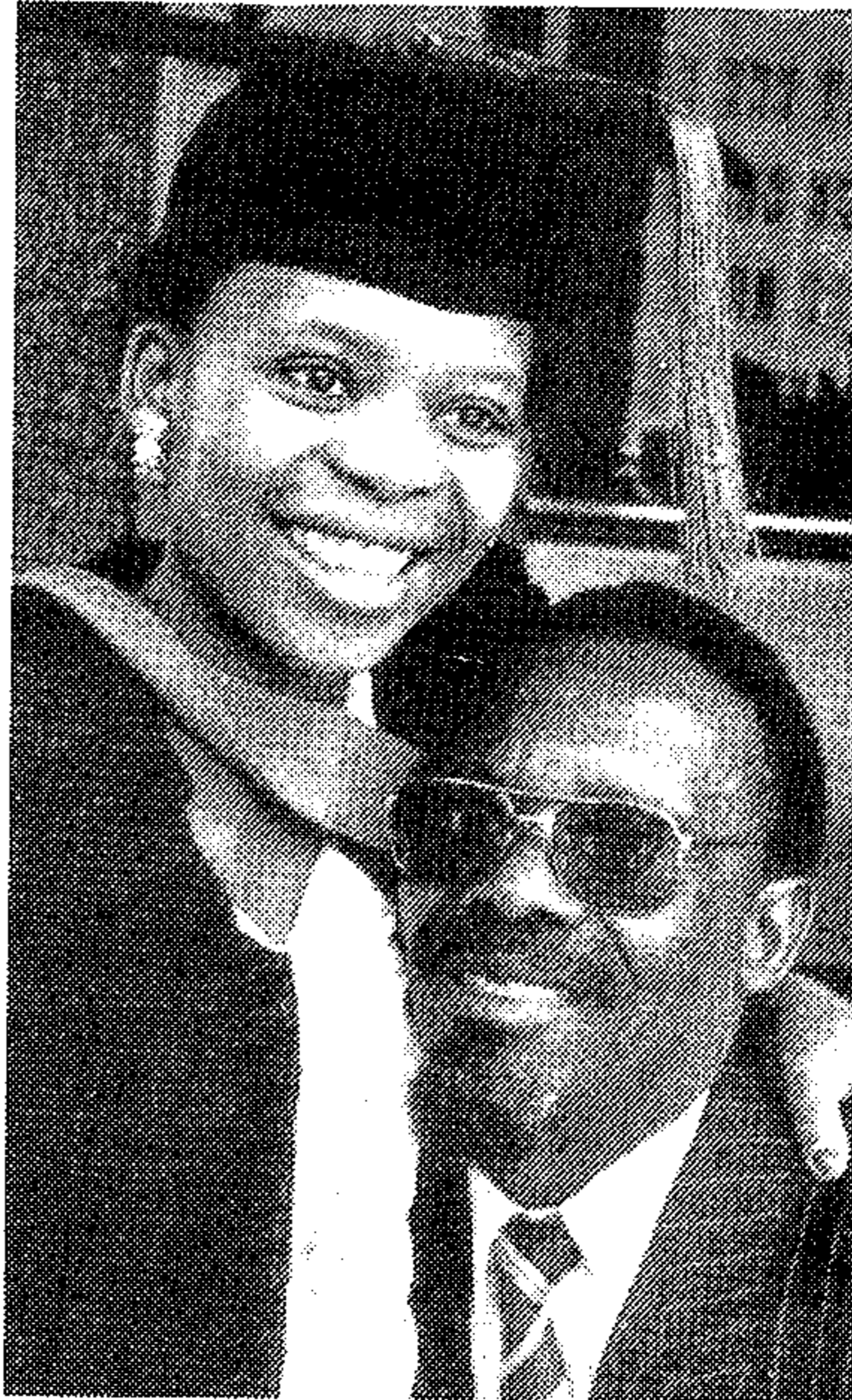
They are payable in advance (R2 400 a year).

Application forms for registration are obtainable at the university.

The closing date for applications is Monday January 7.

Application forms for bursaries are also obtainable.

For further information contact Mr R N Kharidzha at (015581) 21071 Ext 2442.



Policeman Joseph Moagi beams with pride at daughter Sebaetsen Maria after she graduated with BA.UED from Vista, Sebokeng.

Campus crush

By MUSA NDWANDWE

THOUSANDS of school leavers who applied for entrance to universities and technikons in 1991 have been turned away due to a lack of space.

Various tertiary education institutions have been inundated with applications for first-year registration but only a fraction of these will be accepted.

"At the end of last week we had just under 16 000 applications, including students transferring from other institutions and post-graduate applicants," said Mr Jon File, University of Cape Town's acting registrar.

"Of these we can only take about 2 500 into the first year and about 1 000 transferring students," he said.

Business

The Peninsula Technikon reported a similar situation. "Out of the 12 000 applications, mostly from high schools, we have selected only 2 800," said Ms Melane Kohler, public relations officer at the technikon.

According to Kohler, there was a large number of applications for the technikon's business school, the biggest on campus.

There was also a demand for places in the engineering field.

According to educationists, the total number of applications has been rising over the past five years.

"There is a general trend whereby we receive an increase of applications each year," said UCT's Jon File.

While admitting that tertiary education institutions had to increase the capacity to accommodate more applications, File pointed out that the number of applications received could be misleading.

"It must be borne in mind that people applying for entrance at UCT might be the same people who applied at UWC or Stellenbosch or wherever," he said.

The cost of increasing the capacity of institutions to take more students would be huge, say educationists.

South
18/12/90-17/1/91

53

B 12/21 31/12/90

Engineers set up new foundation

GARETH BELL

ENGINEERS plan to create a national body, with a budget of R100m a year, to increase the number of matriculants qualified to study engineering.

In a move to counter "the crisis in engineering education", the SA Engineering Association Council, the engineering education and training committee and member institutions plan to set up a National Foundation for Technological Development (NFTD), the December edition of Productivity SA reports.

The foundation will fund tertiary engineering education and will set up programmes to address the problems of students from disadvantaged backgrounds.

The magazine said the foundation would have an annual budget of R100m and industry would probably participate on a rand-for-rand basis.

The decision to set up the foundation was taken in response to a 1989 committee report on The Crisis in Engineering Education.

Problem areas addressed in the report included improving the numbers of suitably qualified matriculants and funding tertiary engineering education to help universities attract suitable staff and produce more graduates.

The foundation will coordinate the programme at a regional level.

EDUCATION — TECHNICAL & VOCATIONAL SCHOOLS

1991

Japan gives Protec a big donation

Spokesman 27/2/91

THE Japanese government has presented Protec (Programme for Technological Careers) with more than R100 000 worth of science experimental equipment.

A spokesman for the Japanese government said the donation was the first project of the newly introduced Small-Scale Grant Assistance Plan to South Africa.

The contract was signed by Mr David Kramer, national director of Protec, and Mr Masatoshi Ohta, consul-general of Japan last week.

The spokesman said the Japanese government attached "great importance to the promotion of mathematics and science" in South African black communities.

"The teachings of these two disciplines could be the basis for the future economic development of the post-apartheid society. Protec will undertake the distribution of the programmes.

"The use of science kits has proved to be very successful in promoting mathematics and science education in the community," he said.

According to the spokesman, the Small-Scale Grant Assistance Plan was one of the initia-

tives taken by Japan with a view to making a positive contribution towards the building of a new South Africa.

He said because of the critical importance of the process of returning exiles to South Africa as well as the ongoing process of dialogue in the country, Japan was to explore the possibility of providing similar assistance to the National Co-ordinating Committee for the Repatriation of South African Exiles.

Meanwhile, construction has begun for the new Mamelodi University campus, near Pretoria, which will cost about R23-million.

The campus will consist of the main building, a registration hall, three lecture blocks, a library, a geography and laboratory block, physics and chemistry laboratories, a temporary cafeteria which will be later converted to a behavioural sciences laboratory, a technical services building, a conference room, an administration block, an office block for lectures and parking areas for staff and students.

It is hoped that the campus will be completed by the end of 1992.

Return to school, urges SRC

STUDENTS boycotting classes at Sekhukhune College of Education in Lebowa have been urged to return to the institution today. Sowetan 27/2/91 (53)

Students Representative Council president Patrick Lekgoro said yesterday a mass meeting will be held at the college to review the boycott. (53)

Students embarked on a boycott at the beginning of the semester last month demanding a reduction of hostel fees and improvement of hostel conditions. Authorities closed the college soon afterwards.

"We hope all the students will heed the call," Lekgoro said.

SA agricultural colleges now open to all races

CAP 717B 29/1/91 Political Staff 53 ~~3652~~

THE six white agricultural colleges in South Africa have been opened to all races, Dr Kraai van Niekerk, Minister of Agricultural Development, announced yesterday.

He said the selection of candidates for full admission to the six agricultural colleges under the control of his department had been on a non-discriminatory basis since the start of the new academic year.

"This policy of selection on merit and on a non-discriminatory basis for full admission will also be followed in future."

Dr Van Niekerk did not indicate how many of the successful applicants this year were not white.

Acme College not registered with DET - official

Pupils complain about costly private school

A PRIVATE school in central Johannesburg - charging high fees - is well into its fourth week still with a shortage of textbooks, Sowetan has discovered.

On Wednesday this week there was still a queue of pupils outside the office of the headmaster of Acme College. They were waiting to

By DON SEOKANE and SONTI MASEKO

receive certain textbooks. The parents of many disgruntled pupils are being charged R1 800 a year, or R450 a term.

Angry pupils told Sowetan that Acme College was 'overcrowded'.

A first visit by Sowetan in the second week of the school term found chaos, with children crowding and standing along the passages.

The school principal, a Mr Shai, explained on a subsequent visit to Sowetan that this was because the school had broken for lunch.

Operation

Classrooms are small and new blackboards had not yet been fixed onto the walls during the school's second week of operation.

Subsequent visits to

the school by Sowetan discovered that classes were crowded with the desks, reaching almost to the classrooms' doors.

During the first visit, the Sowetan team was met by an extremely hostile Shai, and his staff members. They accused Sowetan of trying to run the school down and "undermine a black effort".

Shai subsequently accused Sowetan's team of being rude to him.

Journalists were accused of trespassing and told to leave. One was pushed.

Sowetan has held the story for three weeks because of an undertaking from Shai that parents would elect a committee that would call a Press conference to disclose

their side of the story.

Shai and a number of teachers at the school visited Sowetan on two occasions.

They gave undertakings that after a meeting with parents their side of the story would be given.

However, nothing has happened.

Acme College has also been taking in pupils from outside Johannesburg at an extra cost of R750 for each pupil a term for boarding facilities.

Hotel

Sowetan spoke to the manager of Mark Hotel in Berea who said that they were catering for 150 pupils from the college and that the headmaster had extended their stay there for another two weeks while he was looking for suitable accommodation.

Shai has said the hotel costs him more than

he was asking the pupils.

Sowetan visited the hotel last Sunday and a number of the college's pupils were found milling around.

The school also does not appear to be registered with any educational body.

Mr Hans Schoeman of the Department of Education and Training said Acme College was not registered with them.

He said any school that offered training with a view to issuing a certificate had to be registered with an official body.

Further investigations by Sowetan revealed that Acme College was not registered with the Department of Education and Culture (House of Delegates).

Shai has so far refused further comment on allegations about the school.

S3
Sowetan
22/2/91

spite of the doubts of many people, the importance of a leader with integrity who commanded wide grassroots support.

Student campaign starts

TANIA LEVY

STUDENTS are to march on Parliament today to protest against cuts in subsidies to tertiary education institutions, and the closure of colleges.

Led by Peninsula Technikon rector Franklin Sonn and University of the Western Cape rector Jakes Gerwel, the march will launch a national mass action campaign by the National Union of SA Students (Nusas) and the SA Students' Congress (Sansco) to highlight the crisis in tertiary education.

Transvaal students will march to the Union Buildings on March 16. *9/10am 28/2/91*

Sansco Southern Transvaal chairman Moss Sekhu said in Johannesburg yesterday the Right to Learn Campaign was aimed at urging government and university, technikon and college administrations to respond appropriately to the crisis.

Students would demand that government establish a single education department and a national bursary and loan scheme.

Sekhu said demands of universities and technikons would include the development of alternative criteria for admitting new students and excluding those who failed.

Non-racial teachers' training college for SA

CAF Treats Own Correspondent *26/1/91* (53) (48)

JOHANNESBURG. — The British government will inject more than R2 million into South Africa's first independent, non-racial, teacher training college in decades which opens near Mamelodi next week.

The Promat College of Education will receive a British assistance package which includes about 80 bursaries a year as well as staff and library development funds, said British embassy spokesman Mr John Sawers.

The college has been built with funding from Anglo American's Chairman's Fund and Germany's Evangelical Centre for Development Aid. It cost R30 million.

It will open on February 4 to 116 students. They will take a four-year primary school diploma course designed by Wits University.

Mr Sawers described the new college as the most exciting development in South African education this year.

Govt to probe toxic dump claims

THE Water Affairs Department would investigate claims of three East Rand toxic waste dumps reported by Earthlife Africa yesterday, authorities said.

Earthlife Africa spokesman Henk Coetzee told a Press conference in Johannesburg the dumps posed a potential health threat as the toxins in them could contaminate underground water sources.

Sapa reports Water Affairs deputy director for water control Maria Oliveira said investigations would start next week.

Coetzee said drums of chemical waste were being buried on the banks of the Elsburgspruit near Germiston. The stream contained toxins, and ash, oil and other waste was found in the veld.

An Earthlife Africa member found barrels leaking toxic substances at Ulanda Park, a deserted factory site near Germis-

POLLY JONES

ton, which is occupied by squatters. The company which originally owned the factory was untraceable, Coetzee said.

Earthlife members had investigated another dump following a request from the Kattelohong Civic Association. The dump contained blood bags, unburnt swabs, needles, plaster casts and medicine bottles, and fears were raised over the spread of hepatitis and AIDS.

The dump, 30m from a residential area, was unfenced.

Earthlife Africa stated Krugersdorp businessman Benoni van Graan's proposal that a toxic waste dump be constructed in the Krugersdorp area on the grounds that the area was prone to earth tremors and such a dump, close to a densely populated area, might leak.

R2m UK govt gift to Soweto college

THE British government will inject more than R2m into SA's first independent, non-racial, teacher training college in decades which opens near Mamelodi next week.

The Promat College of Education would receive a British assistance package which included about 80 bursaries a year as well as staff and library development funds, British Embassy spokesman John Sawers said yesterday.

Sawers described the new college as the most exciting development in SA education this year.

Last year the British government spent about R400 000 relocating Promat's matric college in Mamelodi.

In the past nine years Promat colleges — which teach standard 9 and matric in a year, mainly to underqualified teachers — have become known for their excellent matric results. They achieved an 83% pass rate in the recent exams when the national pass rate hit a record low of 36%.

Promat has received donations from the US, Spanish, Canadian and Dutch governments.

TANIA LEVY

Promat executive director Larry Robertson said well-qualified teachers would be more crucial to SA's future than politicians.

It has been estimated that by the year 2000 an additional 250 000 qualified black teachers will be needed in SA.

At present only 3,4% of all black teachers have university degrees, while 30% have not passed matric.

The college has been built with funding from Anglo American's Chairman's Fund and Germany's Evangelical Centre for Development Aid. It cost R30m.

It will open on February 4 to 116 students. They will take a four-year primary school diploma course designed by Wits University.

Robertson said more than 4 000 applications for places had been received.

About 15 staff members had been selected from 300 applicants.

Promat has five matric colleges in the Transvaal and Natal.

Graduates of the college will be qualified to teach at any school in SA.



THE DEBONAIR GROUP LIMITED

(Debonair)
(Registration number 83/05882/06)
Incorporated in the Republic of South Africa

Results of rights offer

naar afdogd usimwef otd...

naar afdogd usimwef otd...

UNIVERSITY OF CAPE TOWN
SALDRU LIBRARY

REPUBLIC
OF
SOUTH AFRICA



REPUBLIEK
VAN
SUID-AFRIKA

Government Gazette Staatskoerant

Selling price • Verkoopprijs
(GST excluded • AVB uitgesluit)

Local **70c** Plaaslik
Other countries **R1,00** Buitelands
Post free • Posvry

Regulation Gazette
Regulasiekoerant

No. 4642

Registered at the Post Office
as a Newspaper
As 'n Nuusblad by die
Poskantoor geregistreer

Vol. 307

PRETORIA, 25 JANUARY
JANUARIE 1991

No. 12986

RECTIFICATION

Notice is hereby given that the regulation number in the preamble of *Government Gazette* No. 12861 of 14 December 1990 was inadvertently omitted. The number should read as follows:

Regulation Gazette No. 4597.

REGSTELLING

Hiermee word bekendgemaak dat die regulasiemummer in die aanhef van *Staatskoerant* No. 12861 van 14 Desember 1990 per abuis weggelaat is. Die nommer moet as volg lees:

Regulasiekoerant No. 4597.

PROCLAMATION

53

by the
State President
of the Republic of South Africa

No. R. 8, 1991

CERTIFICATION COUNCIL FOR TECHNIKON
EDUCATION ACT, 1986

COMMENCEMENT OF SECTIONS
9, 10 AND 17

Under section 18 of the Certification Council for Technikon Education Act, 1986 (Act No. 88 of 1986), I hereby fix 18 January 1991 as the date on which sections 9, 10 and 17 of the said Act shall come into operation.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Seventeenth day of January, One thousand Nine hundred and Ninety-one.

F. W. DE KLERK,
State President.

By Order of the State President-in-Cabinet:

L. A. PIENAAR,
Minister of the Cabinet.

359—A

PROKLAMASIE

van die
Staatspresident
van die Republiek van Suid-Afrika

No. R. 8, 1991

WET OP DIE SERTIFISERINGSRAAD VIR
TECHNIKONONDERWYS, 1986

INWERKINGTREDING VAN ARTIKELS
9, 10 EN 17

Kragtens artikel 18 van die Wet op die Sertifiseringsraad vir Technikononderwys, 1986 (Wet No. 88 van 1986), bepaal ek hierby 18 Januarie 1991 as die datum waarop artikels 9, 10 en 17 van genoemde Wet in werking tree.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Sewentiende dag van Januarie Eenduisend Negehoonderd Een-en-negentig.

F. W. DE KLERK,
Staatspresident.

Op las van die Staatspresident-in-Kabinet:

L. A. PIENAAR,
Minister van die Kabinet.

12986—1



Putting them through their paces ... Jazz musician Gerry Spencer leads a rehearsal of second-year Mapp students at the Joseph Stone Auditorium in Athlone

Photograph: RASHID LOMBARD

School that's mapping out a future for young jazz talent

DUKE Ngcukana has to shout to make himself heard over the guitar riffs, piano chords and trombone blasts bouncing off the walls: "It's chaos, man, it's chaos," he says. "But we're getting there, we're getting there."

It's day two of the first term of the new year. Pupils and teachers are getting to grips with timetables and classes are slowly getting underway.

But this is no ordinary school.

Down the corridor comes veteran jazz musician Gerry Spencer. He buttonholes Ngcukana: "Duke, we've got to have audio for this term. I've spoken to some guys who say they can give us the equipment at factory prices."

"Get a quote from them," says Ngcukana, before leading the way on a conducted tour through the Joseph Stone Auditorium.

Situated on Klipfontein Road, Athlone, the Joseph Stone was for 20 years the subject of a boycott as effective as it was informal.

Bearing the brunt of the boycott was the Eoan Group, which administered the theatre, ran drama, dance and music classes, and staged the occasional production.

Formed in the Thirties, the Eoan Group, whose members were classified "coloured", once enjoyed the distinction of being South Africa's only opera company. Many former pupils have carved out international careers for themselves, such as Gordon Jephias, who has coached opera star Luciano Pavarotti.

But the Eoan Group committed the political "crime" of accepting state funds to keep its operation going. Over the years, audiences whittled away to little more than the parents and friends of those performing on its stage.

At least, that's the official history. As far as Ngcukana is concerned, the "real reason" for the boycott was that the Joseph Stone — the only fully equipped theatre within reach of Cape Town's black community — was designated solely for the use of people classified "coloured".

Today, the boycott is a thing of the past, thanks to the alliance forged two years ago between the Eoan Group and the grassroots cultural organisation, Mapp (Musical Action for People's Power).

The agreement won the Eoan Group much-needed political credibility and gave Mapp the space it desperately needed to accommodate a rapidly expanding cultural agenda, one of the main items on which was establishing a school for aspirant jazz musicians.

"It's incredible to believe that this place stood for 20 years without being touched," says Ngcukana, gesturing towards rehearsal and music rooms.

In one, a four-person ensemble is getting down to work, gathered around a battered upright piano. On the wall is a poster, with the handwritten legend: "Who are you? What are you looking for?"

Along the corridor, Ngcukana throws open a

GAYE DAVIS discovers the noisiest school in Cape Town, but it's all music to organiser Duke Ngcukana's ears

door marked "Showers" and "Men's Dressing Room". Crammed behind new pine desks, about 25 new students are receiving their first lesson in music theory from third-year University of Cape Town music student, Colin Miller.

"We've registered 23 first-years," says Ngcukana. "Others we had to turn away, but some are 'squatting' — attending classes without being officially registered."

This means they don't get paid the R200 a month subsistence allowance Mapp gives its full-time students — but their chances of getting admitted next year are enhanced.

Backstage, amid a jumble of props and flats from previous theatrical productions mounted at the theatre, a young man sits quietly picking away at his guitar. In the wings, another student practises at a piano. There is no music rest, so he balances his sheet music on the piano lid, peering awkwardly down at it.

Moving carefully, two students tote a double-bass up a narrow stairway, headed for another room where they and the other members of their ensemble will spend the morning working.

"We need a building for ourselves," says Ngcukana. It's the biggest item on a long list of needs, but Ngcukana, who was employed as a teacher by the Department of Education and Training for 15 years, is used to making do without basic essentials.

People told him it wasn't possible to devise a two-year jazz curriculum that would be worth anything: then he made contact with pianist Fred Kuit who achieved the impossible in three short months and is now one of the school's three full-time teachers.

First-year students attend morning classes for a general grounding in theory and technique. In their second year, they form ensembles — each comprising three or four students and their teacher — the emphasis being on getting out there and performing.

Ngcukana recalls with pride the case of the Mapp pupil who was recently accepted for a jazz course at the University of Cape Town. "Because music isn't offered as a subject in the (black) school system no-one has the skills to get accepted to study further," he says. "The University of the Western Cape has only one black African student in its music department. So there's a great need."

"It's impossible, in fact, to do justice to all the talent out there with the resources we have."

Mapp also runs an outreach programme, funded by Shell, which takes teachers — all either professional musicians or music students — to township venues each Saturday. It works two ways, as Ngcukana explains: children get a chance to learn to play an instrument and the programme provides a source of employment for the professionals.

53
8-14/2/91

By **EDWARD MOLOINYANE**
Staff Reporter

OFFICES and a cafeteria will be cleared and used as classrooms to admit more first-year students to Good Hope Teachers' Training College in Khayelitsha.

This follows two days of discussions on the college's accommodation crisis between college authorities, the National Education Co-ordinating Committee, the Students' Representative Council and the Western Cape Civic Association.

Civic association chairman Mr Michael Mapongwana said: "We simply had to put pressure on the college authorities. There was such a huge number of students turned away because of what we consider the intransigence of the Department of Education and Training as far as our education is concerned. After the meetings staff indicated they were prepared to accept the overload."

'Crisis here'

Mr Mapongwana said it was agreed that additional students would not be granted bursaries and would have to pay for their studies.

Rector Mr Willie Scholtz confirmed the decision and said prospective students would be given application forms today.

"We had a meeting with all the parties and decided on a procedure to admit additional students. We have a crisis here as we do not have furniture, classrooms and other facilities to cope with additional students. The college is allowed a complement of only 210 in the first year."

He said he was "hesitant" to mention the number to be admitted as that would be decided at another meeting tomorrow.

The college has been invaded daily by hundreds of new applicants since it reopened three weeks ago.

Operating from a primary school building, the college accommodates 640 students altogether and offers three-year primary and junior primary diplomas.

Classes in the cafeteria — pressure on college

AKC 8/2/91

53

CITY



NATIONAL

53

Training colleges
open by end of year?

Cart Tmt
9/2/91

Political Correspondent

APARTHEID in South Africa's teachers' training colleges could go before the end of this year.

Mr Piet Clase, Minister of Education and Culture in the white Ministers' Council, yesterday said he had referred the admissions policy of the colleges to the six statutory advisory bodies.

Mr Clase has for some time refused to meet with training college representatives angered by admissions control criteria but finally relented this week.

The move is likely to halt closures of white training colleges and improve access to tertiary education for thousands of prospective black teachers.

Democratic Party education spokesman, Mr Roger Burrows, said last night: "What it comes down to is that the greater majority, if not all, of South Africa's 'white' colleges will be open without racial restrictions before the end of this year."

There are currently a total of 3 565 vacant places in 18 white teachers' training colleges.

More white schools may close

Political Staff

THE government would continue closing down white schools or colleges during 1991 to ensure cost-effective use of facilities, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

Last year, 46 schools and one college of education were closed down for this reason, he said in reply to a question,

tabled by DP MP Mr Roger Burrows. Mr Clase said the whole issue of the possible integration of colleges of education had been referred to the appropriate statutory bodies and government did not intend dragging its heels on this issue.

Mr Clase also told Mr Burrows his department had agreed to supply additional staff to 106 schools who voted for Model B and whose enrolment was greater than in 1990.



TEACHERS PROTEST . . . Teachers from the Dr Nelson Mandela Senior Secondary School in Old Crossroads protesting against, among other grievances, the shortage of teachers.

GRIEVANCES . . . The principal of the Dr Nelson Mandela Senior Secondary School, Mr Zalisile Mkhontwana, left, discusses a list of grievances with Department of Education and Training official Mr Anton Gunther.

Pictures: ANNE LAING

City college

CHM-1215 13/2/91
bars black

Namibian

Education Reporter

THE government has refused permission for a black Namibian student to enrol at the Cape Town Teachers' Training College — despite having approved applications by white Namibians to train there.

Interviewed by telephone yesterday, Miss Ray Sasman, 19, of Windhoek, said she was told by a Department of Education and Culture official that the constitution of the college restricted enrolment to whites.

The DEC had approved similar applications by four white Namibians. A spokesman confirmed that although the department was "sympathetic" to her application, "existing policy" did not allow Miss Sasman admission to the college, although that policy was under review.

Massive (53) cash aid for Promat College (20)

THE Promat College of Education, based in Mamelodi near Pretoria, will receive a R2,5-million donation from the British government to upgrade facilities and teaching standards.

This was announced on Wednesday by the British Minister for Overseas Development, Mrs Lynda Chalker, when she visited the institution, which is South Africa's first independent, open teachers' training college.

Support

Making the announcement, Chalker said her government was a strong supporter of Promat, and in particular the new college in Mamelodi - which took in its first 120 student teachers this month.

"Promat has maintained a remarkable record of achievement in education. The British Government was delighted when the board of Promat decided to extend their activities from matric colleges to teacher training and that the new teacher training college should focus on the key subject areas of maths, science and the English language." *Sowetan 15/2/91*

Students

The assistance programme will consist of support for 20 students a year over the four years of their study, but this would increase to 80 students a year once the college is fully underway; the development of library facilities and some R220 000 worth of books; and establishing links with a British teacher training institution to encourage staff exchanges and training.

The founder and executive director of Promat Colleges, Mr Larry Robertson, described the donation as an inspiration.

- Sapa

Students ⁽⁵³⁾ — and SA — to graduate

57 times 12/2/91

A CEREMONY will take place in Sandton on March 21 which will mark a graduation for South Africa as well as for students of the Institute of Export (IEX).

The guest of honour will be the president of the International Association of Institutes of Export (IAIE), Jaakko Harjula, who also heads the Finnish Institute for International Trade.

Previously excluded from any association with the IAIE, the IEX was invited to apply for membership in September 1990.

The occasion presented itself when Rose Blatch, IEX executive director and head of Safto's education and training

division, and Ali Parry, IEX manager, secured an invitation to the 17th annual conference of the IAIE.

They convinced delegates from 17 countries of the SA institute's merits.

Tailored

Miss Blatch says: "This achievement is testimony not only to the changing attitude to SA since President De Klerk took up the reins but to the efforts of the SA Institute of Export."

Given responsibility for the IEX five years ago, Miss Blatch and Mrs Parry fast realised that an international link would lend prestige and

weight to the qualification they planned to introduce.

"We approached the British Institute of Export to provide external moderation facilities for the SA examinations.

"Steady persistence eventually won the British institute over in spite of the political climate of the day.

"The British institute's support was stressed by the attendance of its deputy director-general, Robin Ebers, at the SA institute's first graduation ceremony in April last year," says Miss Blatch.

"Mr Harjula's planned visit is another milestone in the institute's endeavours to become fully integrated with international trade education. The SA institute is, furthermore, negotiating with the IAIE to host its 1994 conference."

The first 14 businessmen and women — from a student body of 225 in 1990 — have completed the three-year Diploma in Export Management. They will also qualify for membership of the British Institute of Export.

The course is not tailored for school-leavers, but for those already in business.

A programme will be introduced this year to help black businessmen who are looking for export opportunities.

College to receive R2-m from UK

Star 53
15/2/91

Staff Reporter

South Africa's first independent, open teachers' training college is to receive a R2,5 million donation from the British government, British Minister for Overseas Development, Lynda Chalker announced this week.

Speaking at a function at the Promat College outside Mamelodi, Pretoria, Mrs Chalker said the educational institution had maintained a remarkable record in education.

"The five Promat colleges achieved a superb 84 percent average in the matric pass rate last year," she said.

She said the British government had also been delighted the college extended its activities to include teacher training.

The faith of the British government was an inspiration, the founder and executive director of Promat Colleges, Larry Robertson, said.

"There can be no real democracy or free market system without properly qualified teachers," he said.

*An HON MEMBER: It is in conflict with ours tool. *Answered 19/2/91*

*The MINISTER: I should like to ask the hon member to read the hon the State President's Opening Address of this year again. I should also like to tell the hon member that, if he had been watching television last Sunday evening . . .

*Mr A J LEON: I was!

*The MINISTER: He says he was. He would therefore have heard the hon the State President's statements with reference to certain questions that were put to him. If the hon member had evaluated the answers well, he would have found that my utterances were not in conflict with those of the hon the State President!

Mr A J LEON: [Inaudible.]

*The MINISTER: The hon the State President indicated categorically that while reform continues the Constitution will remain intact until the necessary negotiations for a possible amendment have taken place. [Time expired.] Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Answered 19/2/91

Schools closed down

*1. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any schools falling under his Department were closed down in or at the end of 1990; if so, (a) which schools, (b) where were they situated and (c) what was the combined (i) pupil enrolment in 1990 and (ii) potential capacity of these schools?

B39E

†The MINISTER OF EDUCATION AND CULTURE:

(Reply partially laid upon the Table with leave of House):

Yes, (a)

(b)

Mitchell (Girls') High School Durban
Dirkie Uys Senior Primere Durban
Skool Durban

HOUSE OF ASSEMBLY

Yes, (a)
Dirkie Uys Junior Primere Skool
Westville Afrikaansmedium Primere Skool
Maritzburg Model Junior Primary School

(b)
Durban
Durban

Kruisig Hoerskool
Highflats Junior Primary School
Bezuidenhout-Valley Junior School

Pietermaritzburg
Ladysmith
Ixopo

Blairgowrie High School
Western High School
Malvern West Primary School
Orange Grove Primary School
Greenhills Primary School

Johannesburg
Johannesburg
Johannesburg
Johannesburg
Johannesburg

Laerskool Joubertpark
Laerskool Lanseria

Johannesburg
Krugersdorp
District
Belfast District

Laerskool Dullstroom

Warmsbaths
District

Laerskool Rooiberg

Warmsbaths
District

Laerskool Beestekraal

Brits District

Hoerskool Ondekkers
Ghoifpark Spesiale Skool
Laerskool Hendriksdal

Florida
Meyerton
Thabazimbi
District

Laerskool Trichardtspoort

Bronkhorst-spruit District

Hercules Primary School
Laerskool Tobie Winterbach

Pretoria
Heidelberg
District
Klerksdorp
District

Laerskool Saambou

Standerton

Laerskool Holmdene

Standerton
District

Laerskool Blesiesvlei

Lichtenburg
District

Laerskool Elandshos

Naboomspruit
District

Laerskool Marong

Vaalwater
District

Laerskool Oudshoorn-Suid

Oudshoorn
District

Laerskool Abbotsoford

East London
District

Laerskool Glenconnor

East London
District

Laerskool Venterstad

Glenconnor
District

Voorbereidingskool
Burgersdorp

Burgersdorp
District

Laerskool Waalkraal
Laerskool Louwrensgeeluk

Uniondale
District
Vryburg District

Yes, (a)

(b)

North End Grey Primary School

Port Elizabeth

Laerskool Dagbreek

Port Elizabeth

Laerskool Coega

Port Elizabeth District

Laerskool Nelspoort

Nelspoort

Laerskool Parowvallei

Parow

Hoerskool Gordonia

Uppington

Hoerskool Matiland

Matiland

Good Hope Seminary Primary School

Cape Town

Laerskool Weltevreden

Philippi

Laerskool Boy Muller

Ceres

Welbedachtam Primereskool

Wepener/
Zastron District,

(c) (i) 5 083

(ii) 12 032.

Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, have any of these schools been offered to the Department of Education and Training for use as schools?

†The MINISTER: Mr Speaker, about the specific schools mentioned in my answer I could not say, but what I do know, is that quite a number of schools in the country—apparently this must also include these schools—have gone to the Department of Education and Training, having been either rented by them or alienated to them. The question should rather be put to the Minister of Welfare, Housing and Works, who actually handles the physical alienation thereof.

Blairgowrie Secondary School closed

*2. Mr P G SOAL asked the Minister of Education and Culture: *Answered 19/2/91*

(1) Whether the Blairgowrie Secondary School was closed at the end of 1990; if so,

(2) whether any decision has been taken with regard to the future of the property formerly occupied by this school; if not, why not; if so, what was the decision?

B19E

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes;

(2) yes, approval in principle has been given for the establishment of a school for specialized education.

Mr R M BURROWS: Mr Speaker, arising from the hon the Minister's reply, could he give us the assurance that the empty school as it now stands will be protected against vandalism? I understand that windows have been broken and the grounds are not being tended. *Answered 19/2/91*

The MINISTER: Mr Speaker, we will attend to that.

Colleges of education: opening to all races

*3. Mr A GERBER asked the Minister of Education and Culture: *(S3)*

(1) Whether his Department intends opening colleges of education to all races; if not, why not; if so, when;

(2) whether he or his Department supports a policy of education based on national identity; if so,

(3) whether the opening of colleges of education to all races forms part of this policy; if so, in what respects?

Answered 19/2/91 B175E

The MINISTER OF EDUCATION AND CULTURE:

(1) On 8 February 1991 the six statutorily recognized advisory bodies were requested to comment on the desirability of further devolution of authority by giving full autonomy to college councils with regard to the admission of students to their colleges. As soon as advice has been received I shall make known the Department's intentions in this regard;

(2) It is not clear what is meant by the words education based on "national identity". An education community is still at liberty within the spirit of the Constitution and the Manifesto of the State President as announced on 1 February 1991, to place its own emphasis on the prescribed curriculum which embodies broad national aspirations;

(3) rendering of service of this nature could be possible within the concept which I defined in (2).

†Mr A GERBER: Mr Speaker, arising out of the hon the Minister's evasive reply, does he have a fundamental viewpoint on the opening of education colleges, or is he going to wait until the advisory bodies have advised him before he takes

up a fundamental viewpoint? Secondly, what is the Government's fundamental viewpoint in this connection? *Answer* 11/2/91 (53)

†The MINISTER: Mr Speaker, since the establishment of the possibility of the additional models that have been added to the *status quo*, which is also a model, it has been my view that we should first obtain the advice of the statutorily recognized advisory bodies. [Interjections.] I think that the only honourable way is not to make my point of view known before the time and in so doing to inhibit the statutory advisory bodies. In respect of this it is exactly the same. I am awaiting the advice of the six statutory advisory bodies, after that I shall take my decision and then I shall give full particulars in this connection. [Interjections.]

†Mr H D K VAN DER MERWE: Mr Speaker, further arising out of the hon the Minister's reply, is it correct that he has just said in his reply that he does not know what "education based on national identity" means?

†The MINISTER: No, Mr Speaker. I wish to tell the hon young member that the terminology of the CP is so confused about so many concepts, that it is just not possible for us to understand what hon members mean in respect of people's education. What we believe is that there could, in fact, be a particular community that, for its particular reasons, establishes a particular school that upholds particular values that are of great value to them. I think that a community as such should, therefore, be able to establish a school that upholds its particular values, as one of my hon colleagues has said. These are educational values, such as Christian values, education in the mother tongue and so on. Then it would be the right of such a community to establish such a school. If this is people's education, I say that that is what I understand by "education based on national identity", and it is the right of a community to practise such education. [Interjections.]

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

†*Answer* Mr A GERBER asked the Minister of Welfare, Housing and Works: (1) Whether the homes for the aged under the control of his Department will be

open for use by non-Whites after the abolition of the Group Areas Act, No 36 of 1966; if not, why not; if so, *Answer* 19/2/91

(2) whether a restriction will be placed on the number of non-Whites that will be admitted to such homes;

(3) whether other conditions will apply to the admission of non-Whites to the said homes; if so, what conditions? B177E

Answer 19/2/91
The MINISTER OF WELFARE, HOUSING AND WORKS:

(1) The Department does not envisage a change in admission policy as a result specifically of the repeal of the Group Areas Act.

Of the 433 Homes for the Aged registered with the Department 429 are owned and managed by private organizations. Although these homes are subsidized by the Department they determine their own admission policy.

As far as the four departmental homes are concerned the Department will continue to render a service in line with the needs and wishes of the particular communities which have been served for many years and within the framework of the constitution.

It is government policy to promote the concept of an own community. As the State President has spelled out in his opening address of Parliament an own community life has to be sustained by the inherent will and capabilities of communities themselves and not by statutory coercion;

- (2) Falls away;
- (3) Falls away.

Specialized schools: open to all races

*5. Mr K M ANDREW asked the Minister of Education and Culture: *Answer* 19/2/91

(1) Whether schools for specialized education are entitled to admit children of all races; if so, what procedures are to be followed; if not, why not;

(2) whether any changes in admissions policies for these schools are being consid-

ered; if so, (a) what changes and (b) when will they be implemented; if not, why not? *Answer* 19/2/91 B182E

The MINISTER OF EDUCATION AND CULTURE:

(1) No, the present policy does not provide for this;

(2) yes.

(a) devolution of power with regard to the admissions policy for specialized education is being considered,

(b) after consultation with all parties concerned.

For written reply:

General Affairs:

Senior Certificate examinations: pupils

7. Mr K M ANDREW asked the Minister of Education and Training:

How many pupils at schools not falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1990 Senior Certificate examinations? *Answer* 19/2/91 B40E

| | (a) | (b) | (c) | (d) | (e) |
|--------------------|--------|--------|-------|--------|-------|
| | (aa) | (bb) | (i) | (ii) | (iii) |
| Orange Free State | 56 081 | 18 946 | 4 159 | 37 135 | 3 |
| Cape | 3 654 | 1 016 | 167 | 2 638 | 0 |
| Natal | 9 288 | 3 126 | 660 | 6 162 | 0 |
| Northern Transvaal | 4 114 | 1 630 | 526 | 2 484 | 3 |
| Orange Vaal | 8 127 | 3 601 | 895 | 4 526 | 0 |
| Johannesburg | 5 471 | 2 075 | 450 | 3 396 | 0 |
| Higlyveld | 9 505 | 2 478 | 460 | 7 027 | 0 |
| Diamond fields | 12 811 | 3 943 | 799 | 8 868 | 0 |
| | 3 111 | 1 077 | 202 | 2 034 | 0 |

Note

This information is as on 7 January 1991.

Standard 10 examinations: symbols

9. Mr K M ANDREW asked the Minister of Education and Training: *Answer* 19/2/91

How many pupils at schools falling under the control of his Department (a) wrote, (b)

The MINISTER OF EDUCATION AND TRAINING:

- (a) 175 896
- (b) 65 368
- (c) 13 885
- (d) 110 528
- (e) (i) 5 (ii) 72 (iii) 674 (iv) 5 484 (v) 10 314

Note

This information is as on 7 January 1991. Numbers mentioned in (e) also include some candidates who failed.

Senior Certificate examinations: pupils

8. Mr K M ANDREW asked the Minister of Education and Training: *Answer* 19/2/91 B41E

How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1990 Senior Certificate examinations (aa) in total and (bb) in respect of each Departmental region? *Answer* 19/2/91 B41E

The MINISTER OF EDUCATION AND TRAINING:

| | (a) | (b) | (c) | (d) | (e) |
|---|-----|------|-------|-------|-----|
| | (i) | (ii) | (iii) | (iv) | (v) |
| A | 34 | 269 | 1 944 | 2 999 | 139 |
| B | 2 | 8 | 81 | 139 | 530 |
| C | 4 | 37 | 310 | 297 | 297 |
| D | 11 | 61 | 253 | 297 | 638 |
| E | 6 | 66 | 409 | 326 | 326 |
| F | 4 | 27 | 216 | 336 | 336 |
| G | 4 | 27 | 230 | 336 | 336 |
| H | 4 | 27 | 230 | 336 | 336 |
| I | 4 | 27 | 230 | 336 | 336 |
| J | 4 | 27 | 230 | 336 | 336 |
| K | 4 | 27 | 230 | 336 | 336 |
| L | 4 | 27 | 230 | 336 | 336 |
| M | 4 | 27 | 230 | 336 | 336 |
| N | 4 | 27 | 230 | 336 | 336 |
| O | 4 | 27 | 230 | 336 | 336 |
| P | 4 | 27 | 230 | 336 | 336 |
| Q | 4 | 27 | 230 | 336 | 336 |
| R | 4 | 27 | 230 | 336 | 336 |
| S | 4 | 27 | 230 | 336 | 336 |
| T | 4 | 27 | 230 | 336 | 336 |
| U | 4 | 27 | 230 | 336 | 336 |
| V | 4 | 27 | 230 | 336 | 336 |
| W | 4 | 27 | 230 | 336 | 336 |
| X | 4 | 27 | 230 | 336 | 336 |
| Y | 4 | 27 | 230 | 336 | 336 |
| Z | 4 | 27 | 230 | 336 | 336 |

obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E symbols in, and (c) failed, their 1990 Standard 10 examinations in respect of (aa) Mathematics (Higher Grade), (bb) Mathematics (Standard Grade), (cc) Physical Science (Higher Grade) and (dd) Physical Science (Standard Grade)?

B42E

Students end boycott

ABOUT 500 students at Kagisanong College of Education in Rocklands, Bloemfontein, have returned to classes following a week-long lecture boycott.

The boycott, which started on February 11, was in support of a demand that a teacher, Mr Vuyo Lerothodi, be reinstated.

The students said Lerothodi was dismissed "under mysterious circumstances".

A spokesman for the Department of Education and Training in the Free State, Mr Tom Terblanche, yesterday confirmed there had been a lecture boycott.

By NKOPANE MAKOBANE

He said lectures resumed on Tuesday. Mr Oupa Mabope, president of the SRC at the college, said the students were protesting against a former lecturer, a Mrs M Khoali, who resumed her post after returning from the United States where she went to further her studies.

Mabope said Khoali had resigned her post when she went abroad in 1989.

Lerothodi, who was then a teacher at Holisa Technical School, applied for the post.

Ciskei closes college

Sowetan 21/2/91
CISKEI has closed Masibulele College of Education near Queenstown after students "admitted" 400 students more than the college could accommodate.

They also invaded the college's administration block and staged a sit-in, Ciskei's military government said this week.

Students at the college had taken into their own hands the duty of enrolling other students, the government said.

"The college is designed to accommodate only 600 students. The students who usurped the functions of the rector enrolled an extra 400 students who have no accommodation.

33
They also demanded that the number of first-year students be increased to 600 and that prefabricated classrooms be built to accommodate them.

Resources

"The department of education sees this as educationally unsound. The department also does not have the financial resources to meet these demands.

"The department therefore had no choice but to close the college when the students invaded the administration block and staged a sit-in," the government said. - *Sapa*.

More professionalism is now required

Star 22/2/91

(38)

(53)

Credit control has come out of the dusty closet and employers are looking for increasing levels of professionalism from their staff.

As a result many of the credit control personnel appointment advertisements specify that applicants should be qualified.

United Institute of Credit Management offers several courses to those wishing to move ahead in their profession.

Two of the courses are by

correspondence and there is a one-year certificate in Credit Control Studies which is aimed at providing people with a basic grounding in credit control, a must for non-matriculated applicants.

The Diploma in Credit Management takes the student two years of study and both courses are provided by Rapid Results College and Intec. The Institute sets and marks the exams.

For people who prefer a face-to-face study situation, the

institute has a part-time course through Damelin which it is estimated will take the student one-and-a-half-years.

Institute administrative coordinator Erica Oberholzer says: "The diploma course and the updated course being offered through Damelin are of a high standard and we prefer applicants who are currently employed in credit control. It is not impossible for students without appropriate work experience but it is tough."



Towards a better education . . . the chairman of Argus Newspapers Ltd, Doug Band, presents a R60 000 cheque to the executive director of Promat, Larry Robertson, while some of the teachers doing matric at the college look on.

By Phil Molefe

The Argus Education Trust yesterday donated a whopping R60 000 to Promat College to assist "under-qualified" black teachers upgrade their qualifications.

The chairman of Argus Newspapers Ltd, Doug Band, made the presentation to the executive director of Promat, Larry Robertson, at the college's new

Argus gives R60 000 to Promat College

SKW 22/2/91

complex near Cullinan, Pretoria.

Promat, which opened its doors in 1983 in Mamelodi, is aimed essentially at assisting black teachers obtain matric and further upgrade their qualifications.

Addressing some of the teach-

ers, Mr Band said the Argus

Group was privileged to make this donation to Promat (which stands for Project Matric) and hoped this would help to develop the standard of education in South Africa.

"We encourage all of you and wish you a great deal of suc-

cess," he said.

The chairman of Promat's board of trustees and renowned human rights lawyer, Professor Edwin Cameron, said that without the help of the private sector, the problems of education, housing and poverty would not be solved.

53

Picture: Herbert Mabuza

"We know that The Star is involved in a number of progressive community projects and that it is committed to applying part of its profits back into the community through education pages, TEACH and the Education Fund," he said.

"Promat is delighted to be part of this project and we are immensely grateful to be the first recipient of a donation fund."

applications. It is the specific community which must in the first place look after itself and its environment. In my opinion a peaceful residential area must not suddenly be confronted with a high-rise office block. Of course there must be a balance, because urbanisation also contributes to new development and requires more community facilities and infrastructure.

From the outset there must be close liaison, co-operation and negotiation between representatives from the relevant residential area or community, the city council and members of the city council from that area, the developers and/or applicants and consultants so that sufficient knowledge and perspective can be exchanged regarding the application and intended development and the nature of objections from the community involved. Many problems which crop up later could probably be resolved in this way. As a matter of fact, in most cases the development can be effected with maximum satisfaction and expensive, lengthy court cases can probably also be curtailed, and I think this will contribute to eliminating misunderstandings, uncertainty and emotion at the end of the day. Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Potchefstroom: closing of teachers' colleges

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

- (1) Whether his Department has investigated or ordered an investigation into the possible closing of the teachers' college at Potchefstroom; if so,
- (2) whether this college or staff members of the college have been notified officially or unofficially; if so, what are the relevant particulars? Answered 5/3/91

B259E

The MINISTER OF EDUCATION AND CULTURE:

- (1) No, the hon member is referred to my media statement of 8 February 1991;

HOUSE OF ASSEMBLY

- (2) no. Answered 5/3/91

Private schools: de-registration

*2. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether his Department has advised any private schools registered with the Department that, because their total enrolment does not comply with the requirement of having to be more than one half White, they may be de-registered in terms of Regulation 2(2)(f) (as amended by Government Notice No R1477 of 29 June 1990) of the regulations regarding the registration of and financial grants to private schools; if so, (a) how many schools were so informed and (b) why were they so informed;
- (2) what effect does de-registration by his Department have on a private school;
- (3) whether the above schools will be able to register with any other education department given the racial composition of their pupil numbers; if so, with which department; Answered 5/3/91
- (4) whether he will make a statement on the matter? Answered 5/3/91

B281E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
 - (a) 17;
 - (b) because these schools do not comply with the first provision of Regulation 2(2)(f) and to grant them the opportunity to provide reasons why the Head of Education should deem them exceptions to the rule according to Regulation 2(2)(f);
- (2) if such a school received a subsidy from this Department it cannot be considered for further subsidy by this Department and all children of school-going age who are the responsibility of my Department attending such a school would then attend an institution that cannot be deemed a "school" in terms of the provisions of Act 39 of 1967;
- (3) yes, usually the Department that is responsible for the pupils constituting the majority group in the school;

- (4) no. Answered 5/3/91

Teaching staff serving as mayors

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

- (1) Whether teaching staff in the service of his Department may serve as mayors in urban city councils; if so,
- (2) whether such persons may occupy this position in consecutive years;
- (3) whether his Department has any statistics in this regard; if so, what are the relevant details; Answered 5/3/91
- (4) what is his Department's standpoint on the matter? Answered 5/3/91

B298E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, on the condition that it will not inhibit the execution of duties at the departmental institution concerned;
- (2) yes;
- (3) yes, 10 during the past three years;
- (4) it is in accordance with the conditions of section 96(1)(c) of the Education Affairs Act, 1988 (Act 70/1988).

Special education: expenditure cuts

*4. Mr M J ELLIS asked the Minister of Education and Culture:†

- (1) Whether any cuts in expenditure on special education have taken place during the present financial year; if so, what was the extent of these cuts;
- (2) whether further cuts are expected during the course of 1991; if so, (a) why and (b) what will be their effect? Answered 5/3/91

B305E

†The MINISTER OF EDUCATION AND CULTURE:

- It is accepted that special school education is referred to.
- (1) Yes, in as far as was necessitated by the decrease in my Department's allocation in real terms and which was spread throughout all sectors of the Department;
- (2) no.

Vacant school buildings

*5. Mr K M ANDREW asked the Minister of Welfare, Housing and Works:

- (1) Whether all school buildings vacated during or at the end of 1990 as a result of the closing of White schools have been offered to other education departments for use as schools; if not, why not; if so, how many are being or are to be used as schools;
- (2) what are the school buildings vacated last year currently being used for or to be used for? Answered 5/3/91

B369E

The MINISTER OF WELFARE, HOUSING AND WORKS:

- (1) No. In terms of policy the mentioned school buildings which are not required for other purposes within the Department of Education and Culture in the Administration; House of Assembly, are firstly offered to the other departments in the House of Assembly. Only thereafter are school buildings offered to other education departments for use as schools. School buildings are also made available to private schools and other educational institutions.
- (2) At the end of 1990, 34 of the White schools which had closed were transferred to the Department of Local Government, Housing and Works, House of Assembly. Of these schools 7 are already being used by other Departments as schools. A decision regarding the other 27 schools is at present in the process of consideration.

Mr R V CARLISLE: Mr Speaker, arising from the hon the Minister's reply, I would like to know whether it is not his opinion that the best possible use that could be made of these buildings would be for schools.

The MINISTER: Mr Speaker, I fully agree with the hon member. We intend doing that and are applying that policy at present.

It does not matter what population groups are involved, but when we are dealing with education matters, we go about things with great compassion.

HOUSE OF ASSEMBLY

Another 113 trainee teachers to attend Khayelitsha college

By EDWARD MOLOINYANE, Staff Reporter

AN additional 113 first-year students will be admitted at the Good Hope College of Education in Khayelitsha after an agreement between Education and Development Aid Minister Dr Stoffel van der Merwe and educationists.

National chairman of the National Education Crisis Committee (NECC) Mr Monde Tulwana said agreement was reached at a meeting on Saturday.

The NECC, the South African Democratic Teachers Union and the Western Cape Civic Association attended the meeting.

Describing the outcome as a "breakthrough" Mr Tulwana said the students would be accommodated in "existing classrooms".

OVERSTAFFED

"We also found that the college was overstaffed so there obviously would be no problem about lecturers. Contrary to reports, a building for the college has not been provided and there are no immediate plans for this. The college is squatting in a primary school building.

"So the problem, as in other areas of education, is going to be with us for a long time to come," he said.

College rector Mr Willie Scholtz declined to comment on the meeting yesterday, saying it had been agreed that Dr Van der Merwe would make a statement on behalf of all the parties.

The complement for the college, which offers primary and junior primary teachers' diplomas, is 634 but there are 670 students of whom 210 are first-years.

More than 500 have applied for the first year at the college.

● Meanwhile efforts to transport primary school pupils to empty schools in Athlone has run into difficulties.

The idea was conceived by a concerned Athlone teacher who said there were many empty schools which could be used to alleviate overcrowding at black schools.

About a month ago, Mr Wilfred de Ville of Newton Primary said there were at least six empty coloured schools and principals and parents were willing to let black pupils use them.

He had made a deal with a transport company to carry the pupils from the townships free of charge.

Through The Argus he was introduced to education organisations who undertook to consult parents.

'TOO COMPLEX'

But yesterday Mr Tulwana said the issue was "too complex" and would need a year-long consultation.

"The idea is sound in principle but can practically not be implemented because it will need vernacular teachers at those schools.

"The issue is complex and as much as we would like integrated education it won't work out unless the whole education set-up is addressed," Mr Tulwana said.

Students push out Prof Van der Ross



Prof Van der Ross

53
XV
Capt. T. L. S. 7/3/91
BY ANDRE KOOPMAN

PROFESSOR Richard van der Ross, a former rector of UWC, has resigned as rector of the Sohngé College of Education at Worcester after he was physically manhandled by students last week.

Nine students, described by Prof Van der Ross as the "ringleaders" of those who "forced and pushed" him out of his office, were suspended after the incident.

Prof Van der Ross said: "I did not expel the students but suspended them because they had in my view contravened the regulations to a sufficient extent. The normal enquiry would have followed."

His resignation yesterday followed a meeting of "a few dozen" students and parents on Tuesday night. The meeting called for the reinstatement of the nine and also called for Prof Van der Ross's resignation.

"I resigned because I realised that I did not carry the confidence of those few dozen people on this crucial issue.

"I felt that to capitulate on this issue would have meant a constant capitulation to the views espoused at mass meetings. This would have made matters very difficult for my successor."

The crisis started when students asked Professor Van der Ross to dismiss three lecturers for allegedly using abusive language at a student function.

When he refused students called for his dismissal.

Prof Van der Ross said last night that the lecturers had been given "no chance" to reply to the allegations.

Student representatives could not be reached for comment last night.

Doubled line 4

53 ABK

Boost for black teaching in Cape

By BARRY STREEK
Political Staff

BLACK education in the Western Cape has received a boost with the approval of another 113 places for the training of black student teachers at the Good Hope College of Education in Khayelitsha.

The approval was granted at a three-hour meeting on Saturday afternoon between the government, the National Education Coordinating Committee (NECC) and other educational bodies.

The government was represented by the Minister of Education and Training, Dr Stoffel van der Merwe, the deputy director-general of the department, Dr Dirk Meiring, the principal of the college, Mr W M C Scholtz, and other officials.

The educational delegation, which included representatives of NECC, the SA Democratic Teachers' Union (Sadtu) and four members of the Good Hope College SRC, was headed by NECC chairman Mr Monde Tulwana.

Mr Tulwana called the negotiations a "breakthrough".

Dr Van der Merwe yesterday released abbreviated minutes of the meeting which show that the educational delegation requested the admission of 207 first-year students over and above the quota of 210.

It stated that feelings were running high and that it would be difficult to guarantee peace at the college if no further students were admitted.

It also said the Western Cape was suffering from a severe short-

age of opportunities for tertiary study and that there was only one teachers' training college for black people in the area.

In response, Dr Van der Merwe said there was a finite sum of money available and that the additional cost of each student at a college was equivalent to the cost of eight children at primary school.

A diversion of funds to accommodate a further 207 students would mean that money for about 1 600 primary school pupils would not be available.

A compromise total of 113 was reached with Dr Van der Merwe laying down several conditions, including that no further funds would be made available to the college and no additional posts would be created.



Prof Van der Ross's resignation not accepted

THE Department of Education and Culture yesterday refused to accept the resignation of Dr Richard van der Ross as Rector of the Söhng College of Education in Worcester.

Former UWC rector Prof Van der Ross resigned after a recent incident at the college in which he said he was "manhandled" by nine students for two hours, and forced out of his office.

Education and Culture director Mr Awie Muller yesterday said

he had appointed a top-level investigation into the affair, and hoped that its results would be announced shortly.

Student Representative Council member Mr Nazeem Grove said that students had held on to Dr Van der Ross's jacket as they "accompanied" him out of his office to his car.

The students had wanted Prof Van der Ross to dismiss three lecturers. He had refused.

• Mr Muller announced yesterday

day that security guards had been posted to Bellville South Senior Secondary School, the site of a conflict between the authorities and pupils supporting temporary teachers whose posts had been filled by others.

"Pupils of the school are being used to intimidate the newly appointed teachers and the principal in classrooms and offices and to physically eject them from the school premises," Mr Muller said.

Computer schools hit by drop in jobs and quality

ST Times 10/3/91
COMPUTER training schools fear that the cutback in computer personnel by many companies will endanger the standard of training in the industry.

Many companies have reduced their computer divisions and are "holding the fort".

Liberty Life has frozen its headcount and cut back the number of entry-level students.

Divisional manager Simon Reynolds says 50 training school graduates were taken on in 1989. This number declined to 15 in 1990 and this year it will be zero.

Casualty

"The market is tightening and our vacancy list is only 30% of what it was two years ago," he said.

The training schools are now appealing for private sector support because they believe quality training may become a casualty of company cutbacks.

Van Zyl and Pritchard is the largest training school in SA and has always managed to place its students.

Director Manie van Zyl says about 300 students are trained every year.

"A year ago we placed all of them, but at the end of last year, I was left with 40 people on my books. We have 5 000 students out there, who were trained free of charge and found jobs.

"If we start charging fees up front in order to survive, the aptitude tests and selec-

Business Times Reporter

tion criteria will depend on how much money is in the students' pockets.

"If companies are cutting back and we cannot rely on the refunded training fee, we must start charging. This will harm the industry in the long run, because poorly qualified people will be put on the market."

Most training schools are refunded by the company where the student is placed.

Mr Van Zyl says American contracting companies are in South Africa to recruit com-

puter people. "This shows how high our standing is and it would be sad if the quality deteriorated.

"I now travel to Lichtenburg to place a student, where I previously went only as far as Rosslyn."

The Luso Computer Institute has supplied students to Fedlife, Standard Bank, the Allied and others. The Absa megabank formation has put new computer hirings on hold.

Luso has trained 100 people this year, the same as last year, but it expects placement difficulties.

Admin officer Jeanne

Jollivet says the likelihood of going out of business is good. "A contract from a major bank saved us."

The Computer Users Council is trying to set a industry training standard and has 30 training schools as members. The council sets two half-yearly exams, examining 24 modules.

The training schools teach according to a council syllabus. Luso and Van Zyl are both members of the council.

Executive director Ed Jurisich says standards are monitored every six months. "Companies should make sure candidates they hire have the CUC certificate."

Confidence gets the job

Sowetan 11/3/91

LACK of assertiveness and confidence among black secretaries and receptionists has motivated two women to start a grooming academy to equip them with these skills.

Martha Peters, an executive secretary for

seven years, and Cynthia Mabambe, a personnel consultant with a reputable

By PEARL MAJOLA

employment agency, have left their jobs to start M and P Grooming.

"I was waiting for a job interview one day when it struck me that black secretaries were not being employed because they lacked these important skills.

"They have not been exposed to many things to which their white counterparts have and therefore need somebody to help them," explained Peters.

"But I could not do it on my own, so I looked for somebody who would be qualified and interested in starting a grooming school.

"Then I heard about Cynthia and I approached her with the idea.

"When she agreed to a partnership, we started planning and we both had

Grooming school helps secretaries, receptionists

to quit our jobs to give this project all the time we needed to make it successful," she said.

"There are many qualified black secretaries in this country, but they do not get jobs because they only have academic qualifications.

"We want to train them in industrial language, how a secretary projects herself in front of her boss and how she communicates with her boss' clients and associa-

tes," Mabambe said.

"You come across secretaries or receptionists who can hardly answer the phone properly. A research on the problems companies experienced when hiring black secretaries revealed some very interesting facts.

"Some of these were that employees had and

made unrealistic expectations and demands. For instance, a secretary would expect her boss to understand when she is late for work because she used public transport to work.

"Another finding was that black employees are reluctant to ask questions and unwilling to take on responsibility and initiative. These factors contributed to the reluctance of companies to hire

black secretaries," she explained.

"We want to concentrate our training to secretaries, receptionists, Girl Fridays and ordinary job-seekers with matric.

"We want to do away with all these negative factors and replace them with confidence and positive thinking in these professionals."

The M and P Grooming Academy can be contacted at 424-0423.



Top firms step up social responsibility funding

Business Day Reporter

LEADING businesses in SA had invested as much as R800m in social responsibility last year compared with the R100m invested in 1982.

The latest Innes Labour Brief said the amount spent by companies on the community was R200m in 1985 and R500m in 1987. Spending increased to R600m in 1988.

In a comprehensive survey of corporate social responsibility (CSR) the Labour Brief said that at the beginning of the 1980s, social responsibility outlays by SA firms constituted about 1% of after-tax profits, which was less than that of companies in the US.

"By the end of the decade, the large concerns, which supply more than 80% of all funds, were disbursing anything between 2% and 5% of after-tax income — approximately the same as their US counterparts.

"Community engagement has thus become a growth industry in SA, despite the most serious economic recession since the 1930s, an unfavourable taxation environment, and the disinvestment of some 500 foreign subsidiaries."

It was claimed in 1989 that American withdrawal alone had meant a loss of up to R100m in social responsibility resources.

It said the study was testimony to the massive volume of appeals which the companies had received from a

wide variety of sources.

"It was not too fanciful to imagine that the rise in expenditure would continue in the light of swelling demand, the government's apparent eagerness to reduce its role in the provision of some welfare functions, and the talk of nationalisation that was in the air.

"Furthermore, the practitioners of social responsibility have clearly come to select their targets more carefully."

The Labour Brief said demand for CSR had risen in a period of economic downturn, so the pressure on firms had intensified.

A survey of 10 companies showed more CSR spending was being targeted at technical education.

Identify

"Companies aim to identify talented students (particularly blacks); provide them bursaries to obtain further education; appoint mentors (employees in important positions at the company) to give guidance and insight into the professional world and serve as role models and ultimately place them in responsible jobs with upward mobility.

"Sasol supports 350 students annually in such training; Castrol's new

bursary scheme will attempt to identify 20 employees' children each year for a three-year technical training programme that will eventually land them jobs in the company; Sentra-chem allocates the vast bulk of its CSR money toward tertiary education; AECI has a tertiary education budget in addition to its CSR (also called "Quality of Life" budget) that supports university training," it said.

In the food industry the CSR programmes of two companies, Premier Food Industries and SA Breweries' beer division, were directed toward upgrading a less-skilled workforce whose needs were more likely to be obtaining basic literacy and numeracy skills for themselves and improved "educare" for their preschool-age children.

Both companies offered on-site instruction, and SAB was developing a technical training institute to provide further skills training to employees.

The 10th company in the study, Liberty Life, was profiled not only because of its size and influence but because it had chosen a novel approach to CSR from which other companies could draw inspiration.

"Last year, the Liberty Life Foundation formed a social foundation that plans to spend over R100m on programmes to improve education, housing, and economic opportunities in urban and rural communities."

College closes as row over Ntsanwisi swells

A DEMAND that Gazankulu Chief Minister Professor Hudson Ntswanisi resign as chancellor of Tivumbeni College of Education has led to the institution being closed indefinitely.

The college was closed last Thursday and the authorities have refused to give reasons for the closure.

Long-standing demands that Ntsanwisi resign led in September last year to students chasing away the rector, Mr LC Hager. Hager has not returned to the college.

The students accused Ntswanisi of fuelling the education crisis through his education department. They said he was not fit to be a chancellor because he was the cause of the problems.

By RUSSEL MOLEFE

The other demands included accommodation, increase of government bursaries and the resignation of the rector.

Sources said the homeland's Cabinet held a meeting yesterday with the resignation of Ntsanwisi as chancellor of the college being high on the agenda.

Sowetan 20/3/91 **Class boycott** (S3)

Meanwhile, students at Thaba Moopo College of Education at Lebowakgomo were sent home indefinitely on Monday, the homeland's education spokesman, Mr E Maponya, confirmed yesterday.

This follows a class boycott by students who demanded the dismissal of two women lecturers. The lecturers were accused of being "lazy".

Maponya said students would be notified by the rectorate when to return to the college.

Jobs-for-students scheme launched

Technikon and university students have organised a scheme to earn money while studying.

Technikon Witwatersrand's students have set up their own employment agency which places technikon and university students in part-time jobs, assignments demanding specific skills and full-time graduate positions.

Star 19/3/91
Student Connection, which operates its agency from the Wits Technikon and the Univer-

sity of Pretoria, places students in a variety of jobs, ranging from house-sitting, waitressing, stocktaking and security to more specialised jobs.

"Students are ready and willing to work during the week, nights and weekends," said Jaco Bezuidenhout, of the agency's Johannesburg office.

Contact Mr Bezuidenhout at (011) 406-2411/2 or Michael Chapman at (012) 342-2810. — Staff Reporter.

(2) whether the Government intends taking steps to remove these squatters; if not, why not; if so, (a) what action and (b) when? *Answer 19/3/91* B583E

THE MINISTER OF PLANNING, PROVINCIAL AFFAIRS AND NATIONAL HOUSING:

- (1) Yes.
- (a) 2 365.
- (b) 1988.
- (2) Yes.
- (a) Negotiations are in progress.
- (b) Falls away.

Social pensions: national policy

*23. Mr E W TRENT asked the Minister of National Health: *Answer 19/3/91.*

- (1) Whether her Department determines the national policy in regard to social pensions for all races in South Africa; if not, who determines this policy; if so,
- (2) whether Black, White, Coloured and Indian social pensioners receive equal pensions; if so, as from what date; if not, (a) why not, (b)(i) by what body or person, (ii) in terms of what statutory provisions and (iii) on what basis are these differing pension amounts determined?

THE MINISTER OF NATIONAL HEALTH:

- (1) Yes, in consultation with the National Welfare Policy Council;
- (2) no, only in respect of War Veterans Pensions since 1987;
- (a) as a result of a lack of available funds and
- (b) (i) the Cabinet determine the global amount available,
- (ii) the Social Pensions Act, 1973 (Act No 37 of 1973) and
- (iii) according to available funds.

State schools: funding formula

*24. Mr R M BURROWS asked the Minister of National Education: *Answer 19/3/91*

HOUSE OF ASSEMBLY

(1) Whether the funding formula for ordinary State schools is applied in an equal manner to all executive education departments; if not, why not; if so,

- (2) whether the A factor and B factor are equal in all cases;
- (3) whether, in the past five years, there were any changes in the formula as applied to ordinary State schools; if so, what changes; *Answer 19/3/91*
- (4) whether he will make a statement on the matter? B586E

THE MINISTER OF NATIONAL EDUCATION:

- (1) Although the financing formula for ordinary State Schools has already been drafted, no general policy has been tabled yet under section 2(1)(a) of the National Policy for General Education Affairs Act, 1984 (Act No 76 of 1984), as certain interested parties still have to be consulted. The funding formula for ordinary state schools is *inter alia* used as a measuring instrument to evaluate the funding level of the different education departments. By making use of this measuring instrument it is apparent that the funding levels of the executive education departments differ. The formula does not reflect backlogs.

- (2) The A-factor therefore differs for the various education departments. I am not aware of a B-factor.
- (3) Yes, the endeavour is to bring the a-values closer to a = 1.
- (4) No, on the basis of the findings of the education renewal strategy this policy will finally be considered and determined. The formula together with a strategy for its implementation will be announced as soon as general policy has been determined.

Natal technikon: utilization by KwaZulu

*25. Mr R M BURROWS asked the Minister of Development Aid: *Answer 19/3/91*

- (1) Whether he, his Deputy Minister or his Department refused permission for the KwaZulu Department of Education and Culture to purchase any part of the dis-

used or soon to be vacated parts of the central campus buildings of the Natal Technikon; if so, (a) who refused permission and (b) why; if not, what are the relevant details; *Answer 19/3/91*

- (2) whether his Department has been informed of the purpose for which the KwaZulu Department of Education and Culture intends to use the buildings; if so, for what purpose;
- (3) whether he will make a statement on the matter? B587E

THE MINISTER OF DEVELOPMENT AID:

- (1) (a) Permission for the purchase of the campus buildings were not refused.
- (b) The relevant particulars are as follows:

The KwaZulu Department of Education and Culture explored the possibility of purchasing under-utilized or redundant education premises and was in the process approached by senior officials of the Technikon Natal with a view to negotiate the purchase of the Smith Street campus.

After further investigations the Department of Development Aid received an application from the KwaZulu Department of Finance in which approval was sought in terms of the provisions of section 7(2) of the Self-governing Territories Constitution Act, No 21 of 1971, in order to enable the KwaZulu Legislative Assembly to use money from its Revenue Fund for the purchase of the Technikon Natal which is situated outside KwaZulu's area of jurisdiction.

The Department of Development Aid investigated the application in terms of the provisions of section 7(2) and Schedule 1 of the Self-governing Territories Constitution Act, No 21 of 1971, as well as a written legal opinion obtained from the State Legal Advisors and came to the conclusion that it would not be possible for the KwaZulu Department of Education and Culture to administer the Technikon Natal as an education facility which is situated outside the KwaZulu area of jurisdiction.

The State Legal Advisors remarked as follows: *Answer 19/3/91* *Answer 19/3/91*

"Lastly we must emphasize that where such an arrangement has been made with the government of a self-governing territory the South African laws which are otherwise applicable to the provision of education will have to be suitably amended to provide for education by the self-governing territory concerned and to arrange for resultant matters (such as the acknowledgement of qualifications). The education act of the self-governing territory concerned will probably also have to be amended suitably in order to provide for extraterritorial education."

Since the South African laws and the education act of the self-governing territory have not been suitably amended the KwaZulu Department of Education and Culture can not administer the Technikon Natal as an Education facility.

The Department of Development Aid has, during the 1990 Parliamentary session, introduced proposals by means of an appropriate amendment to the Self-governing Territories Constitution Act, 1971, to make it possible for KwaZulu to provide education outside its area of jurisdiction. The proposal was however not supported in the Standing Committee and the Department was therefore compelled to withdraw the proposal.

The Department of Development Aid informed the KwaZulu Department of Finance in writing that it will not be possible for the KwaZulu Government to administer the Technikon which is situated outside KwaZulu's area of jurisdiction.

(2) In a letter received from the KwaZulu Department of Education and Culture in this regard, mention was not made of the purpose for which the buildings of the Technikon Natal will be used.

During its investigations and subsequent inquiries the Department of Development Aid was informed that the buildings of the Technikon Natal will be used as a college for continual education.

(3) In view of the foregoing answer a statement on the matter is not regarded necessary. *Answer 19/3/91*

33 Cape schools informed of possible closure

*CMA Tink
20/3/91*

THE Cape Education Department had advised 33 schools that it is looking into closing them, the executive director of the Department of Education, Dr Schalk Walters, said yesterday.

He said that no decision had been taken and the schools, which he declined to name, would be given time to make representations to the department.

It is understood that nine of the schools are in the Eastern Cape and Border.

Meanwhile, it was reported yesterday that the Boland School Board in Paarl is to close down at the end of June because of rationalisation in the Department of Education. It will be absorbed by the Parow School Board.

The same fate befalls the school boards of Stellenbosch, Malmesbury and Piketberg.

They are all part of the 42 boards in

the Cape Province, which are being reduced to 22.

● The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, revealed yesterday that there are more than 21 000 empty places in white school hostels.

The vacancies in the hostels represent 27,1% of the potential capacity of 77 477 places in secondary and primary school hostels.

Mr Clase also said the government spent R68,5 million on capital projects at four white training colleges over the past five years, but closed down three colleges over the same period.

The capital projects included extensions to administration and handwork at the Boland Training College, the cost of planning a new building complex at the Bloemfontein College of Education and the building of a complex at the Pretoria Training College.

— Sapa and Political Staff.

Answered 20/3/91

HOUSE OF DELEGATES

Answered 20/3/91



Chief Radiographer: R29 205—34 629 +
10% non-pensionable allowance
Control Radiographer: R38 697—44 976 +
10% non-pensionable allowance

What total amount was collected on behalf of the Central Energy Fund in the 1990-91 financial year?
Answered 20/3/91 B500E

QUESTIONS
Indicates translated version.
For written reply:
Own Affairs:

| | | | |
|-----------|-----|-----|-----|
| (c) White | 2 | 7 | 4 |
| (d) Black | 574 | 848 | 950 |

(3) yes, the salary structures correspond with those of radiographers in the Public Service of the RSA.

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

M L Sultan Technikon: admissions

11. Mr M ABRAHAM asked the Minister of Education and Culture:
(1) Whether State-aided schools are being used by his Department; if so, (a) how many, (b) what are the names of these schools, (c) subject to what conditions are they being used by his Department and (d) how many grantors are there for each such school;

Central Energy Fund: balance

| | |
|------------------------------|-----------|
| Interest on Sasol Three loan | R-million |
| Interest on investments | 306,3 |
| Dividends (Sasol Three) | 717,2 |
| Total | 75,0 |
| | 1 098,5 |

7. Mr A SINGH asked the Minister of Education and Culture:
How many (a) Indian, (b) White, (c) Coloured and (d) Black students were admitted to the (i) M L Sultan Technikon and (ii) hostel of this technikon for the 1989, 1990 and 1991 academic years, respectively?
Answered 20/3/91 S3

(2) whether he will furnish the House with the names of these grantors, if not, why not; if so, what are their names?
Answered 20/3/91 D55E

182. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises:
What was the balance in the Central Energy Fund as at (a) 31 December 1990 and (b) the latest specified date for which figures are available?
Answered 20/3/91 B498E

Own Affairs:
High schools: Latin

The MINISTER OF EDUCATION AND CULTURE:

The MINISTER OF EDUCATION AND CULTURE:
(1) Yes
(a) 38
(b) SCHOOL GRANTOR

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:
(a) R2 880,1 million
(b) R2 873,8 million on 31 January 1991.

39. Mr D J DALLING asked the Minister of Education and Culture:
(a) How many high schools fall under his jurisdiction and (b) how many of these schools offer Latin as a matriculation course?
Answered 20/3/91 B548E

| | | | |
|-----------------|-------|-------|-------|
| (i) (a) Indian | 1989 | 1990 | 1991 |
| (b) White | 4 622 | 4 584 | 3 837 |
| (c) Coloured | 240 | 321 | 361 |
| (d) Black | 227 | 223 | 221 |
| (ii) (a) Indian | 810 | 1 144 | 1 820 |
| (b) White | 95 | 60 | 18 |
| (c) Coloured | 2 | 1 | 3 |
| (d) Black | 6 | 4 | 3 |
| | 122 | 235 | 201 |

Primary
A I Kajee
Mr N A Allawood-
een
Amatikulu
Mr Flook
Ashville
Mr S Dhunpath
Anjuman Islam
Mr E A Timol
Doornkloof
Mr R Lekha
Emona
Mr B Ganas
Harding
Mr M I Mahomed
Illovo
Mr P H Nel
Ixopo
Mr A Badat
Juma Musjid Trust
Mr A G Khan
L Bodasing
Mr V K Sing
M L Sultan
Mr Govindsamy
Krantzkloof
M L Sultan
Blackburn
Mr M L Raman
M L Sultan Colenso
Mr S Naidoo
M L Sultan
Mr G H S Kadwa
Umzinto
Madhosingh
Memorial
Mr D V Moodley
Moonsamy
Mr R Mootagan
Mountain View
Mr R Siphali
Natest
Mr P Govender
Northdene
Mr P Ramanun
Numeni
Mr B S Crossley

Central Energy Fund: amount collected

183. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises:

9. Mr M ABRAHAM asked the Minister of Education and Culture:
How many (a) Indian, (b) Coloured, (c) White and (d) Black students were admitted to the (i) University of Durban-Westville and (ii) hostel of this university for the 1989, 1990 and 1991 academic years, respectively?
Answered 20/3/91 D46E

Durban-Westville: admissions

The MINISTER OF EDUCATION AND CULTURE:

The MINISTER OF EDUCATION AND CULTURE:

The MINISTER OF EDUCATION AND CULTURE:

The MINISTER OF EDUCATION AND CULTURE:

Workers' college to improve skills

IN a ground-breaking development in trade union education, a "workers' college" is to open its offices at the University of the Western Cape next week.

This follows closely on last month's Cosatu Winter School, where delegates attended an intensive six weeks course on labour law at the University of the Witwatersrand.

Delegates were trained in skills such as negotiation and bargaining.

Leadership

The college in Cape Town is the first of its kind following the Cosatu Winter School. Many are expected to be started countrywide.

The aim of starting the college is to build worker leadership in local trade unions through teaching practical skills on labour

More to follow UWC example

By IKE MOTSAPI
and Sapa

law and collective bargaining, according to the March edition of *Sactwu News*.

The newsletter, the mouthpiece of the South African Clothing and Textile Workers Union, said theoretical skills would be developed through courses on political economy and international trade unionism.

"A common thread running through the workers' college will be the development of criti-

cal thinking, decision-making, problem-solving and other leadership skills," Sactwu Western Cape regional secretary Mr Lionel October was quoted as saying.

The course would be open to all local unionists, who would have to apply through their unions for entrance, college co-ordinator Miss Pregs Govender said.

Diploma

The college was exploring ways of gaining local and international recognition of its courses, enabling those without

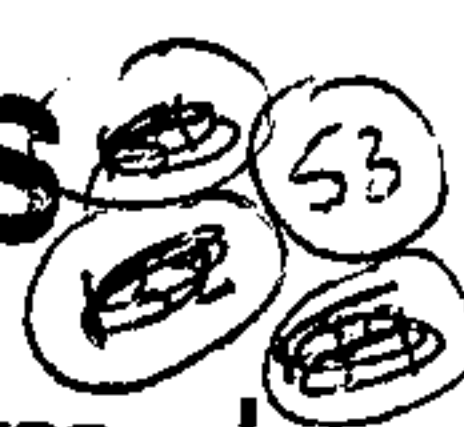
matric to be awarded a diploma.

Trustees were elected under the directorship of UWC rector Professor Jakes Gerwel.

Academics and trade unionists would teach the course.

The Western Cape college was launched on February 16 at a function attended by delegates from the Congress of South African Trade Unions, National Council of Trade Unions and independent unions.

A similar institution is set to be opened in Natal in May.



Sowetan
25/3/91



Technical colleges: admissions

35. Mr R M BURROWS asked the Minister of Education and Culture: *Hansard 25/3/91*

- (1) What number of persons of each population group was admitted to technical colleges under the control of his Department with effect from 1 January 1991 or the latest specified date for which this information is available: **(53)**
- (2) what policy is currently applicable regarding the admission of students of population groups other than White to technical colleges and hostels of such colleges?

B531E

The MINISTER OF EDUCATION AND CULTURE:

(1)

| White | Coloured | Indian | Black |
|--------|----------|--------|-------|
| 48 704 | 239 | 88 | 415 |

in
n-
or
nd
ids
is
nd
ion
n is

r of

tion
pub-
hich
such
tor?

522E

4BLY

759

MONDAY, 25 MARCH 1991

760

As on 6 March 1990;

Hansard 25/3/91
(53)
(2) college councils determine the admissions policy which is approved by the education head. These students presently do not reside in hostels. An extension of the policy is presently under consideration and advice has been requested from my six statutorily recognized bodies.

Colleges of education: lecturer/student ratio

36. Mr R M BURROWS asked the Minister of Education and Culture: *Hansard 25/3/91*

- (a) How many (i) students and (ii) lecturers are there at each of the colleges of education falling under his control and (b) what is the applicable lecturer/student ratio for each such college?

B533E

The MINISTER OF EDUCATION AND CULTURE:

(53)

| | (a)(i) | (a)(ii) | (b) |
|-------------------------------------|--------|---------|--------|
| RESIDENTIAL COLLEGES OF EDUCATION | | | |
| BARKLY HOUSE COLLEGE OF EDUCATION | 87 | 21 | 1:4,1 |
| BOLAND COLLEGE OF EDUCATION | 335 | 52 | 1:6,4 |
| CAPE COLLEGE OF EDUCATION | 235 | 33 | 1:7,1 |
| PORT ELIZABETH COLLEGE OF EDUCATION | 192 | 31 | 1:6,2 |
| DURBANSE ONDERWYSKOLLEGE | 208 | 54 | 1:3,9 |
| EDGEWOOD COLLEGE OF EDUCATION | 509 | 70 | 1:7,3 |
| BLOEMFONTEINSE ONDERWYSKOLLEGE | 281 | 49 | 1:5,7 |
| ONDERWYSKOLLEGE PRETORIA | 1 081 | 113 | 1:9,6 |
| GOUDSTADSE ONDERWYSKOLLEGE | 798 | 79 | 1:10,1 |
| POTCHEFSTROOMSE ONDERWYSKOLLEGE | 707 | 69 | 1:10,2 |
| JOHANNESBURG COLLEGE OF EDUCATION | 1 150 | 110 | 1:10,5 |
| PRETORIA COLLEGE OF EDUCATION | 300 | 39 | 1:7,7 |

Mass school boycott in Mamelodi

Sowetan 26/3/91

52

ABOUT 300 students at the Thuto-Mathale Technical College in Mamelodi boycotted classes yesterday in protest against the authorities' decision to allegedly bar 36 of their colleagues from writing examinations.

The Department of Education and Training indefinitely closed down

By MONK NKOMO

the college late yesterday.

A spokesman for the Students Representative Council said the boycott was also sparked off by racist remarks by certain white lecturers who used

abusive language and addressed them as 'kaf-firs'.

These lecturers brought firearms into classes, according to the students.

Mr B Powell, principal of the school, yesterday confirmed the class boycott but dismissed as 'absolute nonsense' allegations made by the students.

The SRC spokesman said pupils boycotted classes after establishing

that the authorities had not submitted registration forms of 36 of their colleagues who were now not eligible to write trimester examinations next month.

Powell said the boycott of classes was caused by a handful of students who wanted to disrupt classes and 'use lies to turn the whole thing into a political matter'.

He denied the allega-

tions levelled against his administration, saying no student had been barred from writing examinations.

Eight of the students who had initially not registered, had now been given special permission to write, Powell said.

He also dismissed allegations that certain lecturers used abusive language, carried firearms into classes and addressed students as 'kaffirs'.

Powell said these allegations had been made in the past and investigations had revealed that they were false.

TRAINING

Your options in 53 1 tertiary education

Star 26/3/91.

Tertiary education is training and education taken after completing Std 10.

Formal education leads to formal qualifications, such as degrees, diplomas and certificates, recognised by commerce and industry.

NON-FORMAL COURSES

Qualifications earned after these courses are not recognised by the Government education departments.

After finishing a course the student usually receives a certificate or a diploma.

Not all these qualifications are recognised by commerce and in-

The Career Information Centre in Durban explains some of the types of post-school education available in South Africa.

dustry, but often teach useful skills.

Students intending to do short courses should not sign any documents until they have been read and clearly understood.

CORRESPONDENCE STUDY

Study through correspondence allows a student to study at home in their own time. Students receive notes and assignments through the post.

But study is often difficult after a long day at work.

LEARNING WHILE YOU WORK

In-service training

Your employer sends you to attend a course outside the company or organisation for a period of time. Usually the employer will pay for the course.

On-the-job training

You are trained at your place of employment during working hours (on the job). You learn about the company, or you learn certain skills that are necessary for the job you are doing.

Career Information Centre, Durban.

Vital role for technikons S3

THE opportunity to successfully address the shortage of skills in the country lies with the technikons and not universities or the professionals, a top technician said this week.

Mr Harry Blacher, head of Wits Technikons' School of Engineering, who was speaking at the launch of the 1991 South African Housing Trust Design Competition, said training at technikons could play a vital role in equipping under-privileged groups with engineering skills. *so wetan 28/3/91*

"Academics, private businessmen and public officials realise the dire need for a national strategy on technology to fund tertiary education and provide career guidance and recruitment in order to bring under-privileged groups into the tertiary education system.

"Apart from starting at grass roots level by teaching technical subjects and drawing in Standard 6, there is no longer any doubt that the technikons

By MOKGADI PELA

will have to be brought into the tertiary education system to train the bulk of the under-privileged groups," Blacher said.

He added that training at technikons was exceptionally relevant because it:

- * Was vocationally orientated;
- * Was affordable compared to university tuition;
- * Comprised a large in-service component; and
- * Concentrated on reaching required competency levels.

He said the rules of the 1991 competition had been influenced by aspects of the trust's philosophy of serving the needs of a low-income community. He said this year, students had been asked to submit designs for a R300 000 community centre (excluding land costs) whereas in the past they were required to construct low-cost dwellings.

LABOUR

By DREW FORREST

A WORKERS' college — jointly controlled by the Congress of South African Trade Unions (Cosatu), the National Council of Trade Unions (Nactu) and non-aligned unions — has been launched in the Western Cape.

At this stage a pilot project for 20 students nominated by the participating unions, the college aims to strengthen the labour movement by offering courses in labour law and collective bargaining, political economy and the international labour movement, the theory of trade unionism and organisational management.

Workers' college for aspirant unionists

A similar project is close to being launched in Natal.

The board of trustees comprises seven representatives from Cosatu and its affiliates, two from Nactu unions and two from independent unions, but Cosatu's South African Clothing and Textile Union (Sactwu) is known to have played a spearhead role by initiating a feasibility study in August last year.

The feasibility committee included representatives of the University of the Western Cape, and the trustees are negotiating with UWC for the college to be based at the university.

For the pilot course, to run from August to November, student bursaries would be raised locally, said Sactwu's Western Cape secretary, Lionel October. Potential funders had been approached and Sactwu had also provided a small loan.

In the long-term, it was intended that the unions would cover students and that college would be self-sufficient.

Describing the establishment of the college as a "historic development", a statement said it had implications for the "building of a united working class and strong working-class leadership" at a time of political and economic transformation in South Africa.

W/ward 28/3-4/91

R5,5-m technical college opens doors

Star 3/14/91, S3

By Phil Molefe
Education Reporter

The school bell rang for the first time at the Alexandra Community Education (ACE) centre yesterday to mark the opening of the R5,5 million technical college.

The doors were opened to about 80 students and 10 lecturers.

The principal, Martin Fourie, said students were looking forward to their studies.

The college will train black students in practical skills such as those of motor mechanic, welding and metalwork, computer training and typing. It is the first phase of an educational com-

plex which will eventually comprise a community hall, career guidance centre and library.

The Star TEACH fund gave R200 000 to the first phase of the college.

The chairman of the ACE steering committee and former general manager of The Star, Jolyon Nuttall, handed the keys to Mr Fourie at a function attended by officials of the Department of Education and Training, representatives of companies that sponsored the building and the Editor-in-Chief of The Star, Richard Steyn.

Mr Nuttall said the college would provide options for students who could not make it to university or find jobs.



Ace . . . Jolyon Nuttall hands keys to ACE's Martin Fourie. Picture: Karen Fletcher

Education and Culture in the House of Representatives) was also consulted in each case—in accordance with section 20(5)(a) of the Act.

(4) No. *Heussard 10/4/91*

(a) The university was unwilling to bear the costs.

(b) Administration: House of Representatives.

(5) No. Arrangements for the recovery of the costs were concluded with the responsible Department.

(a) and (b) Fall away.

Aids education programme

169. Mr M J ELLIS asked the Minister of National Education:

(1) Whether the Department is involved in drawing up an Aids education programme for use in schools in South Africa; if not, why not; if so, (a) in which categories of education will this programme be used, (b) who will be expected to present it and (c) who is responsible for drawing up this programme; *Heussard 10/4/91*.

(2) whether it will be compulsory to use this programme in the categories referred to above; if not, why not? B450E

The MINISTER OF NATIONAL EDUCATION:

(1) Existing general policy concerning norms and standards for syllabuses, examination and certification in pre-tertiary education is currently being revised. At this stage it is not foreseen that the policy will extend to the level of specific guidance programmes. In all possibility, only certain themes regarding guidance will be indicated. This means, therefore, that the development of specific programmes will be in the hands of the various Ministers of departments of State responsible for education and that the Department of National Education will not be involved.

(a) Falls away.

(b) Falls away.

(c) Falls away.

(2) Falls away

HOUSE OF ASSEMBLY

Persons gainfully employed

200. Mr P H P GASTROW asked the Minister of Home Affairs:

What percentage of gainfully employed (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks were (i) directly and (ii) indirectly in State employ in the Republic as at 31 December 1990? *Heussard 10/4/91*

The MINISTER OF HOME AFFAIRS:

| | (a) | (b) | (c) | (d) |
|--------|------|------|------|-----|
| (i)* | 23,6 | 13,0 | 10,6 | 6,3 |
| (ii)** | 9,2 | 4,8 | 3,5 | 6,2 |

* Represents: — Central Government
— Provincial Administrations
— Government Trade Establishments

** Represents: — Civil Services of the Self-governing Territories
— Local Authorities
— Parastatal Institutions
— Universities and Technicons
— Agricultural Marketing Boards
— Public Corporations

NOTE

1. The number of gainfully employed persons is estimated on basis of the midyear estimate of the economically active population, the number of unemployed persons and the ratio of self-employed persons according to the 1980 Population Census.

2. The information furnished is as at 30 September 1990 as the results of the survey for the quarter ending 31 December 1990 are not yet available.

Outstanding telephone applications

212. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises:

What was the total number of outstanding telephone applications in the area reserved for (a) White and (b) Black occupation in each specified major urban area of the Republic as at the latest specified date for which information is available? B560E

The MINISTER OF PUBLIC ENTERPRISES AND ECONOMIC CO-ORDINATION:

The position as at 28 February 1991 was as follows:

| | (a) | (b) |
|----------------------|-------|--------|
| Cape Peninsula | 682 | 1 982 |
| Port Elizabeth | 48 | 2 081 |
| East London | 70 | 70 |
| Uitenhage/Despatch | 13 | 751 |
| Central Johannesburg | 1 036 | 0 |
| East Rand | 2 715 | 12 132 |
| North Rand | 2 359 | 1 891 |
| West Rand | 406 | 2 444 |
| Pretoria | 1 925 | 3 299 |
| Vaal Triangle | 948 | 5 603 |
| Bloemfontein | 81 | 558 |
| Welkom | 164 | 942 |
| Kimberley | 120 | 349 |
| Durban | 1 071 | 4 829 |
| Pietermaritzburg | 125 | 1 637 |

PE area: technicons

225. Mr E W TRENT asked the Minister of National Education: *Heussard 10/4/91*

(1) (a) How many technicons for (i) Whites, (ii) Blacks, (iii) Coloureds and (iv) Indians are there in the Port Elizabeth area and (b) in respect of what date is this information furnished; *53*

(2) what was the (a) capacity of and (b) enrolment at each such technikon as at the latest specified date in 1991 for which information is available;

(3) whether there are any plans to build further technicons in the area; if not, why not; if so, (a) when, (b) where and (c) who will be allowed to attend these technicons;

(4) how many students were refused admission to technicons in the Port Elizabeth area in 1991 on the basis of a lack of adequate accommodation? B590E

The MINISTER OF NATIONAL EDUCATION:

(1) (a) The Port Elizabeth Technikon is the only technikon which serves the Port Elizabeth area. Students of all population groups are registered at this technikon which falls under the De-

partment of Education and Culture, Administration: House of Assembly.

(b) 1991 *Heussard 10/4/91*

(2) (a) 3 000 *53*

(b) 4 400

(3) The Department of National Education does not initiate the planning and building of technicons. The State Departments responsible for education should be approached in this regard.

(4) This information is not available from the Department of National Education.

Unemployment Insurance Fund

243. Mr P H P GASTROW asked the Minister of Manpower: *Heussard 10/4/91*

(1) What was the balance of the Unemployment Insurance Fund at the end of 1990;

(2) (a) what was the total amount (i) paid into the fund by State employers and employees and (ii) paid out in benefits in that year and (b) to how many applicants were benefits paid; *53*

(3) (a) what is the present average rate of interest received by the Fund and (b) what amount was paid from the Fund in 1990 in respect of administration costs;

(4) (a) what total amount in unclaimed money is held in the Fund and (b) how many persons are involved in this amount;

(5) how many employers were registered with the Unemployment Insurance Fund as at 31 December 1990? B631E

The MINISTER OF MANPOWER:

(1) R1 194 000 276 (reserves)

(2) (a) (i) R80 278 453
(ii) R854 820 705

(b) 570 102*

(3) (a) 14,78%

(b) R41 757 077 (depreciation excluded)

(4) (a) Not available

(b) Not available

(5) 167 856

HOUSE OF ASSEMBLY

DET 'closes' college with no warning

Sowetan 17/4/91 (53)

ABOUT 600 students at the Daveyton College of Education have been left stranded after the college was "closed" without notice last week.

The closure has come as a surprise to students and the Daveyton community because "there has been no incident at the college that threatened life or property to warrant its closure."

However, students have vowed to continue going to school because neither they nor the college council, parents and the SRC were informed about the decision.

A Department of Education and Training representative denied that the college had been closed.

Problems

He said classes had been suspended following a recommendation by the college council.

"There are certain problems which the department is experiencing at the college and we are trying to sort them out.

"Letters are being written to students to inform them of the suspension. The council has recommended that classes be suspended until Friday," he said.

Students claim the closure could have been sparked off by a list of grievances they handed to

By NKOPANE
MAKOBANE

the college's management last month.

In a memorandum, students demanded that the rector, Mr Desmond Watt, be expelled. They were dissatisfied with his attitude towards the SRC and students.

They did not receive any response.

The DET spokesman confirmed that the students had demanded that Watt be expelled.

He said it appeared they were unhappy be-

cause Watt was strict with college regulations.

The matter was being investigated.

Other grievances against Watt are:

- * He refuses the SRC to use vehicles, saying they can only be driven by white lecturers.

- * He refuses students and lecturers to visit bereaved families of colleagues during school hours.

- * He once refused to take a student injured at an inter-house sports meeting to a doctor.

System of credits 'a waste of resources and potential'

Star 18/4/91

53

Apartheid in the educational system is not simply a matter of separating black from white. It is a spirit of isolationism that separates one institution from another of the same kind, and drives a wedge between universities, technikons and colleges.

This, says Syd Catton, organiser of the annual Careers 2000 exhibition in Johannesburg, is the greatest tragedy of South African tertiary education.

And until it is overcome, there is little prospect that the respective images of technikons and technical colleges will improve.

In spite of South Africa's critical shortage of technically skilled manpower, these institutions are perceived as second-rate — and every child who aspires to tertiary education desires to attend university.

Bursaries and scholarships for technical training are overlooked by pupils more interested in white-collar qualifications — and unaware of the stringent entry requirements now set by these institutions in an effort to improve their standards.

As a result, some 58 percent

of the products of tertiary education in South Africa are university academics — compared with a maximum of 30 percent customary in first world nations.

"We must have a greater degree of cross-cultural accreditation.

"At present, a faculty at UCT will not recognise credits obtained at the same faculty at Wits, and one technikon will not give credit for work done at another technikon.

Progress

"The effect is a terrible waste of resources and human potential," Mr Catton says.

By way of illustration he cites a hypothetical, but typical, student who leaves school and enters a technical college "because he is good with his hands".

"In due course he is employed as an artisan and progresses through the ranks until, after 10 years or so, he is up for promotion — but in order to qualify he needs a technikon diploma.

"The technical college gives him no accreditation either for

his decade of experience, or for his technical college studies. He has to start at the beginning," he says.

Mr Catton traces the career of his example a further 10 years — when, armed now with 20 years' experience, technical college training and technikon diploma, he is up for a directorship in a major company.

Corporate policy dictates that only degreed people may hold directorships, so he approaches a university.

"Here, again, all his training and experience accounts for nothing.

"To qualify, he must start at first-year level, at the age of 40-odd, with a lot of school-leavers.

"This has to be the biggest, most foolish waste of resources possible in a country with all too few human resources to spare," Mr Catton says.

And the system is self-perpetuating.

A person with such a career history will certainly not encourage his children to accept anything less than university-level training.

Classes reopen at Daveyton

CLASSES are to resume at the Daveyton College of Education today following successful negotiations between a nine-person delegation from Daveyton and senior Department of Education and Training officials in Pretoria.

The college was closed last Wednesday

By NKOPANE MAKOBANE

after several teachers were threatened on the telephone, according to one member of the delegation.

However, a DET spokesman in Pretoria told the *Sowetan* last week that the college had not been closed, but that classes had been suspended.

Problems

This, he said, followed a recommendation of the college council.

He said there had been certain problems at the college which the DET needed time to sort out.

He said the council had recommended that classes be suspended until last Friday.

The Daveyton delegation consisted of Education Crisis Committee members Mr Tom Boya, The Rev SK Mbande, Mr Borance Moabi, Mr Malungisa Siyothula and Miss Nomhle Mlambo. Three members of the college's student representative council and lawyer Mr Tawana Molefe were also on the delegation.

Boya, a former Daveyton mayor, told the *Sowetan* yesterday that the delegation was happy that the problems had been resolved amicably.

"Problems at the college are to be investigated," he said.

"We agreed that students will have to prepare their grievances and direct them through the right channels available."



TOM BOYA

Sowetan 22/4/91

53

ANC 'concerned' at arrest of 150 Technikon students

By Kaizer Nyatumba
Political Staff

Star 24/4/91
The ANC in the northern Transvaal expressed concern yesterday at the arrest of about 150 students at the Technikon Northern Transvaal.

The chairman of the ANC region's Groote Schuur Minute implementation group, Dr George Mukhari, said the mat-

ter was to be discussed at his group's special meeting last night.

About 150 students who had staged a sit-in at the technikon's administration offices were arrested after defying the rector's order to leave.

Those arrested include SRC president Denis Nkosi and projects co-ordinator Ronnie Kgobane.

(53) (78)
The students' demands included the payment of registration fees in instalments instead of one lump sum at the beginning of the semester, installation of public telephones at hostels, the replacement of the present food catering company and free political activity on the campus.

The technikon has reportedly rejected all the demands.

Tertiary institutions set to forge unity in student sport

THE first tentative steps towards sporting unity at tertiary institutions were taken yesterday during a conference at the University of Cape Town.

Five major tertiary sporting organisations came together for the first time at a two-day conference called by the SA Tertiary Institute Sports' Union (SATISU).

The two-day R12 000 conference brought together SA Universities (SAU), SA Inter-College Sports' Association (SAICSA), SA Technikons (SAT), SA Colleges of Education (SACE) and SATISU.

All organisations recognised the need for unity and to "address the

historical inequities and other issues associated with student sport", a statement released after the conference read.

The organisations will meet again later this year after consulting their members with the four recommendations agreed in principle at the conference:

- The general philosophy of tertiary sport.
- The structure and constitution for a united tertiary sports organisation.
- The sporting needs of students in tertiary institutions.
- Addressing the sports imbalances in tertiary institutions.

Varsity racial quotas to be scrapped

CMT-7/14/91
24/4/91
53

Political Staff

THE last provision on the statute book for racial control of university attendance is to be scrapped.

The so-called "quota provision" will be abolished in an amendment to the Universities Act to be submitted to Parliament shortly, National Education Minister Mr Louis Pienaar announced yesterday.

In practice the quotas were never formally applied.

Mr Pienaar said: "Although quotas were never determined, the deletion of this provision indicates once again the government's commitment to recognise the autonomy of universities and demonstrates its undertaking to abolish racial discrimination from the statute book."

The Conservative Party MP for Brits, Mr Andrew Gerber, rejected the move, saying it would effectively lead to white universities becoming black ones.

He said it was an undemocratic action which would take away the right

of whites to have their own universities.

UCT yesterday welcomed the repeal of the "quota clause", which it has consistently and vehemently opposed since its promulgation in 1983.

Professor J V O Reid, the acting vice-chancellor, said he believed that opposition from UCT and other universities had ensured that the clause had never been implemented.

"It remained on the statute book, however, a symbol of policies which have done immense harm to our education system," he said.

UCT had also called for the removal of other racially-discriminating laws governing education, Prof Reid said, and he hoped the minister would now turn his attention to those.

Among them were "quota clauses" for the technikons which were equivalent to those now repealed in the Universities Act; and laws providing for unequal schooling systems; different education departments along racial lines, and racially-separate training of teachers.

• No comment was available from the Universities of the Western Cape or Stellenbosch yesterday.

Students protest ⁽⁵³⁾ over 'rotten' food

Sowetan 24/4/91

MORE than 3 000 students at Technikon Northern Transvaal in Soshanguve staged a sit-in in the administration section yesterday in protest against

By ALINAH DUBE

management's alleged failure to address their grievances.

A spokesman for the students said they had

been boycotting food for a week.

She said they were also calling for the expulsion of the catering firm which they claimed pro-

vided them with "rotten food".

"We want our parents to know that we are dying of hunger. We see no reason why they should be made to pay large sums of money if the authorities are not prepared to provide us with decent food," the spokesman said.

She said management had been given until last Friday to respond to their problems. This, she said, had not been done.

Their grievances include high registration fees, the alleged appointment of pensioned white people as lecturers and lack of transport facilities for members of the students representative council, the installation of telephones and rescheduling of graduation ceremonies.

The technikon's public relations officer, Mr CHJ van der Westhuizen, earlier denied there was a sit-in but acknowledged later that students were singing on the premises.

Opening of colleges to all races welcomed ^(S3)

By Phil Molefe ^{Star 2/14/91}
Education Reporter

Educationists have welcomed the announcement by Education and Culture Minister Piet Clase giving white technical and teachers' colleges the power to admit students of other racial groups.

The rector of the Johannesburg College of Education (JCE), Professor Graham Hall, said he

was delighted with the Minister's decision.

"We have already stated that JCE wishes to admit students on a nonracial basis.

"There is no doubt that the admission of students on a nonracial basis will make considerable demands on resources, but we welcome the opportunity to make a positive contribution."

Rand Afrikaans University academic and

vice-chairman of the Joubert Park Technical College, Professor Dick Kruger, said the decision was long overdue.

"Education departments placed restrictions on college councils as to who could be admitted and it is good that they will be able to admit students from other population groups," said Professor Kruger.

He said Joubert Park

was already admitting students from all races on merit and they had achieved excellent results.

"We find that all our students mix freely. This is the way we want to see things happen."

The Government's attitude has been that if teacher training colleges were integrated, this would lead to desegregation of schools on a large scale.

More colleges to be closed

Political Staff ^{Jan 25 - 1/4/91}

CAPE TOWN — Closure of further teacher training colleges is imminent, and fears are that the Pretoria College of Education and Goudstadse Onderwyskollege in Johannesburg top the list.

The Minister in charge of white education, Piet Clase, told Parliament he would make an announcement within weeks. Further rationalisation had to take place because of financial considerations, he said.

Roger Burrows, Democratic Party spokesman on education, said today that PCE, Goudstad, Edgewood (Pinetown) and Durbanse Onderwyskollege were most under threat.

^{25/4/91}
Their closure would be "totally insensitive to the crying need for more teachers in this country," he said.

"The Minister must know that the Education Renewal Strategy proposals may well contain recommendations that all existing colleges be used fully to train all teachers for the new South Africa." He said the DP would lodge the strongest objection to closure of any college.

Another announcement by Mr Clase yesterday means that colleges of education, technikons and specialised schools will be able from Wednesday to open their doors to all races.

He said entry to childcare, reform schools and schools for specialised edu-

cation (for the handicapped) would be determined by their management bodies from May 1.

Mr Clase noted that schools for special education (learning disabilities) would be decided by parents' votes.

He said any extra pupils and students would have to be accommodated in existing facilities, depending on the availability of funds.

Conservative Party spokesman on education Andrew Gerber said the Government had effectively opened these institutions to all races: "The Government has with this step eradicated what remained of white education. The Government has collapsed the final pillar of own (volkseie) education."

Colleges, technikons given the go-ahead to open to all

Political Staff

WHITE teacher training colleges, technikons and special schools are to be given the power to open their doors to all races from May 1.

Minister of Education and Culture Piet Clase announced this further step in the integration of education during the debate on his budget vote in parliament yesterday.

He also hinted that more white teachers' colleges could be closed to save money. He would make an announcement on the further "rationalisation" of colleges in a few weeks' time.

VARIED REACTION

Mr Clase's announcement that colleges and special schools would be opened was welcomed by Democratic Party education spokesman Mr Roger Burrows but firmly rejected by Conservative Party education spokesman Mr Andrew Gerber who said the last pillar of white education was now gone.

But Mr Burrows expressed the "strongest objection" to Mr Clase's

hint that more white teacher training colleges would be shut.

He said that before closing any more teachers' colleges, there should be an opportunity for open admissions and for overall planning for teachers from all colleges.

Mr Clase told Mr Burrows in parliament recently that there were 3 565 empty places in white teachers' training colleges, while 78 000 potential black teachers had been turned away from black colleges.

Yesterday Mr Clase also said that one white teachers' college and 46 schools had closed last year.

Mr Gerber said the announcement conflicted "shamelessly" with the government's assurances before the 1989 general election.

The government was again renouncing sound educational principles to serve its "objectionable" political ideology.

With this step, it had finally erased what remained of white education and pulled down the last pillar of "own" education, Mr Gerber said.

Admission policy for colleges eased

Blom 25/4/91

53

302 13211

CAPE TOWN — Government has eased its admissions policy for white technical and teachers' training colleges by granting them the power to decide on the admission of black students from May 1.

Education and Culture Minister Piet Clase announced in Parliament yesterday, during debate on his department's budget vote, that the admission of students to technical colleges, their hostels and teachers' colleges would be devolved to college councils.

Clase said the admission of black students should be limited only by accommodation and funding constraints and warned that further rationalisation of teachers' colleges would be announced soon.

The authority to grant admission to schools for specialised education, child-care and reform schools would be devolved to the management bodies and councils of these institutions. The only criteria for admission would be those applicable to disabled or handicapped children.

Special schools — distinguishable from schools for specialised education — would be treated in the same manner as ordinary public schools. This meant they would be

LESLEY LAMBERT

entitled to determine favoured education models by putting them to the vote.

DP education spokesman Roger Burrows welcomed the decision to delegate admissions authority to technical and teachers' colleges and schools for specialised education, child care and reform. But, he was concerned that special schools still would have to "proceed through the cumbersome process of voting procedures".

"We have rejected this process and believe that such schools should admit on a colour-blind basis," he said.

The DP trusted that councils of the colleges would seize this opportunity to widen their student base on a non-racial basis.

Sapa reports Burrows also said the DP strongly objected to government's plan to further rationalise colleges of education and would resist any closures.

Earlier, in debate on the education and culture vote in the House of Assembly, Clase said that after the amendment of the National Education Policy Act and Education Affairs (House of Assembly) Act last night, it would be possible for a school to become a model C school from July 1.

Mr. Tants 22/4/91 (53)

Colleges may decide on admitting blacks

Political Staff

THE government has eased its admissions policy for white technical and teachers' training colleges by granting them the power to decide on the admission of black students.

Education and Culture Minister Mr Piet Clase announced during debate on his department's budget vote yesterday that the admission of students to technical colleges, their hostels and teachers' colleges would be devolved to college councils.

Mr Clase said the admission of non-white students should in future be limited only by accommodation and funding constraints.

ALL businesses, from large multinational corporations to street hawkers, have at least one thing in common - finance.

Accounting is a vital function because it keeps a record of the financial affairs of a business.

The accounting profession is served by members of various professional groups, two of which are the Institute of Accounting Technicians and the Chartered Accountants.

Training

I will deal firstly with the IAT.

The controlling body for this career path is the Institute of Accounting Technicians, which was established in 1982 to develop, train and maintain standards for professionally recognised accounting personnel.

Members of IAT are qualified to accept appointments as accounting officers to close corporations.

Honesty

IAT's personal attributes should be an aptitude for figures, analytical skills, the ability to work well with people, good communications skills, honesty and integrity.

In order to enrol for the course, a Standard 10 certificate is required. This must include a pass in Mathematics and/or Accountancy at either higher or standard grade.

Supervision

The trainee must be employed in accounting duties, working under the supervision of a CA, CIS, CMA or IAT.

Minimum symbol values of D in either or both Mathematics and Accountancy, and the first language, are usually required as a prerequisite for employment.

The IAT qualifying course is a three-year National Diploma Accounting, which is offered by technikons such as Witwatersrand, Peninsula, ML Sultan, Mangosuthu, Natal and RSA.

The course consists of

IN this two-part series on career opportunities in the accounting profession, Mr Simon Burdett of the Institute of Accounting Technicians spoke to Sowetan Business reporter ALI MPHAKI.

two components, academic (classes at a technikon) and practical (a structured training programme at work).

It is important to note that because of the practical training component, the diploma is essentially a part-time course.

Trainees must therefore be employed full-time in accounting duties and attend classes at a technikon.

Classes are presented by correspondence, part-time, block release, or in some cases, full-time.

Types

As a prospective trainee, it is important that you find out what type of course presentation is offered at the technikon of your choice, as well as what is preferred by the employer.

Students may, however, elect to complete their studies at a university of their choice, provided the "core" subjects are included in the curriculum. These are Accounting III, Taxation, Corporate Law and Auditing Principles.

Register

In addition, the practical training requirements, monitored by the IAT training officers, must also be satisfied.

Bachelor of Commerce students may therefore register for the three-

year practical training programme while studying part-time, or do so after they have completed their full-time studies.

Your practical on-the-job training may be in the office of an accountant or auditor.

First step

The medium to long-term prospects for IAT's are regarded as favourable, with their orientation towards the small to medium business sector, which at the moment is one of the few areas of the economy experiencing growth.

In the black business community in particular there is an enormous need for education regarding

accounting and the provision of accounting and allied services.

However, in the short term, students are experiencing problems finding employment in order to complete their practical training.

Big need

This situation will improve when those involved in small business become more aware of the need for accounting.

About 40 percent of IATs practise for their own account. If you decide on this career path your qualification as an IAT could be the first step towards successful self-employment.

For further information about a career as an IAT, write to the The National Office, PO Box 61010, Marshalltown, 2107 or phone (011) 838-7070.

SOWETAN-B
What you need to
be an accountant

See far 25/4/91.

53

OPENING OF TRAINING COLLEGES (S3)

EDUCATION and Culture Minister Piet Clase announced in parliament this week that white teacher training colleges, technikons and special schools are to be given power to open their doors to all on May 1. *W/M 26/4 - 2/5/91.*

Clase said in parliament recently that there were 3 565 empty places in white teacher training colleges, while 78 000 potential black teachers had been turned away from black training colleges. This week he said one white training college and 46 schools had been closed down last year.

Six West Cape headmasters forced to quit

By BARRY STREEK

SIX Western Cape principals have been forced to leave their schools because of conflict and tensions, according to the Minister of Education and Training, Dr Stoffel van der Merwe.

And the principals of three colleges of education had been withdrawn "because their personal safety was in question and because their continued presence could permanently impede the activities of the institutions".

Dr Van der Merwe said in reply to questions, tabled by Mr Jan van Eck, DP Claremont, and Mr Andrew Gerber, CP Brits, that the school principals — five white and one black — were currently employed elsewhere by his department.

All had left the schools because of tension or conflict between themselves and the parent, teacher or student bodies at the schools.

Since February 2 last year the principals

of the colleges of education at Phatsimang in Kimberley, Kagisanong in Bloemfontein and Mphohadi in Kroonstad had been withdrawn permanently.

There were specific reasons for withdrawing them, but it boiled down to the issues of personal safety and their presence impeding the activities of the institutions.

Dr Van der Merwe added that he did not propose to reinstate any of them.

53



Lowering aesthetic standards . . .

CHT Trip
4/5/91
SS
173

Electricity capital costs can be cut 50%

By AUDREY D'ANGELO
Business Editor

THE capital cost of installing electricity can be cut by 50% without sacrificing either safety or quality of supply, if lower aesthetic standards are allowed.

And the practice in SA of allowing for inflation in future planning is a self-fulfilling prophesy.

These were among points made by Chris van der Walt, Eskom regional manager in the Western Cape, and Dennis Cook, Eskom's corporate commercial manager, at a meeting with suppliers in a Sea Point hotel yesterday.

Eskom took the imaginative step of calling "a suppliers' deliberation", attended by people from all over the country, to discuss ways of keeping price rises below the inflation rate as it goes ahead with a plan to speed up the electrification of black housing.

Calling for an end to the "adversarial relationship" between Eskom and its suppliers, Van der Walt said they should work together to contain price rises.

There would be spin-off benefits for suppliers in addition to being able to plan ahead, secure in the

knowledge of regular orders.

Supplying 2,5m households with electricity would cost R6bn for the reticulation structure alone.

It would give a boost to the electrical construction and equipment supply industries, with a major increase in demand for appliances. This would help provide job opportunities.

"A recent study undertaken by the University of Pretoria's Bureau of Economic and Political Analysis indicated that a massive electrification campaign could improve SA's gross domestic product (GDP) by 10% and create 1m new jobs by the year 2 000."

A larger market for electrical appliances would reduce unit costs and make SA manufacturers competitive in export markets.

"The pressure for cost reductions to supply electricity to low-income areas has already created innovations which have export potential worldwide."

Van der Walt said Eskom had looked at international practices and decided that the standards specified in SA for the installation of electricity were unnecessarily high, driving up the cost.

"This is particularly the case when the real needs of less sophisticated consumers are taken into account."

Ways to cut costs included the use of aerial bundle conductors instead of underground cable systems, sharing support structures and rights of way with the telephone authorities and using ready boards instead of full house wiring systems.

Using ready boards meant a cost of R100 compared with between R1 000 and R2 000.

"There is only one real sacrifice in using these approaches and that is the aesthetic impact. We need to ask ourselves whether we can afford the luxury of a beautiful electrical system when all else is barely adequate — shacks, potholed roads, non-existent storm water drainage and so on . . .

"We believe that minimum cost standards should be the order of the day but with the option open for the customer to demand, and pay for, more exotic choices. We certainly should not impose high cost options on those who can least afford them," Van der Walt emphasised.



ER pupils 'hijack' 16 principals

Sowetan 7/5/91

SIXTEEN school principals in Tsakane were yesterday forced out of classes by pupils who ordered them to march to the Department of Education and Training's offices in Springs to submit pupils' demands.

A spokesman for the local branch of the Congress of South African Students said the principals were "hijacked from their offices".

The spokesman said the action followed the DET's reluctance to address pupils' grievances.

Pupils at four high schools - Mamellong,

By MONK NKOMO

Tholulwazi, J Malepe and Tsakane - have been boycotting classes since April 18.

Cosas recently sent a memorandum to the DET demanding textbooks and more teachers, the building of extra schools and the withdrawal of criminal charges against 36 pupils and seven teachers.

On strike

DET liaison officer Mr Levy Tshetlo could not be reached for comment.

Meanwhile, 140 students at the Soshanguve Technical College went

on strike yesterday to demand "competent lecturers".

A spokesman for the students representative council said they had given a memorandum to the principal, Mr Andries Niewoudt, demanding a refund of R65 paid by each student for damage fees, regular opening of the library, unconditional registration of students and the allocation of bursaries.

Niewoudt confirmed the boycott of classes and said he had requested the students to explain some of their demands.

He said the school's governing council would meet tomorrow to resolve the matter.

in general, to furnish information of this nature. I am, however, prepared to inform the hon member personally and confidentially in this regard.

- (3) The increase of manpower at police stations takes place on the basis of investigations by the Division: Efficiency Services of the South African Police. Such an investigation in respect of the Hillbrow police station has not yet been carried out. The personnel at the police station in question is, however, not at full strength. The available members nevertheless perform an outstanding task in maintaining law and order in the station area.

I have requested the Commissioner of the South African Police to conduct an efficiency investigation regarding the manpower situation at the Hillbrow police station so as to supplement it, should such an investigation prove it necessary.

Ibhayi: SAP investigation

*17. Mr E W TRENT asked the Minister of Law and Order:

- (1) Whether any division of the South African Police is conducting or has conducted an investigation into the affairs of the (a) Ibhayi Town Council and (b) Ibhayi Municipal Police Force; if so, why;
- (2) whether the investigation has been completed; if not, (a) why not and (b) when is it anticipated that it will be completed; if so, what were the findings of the investigation;
- (3) whether any interim reports have been received; if so, what are the relevant details;
- (4) whether any charges have been laid as a result of the above investigation; if so, (a) what charges and (b) against whom?

B962E

THE MINISTER OF LAW AND ORDER:

- (1) (a) and (b) Yes.

The Commercial Crime Unit of the South African Police is investigating allegations of corruption and fraud.

- (2) Yes, in respect of six of the 18 charges which were reported to the South African Police.

- (a) Because the investigation of the other 12 charges has not as yet been finalised.

- (b) It is envisaged that the investigation of these cases will be finalised in the near future.

In the six cases referred to, two persons received prison sentences, three cases were withdrawn in court and one person was found not guilty.

- (3) No, with the exception of those reports regarding the progress of the investigations, which were submitted on a routine basis.

- (4) (a) and (b)

Yes, the following charges were laid:

- 1. New Brighton CR (A) 279/3/88 — corruption against the Town Council.
- 2. New Brighton CR (A) 29/8/90 — fraud against a council member.
- 3. New Brighton CR (A) 28/8/90 — fraud against a council member.
- 4. New Brighton CR (A) 31/8/90 — fraud against the Town Council.
- 5. New Brighton CR (A) 32/8/90 — fraud against an employee of the Town Council.
- 6. New Brighton CR (A) 33/8/90 — fraud against an employee of the Town Council.
- 7. New Brighton CR (A) 34/8/90 — fraud against an employee of the Town Council.
- 8. New Brighton CR (A) 35/8/90 — fraud against an employee of the Town Council.
- 9. Algoa Park CR (A) 5/9/88 — fraud against an employee of the Town Council.
- 10. New Brighton CR (A) 36/8/90 — corruption against an employee of the Town Council.
- 11. New Brighton CR (A) 38/8/90 — corruption against an employee of the Town Council.
- 12. Louis le Grange Square CR (A) 479/1/91 — fraud against an employee of the Town Council.

- 13. New Brighton CR (A) 326/1/91 — fraud against a council member.

- 14. New Brighton CR (A) 328/1/91 — fraud against a council member.

- 15. New Brighton CR (A) 329/1/91 — fraud against an employee of the Town Council.

- 16. Louis le Grange Square CR (A) 522/9/90 — fraud by a former official of the Town Council.

- 17. New Brighton CR (A) 28/8/90 — fraud by a former official of the Town Council.

- 18. New Brighton CR (A) 30/8/90 — fraud by a former official of the Town Council.

INTERPELLATION

The sign * indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

Own Affairs:

Colleges of education: use of facilities

1. Mr J H MOMBORG asked the Minister of Education and Culture:

- (1) Whether his Department has at any time given instructions to prohibit any non-White sportsmen or women from using facilities at any of the colleges of education under his control; if so, for what reasons;
- (2) what is his Department's policy regarding the use of facilities at colleges of education by non-members of such colleges?

B986E.INT

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the hon member for Simon's Town asks whether the department has at any time given instructions to prohibit any non-White sportsmen or sportswomen from using facilities at any of the departmental colleges of education.

The answer to this question is no. There is a firm policy in regard to the use of sporting facilities. In 1988 the power to decide on the use of sporting facilities was devolved to the management councils of the educational institutions themselves.

It is therefore, within the legal requirements and accepted norms, the responsibility of the rector and the council of an institution to decide to whom they wish to extend or from whom they wish to accept bona fide invitations to attend or participate in sporting or cultural events and/or to make facilities of the institution available for this purpose.

Invitations and their acceptance are not linked to conditions relating to the composition of a group or groups, and all participants enjoy the same privileges.

The decision as to whether or not an individual may participate or use the facilities rests with the council of each institution. Management bodies must consider the wishes of the community and staff in a democratic manner, just as in the case of all matters of policy.

Before 1988 each provincial education department had its own procedures to obtain permission for mixed sporting or cultural events. On inquiry, no departmental official or rector of a college of education could recall any instance of refusal.

Regarding the recently reported allegations that a Northern Transvaal athlete was refused permission to use the facilities of a college of education, the facts of the matter are that the lady in question at no time formally directed a request, either to the rector or to the college council concerned. Therefore the council never took any decision in this regard. Moreover, there was certainly no departmental instruction to this effect.

*Mr J H MOMBORG: Mr Chairman, what happened previously at Normal College's track and what apparently is still happening—I am glad the hon the Minister says it does not come from his department—is in my opinion the problem which still exists between own affairs and general affairs. The chairman of Normal College was asked about the case of Marcel Winkler, and whether she used those practice facilities or not. Furthermore, the chairman was asked the following about participation: "Would Marcel Winkler and Thsakile Nzimandi be deemed suitable?" His answer was:

No. Under the legislation of the Department of Education and Culture the college is only open to Whites. Therefore, the club cannot be open to all races; it is Government policy. If

you want to discuss politics, then you must speak to the Minister of White education, Piet Clase, and ask him to justify the law.

It appears to me according to the hon the Minister that there is a tremendously large gap between the people on the ground and the officials up there.

(S 3)

In this situation which is the focus of a great deal of attention, I want to warn all delegations coming to South Africa to examine our sports situation that they might just as well stay at home if these incidents which stink of racism are still occurring. As long as incidents of racism are exacerbating this matter, we shall not return properly to world sport. The hon the Minister must realise that the road back to world sport is the road of non-racism.

I had the privilege of meeting the delegations of the IOC and the IAAF, and the first question both delegations asked was: When are the apartheid Acts going to be abolished? In so doing they are by implication asking when racism is going to be removed from sport. South Africa's international participation will remain under a cloud for as long as we allow potential racism on the sportsfield. We see here how difficult it is to get South Africa back into international sport and as long as this kind of thing occurs, it is going to be even more difficult.

*Mr H D K VAN DER MERWE: Mr Chairman, let me tell the hon the Minister that his policy as far as education is concerned is going to contribute towards every university becoming a *campus belli*. I want to tell the hon member for Simon's Town that he has now become a fully fledged member of that approximately two century old liberalistic band of inquisitors who are pumped up with a distorted humanistic vision of conducting a witch-hunt against Whites and White institutions. [Interjections.]

In South Africa that witch-hunt is against the Afrikaner and Afrikaner institutions. [Interjections.] If one makes an analysis of those kinds of liberals, it is very clear that their hatred towards the Whites and, in South Africa, their hatred towards the Afrikaner is greater than their so-called love for and concern about the non-Whites. [Interjections.]

*The CHAIRMAN OF THE HOUSE: Order!

*Mr H D K VAN DER MERWE: South Africa has some of the best sporting facilities for all the population groups of Southern Africa. [Interjections.] The White taxpayer has also worked for them. In the particular case of this athlete, I have heard she is one of those athletes who has received a motorcar as a present. She did not receive it because she is a good athlete, but merely because she is not White. [Interjections.] This is what is happening in South Africa. [Interjections.]

The hon member for Simon's Town is like the people from that dark area who simply want to make sport into an issue in order to stir up unrest and make its effects felt in a country. They do not use sport for the sake of sport, but they use politics and sport to cause disintegration in society. [Interjections.] [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I regret that these events which took place two or two and a half years ago are now being made into such a big issue. [Interjections.] The circumstances in this regard are that Marcel Winkler was also a very good friend of the trainers there. I think the hon member knows about Mr and Mrs Windell. This good relationship between the trainer and Marcel Winkler had the result that when the matter was being discussed—it was not at the official level—the trainer, with the best will in the world, indicated to Mrs Windell that this might possibly be to the detriment of the athlete herself, because, under the circumstances, there might be certain reactions that would not be to the benefit of Marcel Winkler.

The fact of the matter is that this is now being dragged up again. I ask myself what purpose this serves. The hon member referred to international participation. He then said that as long as this kind of thing continued, it would be tragic for the development of our athletics. [Interjections.] The fact of the matter is that to make a big issue of this particular incident is most certainly not to the benefit of athletics in our country, nor is it to the benefit of good international relations. Nor is it to the benefit of anybody—the hon member for Simon's Town will probably agree with me—to have good trainers who are internationally renowned come under fire as a result of an unfortunate incident.

The essence of the matter is that everyone will accept that it is a fair policy for the rector and

council of a college to have made a decision themselves. The cultural and sporting policy in this regard is very clear, that nothing is standing in the way, on the part of the Minister or the Government or the law, of any management council or college council to decide who they want to invite and what invitations they want to accept. [Time expired.] (S 3)

Mr R M BURROWS: Mr Chairman, the despicable words the hon member of the CP directed at my colleague should be withdrawn, since it is his party's policy to divide people on racial grounds. Let him be warned that the world outside remembers Hitler's attitude towards Jesse Owens. It is that attitude by which that party will be judged.

Mr J H VAN DER MERWE: Calm down!

Mr R M BURROWS: No, I will not calm down, because that hon member's attack on my colleagues must be repudiated.

Mr J H VAN DER MERWE: Then sit down!

The CHAIRMAN OF THE HOUSE: Order!

Mr R M BURROWS: The point that the hon the Minister misses is that he is the very one who has to stand up and lead the way. It is no use saying—and I quote his words—that the wishes of the community must be taken into account. This means that if the wishes of the community are to be racialistic, he is going to accept this. That is precisely what this party cannot accept and what the rest of the world cannot accept. He is the one who has to stand up and say the facilities at a public institution, which is what a college is, cannot be racially restricted. Taking that stand is what that hon Minister has to do. [Interjections.]

We accept that parameters must be set. The parameters are surely those of talent and of ability. They certainly do not include the fact that members of the college community may be members of the CP and therefore racialistic.

That is precisely what should be ignored, and it is this hon Minister and his Government that have got to take a stand for non-racialism. They have got to take a stand against racialism. Simply saying that the college council can decide for itself is not enough. There has to be a pro-active position adopted, and this hon the Minister has the responsibility for doing so.

*Mr J H MOMBORG: Mr Chairman, the hon member for Mr H D K van der Merwe's attack on me today is really stupid. The closest he ever came to sport in his life when he was a poor physical education teacher.

*Mr J J C BOTHA: What did you do?

*Mr J H VAN DER MERWE: Jan, go and play marbles!

*Mr J H MOMBORG: I find it objectionable of him to state that Marcel Winkler received a motorcar because she was a non-White. This is detestable. She received the car on the basis of her talent as one of the world's best junior sprinters. Therefore I reject this argument of the hon member Mr H D K van der Merwe.

I want to say thank you to the hon the Minister for stating that these things no longer exist, but he should take the lead and ensure that it no longer exists on his department's campuses. It should not be argued that Mrs Windell had stated that she wanted to coach her, but that there might possibly be sensitive feelings. We must remove those feelings from our campuses, because our young people want to participate overseas, but as long as we have the albatross of apartheid around some people's necks, we shall never succeed in this matter.

I hope this interpellation will make the story quite clear today. As the hon member said, it no longer exists, but we cannot allow there to be such people on any campus of any college in South Africa.

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, it appears to me that the hon member for Pinetown and the hon member for Simon's Town are real Rip Van Winkles. It appears to me that they are dreaming, they are asleep, they have not yet woken up. Many of my colleagues on this side of the House and I have stated on countless occasions that discrimination in sport must disappear. We have already said that discrimination in respect of education must disappear in future.

How many times have I already said that bridges must be built between the various population groups at the cultural level. How many times have we stated in public that we will find no fault if racial discrimination in respect of sport disappears. Therefore we shall place nothing in the

way of any school which is prepared to and wants to participate at that level.

However, the other side is just as true. I want to ask the hon long-winded member whether the DP would simply forsake all the wishes of the communities. ~~(S3)~~

Mr R M BURROWS: [Inaudible.]

*The MINISTER: It is not about that; it is about the principle. [Interjections.]

The hon members are becoming long-winded. I know as well as they do that they cannot simply force their will on any individual or any community. Therefore, if this side of the House and the Government adopt the view that discrimination must disappear, but also say it is the right of a particular community, college or council to decide itself, then we are on the fair and just road. [Interjections.] It is not the Government's intention to force anything on people in respect of these matters. [Interjections.]

*The CHAIRMAN OF THE HOUSE: Order! The hon members in the DP benches cannot sit there and hold their own debate. Order! I regret that the hon the Minister's time has expired. Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Monetary allocations to schools

*1. Mr R M BURROWS asked the Minister of Education and Culture: ~~(S3)~~

- (1) Whether any of the provincial executive departments of education make funds directly available to schools in the form of monetary allocations, over and above salary payments to teachers; if so, (a) what policy is followed in this regard in each such province and (b) what sum is provided, *per capita*, for (i) primary and (ii) secondary schools;

(2) whether any changes are being considered to the above-mentioned policy; if so, what changes;

(3) whether he will make a statement on the matter? ~~(S3)~~ B905E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) Transvaal:

in order to partly reimburse schools for the official use of the telephone and transport costs, a nominal reimbursement is made annually to schools.

In the Cape, Natal and Orange Free State no funds are made directly available to schools.

(b) (i) between R54 and R81 per school pa

(ii) between R90 and R99 per school pa

(2) no;

(3) no.

Mr R M BURROWS: Mr Chairman, arising from the reply by the hon the Minister, do I not understand that in certain of the provinces — in Natal and, I think, also in the Cape — a monetary allocation is made available to schools in order to carry out certain purchases of books and equipment, etcetera? Is that not, in fact, being accomplished by what the hon the Minister is being asked?

†The MINISTER: Mr Chairman, then the hon member should put his question more clearly. In those other three provinces, within the global amount that they receive, provision is being made for various items, for instance school textbooks, etcetera, as the hon member mentioned. However, no amount is given directly additional for telephones, etcetera, except in the Transvaal where besides the normal amount a direct, nominal amount is also given. If the hon member wants further information, maybe he should pay me a visit.

Certain school: votes by fax ~~(S3)~~

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

(1) Whether a certain school, whose name has been furnished to the Minister's Department for the purpose of his reply, had parents vote by fax for one of the additional educational models on or about 22 April 1991; if so, what is the name of the school; ~~(S3)~~

(2) whether this action took place in accordance with regulations with regard to education; if so, in terms of which regulations; if not,

(3) whether the voting at this school will be declared invalid;

(4) whether he will make a statement on the matter? B908E

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the name of the school which has been furnished by the hon member;

(2) and (3) the matter is being investigated at present;

(4) no.

†Mr A GERBER: Mr Speaker, arising from the reply of the hon the Minister, I would like to know whether the existing regulations provide for parents to vote by fax in regard to the new educational models. [Interjections.]

†The MINISTER: Mr Speaker, but I have just told the hon member that the whole matter is being investigated. I am quite prepared to write a letter in this regard to the hon member as soon as it is completed.

†Mr J H VANDER MERWE: In the meantime that is how they vote!

†The MINISTER: Mr Speaker, how the hon member reveals his ignorance. The fact of the matter is that at that particular school a referendum was held. That is so—that is what I said in my reply—and that a number of parents did vote by fax.

†Mr J H VANDER MERWE: Do you accept that?

†The MINISTER: Mr Speaker, if only the member would keep his big mouth shut and his ears open, he could learn something. [Interjections.] It cannot be easy of course, because his

ears are such small holes and his mouth is so big—I suppose it must be difficult. [Interjections.]

The fact of the matter is that after the referendum is held, the management council of the school concerned, through the Director of Education, requests the Minister to grant or to refuse permission, despite whatever the outcome of the referendum may be. Therefore, before a ruling is given, this whole matter will be investigated, after which the Minister will take a decision in regard to approval or not. [Interjections.]

†Mr A GERBER: Mr Chairman, further arising from the reply of the hon the Minister, I would just like to know whether the existing regulations provide for such a manner of voting irrespective of what happened there? ~~(S3)~~

†The MINISTER: Mr Speaker, the existing regulations are very clear. It is in the background information document which the hon member can look up and read himself. According to that provision is made for special votes and postal votes. The matter in respect of voting by fax is not mentioned specifically. Nothing is said for or against it and for that reason I think the hon member will agree with me that it is reasonable that we investigate the whole matter.

†Adv TLANGLEY: Mr Speaker, further arising from the reply of the hon the Minister, I would like to know whether an equal result in respect of yes and no votes will have any effect on whether the fax votes will be allowed or not allowed.

†Mr J H VANDER MERWE: It depends on whether it is for or against model B.

†The MINISTER: Mr Speaker, I really do not think that that justifies a reply.

†Dr W J SNIYMAN: Mr Speaker, further arising from the reply of the hon the Minister, I would just like to ask him whether it is the practice for regional offices of his Department to send notices giving notice of voting to parents of schools and also to indicate in that letter how they should vote.

†The MINISTER: Mr Speaker, the hon member may with great pleasure place such question on the Question Paper. It has absolutely nothing to do with this question. [Interjections.]

Closure of three primary schools: saving of costs

*3. Mr W U NIEL asked the Minister of Education and Culture: ~~(S3)~~

subject to the Group Areas Act, that land was expropriated and not developed.

As a result of our representations, however, which were strong and on the basis of sound principles, my department has now decided to look at the possibility of returning the land to the original owners and finding alternative land to establish homes for those people. [Interjections.] After all, what are we here for? [Interjections.] [Time expired.]

Mr M RAJAB: Mr Chairman, with respect, it is my view that this interpellation is premature at this stage. More particularly, as the hon the Deputy Minister has indicated, the Group Areas Act has not yet been repealed. I must agree with the hon the Minister in that regard.

The question that needs to be raised and that needs to be honestly answered in this debate is not whether we want to give back land which this department or this ministry has at its disposal, or what it will do after the Group Areas Act has been repealed. The question that needs to be simply answered is whether the majority party in this Chamber supports the call for some kind of reparation to victims of the Group Areas Act, and that is a decision on principle, as the hon the Deputy Minister has indicated. This should be a policy decision. I would ask the hon the Minister to make a policy decision in this regard. [Interjections.]

The hon the Minister is aware that at present a committee is sitting on this very matter. I am not a member of this committee and therefore I am not privy to any particular information emanating from that committee, but rumour or hearsay has it that hon members of the majority party in this House are, in fact, opposed to the appointment of a commission which would . . . [Interjections.]

Mr Y I SEEDAT: That is untrue!

Mr M RAJAB: Well, is that untrue? I hear the hon indirectly elected member Mr Y I Seedat, and I accept his word. I accept his word because he is an honourable member. The point remains, however, that the majority party in this Chamber must publicly articulate what it feels about giving back land to people who were robbed, legally robbed of their land in places like Cato Manor. What we need from the majority party in the Chamber is a policy decision in this regard. I know that the hon the Deputy Minister has his

HOUSE OF DELEGATES

heart in the right place. I know how he feels. [Time expired.]

Mr M F CASSIM: Mr Chairman, the hon member for Springfield, who is a proselyte in the ranks of the DP, now accuses me of being conservative. He joined unpleen parties before becoming the mouthpiece for the DP. Let me say to him quite clearly that we, on this side of the House, support reparation. Secondly, we support the commission of inquiry. We supported it from its inception. We supported it all along its route. We do, however, have difficulty as to whether Parliament is the supreme commission or whether another commission should be elevated to a position above that of Parliament.

That is the situation. If that becomes conservatism, then I say the DP is completely and utterly confused, and not only that, but they are obfuscating the facts and are continuing to do so. How much clearer can I be on these issues than to say that we are for reparation and that we are for a commission of inquiry? As to the limits of that difficulty in that that commission should not in any way be superior to Parliament, because Parliament is superior to every other commission. It is the commission above all commissions. Therefore Parliament can do things in respect of reparation. Parliament has Acts in terms of which it can do so. I do not see why we should leave this matter to some commission to sort out some time in the distant future, when that reparation can be made here and now.

I have pointed out over and over again that what I am interested in is speed, expeditiously resolving that problem and making reparation where it needs to be made.

That issue, I hope, is clear-cut and categorical and will not again be raised mischievously and for the sake of cheap politics in this House. [Time expired.]

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, I sincerely hope that I will not be asked questions in the corridors after having said what I am going to say now. I agree with the hon member for Springfield. The House of Delegates, and the tricameral Parliament, will disappear, and that is why the question of the commission arose. I do not want to deal with that in detail. However, Solidarity is opposing the question of restitution in urban areas, where

100% of the problems of the Indian community are found. There is no doubt about the fact that the dispute there is urban and not rural. Solidarity must stand up and play a role. I say this with due respect. Reparation or restitution must take place. Solidarity and the NP are sailing in one boat.

Mr M F CASSIM: Nonsense!

The LEADER OF THE OFFICIAL OPPOSITION: The other parties are sailing in another boat. Nevertheless, it is within the power of the Ministers' Council. It is a fact. I said that with respect, but I hope I am not asked questions about it in the corridors. It is within the power of this ministry. I am appreciative of the fact that the hon the Deputy Minister has responded positively. [Time expired.]

The DEPUTY MINISTER OF HOUSING: Mr Chairman, I fully agree that in a given situation certain policies have to be established. When the Group Areas Act was introduced, all the problems followed. With the possible repeal of the Group Areas Act there will naturally always be those implications. However, in the meantime, we must, with all the humility at the command of each hon member in this House, be able to evaluate the harm that this particular Act has done to the entire community, though it was intended as a way to settle people.

However, to this very day that Act has never met all the requirements of the Indian community in this country. Therefore, even with the repeal of that Act, we must collectively be able to find a policy, evaluate the situation and naturally resettle our people on the basis of security.

The Group Areas Act expropriated land for industrial purposes and commercial enterprises were established on it. This land cannot be returned to the people. It has been declared and a variety of other developments have taken place on these properties. Can we ever even look at the possibility of returning those properties? Therefore, in the circumstances in which we find ourselves, we must be able to reassess the entire situation, establish a policy to meet the needs and at the same time to eliminate the hardships of the people in this country as soon as possible.

Therefore I agree with the hon member's feeling. We have already set the machinery in motion in circumstances such as those at Kranskop which, as I say, are within our power. Any issue that

falls within the ambit of the present Ministers' Council will naturally receive its full consideration. [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

M L Sultan Technikon: inquiry into maladministration (53)

*1. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether he will make available to members of Parliament the (a) findings and (b) recommendations contained in the report of the Stone Commission of Inquiry into alleged maladministration at the M L Sultan Technikon; if not, why not; if so, (i) when and (ii) in what manner;
- (2) whether he will make a statement on the matter? D122E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) and (b) No. There was no Stone Commission of Inquiry but a Committee of Inquiry. As indicated previously the Report has been referred to the Council of the M L Sultan Technikon for the necessary action. The Council, being a legally autonomous body, will have to decide on whether it wants to release any information pertaining to the contents of the report and its response or to release the Stone Committee report.
- (2) Based on legal advice, I have also indicated in the House that the contents of the report will not receive any protective Parliamentary privilege, leaving me open to litigation if the report is released.

Mr M RAJAB: Mr Chairman, arising from the hon the Minister's reply, I would like to ask him whether he is not aware of the fact that this particular report has been made public by publication in a newspaper.

HOUSE OF DELEGATES

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I am not aware that the Stone Commission's report has been made public. I am aware of certain information pertaining to that report that has been made available to the public, the veracity of which I cannot vouch for. The fact is that I did not release that information officially or unofficially and I do not intend to do so.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Minister's reply, is he aware that somebody from somewhere leaked that report to the Press? My second question is this: Is the hon the Minister carrying out an investigation as to the source from which the leak took place?

THE MINISTER: Mr Chairman, I am aware that certain aspects of the report have been published in the newspapers. Instructions have been given to the intelligence service of the State to conduct an investigation into how the Stone Committee's report was leaked.

*2. Leader of the Official Opposition—Housing. [Question standing over.]

Chief executive director's post: short-list

*3. Mr K PANDAY asked the Minister of Education and Culture:

- (1) Whether a short-list of candidates for appointment to the post of chief executive director has been finalised, if not, (a) why not and (b) when is it expected to be finalised; if so,
- (2) whether he will disclose the names of the persons on the short-list; if not, why not; if so, who are they;
- (3) (a) by whom and (b) when will the final selection be made?

D127E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.
 - (a) The seven candidates who applied, have yet to be assessed.
 - (b) The short-list can only be compiled after the candidates have been assessed by a panel of experts.
- (2) No, owing to (1) (b) above.

HOUSE OF DELEGATES

- (3) (a) Cabinet.
- (b) The recommendation of the panel is submitted to me as the political head of the Department. Due to the post being in the management structure of the Public Service a recommendation is made to the Ministers' Council for their concurrence. The Ministers' Council's decision is then submitted to the Commission for Administration for its recommendation to Cabinet. Hence, this procedure makes it impossible to predict a date.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, as the hon the Minister has indicated that this is a Public Service post, is it not correct that the ratings for the purposes of promotions in Public Service posts are not done in the same manner in which promotions are done in terms of the Indians Education Act? My second question is this: If two or more applicants have equal ratings, what are the criteria used to select the successful candidate?

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answer to the first question is no. This is not done in terms of the ratings pertaining to the Indians Education Act, 1965. Secondly, if two people have similar ratings, it is the job of the Directors-General in the House of Delegates to give us that recommendation, and thereafter to implement it. We do not have that particular right and we do not interfere.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the hon the Minister's reply, is it not correct, when two persons have equal ratings, that the Director-General or the hon the Minister has no alternative but to recommend that the more senior person of the two be appointed?

THE MINISTER: Mr Chairman, if that situation should arise, we will look at it pertinently at that particular time. Since the matter has not arisen, we cannot state what we would do. At that juncture there could—as was the case when the Acting Chief Executive Director was put in this post—be a situation in which a personal promotion is given to the lesser candidate, or the candidate who is less senior in this particular regard. I do not say that this is the case, but many

other interpretations could be made regarding appointment to this particular post.

MR RAJAB: Mr Chairman, further arising out of the hon the Minister's reply, would the hon the Minister tell this House who will make up the panel of experts he referred to?

THE MINISTER: Mr Chairman, the Director-General in the House of Delegates, together with the education chiefs in the other Houses, will make up that panel of experts.

Educators: promotions/new appointments

*4. Mr K PANDAY asked the Minister of Education and Culture:

- (1) Whether any educators who were promoted with effect from 1 January 1991 failed to take up their appointments at the schools to which they had been promoted; if so, (a) how many and (b) for what reasons;
- (2) what is the policy of his Department in such cases?

D128E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
 - (a) Three.
 - (b) Too costly to take up post away from home due to:
 - cost of boarding and lodging;
 - cost of fuel required to travel to and from work;
 - spouses serving in another Province; family adversely affected.
- (2) Such educators are required to relinquish their post and the vacancies are filled by the next most suitable candidate by way of promotion.

However, in very deserving cases and in the interest of the Department, appointments at new headquarters are deferred until the incumbent is in a position to take up his post.

Also, in the interest of the parties concerned, wherever possible, applications for mutual transfers have been considered very sympathetically without adversely

affecting the Department's efficient functioning.

THE LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, arising out of the hon the Minister's reply, is there any rule or policy that those persons who have just been promoted must serve in that particular school for a minimum period before any transfer application, even as a result of accommodation problems or a request for mutual transfer, could be considered?

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, it is the desired policy of my Department that people who have received promotion should generally stay in that position for two years so that they will gain experience in that post before applying for another post. That is a generality, however. In specific circumstances, when the needs of my Department prescribe differently, the situation changes.

MR K PANDAY: Mr Chairman, further arising out of the hon the Minister's reply, will he agree that it is possible, because of the departure from the normal procedure without—and I want to stress "without"—all educators being aware of this deviation, that the most suitable teachers may not have applied for promotion last year, and that hence all positions filled as at 1 January 1991 are suspect?

THE MINISTER: Mr Chairman, this situation was obtained for the last 15 years. I know that, because my Department conducted a survey. Realistically, everybody has a chance to apply for promotion, if he so desires. If he does not, obviously the opportunity escapes him. Further than that, I cannot answer my learned friend.

For written reply:

Own Affairs:

Certain Departments: cost of administration

21. Mr M RAJAB asked the Minister of the Budget and Auxiliary Services:

- (a) What was the cost of administering the Department of (i) the Budget and Auxiliary Services, (ii) Housing, (iii) Education and Culture, (iv) Health Services and Welfare and (v) Agriculture and Local Government in the 1990-91 financial year and (b) how many personnel, including Ministers, were involved in the administration of each such Department?

D95E

HOUSE OF DELEGATES

Soshanguve college shut indefinitely

By Mckeed Kotlolo
Pretoria Bureau

53

Jan 16/5/91

The Department of Education and Training yesterday announced the indefinite closure of the Transvaal College of Education at Soshanguve.

A media release by the DET director-general Dr Bernhard Louw said the college was closed on Tuesday as a result of "a rapidly deteriorating situation in which lives and property came under severe threat".

Dr Louw said the closure followed a recommendation by the College Council.

He said the SRC had handed the rector, I J Bingle, a list of demands regarding the curriculum and allegations of racist behaviour by staff members.

The allegations were investigated and the outcome was reported to the SRC. Another investigation was instituted by a joint committee of students and members of the college committee because the SRC was not satisfied with the first decision.

A meeting on Monday evening nullified the decision of the formation of a joint committee saying it should be disbanded, said the DET statement.

The students were reported to have refused to attend classes on Tuesday. Some students, allegedly armed with sticks, were said to have threatened staff members and painted slogans on the walls.

● Five Lepelle Secondary School teachers in Pietersburg were chased away from school by pupils this week, apparently because they were not members of the local branch of the South African Democratic Teachers Union.

College is closed (S3)

THE Transvaal College of Education (TCE) in Soshanguve has been closed indefinitely.

Dr Bernard Louw, the Department of Education and Training's (DET) director general, said in a statement the college was closed on Tuesday due to a rapidly deteriorating situation in which lives and property came under severe threat. *Sowetan 17/5/77*

Louw said on March 31 this year, the Student Representative Council (SRC) at the college presented a list of demands concerning the curriculum and complaints about allegedly racialistic behaviour on the part of staff members. - *Sowetan Correspondent.*

Bridging the gap

Handwritten: New Nation (Kearney Nation) 1715 = 241571

The Council for Black Education and Research has initiated an office management full-time course with an intake of 60 students.

Parallel to this, an adult education course is also in progress with the attendance of 50 people on Saturdays, until the end of this year.

The two courses are being run at Funda Centre in Soweto.

The director of the two programmes, Wits University African Literature Professor, Peter Thuynsma, said the management course had been designed to help students who had a minimum of standard nine, to be employable.

"Our hope is that the course will bridge an enormous gap between the school-leavers and the demand of the job market," he said.

Communication

The office management course is being run from this month until December. It has been divided into two categories, with each accommodating 30 students.

The first category is of office secretaries. They are taught typing, computer literacy, integrated studies and communications skills.

The integrated studies subject is designed to inform the students about the world that surrounds them, Thuynsma said.

At the completion of the course, the students will be able to perform most of office

routine, such as working in the reception, to typing letters and taking minutes at meetings.

In the second course, students are being equipped with advanced office administration skills, such as bookkeeping and counselling. Students who at the end of the course examinations obtain a minimum of 60 percent average will be enrolled in a business management course, Thuynsma said.

Dominating

Thuynsma said a fully equipped computer centre was being established where students will be introduced to the world of computers. Thuynsma expressed concern that computers were dominating today's world, yet students at schools were still not being taught how to operate them.

The adult education course is being attended by people from a wide range of spheres of life. Teachers, workers and community leaders have enrolled.

Often, the council invites university lecturers to lead in workshops on various subjects of general knowledge.

Thuynsma said the council had plans to take the courses to other parts of the country, depending on the success of the pilot courses.

"We are planning to start with the office management course in Lebowa next year. We could then move to Cape Town and Pretoria, but all will depend on the success of these at Funda Centre," he said.

1579

TUESDAY, 21 MAY 1991

Handwritten

1580

Kleinzee School (Kleinzee)
Mossel Bay Community Church School
(Mossel Bay)
Northside Christian School (Bellville)
Plettenberg Bay Christian School (Plettenberg Bay)

Rosebank House College (Rosebank)
Orange Free State
Agapé Christian School (Bloemfontein)
Bethlehem Christian School (Bethlehem)

1581

TUESDAY, 21 MAY 1991

Handwritten

1582

HOUSE OF REPRESENTATIVES

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Questions standing over from Tuesday, 7 May 1991:

Classrooms: rates for public use

*1. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) Whether his Department permits members of the public to make use of classrooms after school hours; if so, (a) for what purposes and (b) at what rates;
- (2) whether these rates have recently been increased; if so, (a) by what percentage and (b) why;
- (3) whether lower rates apply in respect of church denominations and other organisations striving for the upliftment of our people; if not, why not? C93E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
 - (a) For the promotion of the interests of the community at large, provided no other suitable accommodation is available.
 - (b) The present rates payable in advance are as follows:
 - R50,00 per day or part of a day, which includes household services for—
 - (i) Political meetings and gatherings.
 - (ii) Functions with the aim of financial gain.
 - (iii) Private functions, such as entertainments, for persons other than members of the staff.

vices, for private functions (weddings, etc.) of staff or members of their family.

R10,00 per day or part of a day, for religious and charitable purposes.

(2) Yes, with effect from 1 January 1991.

(a) An average of 510%.

(b) The rates prior to revision which were applicable since 1978 were unrealistically low and did not keep pace with the increased cost of erection and maintenance of school buildings. The current rates still compare favourably with that of other instances.

(3) Yes, see (1)(b).

Mr W J DIETRICH: Mr Chairman, will the hon the Minister kindly take a supplementary question?

THE MINISTER OF EDUCATION AND CULTURE: No, Sir, I am not prepared to take a question. [Interjections.]

Highveld Technical College: hostel *(S3)*

*2. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) Whether the Highveld Technical College has applied to his Department for a hostel to be built for its students; if so, when was this application made;
- (2) whether this hostel will be built; if so, what are the relevant details; if not, why not? C95E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. 6 May 1975.
- (2) Yes.

The provision of a hostel and a hall is a high priority on the building programme but unfortunately funds are not available at this stage.

Circular No 45/89: withdrawal

*3. Mr W J DIETRICH asked the Minister of Education and Culture: *(S3)*

HOUSE OF REPRESENTATIVES

College network plan for 'lost generations'

TANIA LEVY

53

A NETWORK of community colleges has been proposed to help educate the estimated 4-million people outside the formal education system.

Tomorrow a broad-based group of 130 people meets in Durban to work out a way to educate and train the "lost generations".

Representatives of government education departments, commerce and industry and non-formal education initiatives will attend the workshop organised by the Durban-based Education Foundation and sponsored by the NBS. *Monday 22/5/91.*

The Independent Education Committee says 1,7-million black pupils are out of school, an extra 1,7-million drop-outs under the age of 30 have accumulated in the past decade and 600 000 have not attended school at all.

It proposes a nationwide network of community colleges outside the formal system to provide relevant education and training, entrepreneurial and life skills to people of all ages, from total illiterates to school leavers.

The foundation said in a statement yesterday that a matric certificate was often said to be worth less than a driver's licence.

Community colleges, which would be jointly owned by communities and neighbouring commerce and industry, would provide flexible institutions, with multiple exit and entry points to meet the needs of the area.

They could use existing schools and other facilities, stay open after hours and use outside experts.

Al
Jo
all

3 000 students boycott lectures

(S3)
Sowetan
22/5/91

MORE than 3 000 students at Technikon Northern Transvaal yesterday boycotted lectures in solidarity with colleagues due to appear in the Soshanguve Magistrate's Court.

A spokeswoman for the students representative council told *Sowetan* that charges of trespassing against the students due to appear in court yesterday were withdrawn later in the day.

But another batch of students are to appear in court on the same charges tomorrow and there will be no schooling again that day, she said.

By ALINAH DUBE

About 1 512 students were arrested during a sit-in staged on campus a month ago.

The students were demanding the expulsion of a catering firm from the campus, provision of free transport for the SRC, scrapping of an academic rule forcing stu-

dents to attend 80 percent of their academic programme and better public phone facilities.

According to the SRC spokeswoman, the students have petitioned management to address their problems.

"We further demand that we be refunded the money we have already paid for meals on or be-

fore Friday so that we can buy ourselves food," she said.

Head of the technikon's public relations bureau Mr CHJ van der Westhuizen said yesterday in response to the students' demands:

"Although the rule which the students want scrapped is still there, we are not going to be strict in applying it."

"Negotiations are also continuing between management, the SRC and the catering firm which is being boycotted. We have put the company on trial to prove if it can supply the type of food prescribed in the contract," he said.

Police 'not culpable' for Soweto killings

BIDAY 23/5/91

JONATHON REES

AN INQUEST into the deaths of 22 people in Soweto on 26 August 1986 found yesterday that police or municipal police might have been responsible for 20 of the deaths, but that they had not acted unlawfully.

Inquest magistrate CJ de Lange said evidence was that a police unit based in Mapetla, Soweto, had been returning to base on August 26 1986 when they came across a group attacking a Peugeot with pangas, axes and sticks. One man was on the roof with a panga and a woman was heard screaming inside the vehicle.

When police stopped they were attacked, and opened fire to save the occupants of the vehicle and defend themselves.

Police had caused the deaths of five people during "drastic action required to save their lives" but had not acted unlawfully, the magistrate said.

On the same date, in Rockville and White City, also in Soweto, the magistrate said evidence was that municipal police had taken action during a night of public violence, at times firing shotguns loaded with buckshot. It was possible they had been responsible for the majority of the 15 deaths in the area.

There was however no evidence that any of the deaths were brought about by an offence on the part of the police. The SAP had arrived only after 10.30pm and were

not responsible for any of the deaths, De Lange said.

He said the court was aware of the chaotic circumstances in Soweto at the time. Negotiations between residents and police at the scene would not have helped as people were "behaving like wild animals".

Media reports at the time indicated residents, particularly the youth, mobilised to defend themselves against eviction by Soweto council officials trying to break a rent boycott in the township.

The official death toll finally stood at 24, with almost 100 injured. The deaths prompted a parliamentary debate, with calls for a judicial commission of inquiry being led by former DP MP Helen Suzman.

Lawyers for Human Rights (LHR) litigation spokesman Ahmed Motala said the organisation was extremely disappointed by the decision, and expected more enlightened decisions by judicial officers.

"This clearly indicates the unwillingness of our courts to hold members of the security forces accountable for their actions," said Motala.

He said the LHR was concerned the inquest was heard more than four years after the incidents. "It is an indication that when there has to be an inquiry into the actions of members of the security forces, the wheels of justice turn very slowly."



Prof Robert Charlton of Wits U of Education Rector during y

Mabuza: let Promat run colleges

TANIA LEVY
FORMER KaNgwane chief minister Enos Mabuza said yesterday he would like to close down all teacher training colleges in the bantustans and in "white" SA and hand them over to the independent trust Promat.

Mabuza was speaking at the official opening of the Promat College of Education in Cullinan, north of Pretoria — SA's first independent non-racial teachers' training college to be opened in more than 30 years.

He said the experiences of Promat — whose matric colleges for teachers have become synonymous with impressive pass rates in recent years — should be used to reform and revitalise the education system.

The Promat College was essential to recreate education values, he said. The Promat College opened in January to 128 student teachers chosen from 4 000 applicants.

Situated on the farm of a former Lutheran mission, the Promat College campus was developed with R6m from the Anglo American and De Beers chairman's fund, R400 000 from the British government and R3m from German church group EZE and donations from several countries and major companies.

'Be traditional' at rally, Zulus urged

BIDAY 23/5/91

THEO RAWANA

INKATHA president Mangosuthu Buthelezi announced last night that Zulu King Goodwill Zwelithini would address a mass meeting of Zulus at the FNB Stadium near Soweto on Sunday and that they would be encouraged to wear "traditional attire".

The announcement came just days after President F W de Klerk reached an agreement with Zulu leaders, including Zwelithini, on curbing the carrying of Zulu spears.

Inkatha spokesman Suzanne Vos said there would be no reason to fear any violence if there was no provocation, ambushes or attacks from ANC supporters.

"It is not an Inkatha gathering, but an 'imbizo' at which the king will deliver a special message to his people," she said.

Vos denied the meeting was ill-timed.

A statement called on Zulus from throughout Transvaal to be "attired in their cultural dress" as the king and his entourage would do the same. It did not specify whether this included "cultural weapons".

Zwelithini would be accompanied by Buthelezi, chiefs and other dignitaries.

Vos said the ANC should "do everything possible" to prevent its followers from provoking anyone.

To support her assurance that there would be no violence, Vos cited the rally Inkatha held in Jabulani, Soweto in March. "On that day the ANC was also burying a member who had died in a bomb blast. But there was no trouble."

PEANUTS

By Charles Schulz



New teachers' college opened

Sowetan 23/5/91

SOUTH Africa was burdened with a lost generation of semi-educated, semi-literate people full of unrealistic expectations, former chief minister of KaNgwane Mr Enos Mabuza said yesterday.

Opening Promat College of Education just outside Pretoria, Mabuza laid the blame for this situation squarely at the door of the Government, with its attempts to "mould" black thought through Christian National Education.

Welcomed

He welcomed the creation of Promat College, which is the first to provide a four-year training course for black teachers.

Mabuza said the Government could learn a

By SUSAN MILLER

lesson from Promat.

"A revised national, nonracial education department can and should learn from Promat," he said.

He said Promat, which started in 1983 and now had five colleges, had successfully escaped the confines and strictures of Bantu Education.

The importance of well-trained teachers was fundamental to successful teaching, he said, and the Promat teachers would need to "re-establish a tradition of professional integrity, ability and commitment".

Community leader Dr Nthato Motlana said it was sad that throughout the years of Bantu Education it was the teachers

who "continually received the most crippling of blows from the powers-that-be".

He said the teacher determined the spirit of the school and the school determined the spirit of the nation. 53

Danger

Thus without well-trained teachers the nation faced a grave danger in education.

Motlana said: "Over the years teachers were systematically reduced to a frightened bunch of sycophants, who slavishly followed whatever the department required of them."

The need to retrain teachers and clarify the goals in teacher-training courses was urgent, he said.

Doors shut in spite of plea

By BENSON NTLEMO

THE GAZANKULU government caused a stir this week when it announced that the Tivumbeni College of Education is to be closed for the rest of the year.

The announcement came just a day after chief minister and Tivumbeni college chancellor, Professor Hudson Ntsanwisi, held discussions with ANC deputy president Nelson Mandela about the plight of 960 students at the college.

The two had also talked about the alleged harassment of ANC members by government depart-

ments in Gazankulu.

The talks raised hopes that the school would continue to operate, but on Wednesday Education Minister ETT Mhinga told Parliament that the college was to be shut for the year.

In voting on the issue, the Gazankulu Parliament came out overwhelmingly in favour of closure with only six out of 90 members supporting a motion to reopen the college.

The college was closed on March 12 after students staged a sit-in.

They demanded an increase in bursaries, more hostels and for Ntsanwisi and the Rector, CL Hager, to resign.

Overreacted

The March 12 closure was sharply criticised by education and political groups in the Northern Transvaal.

The groups said the Ntsanwisi government had overreacted when settlement on the issues had still been possible.

In his opening address to Parliament in April, Ntsanwisi said college students were making political demands which were influenced by forces outside the sphere of education.

He said that although his door was open for the resolution of problems, he would not deal with students who made political demands.

He said he would not hesitate to shut down their institutions.

Critics point out, however, that the youth wing of Ntsanwisi's Ximoko Progressive Party - the Gazankulu Youth Movement - has a number of student members.

Informal
Stev 28/5/91
colleges
28/5/91
'may ease
(53)
crisis'

A network of community colleges may well be the missing link in South Africa's inadequate education system, the Education Foundation said yesterday.

The foundation, a trust committed to "an affordable and appropriate education system", said in a statement the colleges would be non-formal, community-based, flexible and job-oriented learning centres, which would cater mainly for the millions of South Africans left in the cold by the formal education system.

A Durban workshop last week examined the need for and potential of the proposed new tier of education, widely seen as a solution to the problem of the so-called "lost generation", said foundation spokesman Dr Johan van Zijl.

Successful pilot projects already existed, and the private sector, educators and many government and non-government organisations were seriously considering their wider introduction, according to the statement.

The workshop on the colleges, organised by the foundation, drew a broad-based group of about 160 South Africans. — Sapa.

Open colleges are a drop in the ocean

W | Mail

30 | 5 - 6 | 6 | 91

SA

SA

53

THE recent move to open white colleges of education has been hailed as a positive step by educationists, but it is a drop in the ocean in alleviating the huge shortage of teachers in black schools.

In parliament last month, Education and Culture Minister Piet Clase announced that white colleges of education, technical colleges and special schools would be given the power to enrol all students from May 1. Power has been vested in the hands of individual college councils — which comprise representatives from universities, the teaching profession and education departments, as well as rectors and ministerial appointees — to make the decision.

The disparities are immense. Clase himself said a few months ago that there were over 4 000 empty places at white colleges, and that about 78 000 potential students had been turned away from black colleges.

The announcement has been a long time in coming. In January 1989, the Transvaal Teachers' Association submitted a recommendation that the empty places be filled by students otherwise classified. But sources interviewed by *The Weekly Mail* this week said much more was needed to address the crisis.

According to the latest SA Institute of Race Relations' annual survey, there are 177 057 teachers in African schools (including those in the 10 homelands), 35 665 in coloured schools, 12 015 in Indian schools and some 56 000 in white schools. Besides the 10 000-odd education students who qualify at universities annually and large numbers of under-qualified teachers in practice, most teachers emerge from the 19 white, 13 coloured, two Indian and 15 African colleges of education.

By far the greatest number of black colleges — 34, according to the Department of Education and Training's 1990 annual report — fall within the

Alleviating the chronic shortage of teachers in black schools requires more imaginative solutions than opening the doors of white training colleges, reports PORTIA MAURICE

"self-governing territories". Last year, the DET was training 9 393 students teachers.

"Opening the white colleges is an important step towards a unified schooling system, but even if all those empty places were given to blacks it would not be sufficient to cope with the huge demand for qualified teachers," said University of the Western Cape educationist Wally Morrow.

"There are probably more than five million South Africans between the ages of six and 16 who are not in school at all, and in the existing black schools the teacher:student ratios and over-

crowding are very high."

In KwaZulu alone, at least 32 000 teachers are needed, said Edgewood College of Education deputy rector Dr Terry Dachs.

The figures are startling, yet reports abound of black colleges — most of them strictly controlled "own affairs" institutions — being suspended or closed for periods because of student dissatisfaction and protest. Under indefinite suspension at present are the Tivumbeni College of Education in Gazankulu, as well as the kwandebele and Soshanguve colleges of education.

In most cases, suspension is a punitive measure against students campaigning about issues like exclusions policies, allegedly racist lecturers, campus conditions or the restriction of political activity.

"Teacher training colleges have been integral to perpetuating apartheid education," commented general secretary of the SA National Students' Con-

gress, Moss Sekhu. "Because they are not autonomous and the administrations are largely conservative, the authorities react with strong-arm tactics to increasing student challenges for more democracy."

Sporadic disruptions do little to aid progress. In the Departments of Education and Culture (Indian and coloured), rationalisation and cost-cutting is taking place, but the situation is more stable.

White college councils are likely to decide by the end of June whether or not to open their doors, sources say. They still await official notification, but some — particularly in the Cape and Natal — have already decided in principle to amend their admissions policies. Even the Afrikaners colleges are likely to take this route, though motivations may differ.

"It's similar to choosing the Model B option for open schools," said Dachs. "College councils will probably accept control over admissions, but they won't necessarily accept black students. The decision made is not as important as its effects — which we will only see from the beginning of next year."

Funding for teacher training will have to break from the racial mode and become more like the university model, though, if the announcement is to bear any fruit.

Individual white students are presently funded from the House of Assembly education budget, and other students entering white colleges will have to be funded by their "own affairs" departments — a recipe for administrative chaos, if nothing else. "The financial structure will have to change so that money is voted for colleges by central government," said Dachs.

In other senses too, the package retains its "own affairs" wrapping. Black teachers trained with their white counterparts will still have to go back to DET schools, where conditions, standards and syllabi are radically different.

For a number of reasons teacher unemployment is high, yet there are too few to meet the demand. There is also a dire need for more structures — schools, colleges, training facilities — to accommodate them and their charges.

"The chronic shortages will have to be addressed imaginatively in the future," said the UWC's Morrow, who is part of the National Education Policy investigation team researching teacher training. "In-service training will need much more emphasis — perhaps a five-year course, with teachers in the classroom for four years. The challenge is an enormous one."

Scientific literacy faces dual crisis

South Africa lacks appropriate scientific and technological development, according to the Innes Labour Brief report.

And the bodies that are supposedly responsible for generating these have minimal power to implement the action.

The Innes Labour Brief charged in its recent publication that "science education is critically underdeveloped throughout South Africa".

In his analysis, political economic expert, Dr Anastassios Pouris, observed that there has been (in South Africa) little interest in rectifying the situation, either at the level of policy or in terms of expenditure.

~~illiterate~~ **illiterate** (S3)

He wrote: "South African education faces a dual crisis. The best known is the one related to the education of seven million illiterate blacks. The hidden and more important one is that related to the education of more than 27 million scientifically illiterate blacks, whites, coloureds and Indians."

Pouris said the inefficiency in infrastructural support was also prevalent in the field of research in the country.

Despite the advice of the Scientific Advisory Council (Sac) to the Department of National Education, said Pouris, Research and Development expenditure (R&D) in the country was declining both in real and relative terms. *New Nation Learning Nation*

Funding 3015 - 4/6/77

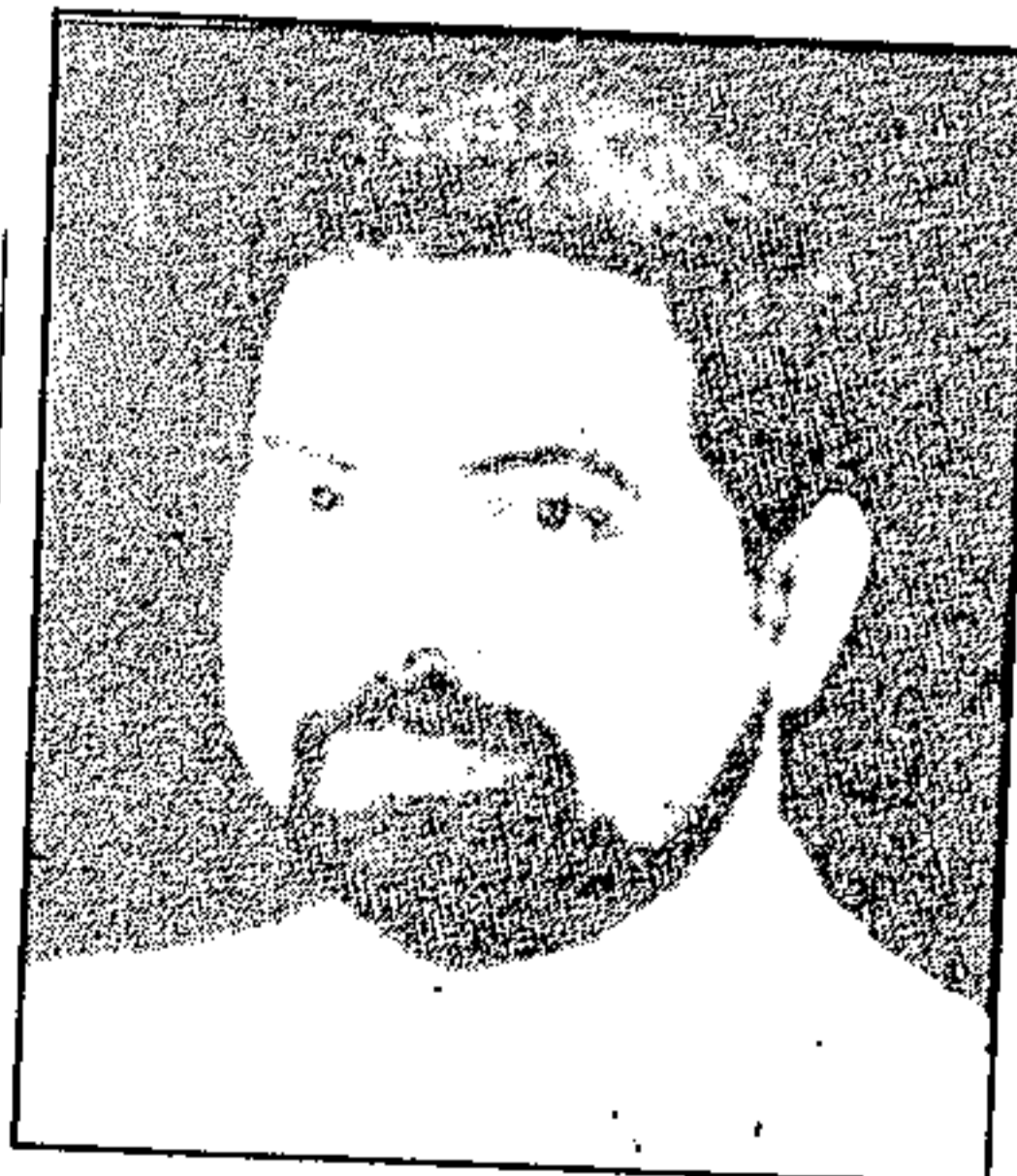
In South Africa, he charged, the obvious constraints in following such policy targets are the "steady state" of science as far as funding is concerned and the lack of co-ordination.

"It is well known that South Africa spends approximately 20 per cent of the national budget on education.

"However, the state's financial contribution to universities is relatively small in comparison with international standards and it is shrinking," said Pouris.

Pouris said Sac had repeatedly recommended the increase of R&D expenditure as a percentage of Gross Domestic Product and as a percentage of the national budget.

The end result, according to Pouris, was exactly the opposite. Both percentages have declined since the Sac's call.



Anastassios Pouris

Community colleges can help SA's disadvantaged students

COMMUNITY colleges are recognised in the United States as institutions primarily designed to meet the educational needs of the community in which they are situated.

Programmes offered have direct relevance to individual needs and those of local business and the community. They are there to serve students who are traditionally disadvantaged and disempowered.

Community colleges offer programmes in five areas of activity:

● The first is the college division which deals with more traditional academic aspects of study. It admits students to two-year "associate" degrees in arts and science, after which students either go out to work or transfer to traditional tertiary institutions.

Accessible

The colleges meet a number of needs: conventional degree courses at universities are more selective in their intake and the weaker students find admission to community colleges easier.

Community colleges are neighbourhood institutions, so residence costs are not incurred; and the cost per student is much lower than the cost incurred at university.

However, and most importantly, programmes at these colleges have been developed in consultation with universities to ensure recognition and accreditation at tertiary institutions.

SILAS ZUMA writes about community colleges in the light of the new government educational plan

In the South African context this must be a most appealing possibility given the growing pressures on tertiary institutions and the specific problem of admission and costs.

Universities could continue as centres of excellence while the needs of growing numbers of the disadvantaged could be tackled by community colleges.

● The second division is that of vocational technical education, in which the entire range of technical and vocational courses demanded by the environment in which the community college is located is offered.

These courses are characterised by a high degree of flexibility in course content and a high degree of inter-action between labour unions active in the occupation in question, management of that industry and the academics teaching the courses.

It takes little imagination to consider the effect the widespread introduction of this concept would have in South Africa.

The private sector has long complained about the lack of technical and vocational skills and the question must be whether it would rise to the occasion and become actively involved in such training.

ties in which they are located and utilise existing buildings and resources. The teaching staff also make their skills available to these communities.

● The fifth division is that of continuing professional education, in which those who are already employed are given in-service training of some kind. The community colleges also provide for in-service training programmes in both the private and the public sector.

Flexible

The community college principle raises vital questions for South Africa. Given its flexibility and specific level of response to community and socio-economic needs, it suggests itself as an appropriate new tier in the local education system in the future.

Its introduction would require the co-operation of the state, communities, the formal education system — including tertiary institutions — and the private sector. But everyone stands to benefit from community colleges — not least, the millions of young South Africans who presently have nowhere else to go.

The questions is, can this country afford *not* to introduce the community college system — and soon?

□ Silas Zuma is the director: projects and planning of the Education Foundation. He has recently returned from a month's study tour of the US.

Education plan shifts emphasis to technikons

S3

(23)

ARG 3/6/91

Political Staff

A major new plan for education — including free and compulsory primary schooling and a radical shift towards technical training — has been welcomed by the government.

The proposals are made in an "education renewal strategy" drawn up over the last 15 months by a team of experts led by National Education Director-general Dr Johan Gerbers.

The recommendations include:

- "Formative education" which concentrates on reading, writing and arithmetic and aims to make all pupils literate and numerate by the age of 13;
- A much greater emphasis on technical education with higher entrance qualifications for universities and incentives for pupils to choose a technical education stream after completing the first seven years of formative education.

The strategy document is to be published this week. Senior government sources said yesterday that although it was not an official policy document, it reflected government thinking.

"This is a very good piece of work," a senior source said. "It comes at a very good time when we are on the verge of trying to get something off the ground to get education going."

Some of its proposals would probably be implemented immediately while the more dramatic proposals would first have to be negotiated, the source said.

The Democratic Party expressed disappointment that the plan apparently did not recommend the interim restructuring of education under a single ministry, as expected.

The thinking seems to be that this should not happen until a new constitution has been negotiated.

DP education spokesman Mr Roger Burrows said he had expected the strategy to recom-

mend one ministry with sub-regions controlling all schools, and a more open admissions policy.

"We shall have to see when it is published this week."

The basis of the strategy is that a Third World country like South Africa cannot afford free education beyond Standard 5.

After that children should choose from three streams:

- The existing academic stream, which they would have to pay for;
- A more practical education in technical colleges, which the State would pay for or subsidise;
- Or going straight into career training but with State recognition for on-the-job training.

Universities should be rationalised to avoid duplication of subjects and university entrance standards would be raised to encourage pupils to study at technikons, which would offer some subjects now offered at university.

'Edukon' plan to bridge gap

Star 5/16/91
The Government is to consider proposals to convert some technical colleges into "edukons" to provide a bridge between the non-formal education sector and universities and technikons.

The Education Renewal Strategy discussion document published yesterday recommends that this should be investigated to provide alternative career education opportunities.

The document also suggests a thorough investigation into academic support bridging pro-

grammes to equip students for university or technikon courses.

One specific recommendation is that the Government should consider converting some technical colleges and under-utilised teacher training colleges for further advanced education.

"Bridging programmes could then be one of the functions of such colleges, possibly offered in collaboration with universities and technikons."

The report suggests that these institutions be called "edukons".

Technical students needed — report

Star 5/6/91
A disturbing shortage of technically skilled students could hamper South Africa's ability to meet the economic challenges of the future, according to the Educational Renewal Strategy discussion document.

The report says that in order to "meet the technological challenges of the 1990s, South Africa will have to train many more high-level technologists and en-

gineers as well as technicians and artisans".

53
"Far too few pupils enrol for subjects such as general science and mathematics."

The document adds: "One of the most important reasons for this lack of interest among pupils and their poor performance is the shortage of adequately trained teachers in these subjects."

A bridge that fills the gap

In a bid to increase the number of scientists in the country, the University of the Witwatersrand has established the College of Science to serve disadvantaged matriculants.

The College of Science aims to attract students whose schooling in science has been affected by poor education or by other circumstances.

The college — established last year — offers a challenging curriculum for students interested in a Bachelor of Science (B Sc) degree.

It is an integral part of the university's Faculty of Science department.

College students have the same classrooms and laboratories, and many of the same lecturers, as other B Sc students.

Why it is called a "college"?

In the United States, the word "college" is used to describe the undergraduate programme of a university, and that is how Wits uses the term "college".

It is not another word for high school.

Courses offered

Students in their first year of study will take Physical Sciences 1 and Mathematical Sciences 1 courses.

Students may choose one additional course — either Biological Sciences 1 or Earth Sciences 1.

Students in the second year of study may choose, depending on their interests and abilities, to continue their studies in the above courses.

Or they may choose to take first-year courses in the Accelerated B Sc, or combine college and first-year B Sc courses.

The faculty's named the three-year programme the "Accelerated B Sc". However, most students complete it in four years.

A full-time counselor can help students decide on the best course combination.

The college courses carry credits towards a B Sc.

A student who has successfully completed two years of a course at the college before entering a second-year course in the B Sc degree, will have more credits than a student who has taken the ordinary first-year course in the Accelerated B Sc programme.

All majors offered by the university's Faculty of Science are open to college students.

It is important for a student to choose his

subjects carefully as a decision to take biological or earth sciences in the first year, is a decision that will affect the later choice of a major.

Also, certain first-year courses have a limited intake and neither college nor Accelerated B Sc students can be guaranteed admission.

The college is a very special programme offering advantages not available in the Accelerated B Sc so only 150 students are selected.

If your matric pass

is high enough for the Accelerated B Sc, but you believe that your schooling was inadequate and that you would benefit from the tuition offered at the college, consult the college co-ordinator or the dean during registration.

Students must pass all their first-year courses.

Students who leave the college after at least one year's effort will receive a Certificate of Achievement listing his or her accomplishments.

To apply
● Complete the ordinary university application form indicating that you wish to be admitted to "Science Faculty (College)".

If you are placed on the list of those eligible to be selected to the college, you will receive a letter of invitation to write selection tests (unlike matric), and you may be interviewed.

Final selection will be based on your test results.

● Complete two additional sets of forms if you want to apply for a bursary and for a place in residence.

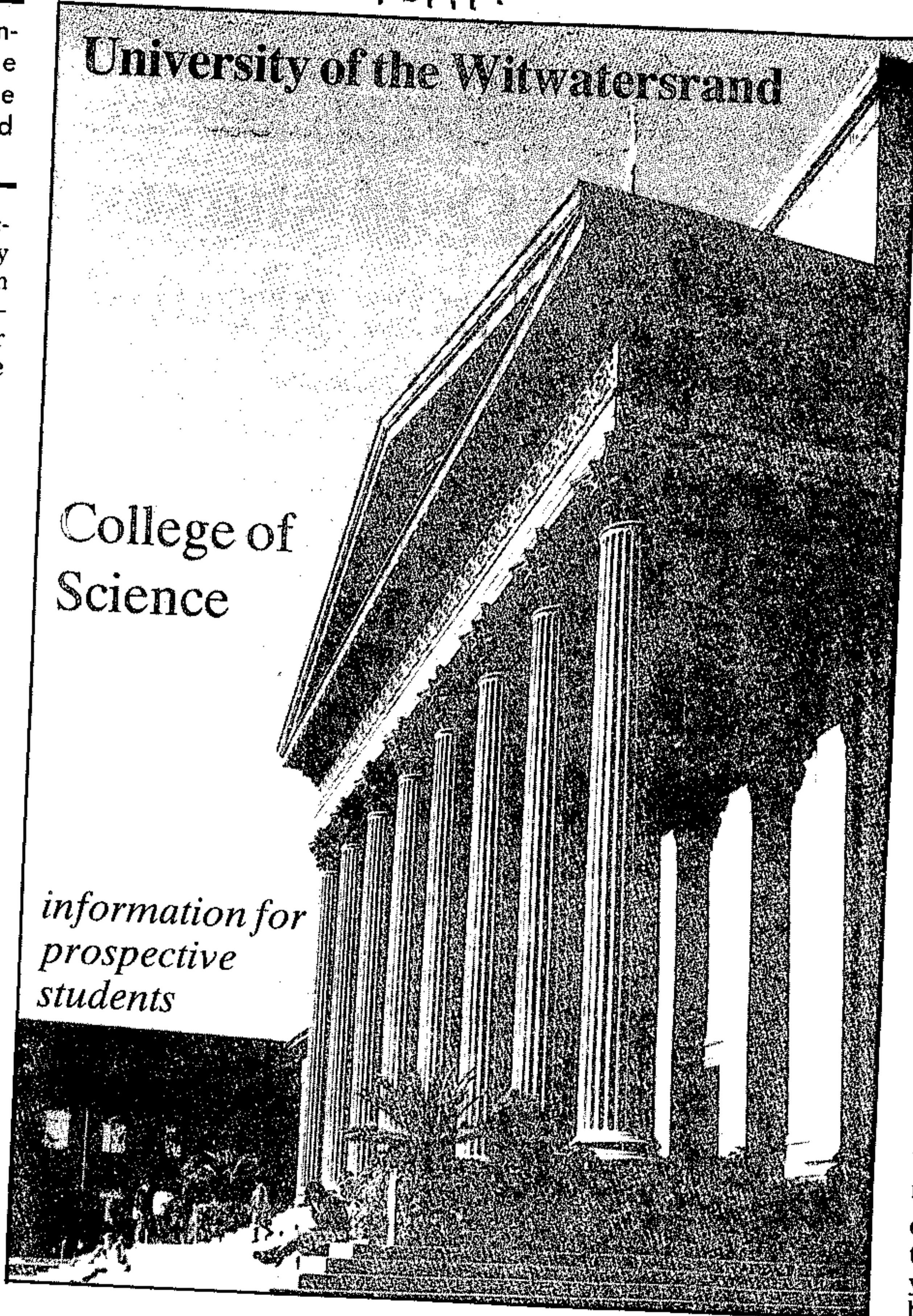
If you are applying for bursaries to other organisations, it is still a good idea to apply to Wits as well.

Next: Subjects you will study.

University of the Witwatersrand

College of Science

information for prospective students



Star 11/6/91.

53

Five teacher training colleges to go

ARGUS 11/6/91
 (53)
 (80)

Political Staff

FIVE teachers' colleges, mainly for whites, are to be closed at the end of the year.

The Cape Town College of Education and Barkly House will amalgamate at the end of the year.

The Denne-oord Teachers College in Stellenbosch will be closed as part of a countrywide rationalisation programme. Its students will go to the Boland Teachers College in Wellington.

The closing of the teachers' college in Port Elizabeth will be completed at the end of the month. The P E Technikon may take over its premises.

The Minister of Education and Culture in the Assembly, Mr Piet Clase, has announced these changes.

Two Transvaal teachers' training colleges are to be closed as part of a major rationalisation of teacher training countrywide.

Goudstad teachers' college in Johannesburg is to close and future Afrikaans teachers on the Witwatersrand will be trained on the campus of Onderwyskollege Pretoria.

Similarly the Pretoria College of Education (PCE) will close and future English-speaking teachers will study on the campus of the Johannesburg College of Education (JCE).

Among other announcements by Mr Clase were;

The councils of hitherto white teacher training colleges will be authorised to admit black students.

The College of Education for Further Training in Pretoria will from now on be the only "distance" training college in his department, training students from around the country, including blacks.

No first-year students will be admitted to Goudstad or PCE from next year and the training of present students will be phased out by December 31 1993.

Witwatersrand Technikon is negotiating to take over the Goudstad campus and Unisa the PCE campus.

New councils at the amalgamated colleges will decide on new names and the appointment of rectors and staff.

The Onderwyskollege Potchefstroom will continue.

The Joubert Park Technical College will be moved to a new campus not yet chosen.

In the Free State, the Bloemfontein College of Education will continue as the only teachers' training college for the province.

In Natal, the Durbanse Onderwyskollege becomes a dual medium/parallel medium college from January 1 next year, Edgewood College of Education will continue and may admit blacks and Natal College of Education continues.

SCHOOL WATCH

New Nation

53



Students of the Educational Institute for Day-Care Centres in Johannesburg are deserting the school in fear of being exploited.

SCHOOL WATCH has learned that already about 60 students have abandoned the institution and have applied for space at the Pretoria Technical College.

The centre started functioning last year. It was first plunged into crisis at the beginning of the year when last year's graduates complained that they were unable to find employment because their diplomas were not being recognised by day-care centres.

Commenting on the issue, headmaster Scott Muller said the institution had not been registered because it was an "alternative" education project.

However, educationists have disputed Muller's claim. They contend that Muller should negotiate with either the education or manpower authorities. This would make it possible for the centre's credentials to be recognised and its graduates to be employable. *New Nation (Learning Nation)*

After a series of clashes with students who were demanding that the institution be registered, Muller attempted to register it, SCHOOL WATCH learned.

However, enquiries with the Department of Education and Training revealed that the centre has been registered as New Gate Private School for students from standard six to standard 10. 14/6-20/6/91

But later last month, students were supplied with letters from the management. In the letters the students were informed that the centre had been registered as Westminster College of Education.

According to the letter, negotiations for affiliation to Soweto College of Education are underway.

A former student of the centre, Busi Khumalo, said she and her colleagues had established through a DET official, that an application to register the centre as a college of education had been received.

16/9/83
§3

Find ways to attract quality teachers

Political Staff

ALTHOUGH teacher salaries take up 70% to 75% of the education budget, new ways of attracting high-quality teachers with salary structures reflecting market forces will have to be found, says the Education Renewal Strategy report.

Other recommendations were:

- Universities should tighten up their admission policies, rationalise their study programmes, and lay down formal study goals to maintain standards.

- Technikons should be given the power to set additional admission requirements for students and to limit student intakes.

Student numbers at universities and technikons had grown by up to 17% in the past few years, and this trend could be expected to continue.

In view of the high cost of university and technikon studies it was imperative that only students who had a realistic chance of completing their studies should be admitted.

- The setting up "Educons" as colleges to bridge the gap between secondary schooling and universities or technikons should be investigated.

The report also said that government spending on education decreased in real terms by 6% between 1987 and 1990 despite increasing pupil numbers.

ARGUS 18/6/91

Teacher colleges 'must stay'

By HANS-PETER BAKKER
Education Reporter

THE government's decision to close five white teacher training colleges should be frozen while every endeavour is made to retain teacher-education facilities and resources.

This is a call by Mr Edward Pratt, chairman of the Western Province Council of Rectors of Colleges of Education, Deans of Faculties of Education, and Directors of Technikon Schools of Teacher Education (Wepcord).

Mr Pratt argues "that the new-found fervour for technical and career education is being promoted at the expense of teacher education".

He says justifications for the decision contain the "fatal flaw of being valid in a narrow and sectional sense only — in this case pertaining to whites".

The rationale for the decision "indicated an 'own-affairs' mind set".

Mr Pratt says the road ahead calls for "the most effective use of educational facilities in accordance with national needs, where national applies to the entire nation".

● Disinvestment in teacher education — page 10.

IDT starts ⁵³ student bank

South 20/6 - 26/6/91
THE Independent Development Trust (IDT) is to launch a multi-million rand national student bank next year to assist cash-strapped tertiary students.

The IDT has set aside R25-million to establish the bank which will provide loans to deserving students at South African universities and technikons.

Professor Merlyn Mehl, director of the IDT's education section, said the bank was part of a move by the IDT to intervene in the educational arena.

As part of its "reconstruction strategy", the IDT has also launched a national school building project in a bid to intervene in the shortage of classrooms.

The project involves the building of 50 000 classrooms in the next three years. The IDT will also put its thrust into the "improvement of the quality of education".

The Trust, chaired by Mr Jan Steyn, has a total of R300-million allocated for use in improving the country's education.

Mehl said tertiary education was becoming increasingly expensive and it was essential to ensure funding.

He said the bank would loan student's finance while they studied. They would be expected to repay the loans after they graduated.

The IDT was also looking at the idea of a compulsory graduate tax which would be paid to the bank to create a revolving fund.

"It need not be a large percentage and the idea here is to get everyone involved in making tertiary education accessible."

Disinvestment in teacher education

by E E PRATT

Chairman of the Western Province Council of Rectors of Colleges of Education, Deans of Faculties of Education and Directors of Technikon Schools of Teacher Education and Rector: Hewan College of Education

THE announcement by the Minister of Education and Culture, Administration: House of Assembly of the closure of five teachers' colleges under the guise of rationalisation, has evinced a whole array of reactions, ranging from total disbelief, through frustration to anger.

That a step as drastic and far-reaching in its implications as closure can be taken at this stage in the history of the country flies in the face of all logic. That it can be done hurriedly, unilaterally and seemingly without regard to wider issues does not augur well for future long-term developments in education. The step is akin to the disposal of family heirlooms by the custodians shortly before the entry of the heir into an unwanted marriage!

Once again South Africa is burdened with an educational decision taken for political reasons or within political parameters.

It is possible, no doubt, to point to stable or even declining birth rates and hence, school enrollments; to under-utilised school buildings with low occupancy-rates; to uneconomic pupil-to-teacher ratios; to the need for education to be more cost-effective and affordable at all levels.

These all have a ring of educational validity about them, but suffer the fatal flaw of being valid in a narrow and sectional sense only, in this case pertaining to whites.

If closure is perceived as a response to the need for cost-cutting, it is cost-cutting by the administration of a single house, namely, the House of Assembly. If it is portrayed as intending to address the issue of an over-supply of teachers, or is shown to be determined by demographic data, then such data is reflective of 'white' South Africa, and cannot mirror the overall South African spectrum.

The decision to close colleges, therefore, is located squarely within the existing political framework, and its rationale indicates an 'own-affairs' mind set. A political constituency has been identified and a responsibility to this constituency has been discharged.

But what of the other South Africa, the broader constituency? What is the message derived from other demographic data?

In the week preceding the announcement of closure, a working document entitled Education Renewal Strategy (ERS) was issued. It represented the fruits of a year-long study of aspects of the present educational scene and presented what are essentially management solutions to identifiable problems in the short and medium term. It should not therefore, be scanned for any long term objectives of any new and enticing philosophical underpinning.

However, the announcement of closure and phasing out of college pre-empted the proper discussion and evaluation of proposals contained in the document, especially those pertaining to teacher education.

In this respect it was stated that existing colleges could provide for national needs up to the year 2000. It would seem as though some of the recommendations have been unilaterally acted upon, thus giving a status to the report which it does not rightfully enjoy.

Hence the offering of the soon-to-be-vacated college premises to technikon and career-orientated institutions is in line with the recommendation that these areas of education be given priority rating — a view not yet endorsed nor legitimised through normal discourse.

But other data, contained in the same report, and conveying a powerful message of need and a bleak prospect of fulfilment, appears not to have enjoyed any credence.

Thus in black education, whether in schools of the Department of Education and Training (DET) or 'self-governed' states, the picture presented is one of high pupil-to-teacher ratios (1:51); low retention-rates from sub-standard A to standard 10 (16 percent); burgeoning numbers in the secondary schools (175 963 senior certificates awarded in 1990); an annual rate of increase of secondary enrollments in excess of 10 percent since 1987, a relatively low level of teacher qualifications (in 1989, 45 percent of teachers held a qualification lower than the basic matric plus three year diploma), *inter alia*.

Beside the need for increasingly large numbers of well-qualified teachers implicit in these statistics, is the need for upgrading and refresher courses. And the introduction of compulsory education has not been brought into the equation.

How can there be talk of spare capacity, of underutilised facilities, of excess of supply over demand in respect of teachers, of retrenchments and the like, in the face of such a daunting challenge? Or is there justification for the view that decisions are motivated by a blinkered view of sectional interests above short-and-long-term national needs?

The ERS document posits the view that more extensive use can be made of distance-education or training by correspondence and the Minister's announcement endorses the recommendation by consolidating and expanding the functions of such an institution in Pretoria.

While distance-training is not a new feature in teacher-education, the working document acknowledges its role in the upgrading of qualifications of in-service teachers, but projects it also as a strategy for initial training. This holds far-reaching consequences for the profession, which is essentially a contact profession.

The training of teachers has as much to do with the transmission of human and societal values as it has to do with the absorption of factual information. The contact element requires facilities, infrastructure and human resources. It is an open question whether the country can divest itself of these resources where they already exist.

The colleges which have been earmarked for closure were erected according to specified norms of space and cost, generously applied. Their recent history is one of under-utilisation, in the face of severe shortages, backlog and financial constraints in other sectors. Replacement facilities in the short-term can only be provided at an unafford-

able cost, according to lowered norms and following a still-to-be-determined priority status.

On the other hand human resources, exemplified in expertise, experience and commitment, cannot so easily be garnered where closure is accompanied by early retirements, transfers to other sectors of education and even other occupations. It can be argued that the new-found fervour for technical and career-education is being promoted at the expense of teacher education, with disinvestment in the latter being implemented to make possible a reinvestment in the former. And this is the face of severe shortages and quantified demands for additional places in teacher education!

What is the road ahead for colleges of education? Before answering this vexed question, let it be said that the road does not lead to previously white colleges utilising spare capacity for training teachers of other race groups on an agency basis.

The idea is redolent of 'own-affairs' attitudes and has no place in current thinking. Nor does the road lead to granting college councils autonomy over admissions policy while ensuring that very little spare capacity will be available for non-traditional users. Autonomy as a concept and a policy is to be welcomed, but should also extend to ensuring a continued existence for institutions with perhaps a different clientele and a transformed ethos. There is nothing sacrosanct about an ethos that could have evolved under artificial nurturing. On the other hand, why avoid the promise of new and dynamic entities emerging?

The way ahead does indicate the most effective use of educational facilities in accordance with national needs, where national applies to the entire nation. In the hiatus period preceding constitutional and political settlement and probable educational renewal, there is need for a co-ordinated approach to teacher-education, that is, a policy and programme agreed upon by all and implemented in the interests of all.

This should include a pooling of resources and a sharing of management and accountability. In this way the historical imbalances of the past and the pressing needs of the present can be drawn towards a position of balance. Cross-departmental structures already exist and perhaps where the focus is presently placed upon consultation it should be extended to implementation. There should be a cessation of any unilateral actions which have consequences far beyond the narrow definition of legal jurisdiction.

It is for these reasons, and because the call has been made frequently in the past, that another call goes out for a halt to closure.

It is injudicious, does not concur with the evidence and is potentially destabilising across the educational spectrum. It cannot be construed as a legitimate exercise in rationalisation and should not be represented in this context.

The actions already taken should be frozen while every endeavour is made to renegotiate the retention of teacher-education facilities and resources for the purposes for which they are best suited and sorely needed.

By George!

53

aequs 18/6/91

Handwritten
 (a) the Regulations relating to the election of management councils do not prohibit the distribution of pamphlets outside the hall in which the election is held.

(b) the pamphlets were handed out by parents without permission,

(c) prior to the election, the pamphlets compiled by supporters of the National Party were distributed to the parents outside the hall. Pamphlets were distributed by the Conservative Party to the parents of this particular school in the streets;

(d) the name furnished by the hon member;

(2) no, because there are no grounds for any action;

(3) no.

1990-91 budget: certain amounts spent

89. Mr R M BURROWS asked the Minister of Education and Culture:

Whether, with reference to his reply to Question No 50 on 27 March 1991, the information requested in Question No 50 is available as yet; if not, why not; if so, what total amount was spent in the 1990-91 financial year on (a) school textbooks, (b) library books, (c) hostel accommodation subsidies, (d) pupil transport subsidies, (e) school audio-visual equipment, (f) school buildings, (g) stationery and (h) school furniture at schools falling under his Department?
 B1210E

The MINISTER OF EDUCATION AND CULTURE:

No, because the books of some of the provincial education departments will close together with the books of the Provincial Administration that render services. The figures will therefore only be released during July 1991 by the relevant Provincial Administration.

Colleges of education: utilisation of buildings

91. Mr R M BURROWS asked the Minister of Education and Culture:

Whether he or his Department has given consideration to the use to which the buildings of the colleges of education that are to be closed will be put; if not, why not; if so, to what use will these buildings be put in each case?
 B1237E

The MINISTER OF EDUCATION AND CULTURE:

Yes, negotiations are at present being conducted with a view to the possible transfer of the buildings to the following:

Barkly House to the amalgamated Cape Town College of Education
 Denne-oord to Stellenbosch Technical College
 Port Elizabeth to Port Elizabeth Technikon
 Pretoria College of Education to UNISA
 Goudstad to Witwatersrand Technikon.

Handwritten
 HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Homes built by Department: number

38. Mr P PADAYCHEE asked the Minister of Housing:

(1) How many homes, excluding homes forming part of local authority projects financed by the Housing Development Board, has his Department or the Board built in (a) Natal, (b) the Cape Province and (c) the Transvaal since he became Minister of Housing;

(2) how many stands belonging to his Department or the Housing Development Board were vacant in (a) Natal, (b) the Cape Province and (c) the Transvaal as at the latest specified date for which figures are available?

The MINISTER OF HOUSING:

D168E

| | |
|-------------------|----------|
| (1) (a) Natal | : 1 411 |
| (b) Cape Province | : — |
| (c) Transvaal | : 1 126 |
| (2) (a) Natal | : 7 479 |
| (b) Cape Province | : — |
| (c) Transvaal | : 7 336. |

Rented HDB houses: sale

40. Mr S PACHAI asked the Minister of Housing:

(1) Whether the approximately 27 houses in Rylands Extension 5 presently being let by the Housing Development Board are to be sold to the tenants, if so,

(2) whether the sale is expected to be finalised before the introduction of value added tax; if so, when is the sale expected to be finalised;

(3) whether the selling prices of these houses have been determined; if not, why not; if so, (a) on what basis were these prices determined and (b) what is the selling price of each house;

(4) whether the buyers will be offered a State loan to purchase these houses; if not, why not;

(5) at what total cost did the Housing Development Board (a) (i) acquire and (ii) service the erven and (b) build the houses in question?

The MINISTER OF HOUSING:

(1) Yes.

(2) Yes. A submission in this connection will be considered by the Housing Development Board shortly.

(3) Yes.

(a) The selling prices have been determined on the basis of the cost of acquisition of serviced erven plus actual construction cost of the dwelling plus 1% levy on the total of the aforementioned for community facilities subject to the approval of the Housing Development Board.

(b) The selling prices range between R65 200 and R83 100 per unit inclusive of land.

(4) No—the units will be sold for cash on registration and transfer.

(5) (a) (i) and (ii) R246 180 for serviced erven.

(b) R1 646 239,47.

Lenasia: business/religious sites allocated

47. Mr P PADAYCHEE asked the Minister of Housing:

(1) Whether any (a) business and (b) religious sites have been allocated and/or sold in (i) Lenasia and (ii) Lenasia South since 1 January 1991; if not, why not; if so,

(2) (a) to whom in each case, (b) on what date was each (i) application for such sites received by his Department and (ii) such site allocated and/or sold and (c) what was

Mbeki-Makwetu to address the 150th anniversary

Lovedale College - hive of the leaders

*News Nation (Learning Nation)
21/6-27/6/91
S3
20/6/91*

Church services held under an oak tree on hot days, are among the poignant memories PAC leader Clarence Makwetu has of Lovedale College - due to celebrate its 150th anniversary next month.

One of the oldest higher education institutions for blacks in the country, Lovedale has seen many of today's well-known political figures pass through its hallways.

And it has also expelled from its classrooms students regarded as "radicals", some thirty years ago - among them, the ANC's director of international affairs, Thabo Mbeki, and Umkhonto we Sizwe chief of staff, Chris Hani.

Mbeki will be welcomed back when he returns to the college as one of the guest speakers at next month's anniversary celebrations.

Makwetu has been asked to share the platform with Mbeki.

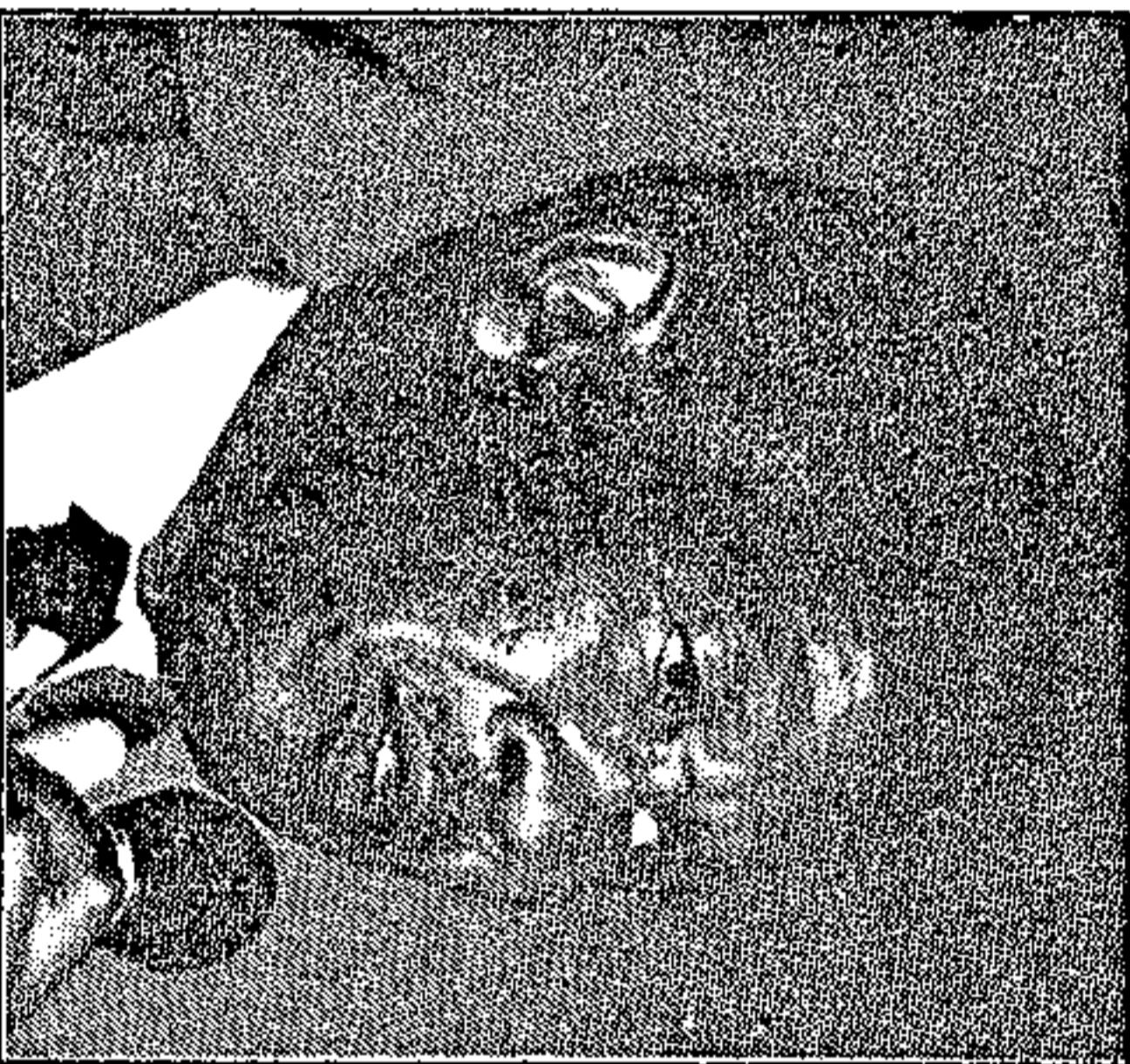
Strict headmaster

Former students interviewed this week about their experiences at Lovedale have memories of a very strict headmaster who expelled students for the "slightest offences", and where student activities and church services were held under the oak tree.

For Makwetu, the drive to Alice will bring back not only memories of the "oak tree services," but also recollections of the few days he spent in prison in 1946 after a strike at the college over poor diet.

Alongside fellow students, Makwetu was arrested by police and taken to the police station where they were kept for a few days.

They were later sentenced "but I cannot remember the sentence now. All I know is that my father paid a fine and I left the col-



Clarence Makwetu, PAC's president

lege," he said.

Makwetu said political action at the college was fuelled at that stage by readings of the French revolution and by the fact that authorities were very strict.

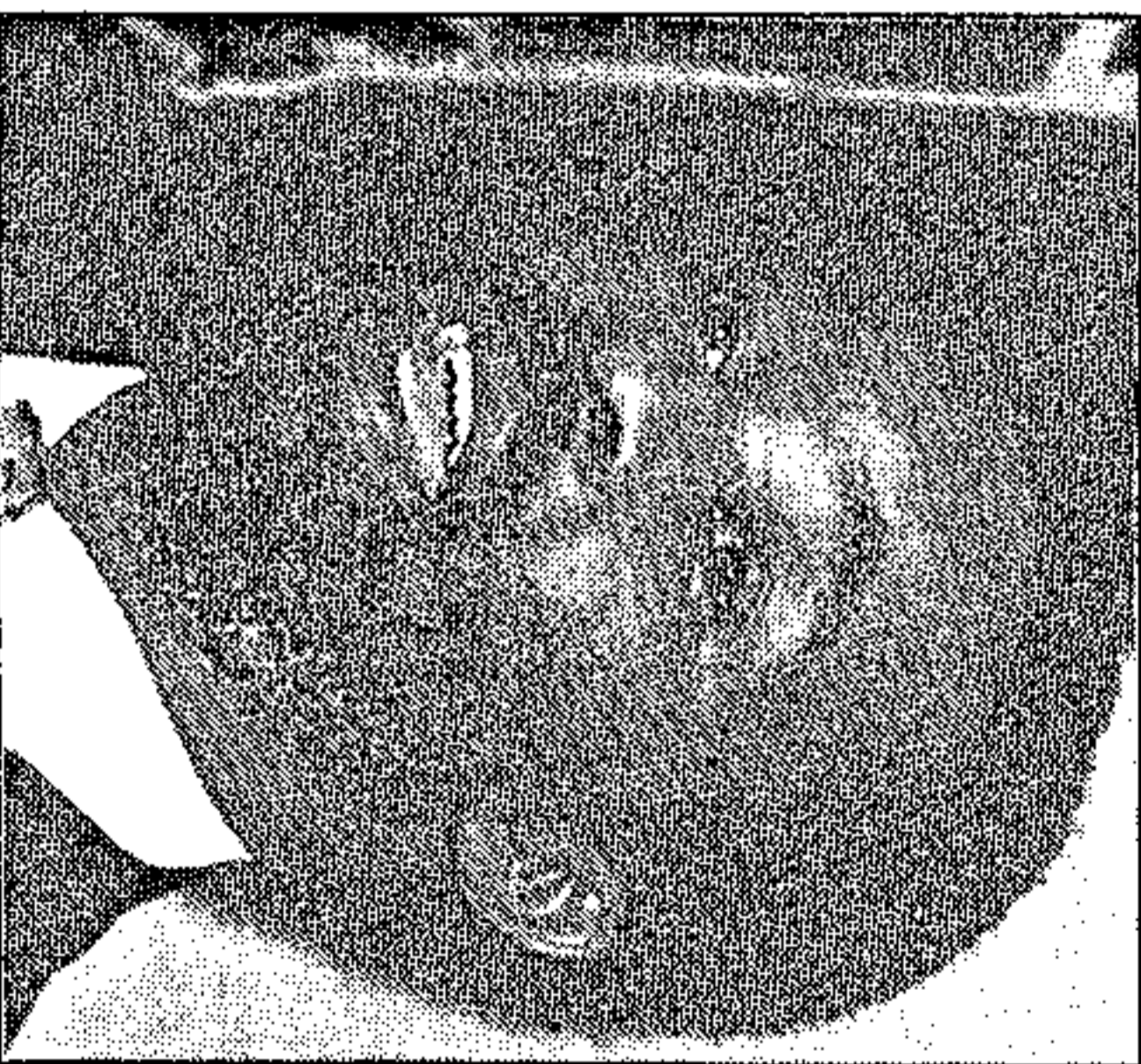
Uprisings

Dr Cecil Manona, a lecturer at Rhodes university, remembers Lovedale as the institution which was in the forefront of student uprisings in the Cape during the 1960's.

Largely influenced by Fort Hare University, where students were demonstrating against the introduction of Bantu Education, Lovedale erupted into strikes in 1959.

"Students at almost every institution in the Cape were very angry but Lovedale became a hotbed. Students who were regarded as radicals like Thabo Mbeki and Chris Hani were expelled," he said.

But Manona's overriding impression is that



Thabo Mbeki, ANC's director of international affairs

Lovedale was the strictest of the educational institutions in the Cape.

A former student and now lecturer at the college, Henry Lupondwana, said the strikes in the 1950's were fuelled by a strong political awareness among students who were members of the ANC Youth League.

"The league would hold meetings along the banks of the Tyume river, and strikes were often sparked off by issues like poor diet."

Lupondwana said many students were expelled from the college for their involvement in the strikes.

Deposed leaders

But despite these expulsions, the college has built up and maintained a long and proud tradition.

Besides Mbeki, Makwetu and Hani, the late Black Consciousness leader, Steve Biko, and

the president of the United Democratic Front, Archie Gumede, are old Lovedalians.

Deposed homeland leaders, Lennox Sebe and Kaizer Matanzima, also studied at the institution. So did the leader of the Unity Movement, I.B. Tabata.

The founding editor of the first black weekly newspaper, Invo Zabantsundu, John Tengo Jabavu, and the first black nurse, Cecilia Makiwane, were also students at Lovedale.

Although some of the old buildings are still there, they are dilapidated structures. The "popular" cement blocks that served as chairs for church services under the oak tree were destroyed long ago.

Ciskei

Lupondwana believes the most productive period in Lovedale's history was during the 1950s and 1960s. Most of the movement's leadership began to involve themselves in college politics, paving the way for broader national politics.

In 1978, the Ciskei government showed an interest in buying Lovedale with the aim of turning it into a college for training post-matriculation teachers in the Ciskei.

The homeland took the college over the following year. But it was subsequently closed and re-opened ten years later as a college for the upgrading of teachers who had standard eight only and for those who had obtained their matric through correspondence.

For former student Archie Gumede, Ciskei's take-over of the college was "unforgivable".

He said Lovedale had made an indelible mark on South Africa's history which "Lennox Sebe tampered with when he took control of the college."

(4) whether he intends taking action against the schools concerned; if not, why not; if so, what action?

B1242E
The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, the names furnished by the hon member;
- (2) yes,
- (a) the relevant facts have been obtained,
- (b) the Management Council of the host school took a decision which made it impossible for the visiting school to participate with its full team;
- (3) yes, the embarrassment caused is regretted;
- (4) no, not against the relevant schools in particular. Steps are, however, being taken to avoid a recurrence of unfortunate incidents of this nature.

New post level 8 post of director: provincial appointments

93. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether any persons have been appointed to the new post level 8 post of director in any of the provincial education departments; if so, (a) how many persons were appointed in each case and (b) when was each appointed;
- (2) whether, in their appointment, normal conditions of promotion as applicable in the Public Service were applied; if not, why not;

(3) whether any persons were promoted over persons senior in rank to them; if so, for what reasons;

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

B1248E
The MINISTER OF EDUCATION AND CULTURE:

| | (1) | (a) | (b) |
|-----------|------------|------------|--|
| Cape | Yes | 10 | 2 from 1 April 1991 and 8 from 1 July 1991 |
| Natal | Yes | 3 | from 1 April 1991 |
| OFS | No not yet | falls away | falls away |
| Transvaal | Yes | 13 | from 1 April 1991 |

(2) Cape, Natal and Transvaal

no, these appointments are made in terms of the Education Affairs Act, (House of Assembly), 1988 (Act 70 of 1988)

OFS

falls away;

(3) Cape

no,

Natal and Transvaal

yes, because seniority is not the only criterion to be taken into account when higher graded posts are filled

OFS

falls away;

(4) no.

HOUSE OF REPRESENTATIVES

QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

Administration: **HOR: teacher-training colleges**

25. Mr W J DIETRICH asked the Minister of Education and Culture:

- (1) What are the names of the teacher-training colleges falling under the Administration: House of Representatives;
- (2) whether the budgets of any of these colleges have been cut in respect of the current financial year; if so, (a) why, and (b) by what percentage, in each case;
- (3) what (i) were the budget requirements, and (ii) was the amount actually received, for each (aa) college and (bb) hostel affected by the said cuts and (b) how many persons were accommodated in each such (i) college and (ii) hostel as at the latest specified date for which information is available;
- (4) whether any dietary requirements have been laid down in respect of these hostels; if not, why not; if so, what are the particulars;
- (5) whether these requirements can be met on the funds currently provided for this purpose; if not, what is being done in this regard?

C99E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Training College Athlone : Paarl
Training College Bechet : Durban
Training College Bellville : Kuils River
Training College Dower : Port Elizabeth
Training College Hewat : Crawford
Training College Roggebaai : Cape Town
Training College Perseverance : Kimberley

| Colleges | Requirements | Allocation |
|---------------|--------------|------------|
| Athlone | 182 500 | 108 100 |
| Bechet | 192 500 | 117 500 |
| Bellville | 755 000 | 335 100 |
| Dower | 223 800 | 110 500 |
| Hewat | 735 100 | 302 200 |
| Roggebaai | 648 000 | 168 800 |
| Perseverance | 440 000 | 116 000 |
| Rand | 201 500 | 133 500 |
| Sallie Davies | 167 300 | 64 400 |
| Sohnge | 686 400 | 231 100 |
| Southern Cape | 254 000 | 159 200 |
| Wesley | 226 200 | 155 200 |
| Uppington | 248 800 | 152 600 |
| (bb) | (i) | (ii) |
| Hostels | Requirements | Allocation |
| Athlone | 225 100 | 146 300 |
| Bechet | 152 000 | 76 500 |
| Bellville | 973 000 | 461 500 |
| Dower | 260 000 | 184 000 |
| Hewat | 200 000 | 8 100 |
| Perseverance | 356 600 | 244 100 |
| Rand | 527 200 | 314 000 |
| Sohnge | 1 398 800 | 272 500 |
| Southern Cape | 444 000 | 114 500 |
| Uppington | 187 000 | 130 000 |

HOUSE OF REPRESENTATIVES

(b) (i) (ii)

| Colleges | Number of Students for 1991 | Number of Boarders for 1991 |
|---------------|-----------------------------|-----------------------------|
| Athlone | 293 | 72 |
| Bechet | 209 | 37 |
| Bellville | 915 | 355 |
| Dower | 577 | 150 |
| Hewat | 685 | 0 |
| Rogeehai | 2 668 | 0 |
| Perseverance | 443 | 200 |
| Rand | 420 | 125 |
| Sallie Davies | 92 | 0 |
| Sohngé | 467 | 300 |
| Southern | | |
| Cape | 244 | 65 |
| Uprington | 212 | 102 |
| Wesley | 220 | 0 |

(4) Yes. The particulars are stipulated in the Manual for State Hostels.

(5) No. Representations have been made to the Department of National Education and the Central Treasury in order to get more funds available to address the needs. The implications of the present situation have been spelt out clearly to the mentioned authorities.

RSA/OFS/Qwaqwa: per capita expenditure

26. Mr P A S MOPP asked the Minister of Education and Culture:

What was his Department's *per capita* expenditure on education in respect of (a) the Republic, (b) the Orange Free State and (c) Qwaqwa during the latest specified 12-month period for which figures are available?

C104E

The MINISTER OF EDUCATION AND CULTURE:

| (a) | Normal Education | Teacher-training | Technical Education | Children in need of care | Sensory impaired | Neurally impaired | Severely mentally disabled | Physically disabled | Adult education | Schools for specific purposes |
|-----|------------------|------------------|---------------------|--------------------------|------------------|-------------------|----------------------------|---------------------|-----------------|-------------------------------|
| — | R3 401,08 | R9 541,47 | R4 932,45 | R8 728,64 | R3 558,56 | R11 406,75 | R9 022,47 | R23 813,09 | R5 598,12 | R4 462,29 |

HOUSE OF REPRESENTATIVES

(Figures for financial year 1989/90).

(b) Included under (a) above. Statistics in respect of individual provinces are not readily available because per capita expenditure is not calculated on a provincial basis.

(c) Not applicable. Qwaqwa does not fall under the control of this Department.

RSA/OFS/Qwaqwa: percentage breakdown of budget

27. Mr P A S MOPP asked the Minister of Education and Culture:

What percentage of the education budget of his Department was spent in (a) the Republic, (b) the Orange Free State and (c) Qwaqwa on (i) pre-primary, (ii) primary, (iii) secondary and (iv) tertiary education during the latest specified 12-month period for which figures are available?

C105E

The MINISTER OF EDUCATION AND CULTURE:

| (a) | (i) Pre-primary Education | 0,34% |
|---------------------------|---------------------------|-------|
| (ii) Primary Education | 51,8% | |
| (iii) Secondary Education | 29,6% | |
| (iv) Tertiary Education | 6,8% | |

(Figures for financial year 1989/90).

(b) Included under (a) above. Statistics in respect of individual provinces are not readily available because expenditure is not calculated on a provincial basis.

(c) Not applicable. Qwaqwa does not fall under the control of this Department.

Expenditure on education in RSA: breakdown

28. Mr P A S MOPP asked the Minister of Education and Culture:

What percentage of his Department's total expenditure on education for the Republic in 1990 was in respect of (a) salaries of teachers and principals, (b) salaries of administrative staff, (c) salaries of inspectorate and executive officials, (d) salaries of any other specified staff, (e) capital expenditure, (f) supplies and services, (g) equipment and (h) other items?

C107E

HOUSE OF REPRESENTATIVES

The MINISTER OF EDUCATION AND CULTURE:

Figures for expenditure for the financial year 1990/91 are not yet available.

Expenditure on education in OFS: breakdown

29. MR P A S MOPP asked the Minister of Education and Culture:

What percentage of his Department's total expenditure on education for the Orange Free State in 1990 was in respect of (a) salaries of teachers and principals, (b) salaries of administrative staff, (c) salaries of inspectorate and

executive officials, (d) salaries of any other specified staff, (e) capital expenditure, (f) supplies and services, (g) equipment and (h) other items?

C108E

The MINISTER OF EDUCATION AND CULTURE:

Departmental expenditure is not calculated on a provincial basis and therefore figures in respect of individual provinces are not available. Likewise the total expenditure for 1990/91 is not yet available.

HOUSE OF REPRESENTATIVES

28/6 - 4/7/91.

Exam scam investigated

New Nation (Learning Nation)

(S3)

(S2)

THE Department of Education and Training's (DET) silence concerning mathematics examination papers for the Primary Teachers Diploma (PDT) last year is likely to be broken soon, with the formation of a delegation of community leaders, education and legal experts which will meet DET officials.

The DET is alleged to have bungled the Primary Teachers Diploma (PTD) paper and has refused to have the papers re-marked, students and lecturers told PUPILS FORUM.

Challenge

The incident was published in NEW NATION a few weeks ago.

The examination paper is not the only grievance the students and lecturers have against the department.

According to reports from the Northern

Transvaal College of Education in Soshanguve, several students who failed last year were prepared to write in March this year, but were not allowed to do so. Instead, they were issued with diplomas and told that they had in fact passed the examination, but there had been an error with the results.

Suspect

This reportedly made other students who had failed suspect that there could have been "mistakes" with their results as well and they are to demand a re-mark of the examination papers.

The department has also been accused of discouraging students from applying for a remark, although they are entitled to one.

Four Ntuzuma College of Education students in Natal reportedly visited the DET offices in Pretoria, demanding to see their examination papers and

requesting a re-mark.

In a letter to the DET from the Natal regional secretary of the National Education Co-ordinating Committee (NECC), H N Mthembu said that the students were not allowed to see the scripts and the department officials pretended they did not know who was responsible for the examination of colleges of education

Manipulation

Another issue likely to be raised by the delegation is the suspected manipulation of results to control the number of graduates each year.

It is believed that the department worked out results on the basis of certain quota figures. This means that the department may not allow a certain number of teachers to graduate in a particular year if it had grounds to fear there would be no posts.

Why Tivumbeni College closed

New Nation (Chamuy Nation) 52

28/6-4/7/91

THE recent closure of the Tivumbeni College of Education, near Tzaneen, which has been widely criticised, seems to be the start of a clampdown on institutions that do not toe the line.

PUPILS FORUM was told about the closure at a meeting with members of the Gazankulu Legislative Assembly in Giyani last week.

The homeland's education and culture minister, E P Mhinga, said "any institution which is going to disobey the orders of this government will be closed down".

Political

Mhinga accused the Tivumbeni Students' Representative Council (SRC) of making "political and impossible" demands which left the Gazankulu government with no option but to close the college.

One of the demands the SRC made during their boycott earlier this year, according to

Mhinga, was the immediate building of a students' hostel, before they could resume classes.

"If you visit our student residences at Tivumbeni and elsewhere, you will see for yourself that no building contractor can build and finish it in six months.

"They wanted the Chancellor, Professor Hudson Ntsanwisi, to resign, they wanted the rector to resign and they demanded to see the letters of resignation.

Decency

"They occupied the rector's office and did all sorts of things. They even ate on his desk. What kind of teachers are they to become if they themselves lack decency?"

During the discussion Ntsanwisi and Mhinga said their government was committed to education "more than anything else".

Ntsanwisi is a former Professor of African Languages at the University of the North and Mhinga a former teacher and school principal.

"We never prevented students from airing their grievances, but they went beyond their area of jurisdiction.

"They have nothing to do with the appointment of the Chancellor and the rector. Clearly their demand was a political one.

"The people of Gazankulu are happy with what we are doing. They support us in the decision to close Tivumbeni. As a matter of fact we have not received letters from people or organisations in Gazankulu demanding its re-opening," Mhinga said.

Motivated

He said the legislative assembly had taken the final decision to close the college after more than three months of learning had been lost. The closure, he said, was partly motivated by the fact that the students would be unable to recover time lost.

It is more than likely that admission to Tivumbeni in future will be subject to stringent conditions.

'Billions needed for training'

810 am

11/7/91

GERALD REILLY

(53)

PRETORIA — To realise SA's growth potential government, and particularly the private sector, will have to spend many more billions of rands in the next decade on education and training.

This is the conclusion reached in a recent study by Business and Marketing Intelligence (BMI).

BMI chairman Jonathan Harrod said yesterday about R25bn a year was spent at present on formal, non-formal and in-service training.

Of this, about R8bn was spent by the private sector and R4bn by corporations and businesses. Individuals spent another R4bn, mostly on formal education.

Harrod said studies showed total spending would have to rise to about R40bn before the end of the century if there was to be any hope for the provision of necessary skills in the right numbers.

He said it was clear that government would be unable to substantially increase its contribution.

The responsibility would fall on the private sector, mostly the business sector, to see that sufficient funds were available to fill schools, technikons and universities with the right human material.

"The demand for skilled workers even now is enormous and cannot be met. If we don't act swiftly we are heading for a drastic shortage of skilled workers which could strangle development," Harrod said.

ACCOUNTANCY

BOOSTER

~~53~~ 53
Fm 12/7/91

In response to more than 3 000 inquiries and 675 applications for new bursaries, the Chartered Accountants' Education Endowment Trust has revised its 1991 target. Chairman Henri de Villiers says it has already awarded 75 new bursaries and will try to help a further 40 students. The total contribution towards the cost of teachers' subventions at universities will be R350 000.

Last year 134 students were assisted at a cost of R910 000.

There are now 13 000 CAs, of whom only

Fm 12/7/91

~~53~~ 53

500 are black. Only 41 of those are African. By the end of the century an estimated 20 000 CAs will be needed and the trust aims to give disadvantaged students the opportunity to meet this need, says De Villiers.

This is part of an SA Institute of Chartered Accountants (Saica) thrust to raise the ratio of its membership outside the traditional white sector to 10% by the year 2000.

The Institute of Accounting Technicians, launched in 1979 by Saica, is also training people with practical skills to provide medium and small businesses with accounting services. Saica's Brian Hawksworth says: "A great deal of the Third World's business requires accounting of this nature. About 625 000 of SA's 1m businesses are small, unrecorded, unlicensed and untaxed."

The institute has a membership of 4 000. Students train under the mentorship of a member of the profession; training is moni-

ECONOMY & FINANCE

~~53~~ 53
Fm 12/7/91

tored and the education programme incorporates a "communication skills development component and academic support."

An institute qualification, says Hawksworth, entitles students to a training period remission and credits for some university courses should they wish to qualify as CAs. ■

ANC to help in college dispute

By LULAMA LUTI

14/7/91

FEARS are mounting that Tshiya College of Education in QwaQwa will not re-open for the second semester.

Letters have been sent to the students' parents saying the college will remain closed until further notice.

The ANC has now been approached to help resolve the problem.

Student Representative Council spokesman

Thamsanqa M

there were

executi

member

meet the

education

secretary

Mose

followed

the

reluc-

tance

of

homeland

author-

ities

to

meet

SRC

re-

presentatives.

Mose

said

it

would

be

pre-

mature

to

comment

on

whether

the

college

would

re-

-open

or

not.

He

said

his

department

was

giving

serious

attention

to

the

mat-

ter.

“At

53

CLIP NEW

The closure of the college on June 7 was sparked by a boycott after the rector refused to sign a cheque for sports equipment.

The student teachers were also angry when they learnt he had cancelled a contract with an Indian supplier in favour of a white one.

Mateza said the SRC demanded the contract with the white supplier be cancelled.

The SRC also demands that the college addresses the college equipment; lecturers accused of racism and incompetence be replaced; Spesiale Afrikaans be declared a non-examination subject; and the college allow black staff members the use of government cars.

■ The South African Institute of Race Relations (SAIRR) is inviting applications for its 1992 Harvard Fellowship Programme.

The closing date is September 30 and application forms can be collected from The Harvard/South Africa Fellowship Programme, SAIRR, PO Box 32597, Braamfontein 2017.

Technikon plans huge new campus

8102
1917/91 LINDA ENSOR (53)
CAPE TOWN — The Cape Technikon has launched a R235m development programme to accommodate an expected 20 000 students by the turn of the century.

Because the estimated expenditure will not be covered by state subsidies, the technikon will appeal to the public and private sectors for financial assistance to bring to fruition plans for a fully fledged campus.

About R60m has been spent to date on developing the new campus and on construction of an administration building, an applied arts building and on completion of the science building.

The science building, to be completed by end-1992, will cost an additional R40m.

In a letter to Cape Town's town clerk outlining its fund-raising needs, the technikon's vice-rector (development) Kobus Steyn appealed to the city council to allocate R1m to the project over a four-year period.

Since 1983 the city council has granted R25 000 a year to the Technikon.

CIT 22/7/91

Entrance exam for potential journalists

~~23~~ 53

DURBAN — The Department of Journalism and Public Relations at the Technikon Natal has announced that people wishing to enter the journalism course in 1992 will have to sit an entrance examination.

There are only 40 places for first-year admissions, while the department expects hundreds of applications. A spokesman said the exam would give all candidates an equal chance and was being introduced because of the number of applications expected.

The examination will include a reading comprehension test, a short writing test, a news awareness test and an English language proficiency test for second-language users.

Candidates who satisfy the written test requirements will be interviewed by a panel before final selection is made. The interviewer will assess general knowledge, motivation, and personal demeanour. — Sapa

Leaf wins fight for classrooms

CT 30/7/91

53

Municipal Reporter

PLANS for Rondebosch flats to be converted into classrooms should go ahead, a Supreme Court judge ruled yesterday.

Mr Justice H L Berman made the finding in favour of the Leadership Education and Advancement Foundation, against the Cape Town City Council.

Leaf, a non-racial educational college in Rouwkoop Road, Rondebosch, took the council to court for refusing it permission to convert several Myrtle Manor flats into classrooms.

Mr Justice Berman noted in his judgment that Leaf bought the property from the Cape Technikon early last year.

On the property there is a men's residence of 250 rooms, and Myrtle Manor, which comprises 27 flats.

Leaf wants to provide students, most of whom will be black, with bridging tuition between school and university. To this end it wants to convert 19 flats, most of them of the bachelor type, into classrooms or lecture halls.

Rondebosch residents campaigned successfully for the council to refuse permission for such alterations, apparently on the grounds that it was undesirable for valuable housing stock to be lost in that way.

Mr Justice Berman found yesterday that Myrtle Manor was already a "place of instruction", as it was "accessory to" the rest of

the former Cape Technikon institution in the way that residences are accessory to a university.

Most of Myrtle Manor had already been used for years as a residence for Technikon students and staff. The council's consent to the proposed alterations was therefore not required, he found.

The Cape Town municipality was obliged to pay the bulk of the costs, he ruled.

Mr Richard Todd, national director of Leaf, said yesterday he was delighted and that his institution would go ahead and convert the rooms into classrooms.

"We will do what we applied to the council to do," he said. "Valuable educational resources like that ought not to be wasted, particularly at this time in our history."

Rise in technikon enrolment

STEFAANS BRÜMMER ⁽⁵⁾
Staff Reporter ARG 2/8/91

ANNOUNCING a dramatic increase in black enrolment at the Port Elizabeth Technikon, rector Professor H C Snyman said the future South Africa needed people to live together "in peace and harmony".

He said enrolment of black students had reached almost 30 percent, which meant that "of all the historically white tertiary institutions, (we are) the one with the highest percentage of black students".

Speaking at a donors' lunch in Cape Town, he said that in

spite of rapid growth in student numbers and the "reconstitution of the student community" there had not been a single incident of political or racial unrest on campus.

Professor Snyman said: "The future South Africa can only succeed, and be worth living in, if there is economic well-being and people live together in peace and harmony."

The technikon had taken the lead in the Eastern Cape "in opening to all racial groups and providing access and opportunity for students from the disadvantaged communities".

"Following planning in 1988 and early in 1989, we accelerated admissions from communities historically excluded and risked serious confrontation with authorities by opening up our residences."

He said a "pre-technician course", a course for students from disadvantaged academic backgrounds, was a success.

He said that after varied initial success, there were now "very strong indications" that those who completed the pre-technician course "on average do better than the average white student when they enter the actual diploma courses in engineering and technology".

Skills programme offered to black brokers

A GROUP of businessmen has joined forces with insurer Charter Life to launch a skills development programme for black brokerage companies and their staff.

The programme focuses on developing new brokerage talent and empowering existing black brokers by training their staff to a high level of competence, says Charter Life senior GM Martin Sweet.

The idea resulted from a seminar

3 (Pam) 7/8/91
THEO RAWANA

held in Johannesburg last February—where business personalities such as Phil Khumalo of Business Challenge, Nthato Motlana of the Get Ahead Foundation, Mofasi Lekota of Nafcoc, Gaby Magomola of Fabcos, Khehla Mthembu of Afsure and Moses Leoka of Corporate Image stressed the need for black advance-

ment in insurance.

Sweet said Charter Life, in its search to develop the right kind of programmes, investigated various training institutions before taking on management training consultants Percon Limited.

Courses started last month and there had been a good response from brokerages and individuals, he said.

The programmes were provided free of charge, he added.

Record R3-m to go to education

SALES House is to spend a record R3 million a year on bursaries for study at universities, colleges and technikons.

This was announced in Johannesburg this week by Mr Ian Thomson, managing director of the 108-store fashion and footwear chain.

The money will provide for 1 200 bursaries a year - the largest number ever offered by a South African retail chain.

The bursaries are worth R7 500 to each recipient over a three-year period.

They form part of a wide-ranging package of benefits and incentives offered to members of the

South African
Sales House Club, which is subscribed to by 800 000 of the store's customers.

Previously, the chain - which has this year showed increased growth in the competitive retailing market despite a downward trend in the economy - provided 60 bursaries costing R450 000 a year.

Making the announcement, Thomson said: "We believe that South African business and, in particular, our industry, has to be in the forefront of the new South Africa.

"Our decision to increase substantially the amount of money spent on educational bursaries

8/8/91
is one which we have taken in the interests of our people.

Sales House has embarked on an expansion

programme which this year will see new stores opened in Bloemfontein, Mitchell's Plain (Cape) and Maseru.

53

EDUCATION

Students are passing grades, failing finances

UNIVERSITY and technikon students are facing a cost spiral of tuition, accommodation, food, travelling and book payments that are making tertiary education for many an unaffordable luxury.

But two new initiatives — a national “education bank” and a part-time employment scheme — may go some way towards alleviating the problem.

The Independent Development Trust (IDT), established to administer a R2-billion government grant towards socio-economic upliftment, has mooted the idea of a national loan scheme from which students could draw and repay money for their studies.

The mechanics of its operation are still under discussion but it may be modelled on the British graduate tax system, whereby taxes are adjusted to allow for repayment of the government loan once students begin to earn an income.

“This is a way of recycling money so that future generations can benefit,” said IDT director of communications Jolyon Nuttall.

It is not clear, though, to what extent government will become involved in the project. An investigation by the Universities and Technikons Advisory Council suggested state involvement was not feasible because of the “prohibitive costs to the state of running such an enterprise” and because “right now the state is doing its utmost

Students who meet academic standards for higher education are failing to reach the financial ones — and bursary funds are too low. Two new schemes may take up the slack.

PORTIA MAURICE reports

to jettison functions which more properly belong with the private sector”.

The “education bank” may kick off at the beginning of next year, but in the interim the IDT has donated R25-million to 16 tertiary institutions to administer as loans to “needy and promising” students. Terms of repayment are still being designed.

There is a growing perception that student bursaries are likely to be cut in favour of a loan-bursary mix. “Our resources are shrinking fast while demands for assistance are increasing,” said Wits University deputy vice-chancellor Professor Jean Sinclair. “Soon we will have to stop awarding bursaries as a matter of course.”

Nuttall agreed that a move away from the bursary system is likely. “Allocating bursaries, several developmental agencies have found, becomes like a bottomless pit. All you do is dig deeper and deeper as education costs increase.”

The problem is that university degrees — particularly in the arts field — are becoming less and less marketable for job-seekers. Many undergrad-

uate students with no defined career path will not have the income to repay loans.

“Bachelor of Arts students have a very poor prognosis of being placed when they leave here,” Dr Peliwe Lolwana of the Counselling and Careers Unit at Wits University told *The Weekly Mail*. “Industry in South Africa is still very technicist; it does not accommodate liberal education.” Lolwana is piloting an internship programme to prepare students for the world of work.

Another project trying to address the student economic crisis is University Student Employment (USE), a students’ representative council non-profit project, which is currently based at Wits but hoping to branch out nationally.

“The USE office is ready to provide potential employers with easy access to a pool of some 20 000 Wits students who are motivated and prepared to accept part-time employment — mornings, afternoons, evenings, weekends, during vacations, emergencies, peak-times and when permanent staff are away,” said USE worker Vivien Roos.

“Many students live on the breadline in high-rise flats in Johannesburg. It’s difficult enough to feed and clothe yourself as a human being, never mind as a student. Every photocopy they make is an expense. A mere R160 such students earn can keep them going for months.”

The USE appeal to the private sector is: help students to help themselves. Roos, who does a complete stocktake of experience when putting students on the books, says a huge pool of skilled labour is available — from secretaries, stocktakers, teachers and computer operators to dog trainers, paramedics, babysitters and sign language assistants. About 1 500 students are waiting to be placed.

USE, Roos says, is non-sexist and non-racist, and does not provide labour to replace workers who are on strike. Its rates are laid down by the university and based on experience and years of study.

“We’re not into the slave trade, and we’ve had to refuse a few jobs from employers who say they ‘only want white girls,’” she says.

To find out more about USE, or engage their services, contact Viv or Leah at (011) 716-3079 or 716-3042 during office hours.

Day August 14 1991

55 kicked out over food strike

(53)

Sowetan
14/8/91

ABOUT 55 students have been expelled from the Soshanguve Apostolic Faith Mission Bible College following a food boycott two months ago.

Students yesterday said they learned of their dismissal in letters they received during the holidays.

They said the principal of the college, Mr Ronald Kinnear, said the decision to expel them was endorsed by the executive council of the Apostolic Faith Mission Church, and that they would be admitted only if they reapplied.

They said they were destitute as they had been refused permission to enter the school premises when they returned for the reopening, which was scheduled for last Tuesday.

A spokesman for students said: "The

By ALINAH DUBE

first time a security guard was posted at the gate to monitor the arrival of the students. He said he had instructions not to allow us to enter the premises.

"Attempts to get the authorities to a meeting have been unsuccessful and we have nowhere to stay or eat as most students are from faraway places. We are surprised that the authorities have used the boycott issue as a reason for this action because the problem was investigated and our grievances were found to be valid."

Kinnear confirmed that the students had been dismissed. He said although the church had taken the decision, the students could reapply and those who had not participated in the food boycott "have already done so".

~~49~~ 53
Boost for SA accountants

Star 14/8/91
Education Reporter

Prospective accountants will benefit from a R1 million-a-year sponsorship announced by the Chartered Institute of Management Accountants (Cima) in Johannesburg yesterday.

The sponsorship will pay for academic support programmes for ac-

countancy students, bursaries and the subsidisation of accounting teachers' salaries.

The financial pledge was made at the launch of the Denise Jenkin Education Trust, named after a late president of Cima.

The bursary scheme will be administered by Cima.



Civics start learning to govern

South
By Rehana
Rossouw

15/8 - 21/8/91.

tion with the Centre for Continuing Education at the Peninsula Technikon.

THE future mayors, town clerks and local government leaders of the future greater Cape Town are being groomed for their positions at a unique training course which began last week.

Every Saturday afternoon for the rest of the year, 47 participants from civic associations and the South African Municipal Workers' Union (Samwu) will learn about the present structure and functioning of local government.

"Civic associations have done away with 80 percent of all puppet structures in the country. Now we have to fill the vacuum we created," said course participant Mr Tony Gocini of the Western Cape Civic Association.

"We have to learn the skills we need to replace the councillors after all of them are ousted. We must have progressive people in our areas who are available to stand for positions in local government in democratic elections."

The course is being organised by the Foundation for Contemporary Research (FCR) in associa-

It is divided into several blocks including constitutional issues, structure and function of local government, personnel, planning, elections, finance and administration.

"The aim of each block will be to equip the participants with an understanding of the issues as they relate to the present system and the civics themselves," said FCR training coordinator Mr Cameron Dugmore.

"What is unique about the course is the process of consultation which has occurred in setting it up."

At their first meeting last week, the participants drew up the ground rules for the course, laying down strict attendance rules, report-back procedures and disciplinary action for those who do not attend the course regularly or complete the work due.

They also agreed to name it the Michael Mapongwana Local Government Training Course, in honour of the slain chairperson of the Western Cape Civic Association.

"This course was long overdue. We have really neglected our training in

local government," said course participant Mr Andy Trout, Samwu's housing branch shop-steward committee coordinator.

Trout said that after completing the course, participants might be in a position to serve on local government structures.

The training could also be passed on to civic members and workers employed by local government structures.

"This kind of training has never been available at the city council. All we are taught is its structure, hierarchy and conditions of service," Trout said.

Trout said the certificates which would be issued after the course might assist Samwu members in earning the promotions they believed they deserved.

"But we have to learn more about local government first. We want the toilets to flush in the new South Africa," he said jokingly.

"This course gives me direction and status and I look forward to displaying my certificate in my office at work," Samwu member Mr G Titus said, summing up the views of participants in his first assignment — a report on their first session.

Strange but nice to be 'back at school'

South

15/8-
21/8/91

By Thoraya Pandy

53

IT IS back to school after nearly 30 years (for some), a couple of kids and a few grey hairs, for 18 workers who enrolled at a workers' college a week ago.

Having homework again feels strange to Mr Sedick Jappie, 48, a traffic officer for 16 years. He now compares notes with his children on "school matters".

The Workers' College, based at the University of the Western Cape, has its roots in 1987 when a resolution was passed at an education conference of the Congress of South African Trade Unions (Cosatu) on the need to set up a college.

The aim of the college would be to build worker leadership and to educate workers on a range of issues relevant to trade union work.

Cosatu, the National Council of Trade Unions (Nactu) and independent unions elected an 11-person board of trustees to oversee the project.

"The college unfortunately can accommodate only 20 workers, and some applications were turned down," Mr Preggs Govender, coordinator of the college, said.

The three-month course consists of four modules: international issues, trade union studies, trade unions in the political economy, and organisational, management and leadership development.

The teaching methods are designed to ensure participation from everyone, with lecturers acting as facilitators. The "worker-students" hold the same status as other registered students on campus.

There is a great deal of enthusiasm, eagerness and participation from the students.

Mrs Beatrice Mtombeni, 39, a mother of four, said she found it strange but nice being back at "school".

"I just don't like the homework because I am very busy at home in the evenings, but I enjoy coming to classes every day," she said.

Ms Rachel Visser, 32, a mother of two, said the teaching method of joint participation was building a lot of confidence in her to articulate her views without feeling intimidated.

Technikon to build amphitheatre

CLIVE SAWYER

Municipal Reporter

(S3)

ARG 17/8/91

CAPE Technikon is to build an 8 300 sq m amphitheatre on its District Six campus, but says this will be its last development in the controversial area.

The District Six campus has been the subject of resentment since it became the first major apartheid landmark following the demolitions in the 1960s.

Last month, the technikon concluded a land-swap deal with the government. Further expansion of the campus will be closer to central Cape Town.

The technikon called for tenders this week for a project to include grassed, terraced seating, earthworks, brick pavings and steps, brick channels and pipework, a storage reservoir, stormwater drainage, electrical installation and soft landscaping.

The amphitheatre would be called "The Piazza" and would be used by the drama association and for other student activities.

A quadrangle between the existing science, engineering and commerce buildings, and the administration building now under construction, will be the site of the amphitheatre.

"It is the perfect solution for this area because it is always a quagmire in winter and totally useless," said a spokesman.

Deadline for tenders is August 22 and contractors will have six months to finish the work from the date on which the land is handed over to them.

● The row between District Six steering committee chairman Mr Clive Keegan and Zonnebloem Home Owners' representative Mr David Buckingham continued this week over so-called "secret" plans for the area.

Mr Keegan labelled Mr Buckingham a "right-winger with links deep into the Conservative Party" while Mr Buckingham denied this, adding he had moved to District Six because he had a "coloured" girlfriend.

Mr Buckingham said he had offered alternative plans for the area, which Mr Keegan had brushed aside. Mr Keegan confirmed Mr Buckingham tried to give the committee "some sort of rambling document".

Reacting to a claim by Mr Buckingham that population density in District Six would be higher than that in Khayelitsha in terms of the "secret" plans, Mr Keegan said the committee had not yet discussed densities.

SA 'will need 1 000 jobs a day to keep up'

Political Correspondent

(53)

ARG 22/8/91

SOUTH Africa would need to create at least 1 000 new job opportunities a day by the turn of the century to meet the needs of a population expected to reach 50-million.

Opening new buildings at the Paarl Technical College yesterday, Minister of Education and Culture Mr Piet Clase said future needs could be met if an annual growth rate of five percent was maintained.

A greater emphasis on technical and vocational education was vital.

"For the rest of the 1990s a shortage of 100 000 people is foreseen in management and 400 000 in professional and technical vocations".

Government shift on colleges ^(S3)

ARG 28/8/91

The Argus Correspondent

PRETORIA. — The government has given its first indication that it will make under-used white teachers' training colleges available to students of other races.

Outgoing Education and Culture Minister Mr Piet Clase said colleges such as the Durbanse Onderwyskollege would have to broaden their base to remain financially viable.

Until now the government has rejected the opening of teachers' training colleges to students of other races, prefer-

ring rather to allow under-utilised colleges to close down.

Speaking bluntly to an Afrikaans audience at the re-establishment of the Parents' Council in Durban yesterday, Mr Clase also warned that schools which rejected moves towards a non-racial education system for South Africa were sowing the seeds of polarisation and violence and would become outcasts on the world stage.

He said a future education system for South Africa would be based on non-racial principles, although individual

schools would be able to retain their own cultural "ethos".

But he said that although the pronouncements of all political leaders bore out the view that cultural freedoms would be upheld, the government could not give any guarantees that the cultural identity of schools would be maintained.

"Any individual is free to reject or accept the political shifts I have spoken about. In future you may be in a position to to maintain schools which will have as their political basis the rejection of these shifts.

"This choice will carry the seed of polarisation and, who knows, violence. People who make this choice will remain outcasts on the world stage."

Referring to the Durbanse Onderwyskollege, he said the ratio of students to lecturers was 3,7 to 1, and the training of one student cost more than R20 000 a year.

"You will agree with me that this situation is untenable. The fact is that the Natal Education Department has no need for more Afrikaans primary school teachers than those currently being trained."

Smooth Swiss skills for homeland hotel school

Malcolm Fothergill

CONSTRUCTION has begun on a R17-million hotel and tourism school that will offer an internationally recognised diploma from the Belvoirpark Hotel School in Zurich, regarded as one of the best in the world.

The school, taking shape on a site south of the Mmbatho Sun Hotel in Bophuthatswana, has been designed to the specifications of the lecturers in Zurich.

It will be open to students from throughout southern Africa. The minimum requirement will be a matric certificate or outstanding service in the hospitality industry.

Gil Maleka, chief executive of the Bophuthatswana Tourism Council, says no hotel school now operating in southern Africa comes close to the standards of Belvoirpark. The first 48 students will start their three-year course next April.

Jurg P Vontobel, director of the Belvoirpark school, says the emphasis is on the practical side of managing hotels rather than on theory.

A small hotel attached to the school will offer 12 double bedrooms of five-star standard and will be run by students. Tests will be run under supervision from Belvoirpark. Five Belvoirpark graduates will do the teaching.

For information, write to Mr Maleka at Box 4488, Mmabatho, 8681.



LOOKING AHEAD: Belvoirpark director Jurg P Vontobel (left) discusses plans for the school with architect Dieter Maresch and the Bophuthatswana Tourism Council's Gil Maleka.

Review/Tertiary Education

Reaping the poor yield of Verwoerdian policy

THE South African economy will have to invest huge amounts in skills training if it is to cope with sustained growth and be able to compete in international markets.

Part of the reason for the lack of skills is the "brain drain". An unknown number of professionals left the country during the past three decades. But the greatest cause of the skills shortage is the shortsighted education and training policies of the apartheid era.

Barlow Rand economist Pieter Haasbroek says the best possible means of approximating our skills need is by drawing comparisons between ourselves and the OECD countries — with whom we may want to compete

in certain industries. And when this is done the picture looks bleak.

For instance, whereas in the OECD countries managers comprise seven percent of the workforce, this figure is only two percent in South Africa. The OECD figure for highly skilled workers is 33 percent compared with South Africa's nine percent. The number of semi-skilled employees is more comparable — 40 percent in the OECD countries and 35 percent in South Africa. And 53 percent of our workforce is without skills.

The shortage of skills in such areas as management and engineering is marked. It has been estimated that there are on average two jobs for every engineer who graduates — and in the civil and electrical engineering

Does South Africa have the time and money to train skilled workers or will professionals have to be imported?

BY MONDLI MAKHANYA

fields there are four jobs for every graduate. This is made gloomier by the fact that civil engineers are likely to be in high demand if a new government undertakes huge housing and urban upgrading projects.

Haasbroek estimates that were the economy to achieve a sustained growth rate of four percent over the next decade, 100 000 more entrepreneurs and managers and 450 000 professionals and technicians will have to

be added to the present pool.

Wits University economics lecturer Mariam Altaman, who is researching the textile industry, notes that in this industry and others there is a dearth of industrial engineers.

"Companies are now having to fill in with people who are not qualified in industrial engineering. Obviously this has implications for product quality and competitiveness."

This lack of industrial engineers will have implications for South Africa at a time when local firms are edging their way into international markets.

Nevertheless, the government, the private sector and the unions have recognised the urgency of promoting skills which are the key to economic growth. Business is pouring millions

of rand into education — especially maths and science at high schools and the sciences at tertiary level.

Apartheid education, the constraints which sanctions and disinvestment have placed on resources available for training and a lack of career direction among students are some of the reasons responsible for the shortages.

But Altaman lays most of the blame at the government's door: "The government has no manpower policy."

She castigated the state for not allocating enough money for technical and skills training in its education budget.

If the worst comes to the worst we can fall back on imported skills. East Bloc countries are likely to be our main source of this — particularly in the engineering sphere.

... and engineering sectors.

The parties agreed to set up an Industry and Education Training Board consisting of equal numbers of employer and union representatives. The board will "direct education training to shortages and future industry needs". It will also develop industry training standards and co-ordinate the implementation of adult basic education

... the missing link is
... contribution in creating a new dynamic

... on (031) 7031155 or (0323) 31129

Review/Tertiary Education

Creating new ways to save South Africa's 'lost generation'

IN the United States there are some six million students in community colleges, but in South Africa there is virtually nothing between universities and technikons on one hand and schools on the other.

Indeed, to provide comparable vocational training there would need to be 1.5-million community college places in South Africa. While part of this gap in provision has been filled by commercial organisations like Damelin, there is still a major niche which remains empty. Hence the current enthusiasm for community colleges.

There are problems though. In the US, there is longstanding over-representation of minorities within community colleges and continuing under-representation in the prestigious research-based universities. Have the community colleges provided a second-best alternative for minority students and perpetuated their under-representation in universities?

Many South African university academics are frustrated by the demands placed on them by numbers of ill-prepared black students. They understand that the fault lies with apartheid, poverty and Department of Education and Training schools and not with the students, but they feel their scholarly role of creating and conserving knowledge is being threatened by excessive teaching demands.

It is a legitimate question then whether universities will not seize upon community colleges as a "dumping ground" to avoid present problems.

The role of universities is not to adapt workers to the existing industrial regime but the current heavy bias among students towards the humanities is creating an excessive mismatch between education, employment and national needs which will breed social problems and personal unhappiness.

Having said all this, we must not dispose of the community college notion by pointing to possible unwanted outcomes. There are ways of minimising the dangers, and many items on the positive side of the ledger.

At its best, the American community college does succeed in serving the disadvantaged, disempowered and disenfranchised. They have well designed transfer programmes which enable poor and minority students to enter university and succeed.

Given the level of unemployment in South Africa and the certainty of a continued shortage of costly university places, other educational opportunities are essential.

At Khanya College in Johannesburg — a university bridging project of the Sached Trust — we have been looking at ways of becoming an appropriate community college in the South African context.

The first issue seems to be that of finding ways of responding effectively to community needs and finding a form of governance which leads to legitimacy.

Community colleges — comprehensive polytechnical learning centres linking the formal and non-formal — have been proposed to rescue the unemployed.

ROBERT SEGALL gives a critical appraisal

The problem is a circular one: to gain credibility a community college will have first to be seen as rendering a valued service to the community. Requests for courses related to community needs will then flow and create a mutually sustaining relationship.

The universities, as a result of government policy, provide a clear model of what not to do in terms of legitimacy. University councils in Johannesburg are overwhelmingly made up of whites, males, state appointees and those from big business. A community college must have a council with wider representation that includes not only business but also trade unions, civics, its own academic, professional, administrative, technical and clerical staff and students.

Career and educational counselling are also major concerns. At present a distressing proportion of black undergraduates drop out of university with a sense of failure.

In a community college there should be many exit and entrance points. Students might move from a university bridging programme, for which they were unsuited, to a photographic technician course. Conversely, a mathematically talented student might move from a basic bookkeeping course to an economics degree programme at university via a community college.

A well-integrated articulation arrangement between the community college and universities would facilitate this type of mutual transfer.

If these colleges can establish respect, they could channel community input into the planning and development of post-school education.

Finally, there is the major question of cost. The simple truth is that universities like Natal, Wits and Cape Town cost about the same per student as universities in the developed Western world. The per capita gross domestic product in South Africa is less than 20 percent of that in most of these countries. Moreover, it has been falling for the last seven years.

Trying to construct cheap conventional universities, which are not seen as second rate, is extraordinarily difficult given the weight of tradition. A "new tradition" of cost-effectiveness, of excellent teaching, of caring and providing service to communities and jobs for individuals may be the contribution of community colleges to South Africa in the 21st century.

● Robert Segall is the project co-ordinator of Khanya College, Johannesburg

Review/Tertiary Education

Wanted urgently: Students willing to dirty their hands

53

6/9-12/9/91

South Africa is sending too many of its students to university instead of to technical college. What we need most are people with skilled hands.

By MONICA BOT

DESPITE the need for more technically-educated manpower, most students attend university. Of every 100 students in 1990, 13 were enrolled at teacher training colleges, 14 at technical colleges, 16 at technikon and 57 at universities.

Although technikon and technical college enrolment has grown rapidly over recent years compared with universities, in part due to the fact that the latter have been underfunded, a variety of factors have contributed to "the academic bias". These include:

- The public and industry's lack of knowledge about technical colleges and technikons.
- During recessionary times, employers cut back on training. As a consequence, relatively few students are able to secure employment while attending a technikon or technical college, making it impossible for them to qualify for those diplomas or degrees

which require practical training.

- Many cannot afford to pay privately for tertiary studies. This is compounded by the fact that the private sector tends to give more bursaries to universities than to technikons.
- Technikons cannot cope with student numbers due to a lack of finance and staff. They can generally meet running costs but cannot expand.
- Decades of segregation and the late development of black technical institutions have contributed to a situation where there are relatively few facilities for black students. In addition to the expense of providing separate facilities and the problem of over- and under-utilisation, other issues related

to segregation include differences in standards and quality between institutions; trainees may be forced to study through correspondence; and the inconsistency of segregation with an integrated labour market.

Another consequence is the majority (59 percent) of staff at these institu-

tions is white. While some argue that the advantage of segregated institutions is that students can be have a bridging programme, it surely is less expensive to provide this at existing institutions than to build new ones.

Several developments have taken place which may improve the extent of skills training, however. One of these is the establishment of industrial training boards which are responsible for training according to the perceived needs of their industry, the development of content, testing and financing. Others are the introduction of competency-based modular training, which will enable people to acquire diplomas at their own pace; the recent

ment that technical colleges, similar to technikons, may determine their own admission criteria; and the development of a national training strategy.

Other measures may be necessary to encourage more students to qualify in technical fields. Here one thinks of enabling technical institutions to provide practical training so that students can complete their diplomas independently of employment. As such equipment is expensive, it might mean institutions will have to specialise. It could be considered to employ a scheme where companies pay a small mandatory levy into a national training fund, which is used to provide incentives for companies with accredited training schemes. Serious attention also needs to be given to upgrading the theoretical content to include development criteria, and not just to conceptualise skills in terms of economic and industrial growth.

● Monica Bot is the director of Edusource.



force.

percent) of staff at these institu

The college doors slowly swing open

221
w/Man 6/9-12/99 53
By SIZWE MAZWAYI

FOR about two decades, the government has blocked and limited enrolment of black students in tertiary institutions. That was until the cabinet decided to let white technical colleges, colleges of education and special schools decide for themselves from May 1.

A number of technical colleges and colleges of education have indicated that they have long wanted desegregation.

Boksburg Technical College principal Alfred Bezuidenhout said his institution accepted students from other race groups after May 1.

Ben Brink, rector of Bloemfontein Teachers College, said: "The committee decided to admit all in future, depending on merit and academic qualifications". The college had already received applications from black students "but the committee has not met yet to decide on who to accept."

Durban Teachers College was more exact. "The council decided on Saturday, August 24 to open to all races in January 1992," said rector Hennie Kock. Hostels would also be open.

Dr Elizabeth Fullard, principal of Barklyhuis College of Education, said: "We stated years ago that we wished to be open. So there is no other decision. We are pleased." She said Barklyhuis will merge with Cape Town Teachers College next year. "So whatever goes on here will go to them as well."

Port Elizabeth Technical College "has been accepting all students even before May 1", said vice-principal Jurie Fick. "All students are enrolled as long as they have the necessary qualifications for the courses they want."

Cape Town Technical College principal Ronald Young said: "We have been open for three years now. We have been using the quota, though. After May 1 it became policy to take all students on merit."

Some institutions were evasive.

"We have been open for quite a while so there is no problem. We have some Indian and coloureds," said a Mrs Lean, principal of Barberton Technical College.

Lean said the college had accepted students from other race groups since June last year. But no black students were enrolled yet. "We had two applications from black students. The courses they applied for are not offered here."

The principal of South Peninsula Technical College said: "We accepted the announcement. But we have our own criteria. We also have limited space. He said the college was "open to all. We have six full-time black students and 12 at night".


Other colleges were cautious.

Professor Hennie Maree, rector of Pretoria Teachers College, said his council would meet at the end of this month. "We are busy with amalgamation and reorganisation with Goudstad Teachers College. Goudstad has approximately 300 students which will come to this college next year. A decision can only be taken after amalgamation. Then we will know if we can give service to other departments."

The principal of Newcastle Technical College would only say "we have black students" and requested a letter be written to him for further comment. At the time of going to the press he had not yet responded to faxed inquiries.

The principal of Grahamstown Technical College, a Mr Hall, was uncompromising: "It is not the business of a newspaper to meddle in the affairs of the college."

ta
c
iv
lt
io
h
s,
b
ei
sol
Is
=
tio
lon
tc
re
idi
ne
te
nti
try
D
shc
46

 **Association of Personnel Service Organisations of South Africa**
Conference Preview

Star 19/9/91



(53)

New paper industry course

Would-be operators in the paper industry are now able to take a course in pulp and paper-making theory at technical colleges and thus be trained in the same way as artisans.

Just like the fitting, electrical and instrumentation apprentices the industry encourages, they may study further to get a National Technical Certificate at Level 6.

"This adds yet another facet to the industry's training programme, which for technicians has the three-year National Technical Diploma in

Pulp and Paper developed with Natal Technikon," says Sappi Personnel's John Clements.

The technicians' course has three semesters of theory and three of in-plant training.

At university level, each of the major companies — Sappi, Mondi, Nampak and Carlton — offers bursaries for mechanical, electrical and chemical engineering and sometimes other disciplines.

The new pulp and paper-making theory course for operators has Department of Manpower approval.

Star 4/9/91

Students suspicious about missing scripts

By Mckeed Kotlolo ⁵³
Pretoria Bureau

A total of 25 students of the East Rand College of Education who failed their examinations last year are angry about the mysterious disappearance of their scripts.

Each of the students had paid R37,50 early this year to the Department of Education and Training (DET) to have their scripts re-marked.

They were later informed that their scripts had been re-marked and their results were unchanged.

The students became

suspicious, thinking that their scripts had not been re-marked.

After making inquiries to the DET, their lawyer Post Moloto was informed that the scripts had been lost in transit between the DET and the respective moderators responsible for the re-marking.

A spokesman for the students, Solomon Hlongwane, said the students did not believe claims that the scripts had been lost. They strongly believed their scripts had either not been marked or the department had deliberately failed them.

Too few technikons in S3 South Africa says Shell man

South 5/9-11/9/91

SOUTH Africa has half the number of technikons as it has universities — and that is too few, the Shell general manager for public affairs, Mr Humphrey Khoza, said this week.

While Germany had four students in technikons for every one in university, the South African ratio was six university students for every one technikon student, he said.

Presenting the Cape Peninsula Technikon with a donation of R1,25 million, Shell's top black official acknowledged that his company had favoured universities in dispensing its largesse in the past.

But, criticising the "Victorian snobbishness that places a premium on a university degree", Khoza highlighted the contradiction between South Africa's massive unemployment and a shortage of technical skills.

Only 10 percent of the labour force were trained in the technical field, compared to 75 percent in Germany and Japan.

"Isn't it amazing that South Africa spends more of its budget on education than any country in the world and we still have an education crisis," he said.

Out of every 10 000 black school entrants, only 27 passed with matric exemption and only one obtained exemption in maths and science.

"We thus view with horror the scenario that teacher-student ratios for blacks are set to remain at the present of one to 51," Khoza said.



Mr Humphrey Khoza

Showing young leaders the way

South (Southeast)

S/9-11/9/91

~~122~~ ~~179~~
53

COMMUNITY DEVELOPMENT has become a buzzword in South Africa and abroad, with organisations previously dedicated to welfare or politics recognising the need for an organic approach. One body putting these ideas into practice is the Retreat-based agency Cafda, whose programmes include a course to develop the leadership skills of teenagers in the Cape Peninsula.

The participants, aged 16 and above, attend workshops twice a week in which they explore topics like effective time management, communication, and conflict management.

If the comments of previous participants are anything to go by, the course is achieving what it set out to do: "It made me more people-aware", "Now I see myself fit to handle any meeting", "Conflict resolution is a very real problem and now I know how to handle it."

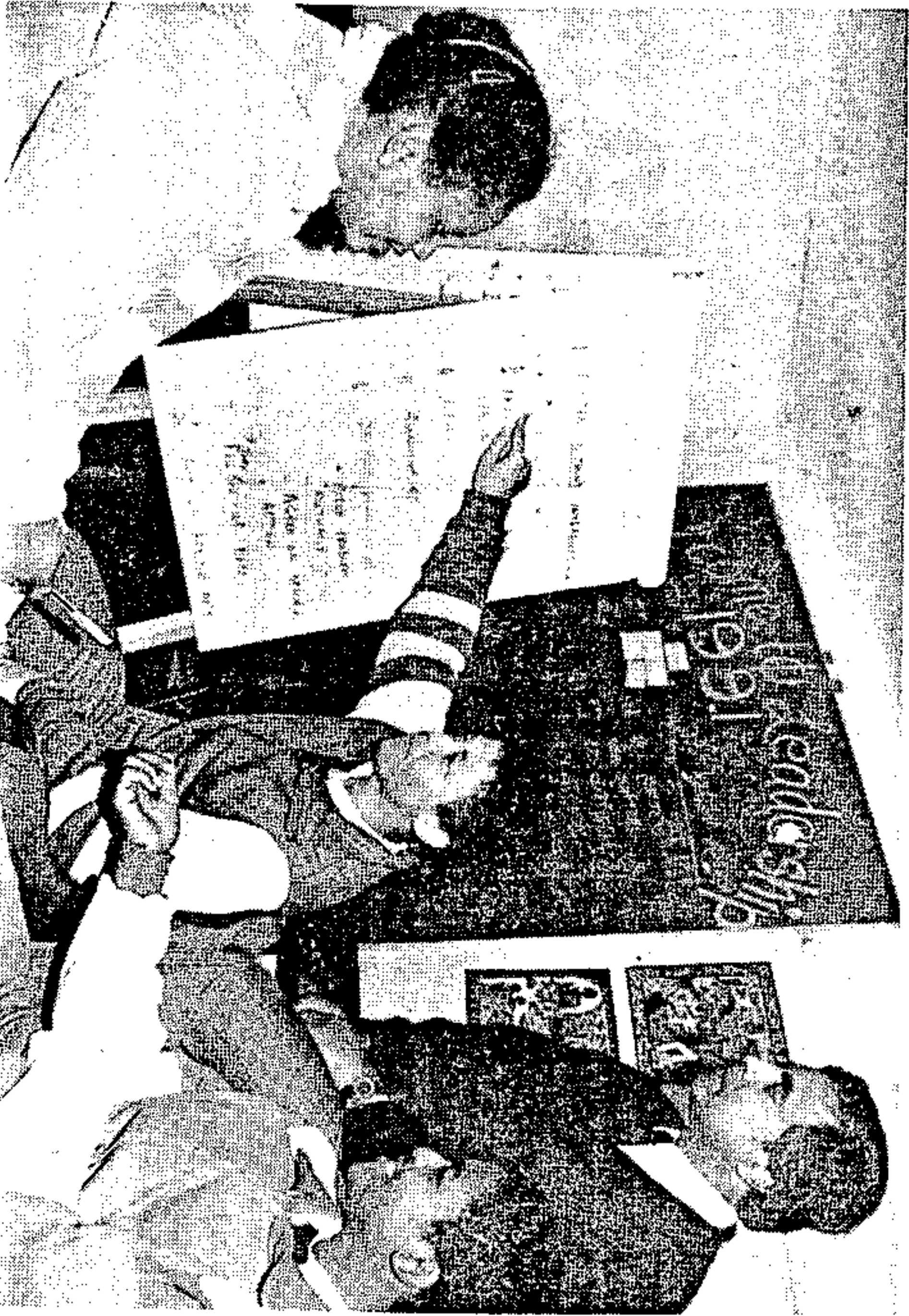
The facilitators who lead each session are professionals from business, psychology and social work. They have found the teenagers responsive and receptive to the programme — in spite of the fact that the young people arrive straight from a day at school with no time to relax in between.

Their enthusiasm is no doubt fed by the way the course organisers take care to incorporate students' own priorities.

Reinette Swartz, who co-ordinates the programme, explains how the emphasis is on experiential learning: In each session students divide into small groups to act out roles in a number of different imagined situations, and brainstorm their own ideas.

"That method takes away the anxiety, and makes it easier for them to report back," she explains. "It's a good way of consolidating what they learn, and they are not scared or shy any

Cafda is emphasising community development with a scheme to develop leadership skills. JUSTIN PEARCE reports:



Cafda's leadership skills programme emphasises group learning. PHOTOGRAPH: Yunus Mohammed

more." Facilitators take care to treat participants as adults rather than take a parent-child approach, another aspect the students appreciate. In the middle of the three-month course they go off on a mountain hike during which their ability to tackle problems is tested. Towards the end of the programme a weekend "think-tank camp" provides a further opportunity to consolidate skills. At the end of each course a full evaluation is undertaken by the students and facilitators, to identify where there is room for improvement for the next one. □

lieves, it African But I enthusia Slam Fati es dan soul". He is or looki he looks where n South A Tusk where m money : polish ti guidance This an act, N but so i miment "I looki ng, fi on gut fe He a. people's "We I somethir Tusk from roc though ti it is so str support j Tusk I demo tap What! in the sm Paul d put it suc would lil to an aud But w not be m taking w an identit What artists ge order to t

AS WEL
THURSD
10 OCTO
10 a.m. T

(53)
Star 25/9/91
Big stride for mixed education

DURBAN — South Africa took a major step towards integrated education yesterday when an agreement was signed in Durban enabling black students to enrol at a white residential college of education.

Education and Culture Minister Piet Clase and KwaZulu Education Min-

ister Lionel Mtshali signed a service agreement allowing Edgewood College to admit 200 KwaZulu students from January for the college's pre-service diploma course from next year.

Addressing Natal educationists at Edgewood, Mr Clase said the service agreement set an historic precedent in education in South Africa.

In his reply, Mr Mtshali called the signing a breakthrough because it enabled KwaZulu students to be absorbed into a Natal College of Education instead of being confined to a distance learning programme.

Edgewood College rector Professor Andrea le Roux, a staunch advocate of a nonracial education system, said the agreement was an historic step towards bringing all the peoples of Natal into closer harmony. — Sapa.



Piet Clase ... historic precedent set.

NZ remains cool on Pik Botha visit

Star Foreign Service

WELLINGTON — New Zealand Acting Prime Minister Don McKinnon said yesterday that despite the coming visit of South African Minister of Foreign Affairs Pik Botha, relations between the two countries were still "at a fairly low temperature".

"The fact is that Mr Botha wants to come here, and I'm prepared to see him, give him a chance to talk to New Zealand people, and give them a chance to talk to

him," Mr McKinnon said. He noted that he had sent out invitations to other South Africans, among them ANC leaders such as Nelson Mandela and Walter Sisulu, as well as President de Klerk.

Mr McKinnon said that, for the New Zealand government, the important thing was that South Africa continued to make changes which moved towards a constitutional agreement acceptable to the majority of its people.

EV
W

WOR

RENT
WOR

NEWS IN BRIEF

Technical training call

THE number of students at technical colleges should be increased tenfold, Toyota industrial relations director Theo van den Bergh said yesterday. (S3) ~~(S3)~~

More than 50% of students were studying at universities, with the balance studying at technikons, technical colleges and training colleges. He said this was in conflict with the country's needs.

B 10009 25/9/91

White college scraps all curbs on blacks

B Day 25/9/91
GERALD REILLY

PRETORIA — An agreement was signed in Durban yesterday in terms of which black students will be allowed to enrol at a white residential education college for the first time.

Education and Culture Minister Piet Clase and KwaZulu Education Minister Lionel Mtshali signed a service agreement allowing the Edgewood College to admit 200 KwaZulu students from next year for its pre-service diploma course.

The ministers said Natal College of Education correspondence courses were made available to KwaZulu teachers in 1989.

This enabled teachers with two or three

year diplomas to convert them into three- and four-year qualifications.

In terms of the service agreement, KwaZulu students will now be able to register with the college for full-time courses and to live at the college.

At the signing Clase described the agreement as a leap into the future.

He said men and women who were prepared to put aside "isms and ologies" were needed in their hundreds of thousands if the changes taking place were to become firmly established.

PEANUTS

By Charles Schulz



© 1991 United Feature Syndicate, Inc. 8-19 SCHULZ

Idasa to establish a training centre

53

Sowetan 4/9/91
THE Institute For A Dem.

ocratic Alternative For South Africa is to establish a training centre for democracy to meet the urgent challenge for a democratic culture to emerge in South Africa.

the work Idasa has done over the last five years, a library of democratic materials including books, videos, etc and a training centre in which people could take short-term courses in democracy.

Democracy

Writing in the latest issue of the Institute's newsletter, *Democracy in Action*, executive director Dr Alex Boraine, said the centre - probably based in Johannesburg - would provide a repository for

"There would be a Winter School and a Summer School and three to four-week courses so that those who participate can return to their places of residence as well as work and apply the teachings which they have acquired," Boraine said.

- Sapa

Majority of course candidates are female

KEEPING the credit profession up-to-date with the latest education and training is a major focus for the United Institute of Credit Management (UICM).

Executive Information Services MD Ian Langworthy holds the education portfolio for the institute's Transvaal chapter, while also being chairman of the northern Transvaal region. He says: "The institute offers formal education to credit management recipients which allows management to get a credit management diploma, but we also offer face-to-face education through Damelin College. "This covers credit management 1, 2 and 3 on senior and junior levels.

Basic

"Trainees also do basic business law and economics and then qualify for formal diplomas. "However, if they don't wish to cover these subjects they will qualify for certificates, but not a diploma."

The subjects can be written by correspondence or at Damelin, Intec College or Rapid Results.

"The institute also does one-day seminars covering subjects such as basic credit control and cash flow management and litigation, liquidations and sequestrations, among others."

Courses are popular among up-and-coming credit controllers.

Langworthy says there is an upsurge in demand for training by black and Indian candidates and about 70% or more are females.

Well-qualified

"On achieving credit management 1, one is generally considered a well-qualified credit controller, normally with three to five years' experience."

"Credit management 2 is done by people in middle management or supervisory positions, junior credit managers and people in similar positions."

"Credit management 3 is suited to those moving into corporate level or top credit management positions."

"The diplomas are highly valued on candidates' CVs, and this is especially true in today's competitive market."

Investigation into missing scripts

25/9/91
53

STUDENTS at the East Rand College of Education who failed digital electronics examinations last year have engaged a lawyer to investigate the mysterious disappearance of their scripts.

Twenty five students, whose marks ranged between 13 and 34 percent, paid R37,50 each to have their scripts remarked early this year.

The Department of Education and Training later said the examination scripts of the students concerned had been lost.

In a letter dated June 3 this year to the students' attorney Mr P Moloto, DET's deputy director in the examination section,

So we have 5/9/91
By MONK NKOMO

Mr M Nel blamed "factors beyond the control of the department and the respective moderators responsible for the remarking".

Nel then agreed to refund the R37,50 each student paid for the remarking. He also agreed to allot symbols D to some students.

But he informed Moloto that the marks of seven students would not be changed.

Spokesman for the students Mr Solly Hlongwane yesterday said his colleagues were angry about the mysterious dis-

appearance of these scripts and said students suspected that they were never marked.

"We believe that we have been deliberately failed," said Hlongwane.

Moloto yesterday declined to comment about the matter but confirmed that he was scheduled to meet Nel in Pretoria to resolve the issue.

Hlongwane said they had briefed Moloto to demand that all students be allotted pass marks on digital electronics.

DET liaison officer Mr Hannes Schoeman yesterday said he did not know about the matter. He promised to investigate.

Open college, Ntsanwisi told

CP Correspondent 8/19/91

ANC President Nelson Mandela has given 960 students affected by the closure of Tivumbeni College of Education in Giyani hope that their college might be reopened.

Mandela told 20 000 people at Giyani stadium last Sunday he was committed to working with the homeland's leader, Prof Hudson Ntsanwisi, but the Gazankulu chief Minister should first reopen the college and "stop the harassment" of ANC members working for his government.

Mandela said the closure was robbing the youth of the chance to equip themselves with the knowledge needed to run the country.

known for its alarming degree of cruelty to blacks, particularly Africans, and we do not expect the same type of cruelty from Ntsanwisi, who is our brother," said Mandela. He added that he had much respect for the Gazankulu homeland leader. Ntsanwisi refused to comment on Mandela's remarks, saying Mandela could contact him directly.

The director-general of Education in Giyani, SDC Vukela, said a committee had been appointed to look into the reopening of the college. The college was closed on March 12 this year after students embarked on a sit-in the previous day, demanding the erection of more hostels and the resignation of Ntsanwisi as chancellor.

Black graduates lose out

By LULAMA LUTI

DESPITE the shortage of skilled people in South Africa, many companies are still reluctant to give jobs to black graduates, especially those with qualifications obtained outside the country.

Reasons often given are lack of experience, questionable qualifications, unrealistically high expectations and "over-qualification".

Pillar to post

"As a result, graduates find themselves moving from pillar to post looking for employment in a world that apparently screams for qualified people," says Ruel Khoza, chairman of the recently formed South African Students' Internship Foundation (Sasif).

Echoing his sentiments, ANC head of economic affairs Tito Mboweni blamed "company apartheid" for the non-employment of black graduates.

Speaking at Sasif's inaugural function in Johannesburg this week, Mboweni said this type of discrimination should be done away with, together with the broader eradication of apartheid policies.

"On the other hand, the private sector also needs to take cognisance of the abundance of skills in the black community," he said.

Pledging their companies' support for Sasif, Southern Life deputy general manager Arthur Case and Barlow Rand deputy chairman Derek Cooper said it was impor-

tant for business to adapt to the changes taking place in the country.

The idea of Sasif was mooted in August 1989, when a group of black men - backed by a number of major companies - decided to find a strategy to redress the situation.

Sasif's main aims include finding jobs or internships for US-qualified graduates.

Sasif achieves this by keeping in close contact with several professional organisations.

Since Sasif opened its doors to graduates about 19 months ago, 50 have been placed in permanent employment, five are in internships and a further 62 are awaiting placement.

Says Khoza: "The cardinal objective of this

whole project is to ensure that no qualified human potential is lost."

Corporate executive and member of the Sasif Trust, Mandla Mtsweni, said Sasif was an attempt to respond to the challenges faced by South Africa today.

New ground

"We are trying to break new ground and break down barriers.

"It is now time for companies to wake up to the untapped resources lying untouched inside and outside the country.

"We are appealing to human resource practitioners to come forward and avail themselves of the opportunities, because there is a lot we could achieve by joining hands," he said.

ANC President Nelson Mandela has given 960 students affected by the closure of Tivumbeni College of Education in Giyani hope that their college might be reopened.



Technical education 'vital'

Star 2/10/91
By Mckeed Kotlolo
Pretoria Bureau

(S3)

Apartheid has denied technical education to blacks while seducing them with an easy curriculum filled with religion and other largely unmarketable humanities, according to the chairman of Anglo American Corporation and De Beers, Julian Ogilvie Thompson.

He was speaking at the official opening of the new R13 million technical college in Atteridgeville yesterday.

Mr Ogilvie Thompson emphasised the importance of technical education to the economic future of the new South Africa.

"When the day dawns that we possess an army of talented black technicians and engineers in this country, one of the fun-

damental impediments to assured prosperity will have been overcome."

He said that "as recently as 1972 not a single black person in this country was enrolled in a technical college or college of advanced education".

"Even today, in technical colleges there are four times as many whites as blacks, and at universities seven times as many studying engineering."

The college, which started this year with 375 students and falls under the Department of Education and Training, was financed by the Anglo American and De Beer Chairman's Fund.

Mr Ogilvie Thompson said his group and its affiliates had committed about R250 million over five years to private-sector education initiatives.

Students protest college closure

While the private sector is ready to sponsor technical education, the Department of Education and Training (DET) is reportedly phasing out technical education courses and facilities.

At least two technical education centres in Soweto, Molapo Technical College, which trained teachers for technical subjects, and George Tabor Technical School, are reported to be closing down. They will be handed over to the private sector and the Department of Manpower.

Plans to shut Molapo down were mooted two years ago. Due to opposition from students, lecturers and the community, the department has had to make an undertaking to transform the institution into a technical school.

In justifying the plans last year, the department said there was a surplus of technical education teachers produced and this resulted in many graduates not finding jobs.

Soweto Education Co-ordinating Committee (SECC) spokesperson David Maepa said the SECC felt the country needed more career-oriented learning than general education in order to reduce unemployment and boost economic and technological development.

Motivating the closure, the department said that Soweto graduates refused to be posted to rural areas, where they were most needed. This resulted in a serious shortage of teachers in the rural areas and an oversupply in the urban areas.

However, this argument has been refuted by the fact that there is a serious shortage of teachers in urban areas, includ-

ing Soweto. Teachers in Soweto say the reasons forwarded by the department were used only to camouflage the freezing of teaching posts.

The department has also been criticised for planning to hand over George Tabor to the department of manpower. The SECC said that the department of manpower would provide lower standards of training than a technical school would. George Tabor has been functioning as a technical high school and offers pupils three-year training courses in carpentry, plumbing, electrical engineering and mechanics.

However, for the past two years the period of training has been reduced to three months. And according to sources, the department of manpower has been increasingly involved in student training.

It has also been reported that the school has not admitted any students for the last quarter of this year and rumours has it that it is about to be closed and handed over to the department of manpower.

Meanwhile, another technical college was opened in Atteridgeville this year, near Pretoria. The college started operating with an enrollment of 375 pupils.

According to an Anglo-American spokesperson, Glen Finnegan, the college will be upgraded to cater for 1 000 pupils annually.

The college offers courses in the mechanical, electrical, commercial and management fields.

New Nation (Learner Nation) 53 4/10/91 - 10/10/91



Students at the Molapo College of Education in Soweto protest against its closure

Molapo College ~~is~~ remains open

Sowetan 8/10/91.

By PHANGISILE MTSHALI

THE Molapo Technical College is not closing down, says the Johannesburg Region of the Department of Education and Training.

The public relations officer, Mr Sol Moshokoa, released a statement after several inquiries from the public.

Moshokoa said the building would be used as a technical college rather than a training college for teachers.

"It is going to become Molapo Technical College," he said.

"An agreement was reached in 1988 that teacher training be phased out. The following year first year students were not admitted."

Moshokoa said a technical college would serve the greater part of the community.

Promat to build more education centres

New Nation (Learning Nation)

53



PROMAT Colleges' public relations officer, Nthabiseng Mmatli, discussed the institution's commitment to establish other centres when she spoke on New Nation Education Forum on Radio Metro last week 11/10 - 17/10/91

However, she said the establishment of these centres depended greatly on the availability of funds as the organisation received no funds from the government and operated with donations received from various patrons.

Programmes

Promat has established matric programmes to help under-qualified teachers and those who do not have their matriculation certificates, she said.

This year, Promat opened a college of education outside Pretoria. The college has admit-

ted students other than teachers, with the only condition being that they should be above 18 years old.

The teaching methods at Promat's colleges were good and only highly qualified teachers were hired, she said.

"We realise that we are not dealing with just biological people, we are dealing with socially wounded people.

"That is why we need highly qualified, professional teachers to come and heal those wounds," said Mmatli.

Promat matric students write Department of Education and Training (DET) examinations, while trainee teachers will write the college's own examinations.

Promat boasts a pass rate of 42 percent, compared to that of the DET, which is 88 percent.

Tivumbeni sets the rules

New Nation (Cheerney Nation)

11/10 - 17/10/91

(53)

(18)

Tivumbeni College of Education re-opens next year with the introduction of more stringent conditions of admission, bound to upset students and cause a stir in among tertiary institutions.

The Gazankulu cabinet has appointed a committee charged with drafting new policies and conditions for the re-opening of Tivumbeni.

The committee has recommended that amendments be introduced to the college prospectus to make provision for the new admission conditions.

Potential students will have to sign "legally binding" contracts with the college, under-

taking to, among other things, "accept the authority of college staff and management".

The application forms will have to be completed by the parent or guardian of the applicant and by the principal of the school where the student matriculated.

Before re-admission, students will have to withdraw the demands which led to this year's crisis and culminated in the closure of the college.

Students will also have to undertake to operate without a Students' Representative Council (SRC) until a new SRC is elected in March next year.

The new policy stipulates that "times of communication and demarcation of areas of

operation and authority will be clearly defined for students, SRC, staff, management and council".

Students will not be allowed free access to council and beyond without approval from management.

The committee has also taken measures to frustrate campaigns such as the Right to Learn Campaign adopted by Sansco and Nusas this year.

The committee's recommendations ensure that "management will not be pressurised into exceeding the college's official enrollment figures".

Party political activities will not be allowed on campus and "very strong action will be

taken against all forms of intimidation".

The new rules empower the rector to approve all meetings held on the campus.

It was not clear what action the students and community leaders would take to challenge the new policy, but the new measures have reportedly been rejected by them.

Several channels, including legal intervention, are being explored.

All students who attended the college before it closed early this year, are required to re-apply for admission. This is seen by students and community leaders as a mechanism to keep those students who were involved in the revolt early this year, which led to the closure of the college, off the campus.

Giving students what they need

8/10/91
THE Private Sector Education Council (Prisec), an independent body set up in April last year with Sacob as a founding member, has had great success in making inputs to government.

It has also been recognised as an authoritative spokesman on education, says Prisec secretary Gerrie Bezuidenhout.

Prisec represents various employer organisations which felt a need to present a united front to government in setting out what they require from the education system.

"It is a way of influencing government's education policy," says Bezuidenhout.

"Individual private sector bodies have for years been concerned with and frustrated by the inability of the education system to

produce sufficient pupils and students who have life and work skills that enable them to be employed or to create employment for themselves and others."

There is a shortage of skilled technological and technical and commercially orientated people and management staff, he says.

Prisec aims to work constructively, creatively, positively and pragmatically for an education system that is non-racial, non-sexist, unified and decentralised; that is legitimate, appropriate and affordable; that gives pupils and students life and work skills that enable them to be employed; and that gives the private sector as well as other interest groups and stakeholders the right to be consulted about the goals, content, processes and

structures of education.

"Our mission is to be actively involved in the ongoing development of a non-racial, relevant and legitimate national education system which will encourage optimum economic growth and equip each user to cope with the responsibilities of life in a democratic society," Bezuidenhout says.

Prisec member organisations include the Afrikaanse Handelsinstituut, the Building Industries Federation of SA, the Chamber of Mines, the Steel and Engineering Industries Federation of SA and Sacob.

Each member organisation is represented on Prisec by two people and the chairman is currently Toyota SA personnel and

industrial relations director Theo van den Bergh.

He is also active in the Afrikaanse Handelsinstituut and Sacob.

Prisec was the only non-government organisation to make representations to the Department of National Education regarding its education renewal strategy, Bezuidenhout says.

"The aim of the investigation is to change the education system to eliminate inefficiency and to more adequately address the needs of the country."

Currently, Prisec is looking at government's national training strategy and, after input from its members, will make a submission that will hopefully sway government to considering the needs of the private sector when formulating a new policy, he says.

Queen's



CALL TO COMMONWEALTH . . . Queen Elizabeth, seen here during her stop in Namibia, has asked the Commonwealth to help SA.

plea: Help SA



WELCOME REST . . . The winner of the 80.4km event, Mr Ephraim Morgan, looks relaxed while receiving a massage after the gruelling walk from the Grand Parade to Simon's Town and back. He won the event for the seventh consecutive time. A record number of about 5,000 people entered.

● Pictures, report — Page 7 and Back Page

Picture: BENNY GOOL

HARARE. — Queen Elizabeth last night broke with royal tradition and dipped into politics, urging Commonwealth leaders to give South Africa "every encouragement" on its path to a democratic, non-racial constitution.

Speaking at a state banquet soon after her arrival here, the queen warned that the next few years "will not be easy" for Africa, especially South Africa.

But, she added, "contemporary history is showing us daily that good government and equality of opportunity can overcome differences of race, culture or religion".

She was praying, she said, that "the process of positive change under way in South Africa may be successfully continued".

Unusual

She said she was "sure" the leaders at next week's Commonwealth summit here "will certainly do their best . . . to give every encouragement".

Observers say the queen is "closely following British Foreign Office policy, which regards sanctions as no longer of any use in persuading Pretoria to carry on along the road to change, and that instead President F W de Klerk should be rewarded for each move he makes towards establishing a democratic South Africa.

That the queen should have adopted this view is regarded as highly unusual, as the traditions of British royalty demand that she remain aloof from political issues.

But it is the second time she has broken with tradition on her Southern Africa trip, and

her remark 'last night about "good government" was seen as an echo of her urging in Windhoek on Tuesday of African governments to become accountable to their people, another line being stressed strongly by the British in their preparations for the summit.

Although Zimbabwe President Robert Mugabe, the queen's host and chairman of the summit, has clearly softened his previously hardline stance on South Africa, observers say the queen's remarks are likely to cause controversy as several members of the Commonwealth "club" still believe sanctions should remain in force until Pretoria is seen to be "irreversibly" committed to democratic change.

'Ridiculous'

Queen Elizabeth has not been to Zimbabwe since 1947, when as 21-year-old Princess Elizabeth she visited colonial Rhodesia, as it then was, and drove in an open car through what were then the black townships of Salisbury.

Remembering her visit of 44 years back, the queen asked this time around to visit the renamed Harare's Mbare Township.

But the royal request has plunged Zimbabwe into controversy, after Harare's zealous municipality bulldozed a squatter camp in the township last week, despite failing to get a court order to legalise such a move.

Shacks were flattened and about 500 squatters were trucked out of the city to state-owned land in a pre-dawn raid so that the township should not offend the queenly eye, due to view it today.

"It's quite ridiculous actually," commented a British High Commission official at the time.

"The queen asked to visit the township because she wanted to see what it was like. She wants to see how people live."

Ogilvie Thompson opens R13m college

PRETORIA — The new R13m Ateridgeville Technical College was opened yesterday by Anglo American and De Beers chairman Julian Ogilvie Thompson. In his address, Ogilvie Thompson emphasised the importance of technical education for the economic future of the new SA.

"When the day dawns that we possess an army of talented black technicians and engineers in this country, some of the fundamental impediments to assured prosperity will have been overcome," he said.

Ogilvie Thompson also confirmed that his group and its affiliates had committed about R250m over five years to private-sector education initiatives.

He said the amount was just half the total sum of R570m which had been pledged by private companies to help bridge the gap between formal education and job skills.

Education and Training Minister Sam de Beer said the college would play an increasingly important role by equipping students with much-needed skills and qualifications.

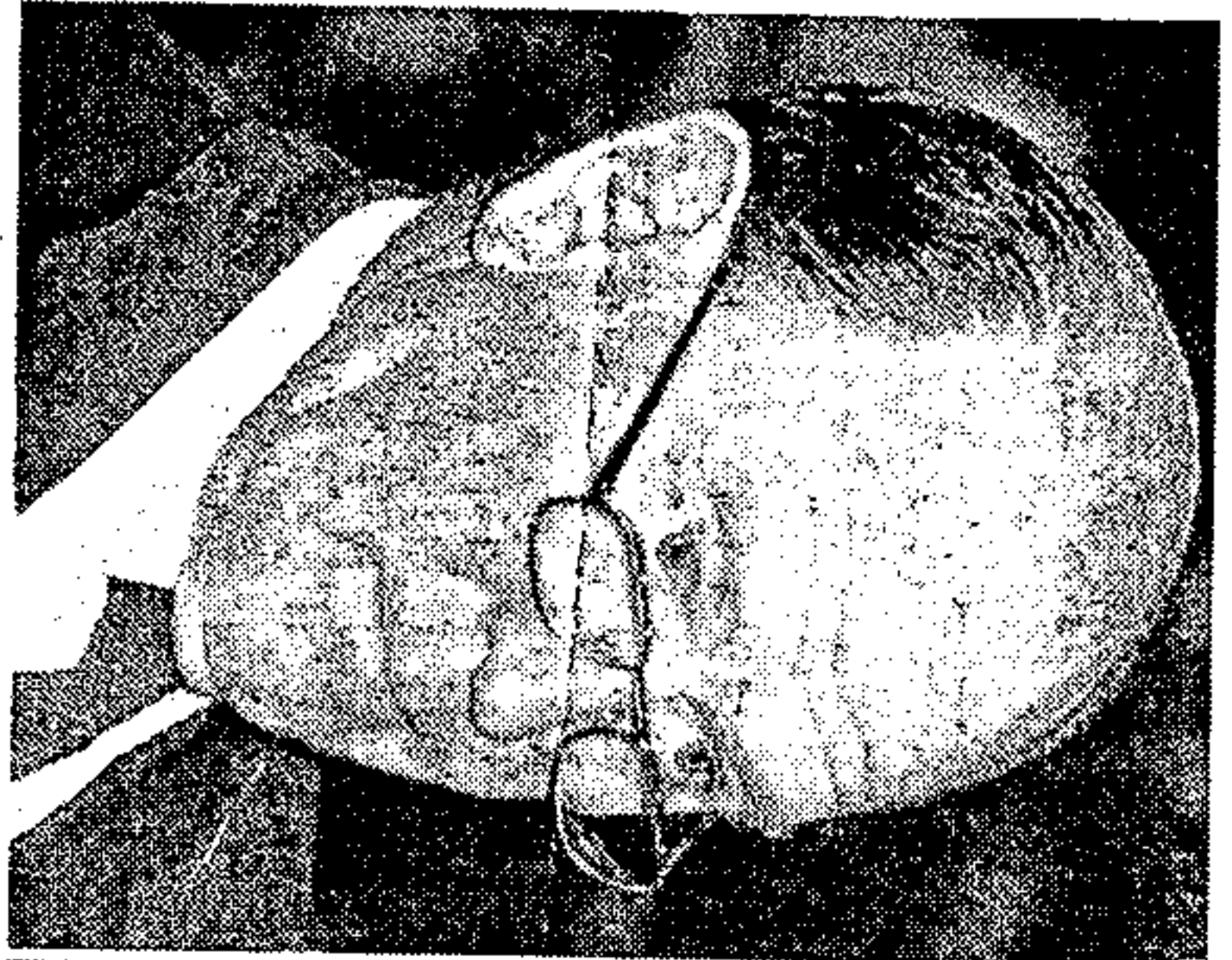
The college was financed by the Anglo American and De Beers Chairmen's Funds, after an approach by the Ateridgeville town council, and is to be administered by the Education and Training Department.

It was announced that 375 students had enrolled. The college's capacity of about 1 000 students would be reached over several years.

Formal subjects range from electronics to commerce, management, hair care and food service.

Pre-service courses include practical training in fitting and machining, motor mechanics, welding, electrical work and motor body repair.

The college also has an adult education programme, offering courses in computers, car maintenance and handicrafts. Community use of the college's classrooms and sports facilities will be encouraged. — Sapa.



The R13m Ateridgeville Technical College was officially opened yesterday by Anglo American and De Beers chairman Julian Ogilvie Thompson, far right. Also present was JCI chairman Pat Retief, far left. The college was financed by the Anglo American and De Beers Chairmen's Funds, after an approach by the Ateridgeville Town Council. It will be administered by the Education and Training Department. The college's capacity of about 1 000 students will be reached over several years. Picture: ROBERT BOTHA

SAP, labour unit 'still in contact'

THE kingpin behind a security police-funded labour relations group maintained contact with his controller after the date Law and Order Minister Hennis Kriel said his department had ended the contact, the Financial Mail reports today.

According to the article, Rand Afrikaans University academic and kingpin behind the Liaison Bureau for Labour Relations Services, Prof Kobus Slabbert, sent the bureau's latest "concept newsletter" to se-

LINDEN BIRNS

Inkatha's union, Uwusa. According to the FM — which claims to have a copy of Slabbert's letter to Botha — Botha had replied to Slabbert, commending him on his "good exposition" of matters on the theme of affirmative action.

In another document written in August this year, Slabbert outlined the bureau's goals for the next year, saying he was

Fitestar to pay travel agents more

LINDEN BIRNS

TRAVEL agents selling tickets on SA's newest airline Fitestar will get 1% more commission than they receive for selling seats on SAA domestic flights.

Fitestar will enter the market with fares identical to SAA's current domestic tariffs.

However, travel agents will receive 8% commission on Fitestar tickets, compared with the 7% they

sentur as ucus snoupsunvgjo jopces atavid

A beacon of hope for the township

Star 22/10/91

By Phil Molefe
Education Reporter



Atteridgeville's first technical college stands out as a beacon of hope to the township's army of marginalised youth in desperate need of technical skills to prepare them for the career market.

Built on a hill on the outskirts of one of Pretoria's oldest townships, the new R13 million college overlooks the humble community on one side and the skyscrapers of Jacaranda City, its affluent suburbia and a chain of industrial complexes on the other.

A bird's-eye view from the massive campus gives the students a picture of a promised land that can be found in the city's commercial world and the industry's labour and career market.

The college offers a wide range of courses, which includes technical, commercial and other career-directed fields of training.

Basic technical training, which runs for three months, includes motor mechanics, light and heavy current, electronics, welding and panel beating.

Commercial courses, with a basic training of six months, include a national certificate in commerce, and management and accounting.

Other subjects offered include communications, typing, office practice, economics, mercantile law and labour relations.

The deputy principal, Chris van Rensburg, says the college would provide important opportunities to those students who failed to make it through matric.

For most of the courses, the entrance requirement is a Std 8 certificate and students qualify for apprenticeship after three months.

The AAC and De Beers chairman's fund donated R15 million for the building and the equipment of the institution.

The college, which opened at the beginning of the year, was officially opened on October 1

by the chairman of Anglo American Corporation, Julian Ogilvie Thompson.

In his address Mr Thompson emphasised that technical education held the key to the economic future of the new South Africa.

"When the day dawns that we possess an army of talented black technicians and engineers in this country, one of the fundamental impediments to assured prosperity will have been overcome," he said.

Enrolment at the college is 375, and it is anticipated that this will increase annually to a capacity of nearly 1 000.

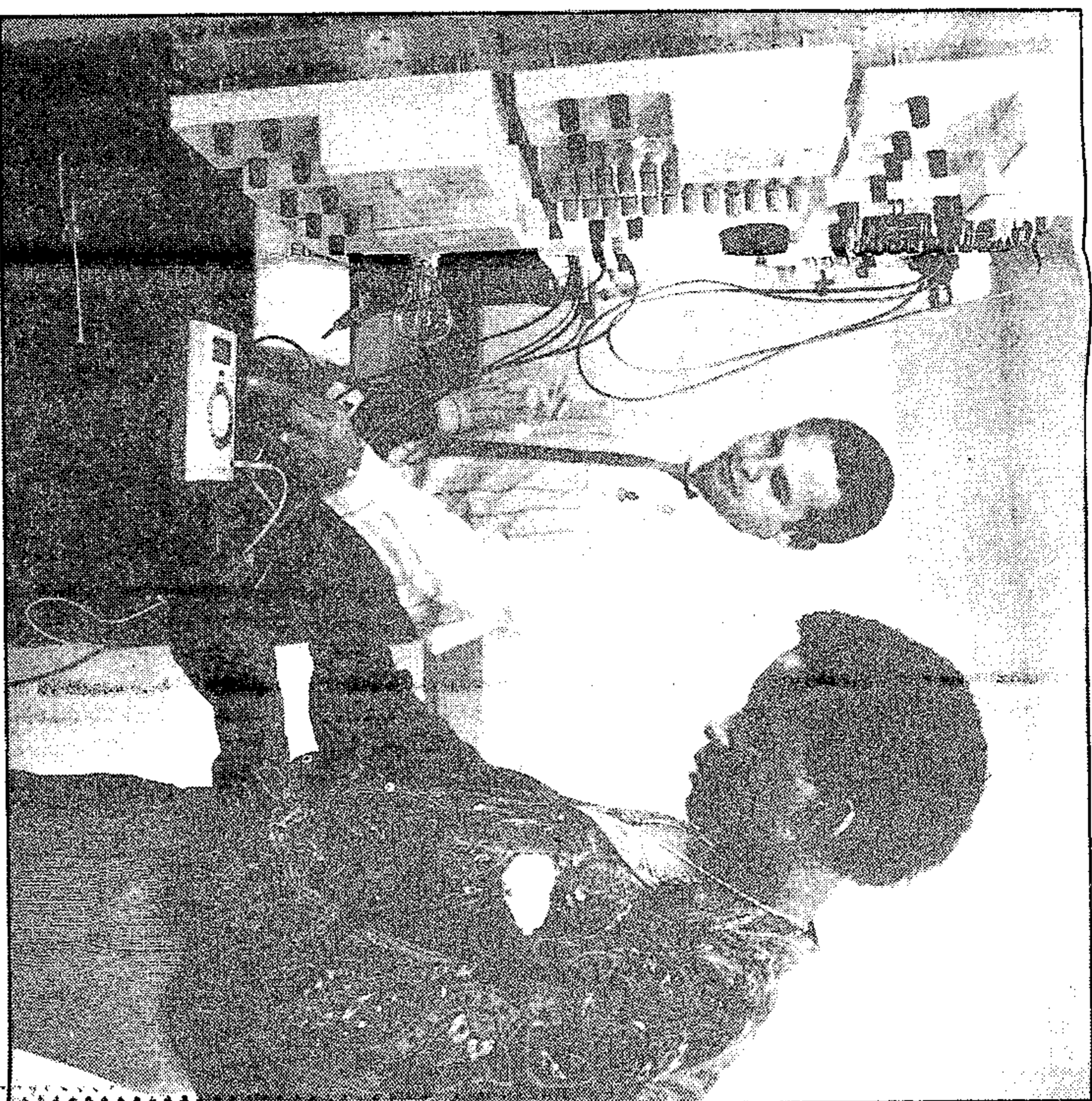
Most of the students are from Atteridgeville, with a smaller number from Mamelodi and So-shanguve.

Mr van Rensburg says community use of the college's facilities is actively encouraged.

"The classrooms are utilised over weekends for extra lessons for both junior and senior pupils from local schools and a karate club is making full use of the college hall which has a fully equipped gymnasium," Mr van Rensburg said.



Training for the future . . . This student will be ready to earn a living in three months. Pictures: Herbert Mabuza



Tuning in . . . The college on the hill gives the students a bird's eye view of a promised land that can be found in Pretoria's commercial world and the industry's labour market.

the

Promat teachers give students History tips!

New Nation (Learning Nation) 25/10 - 31/10/91

ON last week's New Nation Education Forum programme on Radio Metro, two Promat College teachers gave some examination tips to matric History and Geography students.

Annette Swarts and Charles Malobola teach at Promat, near Pretoria, which has established matric programmes to help under-qualified teachers and those without matric certificates. It also runs a college for matric students.

The institution's matric pass rate is 88 percent. This compares favourably to the Department of Education and Training's (DET) 42 percent pass rate.



Charles Malobola (left) and Annette Swarts were guests on Radio Metro/New Nation Education Forum last week

Swarts told radio listeners that the first History paper would deal with general issues and consist of four essays. Candidates would be required to answer two of these essays.

The essays would revolve around four major themes - the rise of the superpowers, the circumstances which led to the Second World War, international relations and events, and Africa since the Second World War.

She said the essays would be followed by 50 short questions based on international relations and events and questions on Africa. She warned students that the for-

mat of the paper was different to that of previous years.

She told students it was safe not to concentrate on the circumstances which led to the Second World War. "The reason for this is that students have about 15 essays in that section and it is very difficult to recognise the question."

Swarts said that Standard Grade students would be expected to answer questions on either the United States of America or Russia.

Higher Grade students were advised to study the Cold War. "Learn about the rise of nationalism in Africa, how the different states got independence and the

problems which arose from independence," she said.

She said Africa would be easier for students to study because it dealt with things to which they could relate.

According to Malobola, the second History paper also consisted of four essays - divided as follows:

South African History would be divided into two sections - 1910-1924 and 1924-1948. Each section consisted of two essay questions, he said.

"I advise students to concentrate on the period from 1924-1948 because it contains all 50 marks for essays on Higher Grade and Standard Grade," said Malobola.

He cautioned students to answer questions carefully and look for key words like describe, explain, analyse, discuss and evaluate.

Geography

According to Swarts, the first Geography paper will consist of map-work and she advised students to take all the necessary instruments to the examination.

The second Geography paper will consist of three sections. Section A will deal with Climatology and Geomorphology.

Section B will deal with settlement geography and students were advised to study rural and urban settlement.

Section C will concentrate on South Africa and deal with questions on the homelands, termed TBVC (Transkei-Bophuthatswana-Venda-Ciskei). She said students should study mining, agriculture and labour in these areas.

During the next few weeks, New Nation's Education Forum plans to look at different subjects before students sit for that particular examination. Radio listeners on the Reef could tune into Radio Metro 576KHz every Wednesday at 7.30pm. Those outside the Reef may get the information from the PUPILS' FORUM page, in NEW NATION every week.

Cape Tech fees up 17,5%

Staff Reporter

THE Cape Technikon's tuition fees for the 1992 academic year have gone up by slightly more than 17,5% across the board, the technikon announced yesterday.

Financial director Mr Brian Bolton said the hike was a result of the static state subsidy, coupled to an increase in costs partly resulting from VAT.

The increase in hostel fees for the older residences — House Elizabeth and Saasveld — is 19%.

“The increase for Technikon Park is 30%, but this increase is mainly the result of the hostel being new and hence more modern and private,” said Mr Bolton.

The rise in fees was generally the result of the increase in staff salaries and the high increase in the price of food, he said.

Peninsula Tech fees shoot up (53)

CT 7/11/91
Staff Reporter

THE Peninsula Technikon is to increase some of its subject fees by up to 61%, as well as more than double its hostel accommodation fees.

This follows an announcement by Unisa this week that its fee system will change from a level cost for each year of study to a rising fee scale. Subject fee increases for next year are between 16,7% and 44,5%.

The Cape Technikon announced recently that its tuition fees will rise by 17,5%, and its accommodation fees by between 19% and 30%.

star 11/11/91

US scholarship offer for aspirant hoteliers

A scholarship for South African students to study hotel management in the United States has been named after South African Chef Association chairman Billy Gallagher.

The scholarship, for a four-year course at Johnson and Wales University, was announced by university executive

vice-president John Bowen during the Chefs' Showcase, which ended at Sandton City yesterday.

Mr Gallagher has accepted an invitation to lecture during a visit to the university in April.

The scholarship was a tribute to Mr Gallagher's contribution to "the culinary arts and the role of

the chef, not only in South Africa but also internationally," Mr Bowen said.

The scholarship, worth \$4 000 (about R11 000), will enable a student to study hotel management or a related course.

Mr Gallagher is the food and beverage director of Southern Sun Holdings. — Staff Reporter.

Business schools



Credit College GM George Gericke (left), MD Pieter Buitendag (seated) and director John Downie.

An SA first in credit education

THE first company in South Africa to specialise in credit education and training has been established in Randburg.

Credit College was formed by experienced credit specialists, all of whom have lectured for Credit Management Education Associates, a subsidiary of the United Institute of Credit Management (UICM).

MD Pieter Buitendag

ence," he says. The college's objective is to help the employer in creating the environment, structure and systems needed to enable credit staff to function effectively.

"At the end of last year, R163bn in credit was owed in SA. *6/Dec 26/11/91*

"This credit is the core asset of most organisations and is probably the most

difficult to control. "Should a lack of control result in a portion of this debt being written off, the standard of living and the economic growth rate will drop and prices will escalate.

"Yet many organisations don't place enough emphasis on the importance of credit control," Buitendag says.

ng
e.
he
rt
r-
a
he
w
is

m-
nd
ro-
put
bs.
the
ent
rnt
est-
will

ro-
ing
nto
eas

FROM THE BUSINESS SCHOOL OF THE UNIVERSITY OF DURBAN



Practical alternative to going to university

BUSINESS colleges can offer a practical and cost-effective option to people embarking on a business career and who are either not ready or able to tackle a full-scale university degree.

Although the courses are compressed into one or two years, Birnam Business College principal Brenda Riesnik says the institutional exams offered by many business colleges are equivalent to matric plus three.

Life skills

"In addition, subjects such as organisational behaviour, journalism, communications and desktop publishing are life skill subjects for the '90s.

The result is a diploma of immense practical value.

Riesnik says while university graduates may walk the streets for months in search of jobs, her students are snapped up in the marketplace.

"But in many cases the telling factor is price.

Established

"A university education can cost in the region of R18 000 as opposed to the R6 000-odd one would expect to pay at a business college," she says.

Birnam was established 27 years ago.

Its courses include marketing management, executive advanced diploma, business management, advertising and personnel management.

In addition, it offers specialised courses such as advanced travel, public relations, computing, hotel management and fashion marketing and management.

Frozen posts: Minister acts to halt protest

S/Times (CM)

11/12/91

By KURT SWART

EDUCATION minister Mr Tommy Abrahams has denied that 108 lecturers at teacher training colleges will lose their jobs.

At a press conference on Friday, Mr Abrahams said the impression given that 108 lecturers under his House of Representatives department would be out of work next year was incorrect.

"We are scrapping 108 posts at teacher training institutions across the country. We have determined that 41 of these posts are already vacant.

"There are 42 seconded teachers, who have posts elsewhere and who have been used at colleges."

This left 25 lecturers with temporary contracts due to expire at the end of the year, he said.

The reduction of posts was

a contingency measure the DEC had been forced to take because of budgetary restraints, which had made the closure of some of the department's 13 colleges a possibility.

If the reduction is implemented Hewat College in Athlone, for example, would lose 15 lecturers out of a staff of 76; Perverserance 13 out of 51, and South Cape 11 out of 33, all with corresponding drops in the first year intake of students.

The South African Democratic Teachers Union (Sadtu) and the Co-ordinating Committee for Colleges of Education (CCCE) have warned the minister that failure to treat the matter "sensitively" could result in a major crisis.

Sadtu said last week the possibility of mass action could not be discounted if the department implemented their decision.

Concern

Reacting to the minister's statement yesterday, Sadtu general secretary Mr Randall van den Heever expressed "serious concern and dissatisfaction".

"Sadtu is also perturbed about the fact that the minister refused to meet with a delegation from the colleges on Wednesday."

The CCCE at a meeting last Saturday demanded that first year student quotas be increased, and that a moratorium be placed on staff and student reduction.

THERE are too few successful entrepreneurs in South Africa, a problem which may be laid largely at the door of the education system, says SBDC MD Ben Vosloo.

"We are saddled with an educational system which creates too few education products fit for employment or economic activity," he says.

SA's educational curricula do not provide training such as technical skills.

Education needs to be made more relevant to society and the workplace.

It should enhance entrepreneurship by stimulating individualism, independence, optimism, task orientation and competitiveness.

SBDC senior GM Toni Kedzierski says a further problem is that individuals are indoctrinated to follow a career in big business.

Self-employment is the poor relation despite its more lucrative earning potential.

Education needs to be made more relevant to work

B/Daily 2/12/91

"The lack of practical skills and entrepreneurial management skills must change," he says.

It has become apparent over the past 10 years that the problem of training is not being adequately addressed and SBDC clients have been pushing for the corporation to get involved in training and support services.

The cry for help is specific — finance and premises, although important, are not everything — assistance in the form of advice, consultation, counselling and training has been identified as a priority for the SBDC as it looks ahead.

Informal training and assistance through the SBDC's Mentor Advisory Programme (MAP) and re-

bate scheme started as long ago as 1985.

It offers entrepreneurs individual on-site advice and training by some 225 retired business people participating in the MAP and the same number of professional consultants participating in the rebate scheme.

More than 50 000 have benefited from this informal training and assistance, while limited formal training, initiated by the SBDC in 1988 has benefited 5 000 individuals.

Marketed under the name SME Training Institute, the SBDC will utilise funds which are tax deductible in the hands of donors.

Courses such as the Trident one-up business skills (also known as the Town-

ship MBA), labour relations for small businesses, how to manage and improve your own small business and a retail management course are on offer.

These courses are purchased and adapted by the SBDC.

Also under discussion is the SBDC's approach to financial training.

"Most entrepreneurs are not interested in learning bookkeeping or accounting.

"Our practical approach to financial training will be to teach them record keeping and how to use the information from financial results for future planning," he says.

Vosloo says: "While there are elements of society who ache at the prospect of working from nine to five, entrepreneurs are the sort of men and women who hold several tasks at a time and work happily from five to nine."

It is at these people that the SBDC's formal and informal training is aimed.

George Tabor is to reopen next year

53

Soweto

4/12/91

By GRACE RAPHOLO

GEORGETabor Technical College in Soweto will reopen next year after it was closed when students failed to register for the last semester in September.

The management said the college had experienced several problems since July and, because the problems were not solved to the satisfaction of all parties involved, students did not register for the next semester.

Recognising the seriousness of the situation, the Gencor Development Trust offered the services of a facilitator to address the problems at the college. The offer was approved by the students as well as man-

agement, Gencor Trust said in a statement.

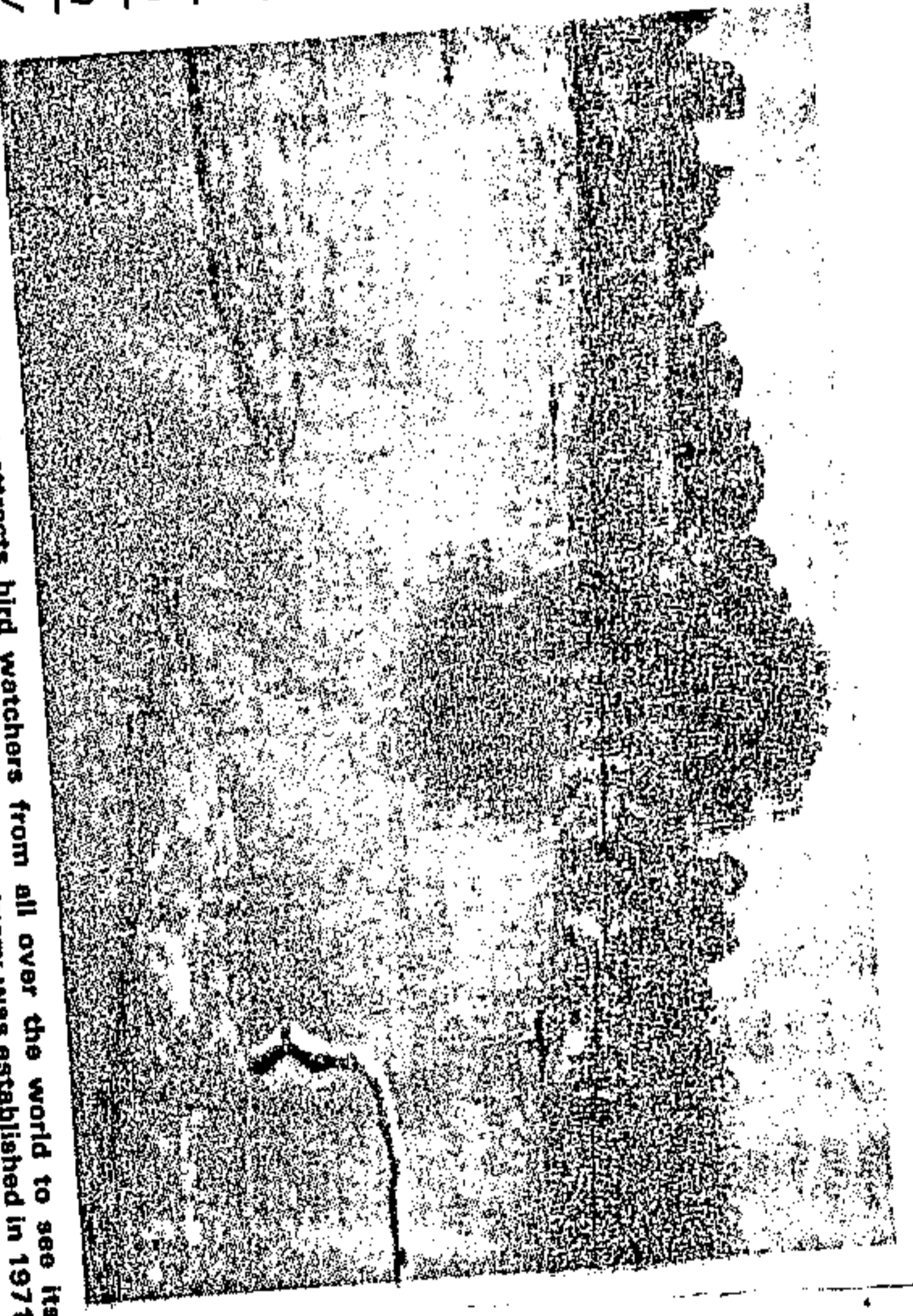
The intervention by the facilitator resulted in the formation of a joint working committee consisting

of Department of Education and Training, Soweto Education Crisis Committee, the governing council, management and staff.

A parent, teacher and student association will be established next year to serve as a communication channel between the various parties.

Business Day SURVEY

A proposed amalgamation with
Katlehong, Palm Ridge and
Bedfordview could make Germiston
the first city in South Africa to
combine the established residential
areas of all population groups. In so
doing, the city could take the lead in
drawing overseas investors to the new
SA. VAL PIENAR reports.



Bird Sanctuary attracts bird watchers from all over the world to see its hundreds of species in their natural habitat. The 94ha sanctuary was established in 1971 and is famous as the best place on the Witwatersrand to see water birds, including some of the rarest and most beautiful in the world. In the section open to the public the visitor can stroll at liberty between the observation hides and public viewing area.

Call for education that leads to employment

THE informal sector is the fastest-growing element in any economy worldwide — and Germiston is gearing up to meet the needs of a burgeoning informal business population.

Management committee chairman Leon Louw says: "We can't just push these people out of sight."

"We have recognised the survival of all depends on mutual co-operation and interdependence and we are looking at improving conditions for informal traders and hawkers."

"But our objective is to enable them to do business without having a detrimental effect on the quality of life in the city."

"We are committed to maintaining standards as well as to training entrepreneurs to improve their business skills."

Cheshire says she would like to see as much as possi-

ble done to encourage the development of the informal sector.

She says informal businesses create employment and in Germiston, with unemployment estimated at anything up to 60% of the economically active black population, this must be regarded as a priority.

Cheshire is involved in Youth Over Unemployment (YOU), aimed at training unemployed people to develop their formal and informal skills.

"YOU specialises in vocational training, specific skills to meet the needs of specific employers. We aim to run the project as an apolitical organisation meeting purely economic needs."

The philosophy of the project is based on a belief

that education is useless unless it leads to employment.

"SA needs entrepreneurs far more than it needs academics."

She says there is a US programme which assesses children for entrepreneurial potential just before they enter high school and again on completing a high school education.

"Only 30% of the children who had shown entrepreneurial ability before high school were still entrepreneurially inclined at the end of their academic training."

To be successful, such a programme must be run off a national base, making full use of the opportunities offered by leading industrial centres such as Germiston.

"This city offers abundant potential for the development of small service-orientated businesses. They still have to con-

tend to a large extent with the monopolistic thinking of some of the larger companies, but there is an increasing trend to decentralise operations and make more use of outside contractors," she says.

Such an approach is more cost-effective, although industrialists in favour of doing as much as possible in-house say it can be inefficient.

Technical training for 2 000 students 53

THE largest technical college in SA is located in Germiston.

Some 2 000 students pass through the doors each day and principal Dr Hennie Pelsér says: "Our courses run from 6.30am to 8.30pm Monday to Friday."

"The morning lectures are generally attended by our 1 400 or so full-time students, and the afternoon and evening lectures attract the 600 part-time students studying one or two subjects at a time."

The business courses offer training in such fields as secretarial work, management skills and accountancy.

Engineering training takes students from pre-ap-

prentice level up to practical engineers with a certificate of competency.

"The training places emphasis on practical skills and is carried out in collaboration with the students' employers."

The biggest challenge facing technical colleges is to provide vocational education to the masses.

"In the past, education in SA had a strong academic inclination.

"Most people, on matriculating, aren't capable of earning a living," he says.

"If it is clear a pupil is not cut out for a university education, it makes sense to put him into a technical college, where he can obtain a technical matric that prepares him to become a contributing member of society."

Challenge

"Such a matric does not give him university entrance, but should he later decide to carry his education further he can do so at night school or by correspondence."

A challenge is to overcome the educational disadvantage suffered by many black pupils entering Germiston Technical College, but this is usually not as great a problem as people claim.

"In my experience, the sooner you present a student with a tangible challenge he has the potential to overcome, the sooner he will pass beyond his educational disadvantages," Pelsér says.

"By the time a student comes to technical college he knows what he is aiming for and this makes a big difference to his willingness to work."

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 3033

13 Desember 1991

WET OP DIE SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS, 1959 (WET No. 54 VAN 1959), SOOS GEWYSIG

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: STATUUT

Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns het kragtens die bevoegdheid hom by artikel 4 van die Wet op die Suid-Afrikaanse Akademie vir Wetenskap en Kuns, 1959 (Wet No. 54 van 1959), soos gewysig, verleen en met die goedkeuring van die Minister van Onderwys en Kultuur onderstaande statuut uitgevaardig:

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: STATUUT

Woordoms krywing

1. In hierdie statuut het 'n uitdrukking waaraan 'n betekenis in die Wet geheg is, daardie betekenis en tensy uit die samehang anders blyk, beteken—

“die Wet” die Wet op die Suid-Afrikaanse Akademie vir Wetenskap en Kuns, 1959 (Wet No. 54 van 1959), soos gewysig;

“fakulteit” 'n afdeling van die Akademie soos in paragraaf 2 bedoel;

“fakulteitsraad” die raad van 'n fakulteit soos in paragraaf 2 bedoel;

“lid” 'n lid van die Akademie soos in paragraaf 4 bedoel;

“raad” die raad van die Akademie saamgestel soos voorgeskryf in paragraaf 5.

Fakulteite

2. (1) Die Akademie bestaan uit twee fakulteite, onderskeidelik die fakulteit vir kuns en geesteswetenskappe en die fakulteit vir natuurwetenskap en tegniek, wat fungeer volgens die in subparagraaf (2) bedoelde reglemente.

(2) Die raad kan reglemente voorskryf betreffende—

(a) die bevoegdhede en funksies van fakulteite en die toelating van lede daartoe;

(b) die verkiesing, samestelling en bevoegdhede van die fakulteitsrade en van onderkomitees van sodanige rade en die delegering van magte aan hulle.

Ledetal

3. Die ledetal van die Akademie is onbeperk.

Lidmaatskap

4. (1) Die vereistes vir nuwe lede is—

(a) onderskrywing van die oogmerke van die Akademie soos in die Wet bepaal;

(b) Suid-Afrikaanse burgerskap: Met dien verstande dat die raad in 'n uitsonderlike geval na goeë dunde iemand wat nie 'n Suid-Afrikaanse burger is nie, tot lid kan verkies;

(c) 'n hoë akademiese kwalifikasie of ander prestasie wat na die oordeel van die raad daarmee gelykgestel kan word; en

(d) werk van hoë gehalte as uitkoms van eie navorsing in skriftelike vorm of in die vorm van praktiese prestasie; of kunswerk of kulturele of opvoedkundige werk van hoë gehalte.

DEPARTMENT OF EDUCATION AND CULTURE

No. 3033

(53) (28)

13 December 1991

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS ACT 1959 (ACT No. 54 OF 1959), AS AMENDED

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: RULES

“Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns” has under the powers vested in it by section 4 of the “Suid-Afrikaanse Akademie vir Wetenskap en Kuns Act, 1959 (Act No. 54 of 1959)”, as amended, and with the approval of the Minister of Education and Culture issued the following rules:

SUID-AFRIKAANSE AKADEMIE VIR WETENSKAP EN KUNS: RULES

Definitions

1. In these rules, an expression to which a meaning has been assigned in the Act, shall have that meaning and unless the context otherwise indicates—

“council” means the council of the Academy constituted as prescribed in paragraph 5;

“faculty” means a division of the Academy as described in paragraph 2;

“faculty council” means the council of a faculty referred to in paragraph 2;

“member” means a member of the Academy as referred to in paragraph 4;

“the Act” means the “Suid-Afrikaanse Akademie vir Wetenskap en Kuns Act, 1959 (Act No. 54 of 1959)”, as amended.

Faculties

2. (1) The Academy consists of two faculties, the faculty for art and human sciences and the faculty of science and technique respectively, which function in accordance with the regulations referred to in paragraph (2).

(2) The council may prescribe regulations regarding—

(a) the powers and functions of faculties and the admission of members thereto;

(b) the election, constitution and powers of the faculty councils and of sub-committees of such councils and the delegation of powers to them.

Number of members

3. The number of members of the Academy is unlimited.

Membership

4. (1) The requirements for new members are—

(a) endorsement of the objectives of the Academy as contained in the Act;

(b) South African citizenship: Provided that the council may, in an exceptional case, at its discretion elect a person who is not a South African citizen as a member;

(c) a major academic qualification or other achievement which, in the opinion of the council, is on a par with such a qualification; and

(d) work of a high standard as a result of own research, in written form or in the form of a practical achievement, or works of art or cultural or educational work of a high standard.

53
~~53~~ ~~53~~

(2) (a) Voorstelling van nuwe lede geskied op 'n deur die raad voorgeskrewe vorm, gesteun deur drie lede van die fakulteit ten opsigte waarvan die persoon voorgestel word.

(b) Die voorstel word deeglik gemotiveer en die persoon se werk of prestasie volledig aangegee met 'n aanduiding van die gehalte en omvang daarvan.

(c) Die raad verkies 'n voorgestelde persoon na goeddunke tot lid.

(3) (a) Lidmaatskap verval wanneer 'n lid meer as twee jaar agterstallig is met sy jaarlikse ledegeld, maar hy kan aansoek doen om herstel van lidmaatskap by betaling van die agterstallige jaargelde en van alle ander gelde wat hy aan die Akademie verskuldig mag wees.

(b) Die raad kan na goeddunke die lidmaatskap van 'n lid beëindig as hy na die oordeel van die raad die aansien van die Akademie geskaad het, mits hy eers 'n geleentheid gekry het om hom te verdedig, waarvoor 'n skriftelike antwoord op die hooftrekke van die klagtes teen hom voldoende is.

(c) By verval of beëindiging van lidmaatskap kan so iemand se lidmaatskapsoorkonde deur die raad opgeëis word.

Die Raad

5. (1) Die raad bestaan uit 10 lede, in die volgende groepe aangewys:

(a) Die voorsitter en ondervoorsitter van elk van die fakulteitsrade: Met dien verstande dat, indien so 'n lid ophou om voorsitter of ondervoorsitter van sy fakulteitsraad te wees, hy nietemin kan aanbly as lid van die raad, en in so 'n geval word die nuwe voorsitter of ondervoorsitter van die fakulteitsraad nie outomaties lid van die raad nie;

(b) vier lede, twee uit elke fakulteit, deur die algemene vergadering gekies; en

(c) twee lede, een uit elke fakulteit, deur die agt hierbo bedoelde lede gekoöpteer.

(2) (a) Die raad kies 'n voorsitter en 'n ondervoorsitter uit sy midde: Met dien verstande dat die voorsitter en ondervoorsitter nie tot dieselfde fakulteit behoort nie en dat by verstryking van die ampsduur van die raad die voorsitter en ondervoorsitter van die nuut saamgestelde raad tot die ander fakulteit behoort as dié waartoe hul onderskeie onmiddellike voorgangers behoort het.

(b) As die stemme staak, word daar weer nominasies gevra en as die stemme weer staak beslis die lot.

(3) (a) Die raad kies 'n uitvoerende komitee uit sy midde bestaande uit die voorsitter, die ondervoorsitter en twee ander lede, een uit elke fakulteit, en 'n sekundus vir elk van die lede.

(b) Die uitvoerende komitee kan sake afhandel wat deur die raad na hom verwys is of wat die voorsitter beskou as so dringend dat dit nie tot die eersvolgende raadsvergadering kan oorstaan nie.

(4) Tien sekundi vir die lede van die raad word deur die raad aangewys, in die volgende groepe:

(a) Vier, twee uit elke fakulteitsraad deur die betrokke fakulteitsraad uit sy midde gekies tot sekundi vir die lede in subparagraaf (1) (a) bedoel;

(2) (a) Nomination of new members shall be done on a form prescribed by the council, supported by three members of the faculty in respect of which the person is nominated.

(b) The nomination shall be well-motivated and the work or achievement of the person set out fully with an indication of the merit and the scope thereof.

(c) The council elects a nominee as member at its discretion.

(3) (a) Membership shall lapse when a member is more than two years in arrears with his annual membership fee, but such a member may apply for reinstatement of membership on payment of the outstanding annual membership fees and of all other monies he may owe the Academy.

(b) The council may at its discretion terminate the membership of a member if such a member has, in the opinion of the council, harmed the esteem of the Academy, provided that the member has had an opportunity to defend himself, for the purpose of which a written reply to the essence of the accusations lodged against him, will suffice.

(c) On the lapsing or termination of membership, the charter of membership of such person may be claimed by the council.

The Council

5. (1) The council shall consist of 10 members, designated as follows:

(a) The chairman and vice-chairman of each of the faculty councils: Provided that, should such a member cease to be chairman or vice-chairman of his faculty council, he may remain a member of the council, and in such a case the new chairman or vice-chairman of the faculty council shall not automatically become a member of the council;

(b) four members, two from each faculty, elected by the general meeting; and

(c) two members, one from each faculty, co-opted by the eight members mentioned above.

(2) (a) The council shall elect a chairman and a vice-chairman from its own ranks: Provided that the chairman and vice-chairman shall not be members of the same faculty and that at the expiry of the term of office of the council, the chairman and vice-chairman of the newly constituted council shall be members of a faculty other than that of which their respective immediate predecessors were members.

(b) In the event of a tie in the voting, nominations shall again be called for and in the event of another tie, the lot will decide.

(3) (a) The council shall elect an executive committee from its members, consisting of the chairman, the vice-chairman and two other members, one from each faculty, and a secundus for each of the members.

(b) The executive committee may finalise matters referred to it by the council, or matters which the chairman regards as of such an urgent nature that they cannot be postponed until the next council meeting.

(4) Ten secundi for the members of the council shall be designated by the council from the following groups:

(a) Four, two from each faculty council, elected by the faculty council concerned from its own ranks as secundi for the members referred to in paragraph 1 (a);

S3

(b) vier, twee uit elke fakulteit, synde die persone wat in die verkiesing in die algemene vergadering die meeste stemme gekry het na diegene uit hul eie fakulteit wat tot lede van die raad gekies is, tot sekundi vir die lede in subparagraaf (1) (b) bedoel: Met dien verstande dat, indien daar geen of te min ander kandidate was, die raad die ontbrekende sekundi aanstel; en

(c) twee, een uit elke fakulteit, tot sekundi vir die twee gekoöpteerde lede.

(5) Indien 'n lid 'n vergadering van die raad nie kan bywoon nie, kan die voorsitter van die vergadering 'n sekundus uit die groep en fakulteit waartoe die betrokke lid behoort, uitnooi, en indien niemand in so 'n groep beskikbaar is nie, kan hy na goeddunke 'n ander sekundus uitnooi.

(6) 'n Tussentydse vakature word na gelang van die geval deur die betrokke fakulteitsraad of deur die raad self aangevul, met inagneming van die gelyke verteenwoordiging van die twee fakulteite.

(7) Die raad se ampsduur is twee jaar en lede is herkiesbaar.

(8) 'n Lid wat van twee agtereenvolgende vergaderinge van die raad afwesig is sonder voorafgaande kennisgewing, verbeur sy lidmaatskap van die raad.

(9) Sewe lede vorm 'n kworum en die voorsitter het benewens sy gewone stem ook 'n beslissende stem.

(10) Op 'n vergadering van die raad het 'n sekundus wat uitgenooi is dieselfde status as 'n volle lid van die raad.

Algemene vergadering

6. (1) In elke kalenderjaar word minstens een algemene vergadering van lede gehou op 'n datum en plek deur die raad bepaal, onder voorsitterskap van die voorsitter of 'n plaasvervanger vir hom deur die raad daartoe aangewys.

(2) Die raad bepaal die program van verrigtinge en lê 'n verslag van die werksaamhede van die Akademie gedurende die afgelope diensjaar aan die vergadering voor.

(3) By staking van stemme oor 'n saak word die voorstel as verworpe beskou, maar by staking van stemme oor 'n persoon word weer nominasies gevra en dan oorgestem en indien die stemme weer staak, beslis die lot.

(4) Een twintigste van die lede vorm 'n kworum.

(5) Die raad kan bepaal wanneer en in hoeverre die publiek toegang tot die vergadering het.

(6) (a) Indien minstens een twintigste van die lede 'n skriftelike versoek daartoe aan die voorsitter rig, moet die raad 'n algemene vergadering hou binne vier weke na ontvangs van die versoek.

(b) Alleen sake in die versoek genoem en sake deur die raad op die agende geplaas, mag op so 'n vergadering behandel word.

(c) Die voorafgaande bepalinge van hierdie paragraaf geld *mutatis mutandis* vir so 'n vergadering.

(b) four, two from each faculty, being the persons who, in the election at the general meeting, received the most votes after those from their own faculty who were elected as members of the council, as secundi for the members referred to in subparagraph (1) (b): Provided that, if there had been no or too few other candidates, the council will appoint the secundi needed; and

(c) two, one from each faculty, as secundi for the two co-opted members.

(5) If a member is unable to attend a meeting of the council, the chairman of the meeting may invite a secundus from the group and the faculty to which the member concerned belongs, and if nobody from such a group is available, he may invite another secundus at his discretion.

(6) An interim vacancy shall be filled by the faculty council concerned or by the council itself, as the case may be, taking into account the equal representation of the two faculties.

(7) The council's term of office is two years and members are eligible for re-election.

(8) A member who is absent from two consecutive meetings of the council without prior notice, shall forfeit his membership of the council.

(9) Seven members shall form a quorum, and the chairman shall, in addition to his deliberative vote, have a casting vote.

(10) At a meeting of the council, a secundus who has been invited, shall have the same status as a full member of the council.

General meeting

6. (1) During each calendar year at least one general meeting of members shall be held on a date, and at a venue determined by the council, chaired by the chairman or a substitute designated by the council.

(2) The council shall determine the agenda and shall submit to the meeting a report of the activities of the Academy during the past year of service.

(3) In the event of a tie in the voting on a matter, the proposal shall be regarded as rejected, but in the event of a tie in the voting concerning a person, nominations shall again be called for and put to the vote again, and in the event of another tie, the lot shall decide.

(4) One-twentieth of the members shall form a quorum.

(5) The council may decide when and to what extent the public will be admitted to the meeting.

(6) (a) If at least one-twentieth of the members address a written request for a general meeting to the chairman, the council shall convene such a meeting within four weeks after receipt of the request.

(b) Only matters mentioned in the request and matters placed on the agenda by the council, shall be dealt with at such a meeting.

(c) The preceding provisions of this paragraph shall *mutatis mutandis* apply to such a meeting.

Herroeping

7. Goewermentskennisgewings No. 648 van 28 April 1944, No. 1010 van 17 Mei 1946, No. 2041 van 27 September 1946, No. 1046 van 9 Mei 1952, No. 655 van 2 April 1954, No. 38 van 10 Januarie 1958, No. R. 1802 van 22 November 1963 en No. R. 2099 van 29 Desember 1967 word hierby herroep.

Geteken te Pretoria op hierdie 14de dag van Oktober 1991.

P. G. MARAIS,

Minister van Onderwys en Kultuur.

No. 3035

13 Desember 1991

WET OP ONTWIKKELING EN BEHUISING, 1985
(WET 103 VAN 1985)

**SAMESTELLING VAN DIE RAAD OP
ONTWIKKELING EN BEHUISING**

Soos bepaal in artikel 3 (4) van die Wet op Ontwikkeling en Behuising, 1985 (Wet 103 van 1985), word vir algemene inligting bekendgemaak dat die Minister van Behuising en Werke, Ministersraad van die Volksraad, kragtens die bevoegdheid hom verleen by artikel 3 (1) en (2) van genoemde Wet, die ondergenoemde persone aangestel het as lede van die Raad op Ontwikkeling en Behuising. Die Minister het ingevolge artikel 4 (1) van genoemde Wet die lede aangestel vir 'n termyn van een jaar met ingang van 1 Januarie 1992.

Voorsitter

Mnr. J. G. M. van Straten.

Vise-voorsitter

Mnr. C. du P. Kuun.

Lede

Ds. H. R. Visser.

Mnr. S. B. Myers.

Mnr. C. C. Reynecke.

Mnr. J. van Zyl.

**DEPARTEMENT VAN BINNELANDSE
SAKE**

No. 2954

13 Desember 1991

WET OP VREEMDELINGE, 1937

VANSVERANDERING: MALINDI IN
MTHIMKHULU

Dit het die Minister van Binnelandse Sake behaag om, kragtens die bepalings van artikel 9 van die Wet op Vreemdelinge, 1937 (Wet 1 van 1937), Mahlabinkomo Jan Malindi, woonagtig te Cradockweg 1134, Evaton, te magtig om die van **Mthimkhulu** aan te neem.

Repeal

(7) Government Notices No. 648 of 28 April 1944, No. 1010 of 17 May 1946, No. 2041 of 27 September 1946, No. 1046 of 9 May 1952, No. 655 of 2 April 1954, No. 38 of 10 January 1958, No. R. 1802 of 22 November 1963 and No. R. 2099 of 29 December 1967 are hereby repealed.

Signed at Pretoria on this 14th day of October 1991.

P. G. MARIAS,

Minister of Education and Culture.

No. 3035

13 December 1991

DEVELOPMENT AND HOUSING ACT, 1985
(ACT 103 OF 1985)

**CONSTITUTION OF THE DEVELOPMENT AND
HOUSING BOARD**

As determined in section 3 (4) of the Development and Housing Act, 1985 (Act 103 of 1985), it is made known for general information that the Minister of Housing and Works, Ministers' Council of the House of Assembly, under and by virtue of the powers vested in him by section 3 (1) and (2) of the said Act, has appointed the undermentioned persons to be members of the Development and Housing Board. In terms of section 4 (1) of the said Act the Minister has appointed the members for a term of one year, with effect from 1 January 1991.

Chairman

Mr J. G. M. van Straten.

Vice-Chairman

Mr C. du P. Kuun.

Members

Rev. H. R. Visser.

Mr S. B. Myers.

Mr C. C. Reynecke.

Mr J. van Zyl.

**DEPARTMENT OF HOME
AFFAIRS**

No. 2954

13 December 1991

ALLIENS ACT, 1937

CHANGE OF SURNAME: MALINDI TO
MTHIMKHULU

The Minister of Home Affairs has been pleased under the provisions of section 9 of the Aliens Act, 1937 (Act 1 of 1937), to authorise Mahlabinkomo Jan Malindi, residing at 1134 Cradock Road, Evaton, to Assume the surname of **Mthimkhulu**.

Govt tenders anger ad industry

THE advertising industry has expressed concern about the handling of public interest organisations' account pitches.

Association of Advertising Agencies (AAA) executive vice-president Peter de Klerk said yesterday the R1,4m national peace committee account — awarded to Hunt Lascaris and HerdBuoys — was an example of the pitches which had not been handled properly and amounted to abuse of the ad industry. Others included the Reserve Bank account and the AIDS account, which was recently awarded to Hunt Lascaris.

De Klerk said he was "disenchanted with the way that public bodies were abusing the advertising agencies", and the AAA had approached the national peace committee chairman and "the highest possible authorities in government" about the issue.

He said the AAA had been using SA Communications Services (SACS) to act as a conduit between the agencies and government with regard to government pitches, and this had proved

MARCIA KLEIN

to be successful. However, SACS had no authority to act on pitches which were not purely government, and the recent pitches were happening outside of its authority.

Agency heads said yesterday that about eight disillusioned agencies had withdrawn from the national peace committee pitch.

They said these public body pitches were put out to tender, which meant that dozens of agencies were spending up to R100 000 on a pitch against a host of other agencies.

They said there was no reason to ask every agency in the country to pitch, and a short list of four or five agencies could easily be chosen on credentials.

An agency head said public interest groups were in a difficult position as there was pressure on them to put an account open to tender as it had to appear to be fair. "This sets the stage for a set of circumstances which is not conducive to the relationship necessary for great advertising."

Technikons, universities warned of cutbacks

CAPE TOWN — Government yesterday warned it would be "impossible" to meet educational needs of technikons and universities next year.

National Education Minister Louis Pienaar said there would be a "considerable difference" between the needs of these institutions and the state's ability to fund them.

UCT deputy vice-chancellor Prof Dave Woods warned that continuing cutbacks in government funding had plunged SA research into crisis, jeo-

Political Staff

pardising the country's ability to compete internationally.

Pienaar said education spending would amount to about 20% of the 1992 Budget.

Sapa reports Woods said engineering and science researchers had been told their government grants would be cut by between 4% and 8% from January. Funding of student bursaries would be cut by 75%.

Top tax official gets settlement

CAPE TOWN — The Department of Finance is to probe charges of corruption and maladministration against itself in terms of a Supreme Court settlement with a top tax official.

It will also pay the official, Trevor Norman Foster, R164 000 for his legal costs and an undisclosed settlement.

Foster, a deputy director and head of the special investigations team of the Department of Inland Revenue, brought two applications against his bosses, claiming that his promotion had twice been blocked after he had exposed corruption within the service.

Foster, who will resign on December 31, has undertaken to abandon irrevocably all claims and/or court actions against the department.

He also undertook to stop investigating corruption or maladministration because the director-general had undertaken and committed himself to have the allegations investigated.

The parties further undertook to regard the terms of the settlement as private and confidential.

The court heard that on November 8 last year he was evaluated and found to be an unsuitable "candidate for promotion". As a result he had lost a yearly professional allowance of R20 000.

Two judges subsequently set aside a decision by the director-general that he should not be rated for promotion. — Sapa.

HAMILTON
RUSSELL

Technical skills young job-seekers' key to future

31 Day 20/12/91

VERA VON LIERES

SCHOOL-LEAVERS' best hope of finding and keeping work is to offer employers technical skills, says Programme for Technological Careers executive director David Kramer.

Unemployment figures in the technical fields were low — 0,3% as opposed to the national average of more than 40%, said Kramer.

"But it is precisely here that we have failed ... as fewer than 1% of the 1991 black matriculants will have passed in technical subjects. Of the more than 200 000 who do not pass matric, a deplorably small percentage will even have attempted maths and science, which places them (failed matriculants) at a permanent competitive disadvantage."

Government's recent announcement of a draft model for school education with its emphasis on the need to move away from an academically-oriented system to one directed towards vocational training was a very positive development, Kramer said. It indicated a recognition of the need to create a relationship between the education system and the economy.

However, government could only solve the problem in education if, in

the long term, there was a partnership with business and the community, he said.

One of the fundamental problems centred on the poor learning culture and lack of motivation in the classrooms. In addition, teacher motivation was lacking in many instances.

It was paradoxical that while employers were crying out for workers with technological skills, about 40% of SA's economically active population could not find work in the formal sector, Kramer said.

Paradox

Of the more than 14-million people looking for work, only about 8-million had jobs, with more than 40% of the population being job-seekers who had little hope of finding employment.

"The paradox is that by the turn of the century SA will have almost a million fewer skilled workers than the economy will need."

To meet the expectations of job-seekers and alleviate the desperate socio-political problems of joblessness, SA needed an annual growth

rate of about 7%. However, while in all modern economies technology was the prime generator of wealth, SA did not have the technologically competent workforce either to achieve or sustain the desired level of growth.

For a variety of reasons, which included a lack of facilities and lack of skilled teachers, maths and science were neglected or rejected at black schools.

"But it is these subjects that give students a head start, and we fail to help them in their career planning if we do not stress that, as school-leavers, they must have achieved certain levels of technological competence if they are to find meaningful employment."

Ways of guiding young people in the correct decisions included career counselling and visits to career centres, encouraging tertiary study in technical fields at technikons rather than universities, encouraging students to enter apprenticeships, and encouraging students to look for employment in technical areas which afforded further training opportunities, although initial salaries or wages could be lower, said Kramer.

Liquor Act exemption

This left 2,3-million unconnected houses which fall under other supply authorities such as homelands and municipalities.

An Eskom spokesman said the estimated R6bn cost of the Electricity for All programme was calculated by using an average connecting cost of R2 000 per household and a figure of 3-million un electrified homes within reach of its grid.

Clean-up begins in Phola Park

TIM COHEN

IN THE first step towards becoming a proper town, Phola Park squatter camp is being given a Christmas present — the immediate removal of huge piles of refuse. Blixweg 24/12/91

Transvaal MEC for Physical Planning and Development John Mavuso said in a statement yesterday that the refuse removal had begun and would be followed by the provision of running water and toilet facilities.

Early in 1992, Phola Park would become a proper town, following the allocation of R15m by the IDT for the development of 2 000 service sites.

Phola Park has been the scene of numerous bloody clashes between residents and nearby Thokoza hostel dwellers.

Mavuso said the hostels in Thokoza would be upgraded. Plans for this were still being prepared.

The construction of the town would be primarily in the hands of the community, which has planned the layout of the town and the design of the houses.

Contractors were invited to introduce themselves to their nearest Eskom district to keep informed about opportunities and bid for projects.

According to a study by Prof Geert de Wet of Pretoria University, the electrification of 1-million households over five years could create 270 000 jobs and add 5% to SA's GDP.

SA is 'still producing too many academics, too few technicians'

THOUGH there is a distinct move towards technical and vocational study, most degrees awarded at SA universities continue to be in the arts, social science and education fields.

The SA Institute of Race Relations' latest Social and Economic Update, released yesterday, said enrolments at technicians increased 258,2% between 1986 and 1990, while university enrolments rose 54,5%.

Between 1975 and 1979 student enrolments at technicians grew 14,5% and university enrolments 54%.

Of the university degrees awarded in 1989, 60% were in arts, social science and education, 13% in science and engineering and 9% in medicine.

Update said the country was still producing too few technicians and more academically oriented graduates than it could absorb.

The percentage of pupils remaining at school until matriculation had improved from 6,3% in 1980 to 13,6% in 1985 and 33,5% in 1990.

The DET had committed itself to overcoming backlogs in provision of textbooks, allocating R61,1m for books this year, and another R69,7m for books next year.

In its health and welfare section,

that Welgemoed had invited a delegation to meet him in Cape Town on Friday to discuss the issue.

"The restructuring of the transport policy should go along with the overall economic policy — this has not been followed," he said.

Update said another 45 000 places needed to be provided for black children in children's homes to achieve parity with accommodation provided for white children.

National Health Minister Dr Rina Venter had acknowledged that government spent six times more on children's homes for whites than on those for blacks.

About R34,7m was spent on 5 075 white children and R5,7m on 1 257 black children, representing expenditure of R6 837 on each white child and R4 535 on each black child.

Update reported a growing incidence of tuberculosis. The Department of National Health and Population Development said that in 1988 there were 57 704 cases; in 1989, 68 075; and in 1990, a provisional figure of 65 435 was given. Reports for that year were not yet complete.

Formal housing remained unaffordable for most blacks.

Between 60% and 80% of the urban black population earned between R400 and R800 a month.

Of this, about 37% (R148-R296) would be spent on food and 13% (R53-R104) on transport. — Sapa.

Stokvels at Bank workshop

WILSON ZWANE

THE SA Reserve Bank will convene a workshop on the regulation of informal savings institutions next month to which all interested parties, including the National Stokvels Association of SA (Nasasa), have been invited.

Nasasa president Andrew Lukhele confirmed his organisation had been invited to the workshop. Blixweg 24/12/91

"The convening of such a workshop is in keeping with government's undertaking that input will be required from the stokvels before the new Deposit-Taking Institutions Act is finalised," Lukhele said.

The Act will be amended to find a new approach to the regulation of informal financial institutions.

The office of the Registrar of Deposit-Taking Institutions said details of the workshop had still to be finalised.

But Reserve Bank Registrar of Banks and Building Societies Hennie van Graun- ing has said his office had been assigned the task of rewriting the Mutual Building Societies Act "in consultation with the market to address the financial needs of the broader community".

Lukhele said the Reserve Bank indicated last year it was committed "to stabilising and promoting" stokvels.

Van Grauning said the informal saving clubs had a large potential to provide efficient financial services if they were to function within "a proper statutory framework conducive to their particular environment and development".

"Such a framework should take cognisance of the risks involved in these financial arrangements," he said.

Lukhele said the stokvel sector relied on prudential regulation in the form of market discipline to protect the interests of their members.

"In place of formal mechanisms, informal agents rely on their knowledge of one another to reduce the risk of lending."

If this form of regulation were to be replaced by more advanced levels of prudential regulation, consisting of extensive rules and regulations, the flexibility and low cost of a stokvel operation would be diminished, Lukhele said.

Road deaths drop, but still costly to economy

WILSON ZWANE

ROAD fatalities have cost SA's economy more than R147m since the start of the December holiday — but the figures are well down on last year's.

A National Road Safety Council (NRSC) spokesman said road fatalities since December 3 stood at 466 yesterday. Of those, 187 were in the Transvaal, 107 in the Cape, 98 in Natal and 74 in the Free State.

"Each road fatality costs the country's economy R316 000 in lost production, damage to property, medical costs and legal costs," the spokesman said.

It has been estimated that road deaths cost SA about R6bn annually.

However, this year's road fatalities were lower than the 800 deaths during the same period last year.

Road deaths this year included 75 occupants of minibuses taxis. A Sabta spokesman said the decrease in collisions involving minibuses taxis (99 people died in such collisions last December) was partly due to his organisation's safety campaign.

Cast in train

fares talks

THEO RAWANA

A DELEGATION led by the Civics Association of Southern Transvaal is to meet Transport Minister Piet Welgemoed in Cape Town on Friday to discuss the 15% increase in rail fares.

The SA Rail Commuter Corporation announced the 15% increase last month and set January 1 as its implementation date.

Cast, together with Co-satu, Azapo, the Soweto Daily Passengers Committee and the Transport and General Workers Union (TGWU) met SARCC officials in Johannesburg last Friday to discuss the fare increases, Cast transport chief Dumisani Daniels said yesterday.

The delegation wants the increase to be suspended. Daniels said SARCC GM (Metro Services) J F Meyer informed him yesterday that Welgemoed had invited a delegation to meet him in Cape Town on Friday to discuss the issue.

"The restructuring of the transport policy should go along with the overall economic policy — this has not been followed," he said.

Coal mines support green efforts

THEO RAWANA

THE SA coal mining industry has supported efforts to counter the danger of global warming.

But it says that concerns about the greenhouse effect are based on incomplete and inconclusive scientific knowledge.

A declaration in support of "environmentally beneficial initiatives", published in the latest issue of the Chamber of Mines Newsletter, forms the industry's response to the proposed international implementation of an anti-global warming campaign, known as the Toronto Target.

The target calls for a 20% worldwide reduction in carbon dioxide emissions by 2005 (using 1988 levels as a base).

Carbon dioxide is one of a number of "greenhouse" gases, which include CFCs and methane.

The chamber said coal mining companies could be affected by universal support for the Toronto Target, as it could prompt major coal consumers, such as thermal generating utilities, to consider other energy sources which create less carbon

THEO RAWANA

dioxide.

"Although the full impact of the envisaged global emission controls may only take effect in 14 years' time, the industry is already examining what economically sound responses may be possible in the interim to protect the environment while minimising disruption to industry."

The industry considered it necessary to work with government on a framework of incentives and disciplines to encourage initiatives which would be environmentally beneficial and economically justifiable.

These would include improved efficiency of energy utilisation and encouraging increased electrification, possibly within the framework of a national energy policy.

The newsletter also details an environmental planning and management procedure the chamber has devised to help member mines ensure their activities comply with imminent environmental legislation.

The document would guide mines

in drawing together and documenting comprehensive information required for the compilation of an environmental management programme report, the newsletter said.

Such a report summarises all data relating to a proposed prospecting or mining project, detailing information required to satisfy various authorities that the developer has fulfilled its environmental responsibilities, including those contemplated in the new Minerals Act, which is expected to come into operation early next year.

A feature of the new Act is its requirement that all mines and prospecting projects will in future have to submit a formal rehabilitation plan before authorisation to commence mining or prospecting is granted.

Previously, this requirement applied only to certain open cast mines. The report not only describes the potentially negative environmental effects that are expected in all phases of the project, but also how these effects may be monitored, managed, controlled or rehabilitated.

Stokvels at Bank workshop

THE SA Reserve Bank will convene a workshop on the regulation of informal savings institutions next month to which all interested parties, including the National Stokvels Association of SA (Nasasa), have been invited.

WILSON ZWANE

Lukhele said the Reserve Bank indicated last year it was committed "to stabilising and promoting" stokvels.

Van Greuning said the informal savings clubs had a large potential to provide affi-

War toys

LOS ANGELES — War toys test selling Christmas this year, despite growing tests from anti-war groups.

Cashing in on the Gulf features have been flood-

Fewer degrees in science - survey

Sowetan 27/12/91
THOUGH there is a distinct move towards technical and vocational study, most degrees awarded at universities continue to be in the arts, social science and education fields.

According to the South African Institute of Race Relations' latest *Social and Economic Update*, from 1986 to 1990 enrolments at technikons increased by 258,2 percent, while university enrolments increased by 54,5 percent.

By contrast, between 1975 and 1979, student enrolments in technikons grew by 14,5 percent and university enrolments by 54 percent.

Other research conducted by the institute shows that of the degrees awarded at South African universities in 1989, 60 percent were in arts, social science and education, only 13 percent in science and engineering and 9 percent in medicine.

The country is still producing too few technicians and more academically oriented graduates than it can absorb.

Update notes that the Government, through its Education Renewal Strategy, has recommended an investigation into the possibility of setting further restrictions on

admissions to universities.

The Department of Education and Training has committed itself to overcoming backlogs in the provision of textbooks, and has allocated R61,1 million for books in the current year, with another allocation of R69,7 million for books in the 1992 school year.

In its health and welfare section, Update points out that another 45 000 places in children's home would need to be provided for African children in order to achieve parity with accommodation provided for white children.

Some R34,7 million was spent on 5 075 white children and R5,7 million on 1 257 African children, representing expenditure of R6 837 a white child and R4 535 an African child.

Update reports a growing incidence of tuberculosis, which has shown scarcely any decline in 26 years.

An official report of the Department of National Health and Population Development states that in 1988 there were 57 704 cases, in 1989, 68 075 and in 1990 a provisional figure of 65 435 was given. - Sapa.

EDUCATION — TECH. — 1992

JAN. — AUG.

Alex college offers tuition in life skills

Staff Reporter STAG 29/1/92

The Alexandra Technical College, aimed at training students in the commercial and technical fields, will introduce adult life-skill courses this year.

The year-old college, which caters for 450 students (full-time), will also offer enrichment courses aimed at assisting pupils from Grade 1 to matric in maths, science, English and Afrikaans on a part-time basis, said principal Martin Fourie.

The adult life-skill courses, offered on a part-time basis, consist of dressmaking and business matters.

Students interested in the technical or commercial field can choose from various courses. Those offered in the technical field include engineering science, building, maths, electronics, motor mechanics, and engineering drawing. Courses in the commercial field consist of hotel management and waiting, accountancy, communication, typing and hairdressing.

Applicants should have a Std 7 certificate with passes in maths and science. Registration commences on January 6. More information: (011) 882-9763.

ners.
malo

Alex college offers tuition in life skills

Staff Reporter ^{STAR} 27/1/92

The Alexandra Technical College, aimed at training students in the commercial and technical fields, will introduce adult life-skill courses this year.

The year-old college, which caters for 450 students (full-time), will also offer enrichment courses aimed at assisting pupils from Grade 1 to matric in maths, science, English and Afrikaans on a part-time basis, said principal Martin Fourie.

The adult life-skill courses, offered on a part-time basis, consist of dressmaking and business matters.

Students interested in the technical or commercial field can choose from various courses. Those offered in the technical field include engineering science, building, maths, electronics, motor mechanics, and engineering drawing. Courses in the commercial field consist of hotel management and waitering, accountancy, communication, typing and hairdressing.

Applicants should have a Std 7 certificate with passes in maths and science. Registration commences on January 6. More information: (011) 882-9763.

S.
10

NECC
(53)
demands
college
CIPRES 5/11/92
is opened

By **BENSON NTLEMO**

THERE has still been no response to the National Education Co-ordinating Committee's demand that the Gazankulu Department of Education drop the "impossible" conditions attached to the reopening of Tivumbeni College of Education.

Gazankulu education director SDC Vukela said the committee would get a reply when education minister EPP Mhinga returns from his holiday later this month.

Three weeks ago about 500 people supported an NECC march to the department to present a memorandum demanding:

- The unconditional reopening of Tivumbeni College;
- A stop to the alleged harassment of teachers;
- Recognition of the South African Democratic Teachers' Union; and
- The reopening of hostels closed in 1991.

The college was closed after the student body staged a sit-in and demanded that Prof Hudson Ntsanwisi resign as chancellor.

EDUCATION THROUGH CORRESPONDENCE

Qualify and fly higher

CIPRES
12/11/92 CIPRES (53) (69)

QUALIFIED staff are in big demand as businesses get bigger and industries produce more.

Qualified people who can do a job properly and reliably are needed to make these businesses expand.

With education one can pick from a variety of well-paid positions. One can reap the benefits of wealthy South African society.

Without qualifications, the choices are much narrower.

One of the problems in South Africa is the shortage of quality teachers.

"Distance education" overcomes this obstacle. Top teachers prepare study books for thousands of people, leading them to success they would otherwise never have achieved.

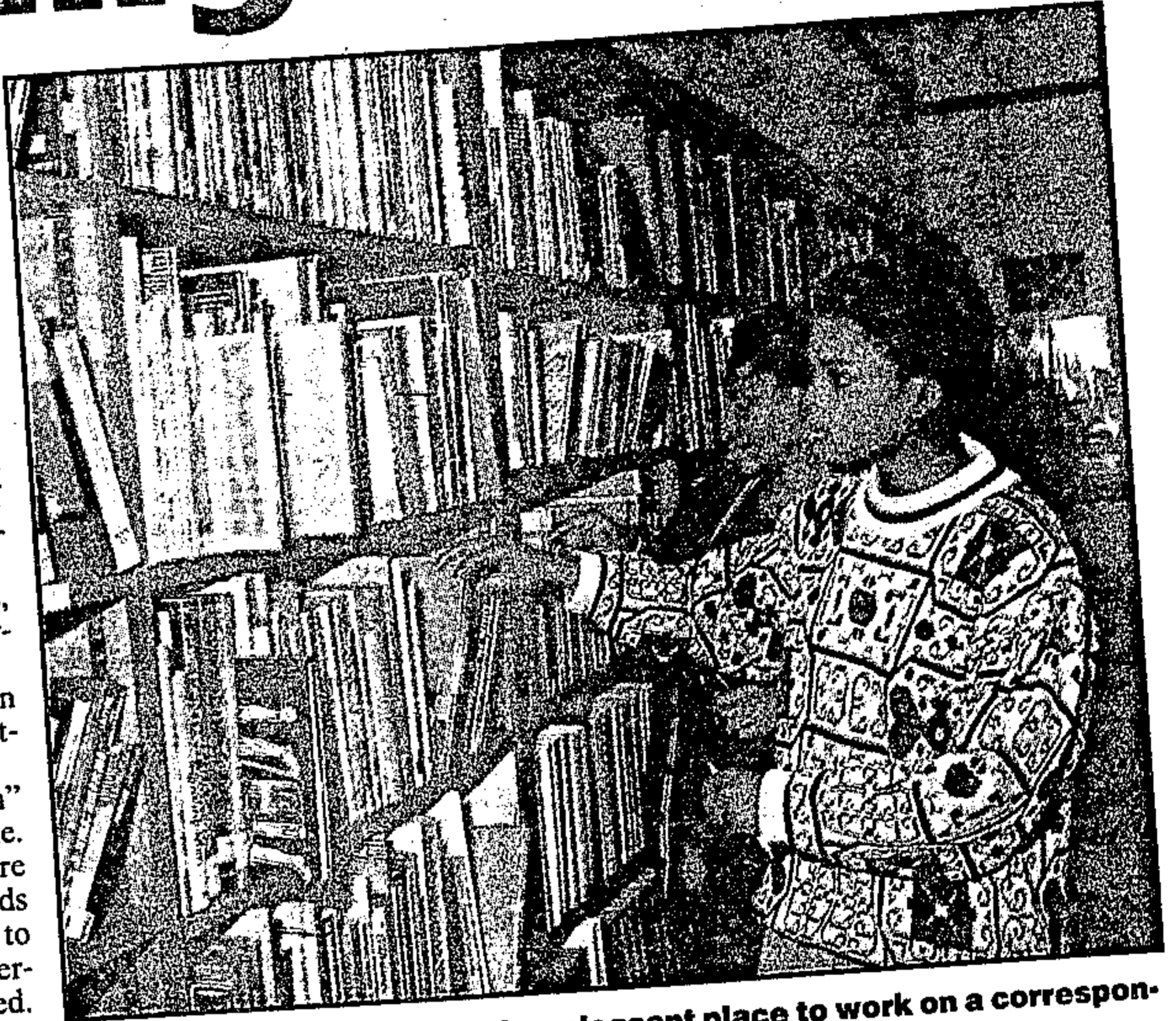
Home study by correspondence can be one of the easiest and most efficient ways of studying for these reasons:

- You work in the comfort of your own home or in a public library.
- You progress at your own speed and colleges usually arrange your studies to suit your individual needs.
- You can start your studies at any time. You need never fear you are missing something if you are ill for a while, or for

any other reason not be able to study. You cannot miss a lecture. Your lectures are always there, waiting for you.

■ Many colleges are looking at computer-assisted training and television to enrich traditional correspondence courses.

■ Most colleges offer a wide choice of subjects - at both school and tertiary levels.



HARD AT WORK ... A library is a pleasant place to work on a correspondence course. This is an efficient way of studying.

Printing training accepted

ST Times (3455) 12/1/92
SOUTH Africa is again enjoying the benefits of international co-operation in education and training as a result of the lifting of most academic sanctions against it.

Latest to take advantage of this is John Barnes, director-general of City and Guild of London Institute, who is visiting SA in response to the many industries, training and education institutions which have expressed a wish to work more closely with his organisation.

City and Guild, founded in 1878, is Britain's leading technical testing and awarding body. It is involved in testing standards and vocational qualifications which are recognised internationally.

Modular

Mr Barnes will sign a joint agreement on vocational training with the Printing, Newspaper and Packaging Industry Training Board. It will introduce, for the first time in SA, a modular training methodology.

It will also meet technological changes in the industry and will have international acceptance.

The training board has in a short space of time achieved full accreditation with the Department of Manpower and has effectively privatised artisan training in the industry.

Study from your home

CORRESPONDENCE colleges and universities offer courses ranging from senior primary school level to professional diplomas and degrees. *Express* 12/1/92

tion for TV and radio scriptwriting or freelance journalism is offered. (S3)

Colleges such as Sukses Correspondence College offer school courses, the National Technical Certificate (N1, N2, and N3), and professional certificates affiliated to the Institute of Administration and Commerce.

These include diplomas in business administration, business management, local government, accountancy, marketing and public relations.

It is also possible to improve skills like typing and shorthand. You can also boost your communication ability through formal language courses or non-formal conversational courses based on communication in everyday situations. *Express*

For the more creative student, specialised tu-

Estate agents' diploma introduced in SA

AN internationally recognised diploma course for estate agents is being offered for the first time in SA.

The CRB Property Diploma course, sponsored by the Perm and endorsed by the National Property Academy and Institute of Estate Agents of SA, will start in February.

The course was designed in the US by real estate experts and covers all areas of SA real estate including residential, commercial and industrial business.

The course may be completed in two-, three- or four-year modules, and after

completion participants will be awarded full membership of the faculty.

Drexanne Evers, senior faculty instructor of the US CRB Teaching Academy, will be teaching the course that runs in Johannesburg, Cape Town and Durban.

Evers, who holds an MBA, was co-author of the book on top residential property negotiators, *Tips from the Top*.

Further information can be obtained from Terry Ash at (011) 674-5321.

53 52 51
JONO WATERS

'Half a million managers needed'

By Phil Molefe
Education Reporter

South Africa would need an estimated 500 000 managers in the economy by the year 2000, but unfortunately the country's universities and technikons could not meet this demand, Damelin College chief executive Johan Brummer said yesterday.

He said thousands of young men and women who matriculated last year had to face the fact that there were no jobs waiting for them and many of them could not gain entrance to tertiary institutions for further training.

He said Damelin's cen-

tre for business studies had decided to introduce two full-time courses for post-matriculants with a view to rectifying this problem.

The courses are a diploma in public relations and business communication, and a diploma in marketing and business management. The first of these courses is due to start next month in Johannesburg, Pretoria and Durban.

"Both courses are intended for school-leavers, army-leavers and others who want to prepare themselves for the business world, particularly those who could not gain entry into a university or technikon."

● The Speak English Academy, which assists teachers and pupils to develop their language skills, will resume lessons tomorrow at the University of the Witwatersrand.

The principal of the school, Jennifer Shames, said the academy had been a tremendous success and educationists around the world, particularly in the US, were proposing to get involved with the project.

"The lessons, geared to improve English as the spoken word, are all very active and include music, dancing and class participation," Mrs Shames said.

FOCUS ON CAREERS

BY FRED ROFFEY

Variety of jobs ^(S3) in the rag trade

DECIDING what sort of career to pursue isn't easy in a region such as the Western Cape with its diversity of industries and trades.

In the clothing industry alone the job opportunities range from industrial engineer, factory manager and production manager to line supervisor, designer and patternmaker.

Clothing is one of the largest consumer industries in South Africa, with more than 1 000 companies and a workforce in excess of 100 000, many of them in the Western Cape.

The industrial engineer's job is one of the most important, as his responsibilities include devising methods and procedures for the most effective use of labour and materials. His decisions affect the entire production operation, from plant layout to cost analysis.

A bottleneck in production, for example, could force the industrial engineer to rethink the company's equipment needs, training procedures and operation positioning.

Other vital jobs are the factory manager and the production manager, who have to work closely together to plan and review the delivery schedule.

The factory manager oversees the entire factory operation, while the production manager controls costs, conducts training sessions and arranges regular meetings for supervisors and safety and other committees.

Production areas include design, pattern-making and grading.

The designer creates the fashion line for each season, and the patternmaker — using computers or manual instruments — produces the correct pattern based on the designer's instructions.

The merchandiser uses market research on consumer trends to develop product lines that will sell and make money for the manufacturer.

Information from the design, sales and finance sections also helps the merchandiser to establish line content, price, produc-

tion timing, and if necessary, any mid-season changes.

The glamorous side of the industry is of course modelling. Seasoned models will tell you it's a hard business, but girls who are determined to give it a go can get more information from the model agencies listed in the Yellow Pages.

Full-time courses in production management and clothing design are offered by the Cape and Peninsula Technikon, while the industry's training arm, the Clothing Industry Training Board, offers a wide variety of short professional courses.

The Cape Technikon also offers a three-year course for people interested in a career in retailing.

The course centres on retail business management and studies all the varied facets of managing and retail business.

A variety of job opportunities exist for qualified retail business managers, particularly in the Western Cape, where the head offices of a number of retail groups are situated.

The admission requirements for the Cape Technikon course are a senior certificate with six subjects, with both official languages at higher level.

The requirements for the course may be high, but it aims at making the student conversant with all facets of the retail business such as product knowledge and presentation, marketing and sales, financial planning and control, computer usage and manpower management.

People wishing to enter the retail trade direct are advised to look at the specialist agencies listed under Personnel Consultants in the Yellow Pages.

This directory has a section headed Computer Schools for those wanting training in the sphere of computers.

A section headed Colleges: Academic, Commercial and Technical is well worth examining to get an idea of the many training establishments available to help you with your career.



ERIOUS CHOICES . . . School is over, for good. But the career decisions facing matriculants are often more difficult than the final examinations

Students *C/Pres* weep as they have *19/11/92* to leave

CP Correspondent (53)

SOME of the 35 Giyani College of Education students expelled by the college this week under its exclusion rule wept openly and uncontrollably.

The students were victims of a rule made by the college in conjunction with the University of the Witwatersrand that a student who failed certain courses more than once was automatically excluded from the college.

There were 16 third-year, five 1st-year and 14 2nd-year students affected by the rule this week.

Students crammed the Students' Representative Council offices this week to ask for help. The SRC vice-president, J. Ngwenya, said that for the past two years students fought in vain to have the rule changed.

"We have had several campaigns, including class boycotts, but we could not move the college authorities," said Ngwenya. Ngwenya added that this year a committee of four had been appointed by the SRC to look into individual cases.

College Registrar TD Mabunda said the expulsions were only applied in extreme cases.

C/Pres 19/11/92

Protec offers young blacks technical skills for the future

S3
STAR 22/1/82

The emerging new South Africa is going to be hearing increasingly more about an organisation called Protec.

That stands for Programme for Technological and Engineering Careers, and it's an organisation whose aim is to assist students from the disadvantaged communities to specialise in all fields of science and technology.

It is furthermore an organisation which has little patience or truck with politics. As its national director David Kramer, a Welkom-born, Wits trained B Comm (Econ) and B Ed graduate, puts it: "We're not so much concerned with what happens with post-apartheid South Africa politically, as that it should have an economy



Stoep Talk
MICHAEL SHAFTO

strong enough to be worth fighting about.

"In other words, worth wanting to be the top dog in and worth wanting to govern and rule."

Literacy, in South African terms, needs to be redefined, says Mr Kramer (38).

These days an understanding of science and technology — "whether it be merely operating a modern push-button tele-

phone or a computer" — has become as important as reading and writing skills were considered 40 years ago.

A non-profit organisation that operates entirely on funds from the private sector, Protec has grown in less than 10 years from a fledgling organisation that in 1983 took on an initial 67 students, to a veritable giant. Currently, it has more than 6 000 students on its books, and works on a budget that has ballooned from R250 000 in 1986 to R6 million.

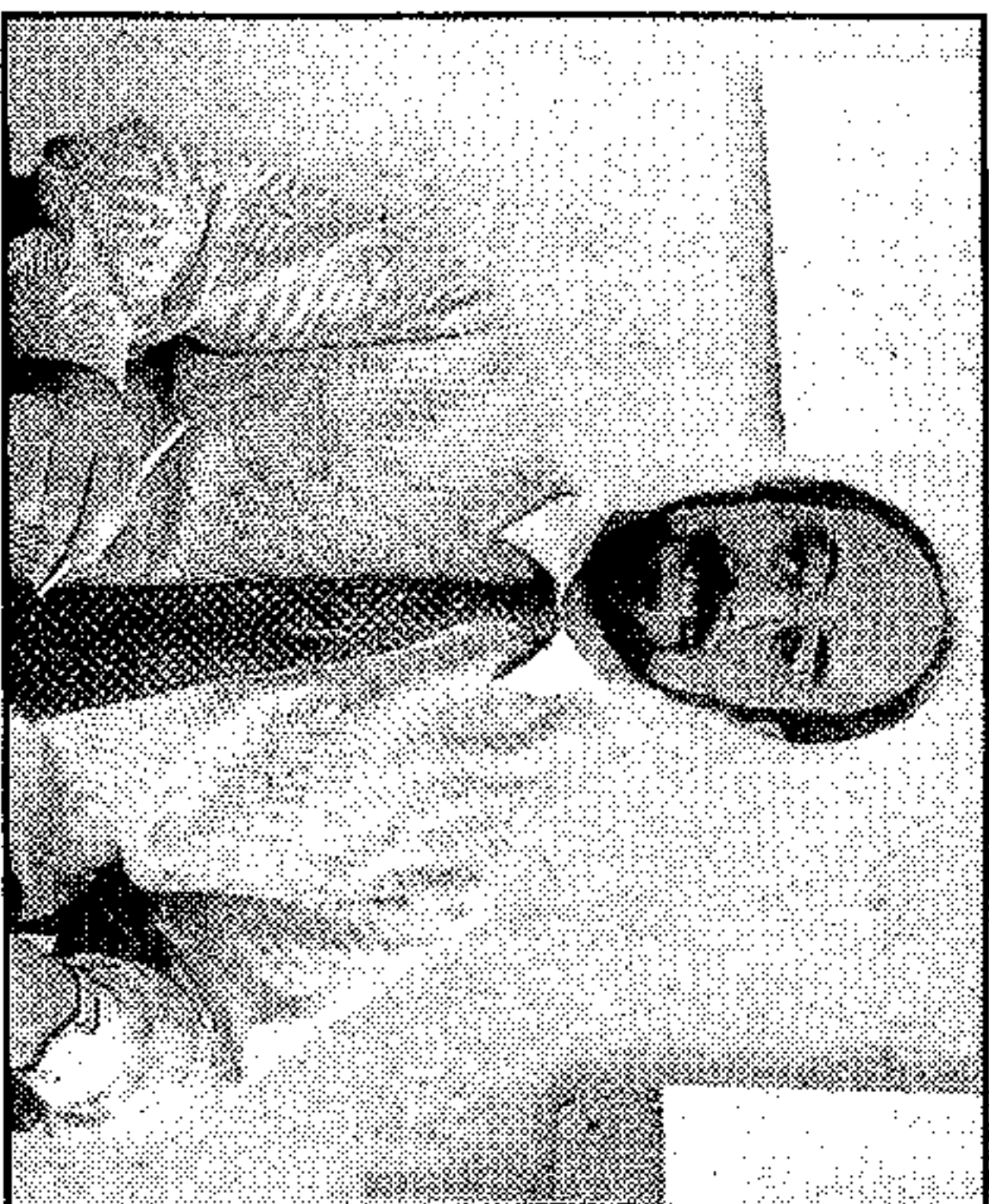
The programme was started, at the request of a group of engineers concerned about the shortage of human resources in the engineering field, by a clinical psychologist Lente Louw Louw. Today Ms Louw has moved on to the US.

Those first students

were chosen on the grounds of talent in maths and science with the potential to become engineers. That was before Protec decided to extend the focus to all aspects of technology.

"What we're doing," says Mr Kramer, "is helping black people to invest in their own future. Political power is of little value unless it is accompanied by economic empowerment. People need to generate wealth to be able to enjoy the improved circumstances political clout is supposed to bring."

Protec is a non-formal education programme. It presently has 21 branches throughout the country — Soweto, Alexandra, Mamelodi, Sasolburg, Mmabatho to name a few — where carefully selected students are tutored for a total of 70-80



David Kramer . . . 6 000 eager students.

days a year in the afternoons, weekends and holidays. They are first chosen in Std 8 and are expected to make a seven-year commitment, the target being the attainment of a tertiary education diploma or degree

from a technikon or university. Slackers are soon got rid of. "We ask just two things," says Mr Kramer. "That they give it everything they've got, and that once they qualify they come back into

the programme to help others.

"It's the only repayment Protec requires."

These successful students then become role models. Of the 168 who had been enrolled by 1982, 72 had graduated in science related fields by 1988. "That's remarkable," says David Kramer, "when you consider that less than 5 per cent of all black students qualify in science related fields."

Protec's average matric pass rate is 82 per cent. Last year — a bad year — it was 75 per cent, more than double the national average.

"But," Mr Kramer emphasises, "there's nothing magical about it, the kids have done it for themselves. Marketable, real skills are the key to the future."

610 am 22/11/92

Training seminar (53)

EXPERTS from the World Bank and other internationally recognised professionals in vocational educational training will attend a seminar in SA next week to plot the way for local human resources development.

The seminar, hosted by the Kagiso Trust, will focus on a future policy to address the education crisis and development of critically needed vocational and technical training, Kagiso Trust general secretary Eric Molobi said yesterday.

REPORTS: Business Day Reporters.

STAR 22/11/92
France raises funds

The French government is to increase its financial support for management training in SA. Funds for a joint management development programme, aimed at improving middle management skills among all races, would be increased, a French embassy spokesman said.

(53)

(096)

(174)

Eskom might offer its colleges to the NECC

The National Education Co-ordinating Committee (NECC) has entered into discussion with Eskom on the possibility of utilising the company's colleges for learning centres.

NECC's Southern Transvaal regional secretary, Arnon Msane, said the discussions were at an advanced stage and Eskom's Midrand college could be made available to the organisation some time next month.

Abul Nafiseh (Learning Network) He said other centres were being identified in several parts of the country. The establishment of learning centres is part of the NECC's Back to Learning Programme. 24/11-20/11/92



Permanent

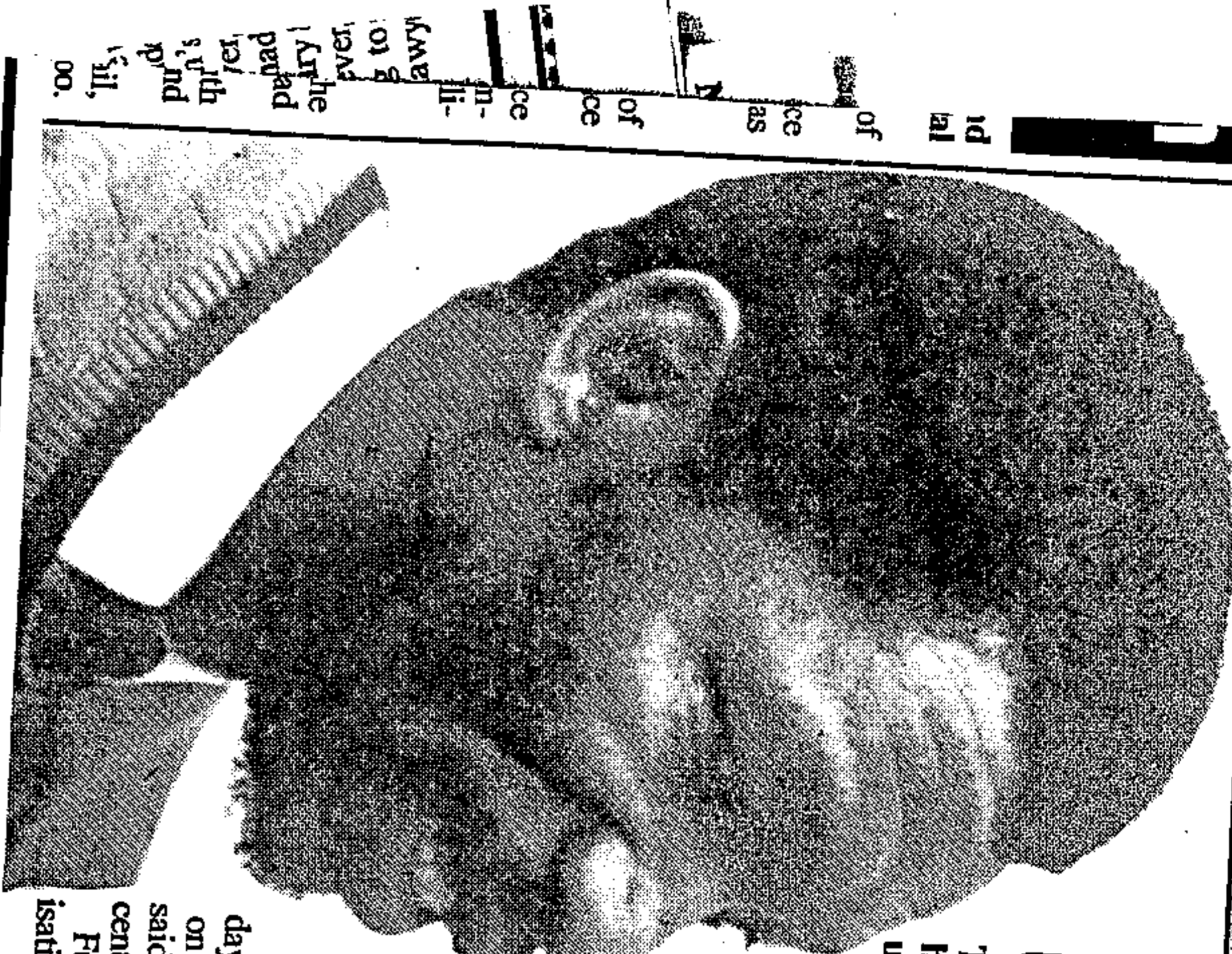
24/11-20/11/92

He said that in order to make the plan successful the NECC would hire permanent teachers and acquire resource equipment for the use of students.

"We would not use voluntary teachers because there is the danger of them abandoning students at any stage as they wish. We will hire specialist teachers on subjects that we believe students need more assistance on," Msane said.

He said students would be expected to attend classes on Saturdays and the possibility of resource centres being open to students on Sundays was still being discussed. During school holidays, he said, the students would also be expected to attend classes at these centres.

Funding for the project is still being discussed with several organisations, including the private sector, he said.



...nd
...al
...of
...ce
...ce
...n-
...li-
...aw
...to
...er
...he
...ary
...ad
...er
...th
...nd
...ill,
...oo.

Secretaries often power behind throne

There is growing recognition in the business world that varied and skilled commercial tasks are frequently handled — efficiently and willingly — not by management, but by a secretary required to know every facet of the boss's job.

The days of no recognition are over and the growth of the Executive Secretaries Club and magazines such as Career Success (formerly called Career Secretary) are proof of this.

Promotion may be only a

STARL 30/1/92
confident step away and, with this in mind, management's valued right-hand assistants should take a look at the varied office skill training on offer. Companies should similarly recognise the need to assist employees to reach their full potential through such courses, offered by most training organisations such as Damelin, Rosebank College, Birnam Business College, Kelly Greenoaks and Drake Business College to name a few. A six-month train-

ing sabbatical may be all that is required. (53) (1)

Drake Business College's six-month secretarial course covers, among other things, typing, shorthand, word processing, Lotus 1-2-3, general accounts and credit control, reception and switchboard duties, office procedures, business etiquette, client liaison, wine appreciation, flower arranging, catering for office functions, maximising communication skills and solving problems.

Earn credits for a US university

STAR 30/11/92

Management studies in South Africa can earn credits for a United States university business administration degree.

Training company Executive Education is the SA study centre of Newport University in California and most of its courses earn credits towards the Newport Bachelor or Masters degree.

Executive Education managing director Rex Drew says there is a difference between traditional universities and statutory universities, the latter having annually monitored standards of education. "What this means is that standards stay consistently high. If anything, monitoring means more attention is paid to achieving good results..."

The college is also a founder member of the Association of Private Colleges of Southern Africa — a body formed to monitor standards.

The company reports an increased demand for training despite the recession. Mr Drew says that most full-time course students are company-sponsored while most part-time students pay for themselves.

Environment control: course offered

20053
199

STAR 30/1/92

All senior management or works managers in industrial environments can benefit their companies and employees by the correct practice of environmental control, believes Jan Swanepoel of the Chamber of Mines's Technical Training Services (TTS).

TTS offers intensive, short duration courses for both mines and surface works and plants.

The courses are tailored to the particular needs of that industry.

Its mission is to provide cost effective training and, at the same time, allow delegates to apply the latest developments in their planning and day-to-day operations.

Chamber of Mines certificates are obtained at the end of the courses and these include the Practical and the Elementary Certificates in Environmental Control, Certificates in Air Quality Analysis, Radiological Protection/Screening, Lead Monitoring, Asbestos Monitoring, and the Certificate for Training Officers.

The courses cost R385 a delegate.

Get computer-literate

1991
S3

Computers, supposed to free the workplace and management, can have the opposite effect in the hands of the non-computer-literate.

Yet where does the busy executive find time to learn a mix of basic computer skills? *STAR 30/1/92*

One of the more flexible approaches to the problem is that offered by Computer Academy's special mixed 80-hour flexitime Business Computer Course offered in or out of normal business hours up until 9 pm on weekdays and 1 pm on Saturdays.

A variety of computer skills are se-

lected by the student and the mix of time spent on each is open to choice up to the limit of 80 hours.

The usual time spent on a specific Computer Academy course is 32 hours.

Computer Academy group branch manager, Oren Rosenbaum, says: "Computer education draws every age group. Our students range from a 13-year-old to an 84-year-old, and everything in between. Industry can't operate without computers so no one can really afford not to comprehend basic computer usage skills..."

Trainings budgets must increase

STAR 30/1/92

In 1990, expenditure by companies on education and training, R3,8 billion, was 16,7 percent of the gross national expenditure on education (formal, non-formal and training) of R22,7 billion.

Companies and individuals together make up the private sector's contribution of R8 billion and the Government's contribution amounts to 64,2 percent of the total for that year.

These facts are according to research by Business and Marketing Intelligence, BMI, completed in April 1991, and was based on a sample of 300 major South African organisations. BMI will update the research this year.

In the training market BMI calculated an expenditure of R3 340 million. The company's conclusions are that the average R620 spent on a worker a year, according to their research, must increase about ten fold in this decade if it is to make an impact on the current skills' shortage. At present there is an undersupply of skilled workers and an oversupply of semi-skilled and unskilled job-seekers.

The research report advised a further 10 to 20 percent increase in the R235 million spent on informal education.

The major skills shortages in South Africa, according to the study, are in technical and general management areas and it is forecast that the manager/worker ratio could worsen to 1:8 by the year 2000 unless the training backlog is addressed.

The challenge is daunting, and will probably require companies to increase training budgets as a percentage of turnover from the current 0,5 percent to as much as 5 percent at

Companies' training budgets are going to have to increase if South Africa is to develop at the required pace, say leading businessmen, Susan Ranwell reports.

a time when turnover growth is virtually stagnant.

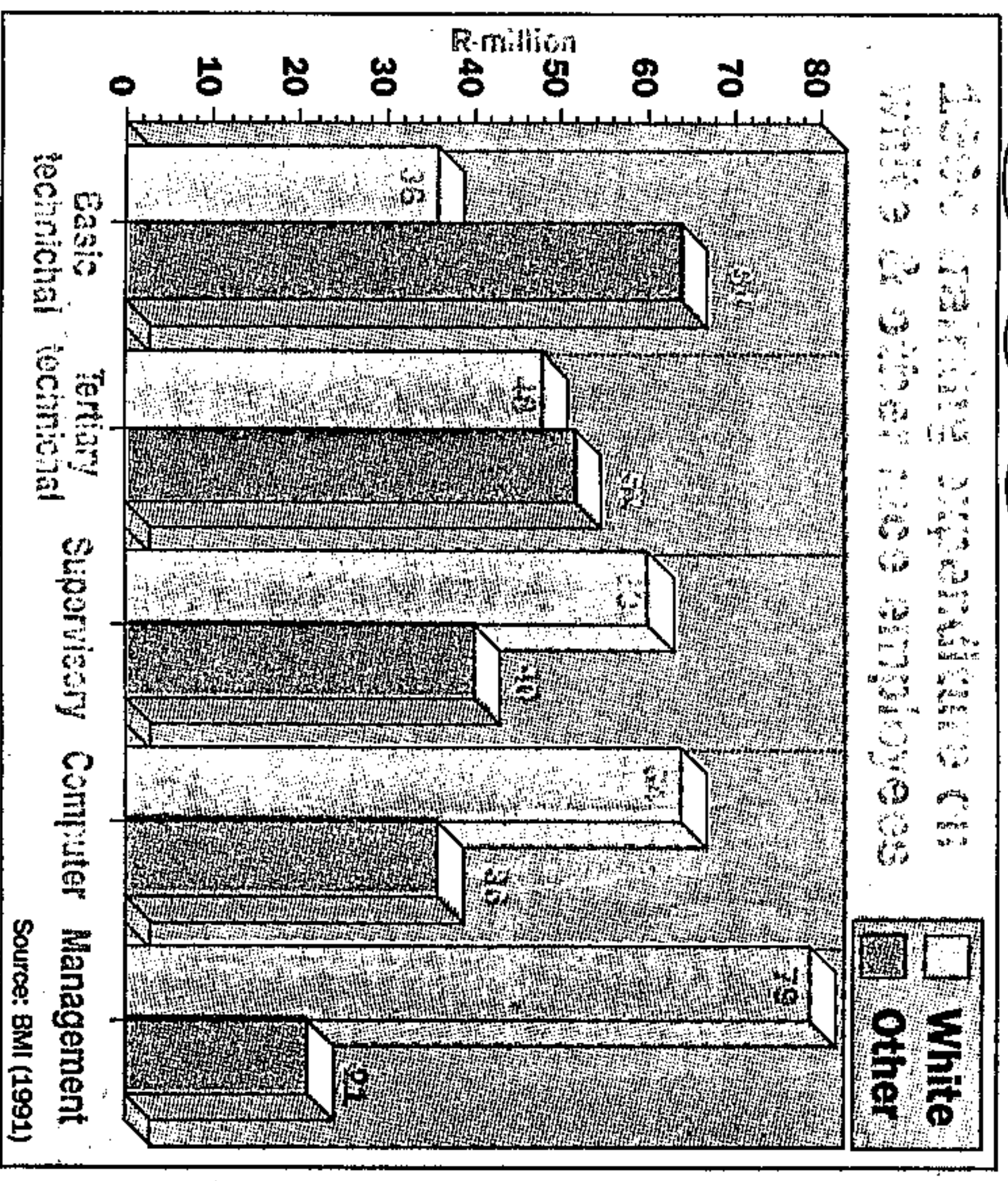
But a positive view is taken by BMI chairman Jonathan Harrod, who believes South Africa's own training resources and educational institutions are sufficient to cope with the load. In short, the only major problem is a shortage of funds.

The Budget to be announced by Government in March is expected to allocate 20 percent of total expenditure to formal education (excluding contributions to TBVC countries), but the Minister of National and Environmental Affairs, Mr Louis Pienaar, has announced that this is unlikely to meet the needs of universities and technicians.

He says: "Growth in student numbers exceeds the growth in the economy."

That will place additional demand on private-sector contributions to both formal and informal education and necessitate a greater burden on corporate South Africa and greater use of the wider training industry.

It is interesting to note that of the R235 million spent in 1990 on non-formal education (52 percent from companies and trusts, 15 percent from overseas funding and 13 percent from parents and pupils), only 5 percent of the expenditure went to management or leadership training and 6 percent on technical/tertiary education. The bulk (34 percent) went to the secondary school level, 15 percent on adult education and



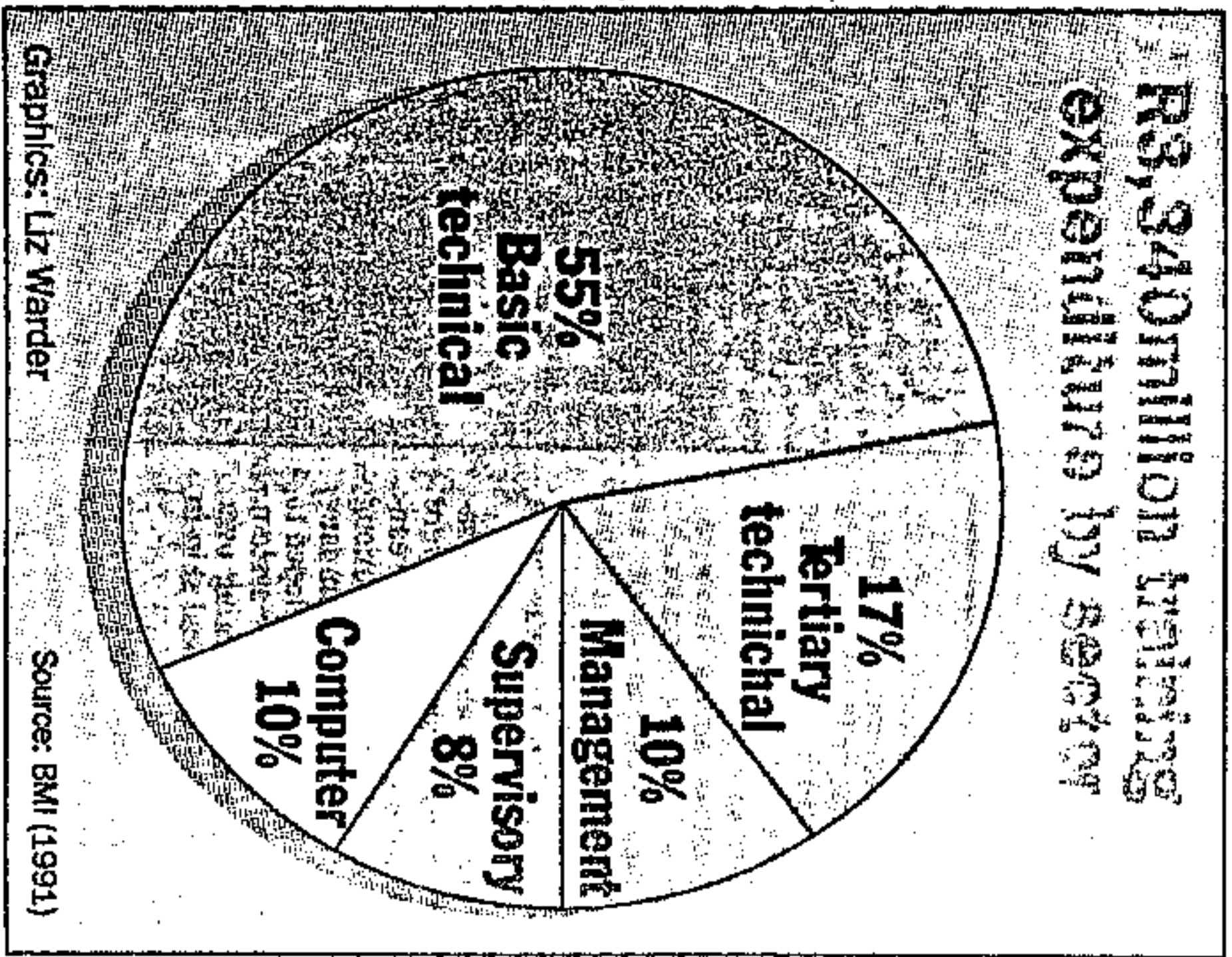
13 percent on teacher training. In the view of a majority of directors of academic and training organisations, South African companies are rising to the challenge with greater recognition of the need to upgrade workforce skills.

Private-sector training companies in the main report growth in demand. Most such companies offer not only packaged courses, but customised courses which can

be conducted in-house. Considering that 82 percent of 1990's R3,3 million training expenditure was spent in-house, the training industry appears to be moving closely with market needs.

Cost-effective expansion of training, however, is likely to point companies to greater use of packaged courses, and devolution of responsibility down the corporate ladder for in-house training responsibility.

Keith Edmeades, managing director of training company Effective Executives and of the training trust organisation, Integrated Management South Africa, says: "Companies need to become effective learning environments. Training is not the exclusive territory of the trained human resources manager alone. It should be part of the job description of all managers as a priority, not as a last resource."



Learning for professionals

You've heard of the one-minute manager. Here's how to adopt the "winning way" in a variety of tasks - in one morning!

Birnam Business College is running a series of morning seminars.

The learning is intensive to suit the time-pressured professional.

The topics covered include:

- Customer Service Public Relations.
- Motivation in the Business World.
- Lateral Thinking for Management.
- Effective Writing and Writing Skills.
- Creative and Effective Presentation (presentation skills for the boardroom or for public appearances).
- Credit Control.
- Advanced Time Management.

Education in SA is an 'investment for all'

STAR 30/1/92

"Many companies are still strategically under-investing in training and management potential because they see it as a cost rather than investment," says Dr Nick Binedell, director designate of the Wits Business School.

"If this erroneous view persists," challenges Dr Binedell, it will spell "national disaster in terms of general human preparedness".

"South Africa can only emerge successfully from its bubble of isolation if its people acquire the sophisticated skills needed in today's rapidly changing business world.

"Continuing education can provide these skills," he says.

"There is no doubt that individuals and groups compete through the power of their ideas in action. It follows then that management and business knowledge is vital."

Dr Binedell does, however, see the beginning of some encouraging trends in attitudes towards education in South Africa.

"There is a trend to self-development.

"People realise that education has to apply to them personally if it is to be of real value," Dr Binedell said.

"They are also seeking knowledge which can be quickly and effectively applied in the workplace.

"So much of modern economy, commerce and markets are interrelated that a broader knowledge is becoming more valuable than specialisation," he said.

"The percentage of black people and of women enrolling for courses at the Wits Business School has increased, but numbers remain well below national demographic profiles, and below the standards set by leading countries we should be modelling on," Dr Binedell said.

"Real opportunity for society starts in enrichment of the individual. South Africans have to realise that the education of its people is an investment for all," he said.

Upgrade your skills, promote yourself (S3)

With many job-seekers applying for very few posts, post matric commercial training is increasingly important for school-leavers. This is one area in which Damelin College is moving with market needs.

Damelin chief executive Johan Brummer says the college's Centre for Business Studies has introduced two full-time courses for post matriculants, which start in February.

Further down the line, however, employees hit a different

STAR 30/1/92
kind of barrier — inability to be promoted unless they have acquired ongoing education.

Damelin Management School has created its 1992 course schedule with this need in mind. The average age of its students is 35 and they are "people who need to update skills in order to move forward", says principal of the management school Nielen Brummer.

An ideal course for this market is Damelin's seven-month

MBA course which covers a broad spectrum of subjects.

MBA students need not worry about the economy's ability to absorb their skills — according to Damelin, South Africa will need 500 000 more managers by the year 2000.

Other useful courses offered at executive level by Damelin include the course in Marketing Management and a wide range of computer courses run by Damelin's Computer School and the specialised PC Centre.

4 FEB 1992

REPUBLIEK
VAN
SUID-AFRIKA



REPUBLIC
OF
SOUTH AFRICA

Staatskoerant Government Gazette

R0,80 Prys • Price
R0,08 Plus 10% BTW • VAT
R0,88 Verkoopprys • Selling price
Buitelands R1,10 Other countries
Posvry • Post free

Vol. 319

PRETORIA, 31 JANUARIE 1992
JANUARY

No. 13745

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 355

31 Januarie 1992

MAGTIGING VAN ONDERWYSKOLLEGES OM
INKOMSTE TE BEHOU EN VOORSKRIFTE BETREF-
FENDE SODANIGE INKOMSTE

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

Goewermentskennisgewing No. 1413 van 21 Junie 1991 word hierby ingetrek.

P. G. MARAIS,

Minister van Onderwys en Kultuur.

BYLAE

Woordomskrywing

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

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

“betrokke Onderwysordonnansie” vir—

Kaapland — die Onderwysordonnansie, 1956 (Ordonnansie No. 20 van 1956) (Kaap);

Natal — die Natalse Onderwysordonnansie, 1969 (Ordonnansie No. 46 van 1969);

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. 355

53

31 January 1992

AUTHORIZATION OF COLLEGES OF EDUCATION
TO RETAIN REVENUE AND DIRECTIONS RELAT-
ING TO SUCH REVENUE

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

Government Notice No. 1413 of 21 June 1991 is hereby withdrawn.

P. G. MARAIS,

Minister of Education and Culture.

SCHEDULE

Definitions

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

“college” means a college of education;

“college of education” means a college of education as defined in section 1 of the Act;

“council” means a college council established under the relevant Education Ordinance, or, where a council has not been established by Ordinance, the rector;

- Oranje-Vrystaat — die Ordonnansie op Onderwys, 1980 (Ordonnansie No. 12 van 1980) (Oranje-Vrystaat); en
- Transvaal — die Onderwysordonnansie, 1953 (Ordonnansie No. 29 van 1953) (Transvaal);
- “boekjaar” die tydperk van 1 Januarie tot 31 Desember van enige jaar;
- “die Wet” die Wet op Onderwysbeleid, 1967 (Wet No. 39 van 1967);
- “inkomste” inkomste verkry uit—
- klasgilde;
 - losiesgelde;
 - eksamen- en eksamenverwante gelde;
 - Departementele oordragbetalings soos in paragraaf 5 (2) bedoel;
 - geleentheidsverhuring van kollegefasiliteite, insluitende sport- en ander terreine;
 - sportborgskappe;
 - gelde gegenerer deur aktiwiteite en dienste aangebied deur die kollege en wat ooreenkomstig raadsbesluit as “inkomste” geklassifiseer word; en
 - gelde vir dienste gelewer aan personeel;
- “kollege” ’n onderwyskollege;
- “onderwyskollege” ’n onderwyskollege soos in artikel 1 van die Wet omskryf;
- “raad” ’n kollegeraad kragtens die betrokke Onderwysordonnansie ingestel, of, waar ’n raad nie by Ordonnansie ingestel is nie, die rektor;
- “rektor” die hoofuitvoerende amptenaar van die kollege;
- “Uitvoerende Direkteur” ’n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet op Onderwys-aangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988) bedoel.

Bedryfsrekening

2. (1) Elke kollege het ’n bedryfsrekening waarvoor die raad verantwoordelik is en waarin alle inkomste gestort word.

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

Beheer oor inkomste van bedryfsrekening

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

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

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

(4) Geen—

(a) bankwissel, tjek, poswissel, posorder of reisi-gerstjek ten opsigte waarvan ’n kwitansie nie soos in subparagraaf (2) beoog uitgereik is nie, mag; of

“Executive Director” an Executive Director of Education referred to in section 4 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988);

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

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

“rector” the chief executive officer of the college;

“relevant Education Ordinance” means for—

The Cape Province — the Education Ordinance, 1956 (Ordinance No. 20 of 1956) (Cape);

Natal — the Natal Education Ordinance, 1969 (Ordinance No. 46 of 1969);

Orange Free State — the Education Ordinance, 1980 (Ordinance No. 12 of 1980) (Orange Free State); and

Transvaal — the Education Ordinance, 1953 (Ordinance No. 29 of 1953) (Transvaal);

“revenue” means revenue derived from—

- tuition fees;
- boarding fees;
- examination and examination related fees;
- Departmental transfers as referred to in paragraph 5 (2);
- incidental letting of college facilities, including sports and other facilities;
- sports sponsorships;
- monies generated by activities and services offered by the college and designated as “income” by the council;
- monies received for services provided to members of staff;

“the Act” means the Education Policy Act, 1967 (Act No. 39 of 1967).

Operating account

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

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

Control of revenue of operating account

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

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

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

(4) No—

(a) bank draft, cheque, money order, postal order or travellers’ cheque in respect of which a receipt as contemplated in subparagraph (2) has not been issued, shall; or

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

kontant vervang of as kontant behandel word nie.

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

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

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

(8) Waar daar 'n tekort in die kontant aan die lig kom, word die bedrag onmiddellik deur die verantwoordelike persoon inbetaal en word 'n aantekening in die betrokke rekeningboek gemaak: Met dien verstande dat indien die raad van oordeel is dat die verantwoordelike persoon nie vir die tekort aanspreeklik gehou behoort te word nie, daarmee ooreenkomstig die bepaling van paragraaf 7 (1) gehandel word.

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

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

(a) die kontant voorhande korrek is;

(b) geen geld wat gebank moes gewees het, teruggehou word nie;

(c) 'n kwitansie uitgereik is vir elke tjek, bankwissel, poswissel, posorder of reiserstjek, wat by 'n bankdeposito ingesluit is;

(d) sodanige gelde waar moontlik op die datum van ontvangs gebank word en enige gelde wat nie aldus gebank kan word nie op die eersvolgende amptelike werkdag gebank word, tensy 'n afwyking van hierdie bepaling deur die raad goedgekeur is op grond van faktore soos die beskikbaarheid van bankfasiliteite, fasiliteite vir die veilige bewaring van geld en die ekonomiese gebruik van vervoer;

(e) die kasboek daagliks bygehou word en met die kwitansies uitgereik en deposito's gemaak, gerekonsilieer is; en

(f) die ander bepalinge in hierdie voorskrifte vervat nagekom is.

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

(b) bank draft, cheque, money order, postal order or travellers' cheque for which a receipt as contemplated in subparagraph (2) has been issued shall, to the extent that the amount for which it has been made out exceeds the amount for which the receipt is issued, take the place of cash or be treated as cash. (S3)

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

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

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

(8) Where a cash shortfall comes to light, the amount shall immediately be paid in by the responsible person, and a suitable entry shall be made in the book of account concerned: Provided that, if the council is of the opinion that the responsible person should not be held accountable for the shortfall, it shall be dealt with in terms of the provisions of paragraph 7 (1).

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

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

(a) the cash on hand is correct;

(b) no money which should have been deposited is held back;

(c) a receipt has been issued for every cheque, bank draft, money order, postal order, or travellers' cheque included in a bank deposit;

(d) such moneys where possible are deposited on the date of receipt, and any moneys not thus deposited, are deposited on the first following official working day, unless a deviation from this provision is approved by the council on account of factors such as the availability of banking facilities, facilities for the safe-keeping of the moneys and the economical use of transport;

(e) the cash book is kept up to date daily, and is reconciled with the receipts issued and deposits made; and

(f) the other provisions contained in these directions have been complied with.

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

Uitgawes

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

(a) behoudens subparagraaf (2), die vergoeding van personeel in diens van die Departement; en

(b) daardie uitgawes soos van tyd tot tyd deur die Uitvoerende Direkteur bepaal ten opsigte van—

(i) die voorsiening en instandhouding van geboue;

(ii) die voorsiening en vervanging van uitrusting; en

(iii) ander lopende uitgawes.

(2) Alle uitgawes ten opsigte van die bedryf van 'n kollege of 'n kollegekoshuis en wat nie ingevolge subparagraaf (1) bestry word nie, word uit die bedryfsrekening bestry: Met dien verstande dat ondanks andersluidende bepalings in hierdie voorskrifte vervat, die Uitvoerende Direkteur na oorleg met die raad kan bepaal dat sekere personeelvergoedingskoste ook uit die bedryfsrekening gefinansier word en dat betalings dienooreenkomstig aan die betrokke Departement gemaak word, welke betalings deur die Departement behou en aangewend word vir die vergoeding van kollegepersoneel.

(3) Die rektor stel jaarliks voor of op 31 Oktober 'n gespesifiseerde begroting op van verwagte inkomste en uitgawes van die bedryfsrekening vir die komende boekjaar tesame met die losiestariewe wat vir die komende boekjaar gehef sal word en lê dit vir goedkeuring aan die raad voor asook vir die goedkeuring van die losiestariewe, aan die Tesourie (Volksraad).

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

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

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

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

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

Departementele oordragbetalings

5. (1) Ondanks andersluidende bepalings van hierdie voorskrifte kan die Uitvoerende Direkteur van tyd tot tyd bepaal watter uitgawes volledig deur die kollege uit die bedryfsrekening bestry word.

(2) Daardie bedrae wat na die oordeel van die Uitvoerende Direkteur aan die kollege oorbetal moet word om die tekorte in die bedryfsrekening sodanig aan te vul dat die beoogde betalings gedoen kan word, is departementele oordragbetalings.

(3) Departementele oordragbetalings word twee keer per jaar aan 'n kollege gedoen naamlik voor of op 31 Maart, en voor of op 31 Oktober van elke jaar.

Expenditure (53)

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

(a) subject to subparagraph (2), the remuneration of staff employed by the Department; and

(b) such expenses as may be determined by the Executive Director from time to time in regard to—

(i) the provision and maintenance of buildings;

(ii) the provision and replacement of equipment; and

(iii) other current expenditure.

(2) All expenses in respect of the operation of a college or a college hostel and which are not defrayed in terms of subparagraph (1), shall be defrayed from the operating account: Provided that, notwithstanding any provisions to the contrary contained in those directions, the Executive Director may, after consultation with the council, determine that certain costs related to remuneration of staff shall also be defrayed from the operating account and the required payments shall be made to the Department concerned, which payments shall be retained by the Department and utilized for the remuneration of college staff.

(3) The rector shall annually on or before 31 October draw up a specified estimate of anticipated income and expenditure of the operating account for the coming financial year as well as the boarding fees to be charged in the next financial year, and shall submit them to the council for approval and the boarding fees to the Treasury (House of Assembly).

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

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

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

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

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

Departmental transfer payments

5. (1) Notwithstanding any provision to the contrary contained in these directions, the Executive Director may from time to time determine which expenditures shall be fully defrayed from the operating account.

(2) Those amounts which, in the opinion of the Executive Director, must be paid over to the college to supplement the operating account in order that the envisaged payments can be made are departmental transfer payments.

(3) Departmental transfer payments are made twice annually to wit before or on 31 March, and before or on 31 October of each year.

Boekhouding

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

(a) die hou van boeke, aantekeninge en state waarin die besonderhede van alle ontvangste en uitgawes aangeteken word; en

(b) die veilige bewaring van alle boeke, aantekeninge, state, bewysstukke en ander dokumente wat daarop betrekking het.

(2) Die boeke, aantekeninge en state word jaarliks geouditeer deur 'n persoon wat ingevolge die Wet op Openbare Rekenmeesters en Ouditeurs, 1951 (Wet No. 51 van 1951), as rekenmeester en ouditeur geregistreer is, en wat skriftelik deur die raad aangestel is.

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

(4) Binne twee maande na die datum van die vergadering in subparagraaf (3) bedoel, lê die voorsitter van die raad 'n afskrif van die notule van daardie vergadering waarin die kommentaar van die raad aangaande die verslag vervat is en aangedui word watter stappe gedoen is of beoog word in verband met alle onbevredigende aangeleenthede of onreëlmatighede wat uit die verslag blyk, aan die Uitvoerende Direkteur voor, wat die verdere stappe doen wat hy nodig ag.

(5) Die raad moet so spoedig moontlik na die datum van die vergadering in subparagraaf (3) bedoel, afskrifte van die geouditeerde state en die verslag van die ouditeur aan die Ouditeur-generaal stuur wat enige verdere inligting wat hy benodig kan aanvra en enige verdere ondersoek wat hy nodig ag kan onderneem.

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

Procedure in verband met verliese

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

(a) die raad tensy die verlies deur die persoon wat daarvoor verantwoordelik is, aangesuiwer is; en

(b) die naaste polisiekantoor indien hy van mening is dat 'n strafregtelike oortreding begaan is.

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

Klas-, losies- en eksamenegede

8. (1) Klas-, losies-, eksamen- en eksamenverwante gelde is betaalbaar voor of op datums soos deur die raad bepaal.

Accounting (53)

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

(a) the keeping of books of account, records and statements in which particulars of all receipts and expenditure shall be recorded; and

(b) the safe custody of all books of account, records, statements, vouchers and other documents relating thereto.

(2) The books of account, records and statements of the operating account shall be audited by a person registered as an accountant and auditor in terms of the Public Accountants' and Auditors' Act, 1951 (Act No. 51 of 1951), and who shall be appointed in writing by the council.

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

(4) Within two months after the date of the meeting referred to in subparagraph (3), the chairman of the council shall submit a copy of the minutes of that meeting containing the comments of the council in regard to the report and indicating what steps were taken or are to be taken in connection with all unsatisfactory matters or irregularities revealed by the report, to the Executive Director, who may take such further steps as he may deem necessary.

(5) The council shall, as soon as possible after the date of the meeting referred to in subparagraph (3), send copies of the audited statements and the report of the auditor to the Auditor-General, who may request any further information he may require and undertake any further investigation he may deem necessary.

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

Procedure in connection with losses

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

(a) the council, unless the loss has been made good by the person responsible therefore; and

(b) the nearest police station, if he is of the opinion that a criminal offence has been committed.

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

Tuition, boarding and examination fees

8. (1) Tuition, boarding, examination and examination related fees shall be payable before or on such dates as are determined by council.

(2) Waar 'n persoon in gebreke bly om sy verpligting na te kom, word die aangeleentheid aan die raad gerapporteer wat dan die nodige regstellende stappe sal neem.

(3) Enige verlies wat as gevolg van wanbetaling ontstaan, moet deur die bedryfsrekening gedra word.

Meubels, uitrusting en ander items uit bedryfsrekening aangekoop of aan bedryfsrekening geskenk

9. (1) Die raad sien toe dat 'n register van alle meubels, uitrusting en ander items wat—

(a) aangekoop is met geld uit die bedryfsrekening; en

(b) aan die bedryfsrekening geskenk is, gehou word en dat daardie items onderhou en vir identifikasie gemerk word.

(2) 'n Voorraadopname van die items in subparagraaf (1) bedoel, word minstens een keer per jaar deur 'n persoon skriftelik deur die raad aangewys, gemaak.

**DEPARTEMENT VAN PLAASLIKE BESTUUR,
BEHUISING EN WERKE**

No. 358

31 Januarie 1992

AANSTELLING VAN ADDISIONELE LEDE

**PLAASLIKE RAAD VAN ATLANTIS
INDUSTRIËLE GEBIED**

**WYSIGING VAN GOEWERMENSKENNISGEWING
No. 2072 VAN 31 AUGUSTUS 1990**

Kragtens die bevoegdheid wat ingevolge regulasie 2 (1) van die Regulasies Betreffende Plaaslike Rade aan die Minister van Plaaslike Bestuur verleen word, welke bevoegdheid ingevolge Goewermenskennisgewing No. 624 van 28 Maart 1991 aan my gedelegeer is, wysig ek, die ondergetekende, Jacobus Theron Albertyn, Ministeriële Verteenwoordiger van die Administrasie: Volksraad, hierby Goewermenskennisgewing No. 2072 van 31 Augustus 1990 soos volg:

(a) Deur in paragraaf (b) die getal 5 (vyf) deur die getal 7 (sewe) te vervang; en

(b) deur Bylae 2 deur die volgende Bylae te vervang:

BYLAE 2

**LEDE VAN DIE ATLANTIS INDUSTRIËLE GEBIED
PLAASLIKE RAAD**

Mnr. S. G. Bernhardt.

Mnr. P. Collins.

Mnr. J. P. Liebenberg.

Mnr. T. J. Botha.

Mnr. D. Neckel.

Mnr. K. M. Dixon.

Mnr. J. J. du Plessis.

J. T. ALBERTYN,

Ministeriële Verteenwoordiger: Suidwes-Kaap.

(2) Where a person fails to meet his obligations, the matter shall be reported to the council which will take the necessary rectifying steps. (53)

(3) Any loss resulting from non-payment, shall be borne by the operating account.

Furniture, equipment and other items purchased out of operating account or donated to operating account

9. (1) The council shall ensure that a register of all furniture, equipment and other items which—

(a) have been purchased with money from the operating account; and

(b) have been donated to the operating account, be kept and that such items are maintained and marked for identification.

(2) A stocktaking of the items referred to in subparagraph (1) shall be carried out at least once a year by a person designated in writing by the council.

**DEPARTMENT OF LOCAL GOVERNMENT,
HOUSING AND WORKS**

No. 358

31 January 1992

APPOINTMENT OF ADDITIONAL MEMBERS

**LOCAL COUNCIL OF ATLANTIS
INDUSTRIAL AREA**

**AMENDMENT OF GOVERNMENT NOTICE No. 2072
OF 31 AUGUST 1990**

By virtue of the power vested in the Minister of Local Government, House of Assembly by regulation 2 (1) of the Regulations Regarding Local Councils which power has been delegated to me in terms of Government Notice No. 624 of 28 March 1991, I, the undersigned, Jacobus Theron Albertyn, Ministerial Representative of the Administration: House of Assembly, hereby amend Government Notice No. 2072 of 31 August 1990 as follows:

(a) By the substitution in paragraph (b) for the number 5 (five) of the number 7 (seven); and

(b) by the substitution for Schedule 2 of the following Schedule:

SCHEDULE 2

**MEMBERS OF THE ATLANTIS INDUSTRIAL AREA
LOCAL COUNCIL**

Mr S. G. Bernhardt.

Mr P. Collins.

Mr J. P. Liebenberg.

Mr T. J. Botha.

Mr D. Neckel.

Mr K. M. Dixon.

Mr J. J. du Plessis.

J. T. ALBERTYN,

Ministerial Representative: South-Western Cape.

White teachers pulled out

ALL 19 white teachers at Katlehong schools were withdrawn from their jobs yesterday after a teacher at Kathorus College of Education was doused with petrol and set alight by pupils on Tuesday, Department of Education and Training (DET) sources said.

Teaching at Kathorus College came to a halt as black lecturers refused to resume their classes in protest at the attack.

The college was placed under police protection, but classes are expected to resume next week.

Adding to the East Rand crisis, two armed robbers yesterday attacked the East Rand College of Education in Kwa-Thema township outside Springs. Shots were fired, but no one was injured and the

(53)
KATHRYN STRACHAN

robbers escaped with a few hundred rands. Apart from the absence of white teachers, Katlehong schools carried on as usual, except for Kwa-Dukathole High School where activities were suspended after a recent attack on the headmaster and teachers.

DET director-general Bernhard Louw said yesterday regional chief directors had taken all steps that could reasonably be expected to ensure teachers' safety.

In the past two weeks Katlehong has been the scene of four other attacks on white teachers. Since the beginning of the school year six black teachers have been

□ To Page 2

Teachers

attacked and injured, three of them seriously.

WILSON ZWANE reports that police are investigating the possible involvement of members of the PAC-aligned Pan Africanist Student Organisation of Azania (Paso) in attacks on white teachers.

A Witwatersrand police spokesman said yesterday although no arrests had been made in connection with the attacks, Paso involvement could not be ruled out.

Chants of "one settler, one bullet", a slogan of the PAC and its affiliates, were heard outside one of the schools in the township last week, the spokesman said.

At a news conference, Paso said it would leave no stone unturned in investigating reports that its members were implicated in the attacks.

Paso general secretary Lawrence Nqandela said disciplinary steps would be taken against any guilty members since his organisation felt that "the crisis will delay the learning process".

□ From Page 1

DET director-general Louw denied that the attacks were triggered by the department's political actions, as suggested by Paso. "There is no preference of whites over blacks. These white teachers have been there for a long time and we have to honour their contracts. It is just a smoke-screen for a criminal deed."

An SA Democratic Teachers' Union spokesman said his union "while acknowledging that there is a problem regarding the staffing policies of the DET, cannot condone the atrocities perpetrated against white teachers".

The National Education Co-ordinating Committee southern Transvaal region said "concrete measures" had to be sought to ensure that law and order prevailed at black schools.

The ANC's PWV regional branch condemned the attacks on teachers and called for an urgent meeting of students, teachers, parents and the community to ensure that 1992 was "a year of learning".

Students boycott classes

53
~~2/2/92~~

Soweto
3/2/92.

STUDENTS at the Soweto College of Education boycotted classes on Friday demanding that 12 former students who failed their first-year courses be re-admitted.

A spokesman for the Student Representative Council, Miss Theresa Matlala, said classes and lectures would be boycotted "until our demands are met".

She said: "We have since discovered that there are discrepancies in the college.

"We have found out that there are some students who have been admitted because they know certain people in high authority although they do

By **IKE MOTSAPI**

not qualify to be here.

"We were angered when we were told that only two of the 12 students who had re-applied could be taken back and nothing else."

The rector of the college, Mr Jan Prinsloo, declined to comment on Friday.

Meanwhile, the Director-General of the Department of education and Training, Dr Bernard Louw, reacted to the attack on white teachers doing duty in black townships.

His reaction follows the brutal attack on a white teacher, Mr Schalk Dippenaar at Kathorous

College of Education in Katlehong, East Rand, last week.

He said: "The safety of all educators at the department has been a cause of concern throughout the times of turmoil over the last two years.

"In the last few weeks Katlehong has been the scene of four attacks - other than the one on Dippenaar - on white teachers.

"The attacks that have taken place in schools and colleges of the department, do not bode well for education in 1992.

"It is vital that education should be allowed to proceed in peace so that students and pupils can pursue their ambitions."

College co-operation

Three Canadian community colleges and three technicians in South Africa are to form a partnership aimed at improving the access of disadvantaged communities to higher-level technical education in South Africa.

STAR 42192

(S)

Ethnic bias rife in N Tvl - Sasco

Sowetan 10/2/92
ADMISSION requirements of some colleges in the Northern Transvaal came under scrutiny during the Back to Learning conference held at Giyani College of Education at the weekend, writes **DON SEOKANE**.

The summit was a sequel to a meeting held with administrators of tertiary institutions, students representative councils, the ANC and NECC on January 22 to discuss exclusions and admissions of students.

The summit heard arguments from representatives of the University of the North and Giyani College of Education on admissions and exclusions.

In its report, the South African Students Congress said other colleges still maintained an ethnic bias in their admission requirements.

Racism 'shocking'

Star 11/2/92

A Pretoria University cricket first team member says the racist behaviour of Onderwyskollege Pretoria students is "shocking and a shame". (53)

A group of first-year college students hurled insults at a group of Mamelodi youngsters at the university last week.

The boys, all under 14, are coached twice a week by senior members of the Tuks team.

Mark Webber, a member of the Tuks team, confirmed the incident, calling it "a disgrace".

Training for unskilled students

Not
Nelson
14/2-20/2/92
53

The Education Information Centre (EIC) announced that it will start a job training programme to alleviate unemployment by equipping students with skills.

The courses on offer will be alternatives to university or technikon training.

It is estimated that more than 200 000 black job-seekers, enter the labour market without any skills or training every year.

The EIC introduced a directory of short-term courses for students who could not complete their schooling. It offers full-time and part-time courses for those students who passed matric but could not be admitted at tertiary training institutions or find jobs.

Founded in 1967 as a project of the South African Institute of Race Relations, EIC helped hundreds of high school students with information on bursaries. It also started an annual Winter School to try and address the high failure rate among black matriculants - a problem which is still persisting to this day.

The organisation has printed 45 000 booklets on short courses and these will be distributed throughout targeted areas. The copies will be sold to community organisations and other interested groups.

People wishing to have the booklets may contact the EIC at: (011) 834-7861 or (016) 22-4036.



THE FUTURE is not bright after matric. EIC will be offering short-term courses to unemployed students to equip them with skills

■ THE Johannesburg-based Education Information Centre (EIC) this week launched a Directory of Short Courses aimed at aspirant job-seekers and students who feel the doors of learning and opportunity have shut in their faces. (11) (53)

The directory consists of nine booklets detailing courses ranging from the technical to commercial, health and preschool, catering and correspondence.

For further information, contact the EIC at (011) 834-7861. Wimon 14/2 - 20/2/92

Programmed to go places

By S'BU MNGADI

WHEN Sylvia Cele answered an advertisement for a free computer course, she had no idea she would one day become South Africa's first black data processing manager.

Cele, 27, of Hammarisdale in Natal, is senior computer programmer at the Natal Building Society head office in Durban and is poised to move into a managerial position.

Cele's career path was guided by a British computer software company which is determined to give black South Africans a leg up into senior management in the computer industry.

"I answered an ad for a free basic computer course and as I understood there were over 600 applicants, I was thrilled when I was chosen," Cele told City Press.

The course was run by Visionware of Leeds in the UK, whose aim, according to executive Allison Campbell, is to get



COBOL WIZARD . . . Sylvia Cele is most comfortable at her computer.

black South Africans into top positions in the computer industry.

The project is undertaken in conjunction with Durban-based company Uniskills. Uniskills director Mike

Shaw said Cele was one of two promising black applicants singled out as the first recipients of the Visionware-Uniskills bursary four years ago.

"We trained them from scratch, putting them

through a basic Cobol course and also assisted in finding them jobs," Shaw said.

Cele worked herself through the ranks from trainee, to a junior and finally a programmer.

Born in Hammarisdale to a family of seven, Cele matriculated at Amanzimtoti College of Education in 1981, specialising in commercial subjects. Her dream of going to university to study accountancy was thwarted by her family's financial problems.

But her second career choice has proved a great success.

Uniskills is sending Cele on an eight-day systems development workshop where she'll develop further computer skills with a group of local and international students.

Shaw said the course would teach Cele how to solve problems by using her computer knowledge.

"She has had four years in writing programmes from data given to her.

"She will now learn to gather and correlate the data in order to have the programme written," Shaw said.

Cele's definitely going places fast.



Classes disrupted at four colleges

53

Sowetan 19/2/92

CLASSES have been disrupted in at least four black colleges of education, the *Sowetan* learnt yesterday.

By PHANGISILE
MTSHALI
and DON SEOKANE

The East Rand College of Education at KwaThema became the latest institution to suspend classes indefinitely on Friday. 19/2/92

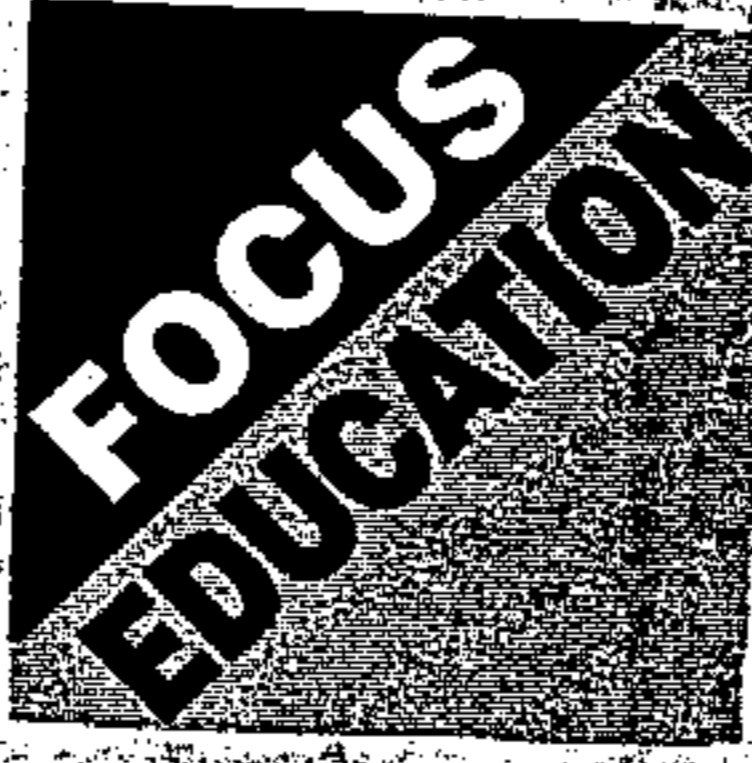
Other colleges where education has come to a halt are Kathorus, Setotolwane in Lebowa and the Cape College in Fort Beaufort.

On Friday the Minister of Education and Training, Mr Sam de Beer, announced that suspension of classes at Kathorus College of Education in Katlehong would continue until further notice.

Classes were suspended indefinitely at Kathorus on February 6 after a senior lecturer was set alight while in class.

A source at the East Rand College said lecturers were told over the weekend not to report for work on Monday.

"Students were escorted from campus by police on Friday and were told not to be



found within 50 metres of it," Mr Vusumuzi Kuseloa of the KwaThema Education Co-ordinating Committee said.

"Problems started when both lecturers and students escorted the rector from the campus last May. A commission of inquiry was held by DET officials and the rector was removed from the college.

"Students were surprised to see him again in January and they requested him to leave the campus. He then called the riot

squad."

A DET spokesman said they were only aware of the closure of Kathorus and were trying to resolve the East Rand College's problems.

Students at Setotolwane feared closure as they entered a second week of a sit-in at the college.

They resolved on February 12 to protest against unfair exclusion rules and the denial of supplementary examinations to those who qualified.

"We have been threatenend with closure if we do not resume classes," said SRC president Mr Shadrack Matlala.

"We will meet to determine the way forward. We fear police may be used to expel us from the building."

A spokesman for the Lebowa education department could not be reached for comment.

Classes were last week resumed at Soweto College after disruptions over the re-admission of failed students.

● See pages 12 and 13

1974, if a state of lawlessness exists in his area, a chief may prohibit the carrying of dangerous weapons. [Time expired.]

Mr A J LEON: Mr Chairman, I should like to draw the hon the Deputy Minister's attention to two affidavits, which I have referred to him before, which clearly indicate that the police simply stood by at various train stations in Johannesburg while 20 armed thugs boarded the trains. One cannot operate like this. This is the SA Police Force which has to be the arbiter between the contestants in this country. When the police were challenged about it, they simply said: "We enforce the law according to circumstances." That is a quote from their Press release.

If we are going to prevent South Africa from deteriorating into further anarchy and civil war, we must act swiftly. The chief guardian of law and order, the hon the Minister, should first of all announce today the repeal of all regulations—and there are at least two that I am aware of—which permit the carrying of dangerous weapons, except in strictly defined circumstances because he has allowed them to be carried in Natal. Secondly, his department must provide for the stringent enforcement of the Dangerous Weapons Act. If we fail to do that, it will simply lend credence to charges of a Third Force, of State complicity in violence and the escalation of massive unrest. Those things are the sort of things we should be trying to avoid. [Time expired.]

The DEPUTY MINISTER OF LAW AND ORDER: Mr Chairman, I must emphasise that negotiations on this aspect started before we signed the National Peace Accord on 14 September 1991. It is very important to get the co-operation of the parties concerned—that is why it took us so long to consult with the interested parties in an effort to get a proclamation which we could issue as soon as possible.

It is easy to make affidavits, but it is very important that the contents of affidavits can be tested. I appeal to the hon member for Houghton to take this matter up with the hon the Minister and to submit these affidavits to an investigation.

I want to emphasize my serious concern with regard to the existence of Umkhonto weSizwe. We had a debate on traditional and dangerous

(b) Yes. ~~Yes~~
(2) Yes. 19 November 1991.

Question standing over from Tuesday, 11 February 1992:

Committee on National Priorities

*1. Mr K M ANDREW asked the State President:

Whether the State President's Committee on National Priorities has met during the past two years; if not, why not; if so, (a) when did it meet and (b)(i) which of its statutory objects was it able to fulfil and (ii) in which respects were these fulfilled?

B127E

The STATE PRESIDENT:

No. Since I took office, several matters previously dealt with by the Committee have been discussed and dealt with by the Cabinet as a whole. The determination of priorities and how they should be reflected in the budget is an example of this. Nonetheless, these discussions are preceded by the acquisition of suitable inputs from smaller committees which, I am convinced, are functioning effectively. They include the new Cabinet Committee for Economic Coordination under the chairmanship of the Minister of Trade and Industry and for Economic Coordination, as well as regular discussions with the newly-established executive of the Economic Advisory Council.

(a) and (b) Fall away.

Ministers:

Questions standing over from Tuesday, 11 February 1992:

Male/female teachers: equalisation of salary scales

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

(1) Whether agreement has been reached to bring about the equalisation of the salary scales payable to male and female teachers of equivalent qualifications; if so, (a) as from what date will payments be made in terms of such scales and (b) what scales will be applied;

(2) whether he will make a statement on the matter? ~~Yes~~ B52E

The MINISTER OF NATIONAL EDUCATION:

(1) The Cabinet had already during 1990 undertaken to eliminate disparities on the grounds of gender and undertook to take the final step regarding the implementation thereof during 1992/93.

(a) Should funds be allocated for this purpose, payments in terms of such scales will commence during the course of the 1992/93 financial year.

(b) The scales which at present are applicable in respect of male teachers in the qualification categories concerned, will apply.

(2) As soon as funds have been allocated, I will make an announcement.

Universities/technikon: less money from State

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

(1) Whether any universities or technikons are to receive in respect of 1992 the full amount which they should receive under the formula-funding policy administered by his Department; if not, why not;

(2) whether any of these universities or technikons are to receive less money from the State in real terms in 1992 than they did in 1991 in terms of the amounts determined by his Department; if so, which of these institutions;

(3) whether he will make a statement on the matter? B53E

The MINISTER OF NATIONAL EDUCATION:

Since the Minister of Finance has not submitted the Draft Budget Bill for the 1992/93 financial year to Parliament yet, the figures are not presently available.

- (1) Lapses.
- (2) Lapses.
- (3) Lapses.

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply—and whilst I am fully aware of the fact that the hon the Minister of Finance still has to deliver the Budget on 18 March—is it not perfectly true that each university has already been informed of the amount of money it will receive for the 1992 calendar year, and that the hon the Minister certainly could answer part 1 of this question without referring to any statistics, and certainly, if he chose, could make a statement on what the universities and technikons have already been told they will be receiving this year?

The MINISTER: Mr Chairman, provisional figures have been given to the various universities to allow them to get their planning in order for the new year, but these figures have not been made public and cannot be made public until such time as they are disclosed in the budget.

Mr R M BURROWS: Mr Chairman, further arising from the hon the Minister's reply, is it not correct that a number of universities and technikons have had a reduction, in real terms, of the amounts that they received in the 1991-92 year, and that the cash-strapped universities and technikons have been placed in an enormously difficult position because of this hon Minister's policy of not supplying the subsidy formula that he should, in fact, be supplying?

The MINISTER: Mr Chairman, I will reply to the hon member's question after the publication is released.

Discussion document: consultation with organisations

*3. Mr A GERBER asked the Minister of National Education:†

- (1) Whether the drafters of a certain discussion document, the name of which has been furnished to the Minister's Department for the purpose of his reply, consulted beforehand with any representatives from within and outside formal education; if so, (a) what organisations within and outside formal education were consulted with and (b) what is the name of this document;

- (2) whether the drafters of the document were approached by these organisations; if not, on what basis was it decided to consult with the organisations concerned

and to exclude others; if so, what are the relevant details;

- (3) whether the Government formally or informally gave instructions that certain organisations had to be consulted with?

B56E

†The MINISTER OF NATIONAL EDUCATION: Mr Chairman, this is a reply to a question of the hon member for Brits. I do not notice him here in the House but I reply regardless of this. [Interjections.]

- (1) The drafters of the relevant discussion document consulted beforehand with representatives from within formal education, including the organised teaching profession, as well as experts from within and outside formal education. In the case of experts, consultation was in the light of their personal expertise and they were not seen as representative of any organisation. Representatives were consulted in accordance with existing legislation in terms of which there are structures for advising the Minister of National Education in the process of developing general policy. Representation involved the various education departments, including those of the self-governing territories, the organized teaching profession, universities and technikons. Organisations with which I am aware that experts have ties include Anglo American, the English Academy of Southern Africa, the HSRC, the Independent Schools Council, Priset, the SA Akademie vir Kuns en Wetenskap and the SA Agricultural Union.

- (a) The initiative leading to the relevant document was taken by the Committee of Heads of Education Departments (CHED). They in turn instituted the broadly based advisory committee known as Copap—the Committee for Pre-tertiary Academic Policy. This committee assisted CHED in the development of the above-mentioned discussion document. Copap recommended that institution of Framework Committees according to the various subject fields. In terms of the demands of the various subject fields these committees in turn evaluated and provided feedback on the proposals.

continued

developed by Copap. The reconstitution of Framework Committees will be considered by the CHED on finalisation of the above-mentioned discussion document. In accordance with existing legislation the South African Council for Education also advised the Minister of National Education on the relevant discussion document.

- (b) The name of the relevant document is A Curriculum Model for Education in South Africa.

- (2) The involvement of organisations which are represented in the various bodies involved in the development of the Curriculum Model can be attributed to existing legislation regarding advisory structures for the development of general policy. It is not as a result of the fact that they approached the persons who drafted the document. With the release of the Curriculum Model in the form of a discussion document it is hoped to extend the involvement already achieved as far as possible.

- (3) No.

ANC: members entertained by NI

*4. Mr A GERBER asked the Minister of the National Intelligence Service:†

- (1) Whether he will furnish information on whether the top structure of the National Intelligence Service has met and entertained senior members of the ANC since this organisation was declared legal; if not, why not; if so, (a) where, (b) when and (c) for what purpose, did they meet and entertain them;
- (2) whether he will make a statement on the matter?

B57E

†The MINISTER OF THE NATIONAL INTELLIGENCE SERVICE:

- (1) and (2)

Yes; Members of the National Intelligence Service (NIS) meet and have discussions with many people over the full relevant intelligence spectrum and vocation all over the world, in

the execution of its statutory task, in order to practise security intelligence

It would be out of place and discourteous to disclose to or enter into details of such discussions.

I am prepared according to tradition to discuss with concerned colleagues the meaning and ambit of the Service's activities over a cup of tea.

Rapid rail transit system: Johannesburg

*5. Mr P G SOAL asked the Minister of Transport:

Whether, with reference to his reply to Question No 106 of 2 March 1988, a decision has been taken on the introduction of a rapid rail transit system for Johannesburg; if not, why not; if so, what was the decision?

B69E

The MINISTER OF TRANSPORT:

No. This decision will be taken by the relevant local authorities after research regarding the financial aspects surrounding the implementation of a rapid rail transit system has been undertaken.

However, the feasibility study regarding the implementation of a mass transportation system undertaken by the Department of Transport is already available and recommends *inter alia* the planning and implementation of a partial light railway system to be done on the premise of the finding that the road network in the central area will reach saturation over the medium term.

It is also recommended in the report that the existing public transport system be utilised maximally over the short term. This will result in existing rail, bus and combi-taxi services being continually rationalised.

SAP: increase in number

*6. Mr P G SOAL asked the Minister of Law and Order:

- (1) With reference to the reply to Question No 2 on 4 June 1991, (a) what was the total net increase in the number of policemen in the South African Police Force in 1991 and (b) (i) how many are still in training and (ii) in respect of what date is this information furnished;

Cont in ->

We need true blue South Africans

STAR 2012/92

~~SA~~ S3 ~~SA~~

"Managing in the new South Africa calls for different thinking," says Dr George Lindeque, Eskom's Executive director of Human Resources.

"Our colonial past has made us create blue-collar and white-collar workers. What we forget is that Eskom has R40 billion worth of assets lying all over the country that must be manned by those people some of us look down upon because they have dirty fingernails.

"We have downgraded the artisan profession. But it is those people our country needs more than ever. And that skills base

can best be drawn from the large black population.

"How, though, can we expect black people to aspire to become technically skilled artisans when we've actually implied to the white man that if he can't make it to university or the technikon he'll have to make do with being an artisan?"

"We have to uplift the status of the artisan."

One of the ways in which Eskom is placing renewed pride into this profession is with its recent development programme.

Ten candidates were selected countrywide to gain technical skills from the world's leading exporters of technology, Germany.

Once they are back in South Africa after their three-year stint — with the coveted title of Master Craftsman — they will become trainers to uplift the technical standards to the levels of Eskom has set for itself.

As Dr Lindeque says: "Germans have quality in their veins. They'll help us compete on a First World basis."

Open college demands SRC

53

THE Students' Representative Council of the closed East Rand College of Education has called for it to be unconditionally reopened immediately.

SRC president Mr Phora Mpholo said students demanded the immediate resignation of the rector, the removal of police from the campus and the reopening of the college as soon as possible. *Sowetan 20/2/92*

He said: "The rector failed to address our grievances. We are against the employment of incompetent white lecturers, his failure to give financial reports to sponsors and to address the high failure rate. He must also stop victimising black staffers."

There are currently four colleges of education where effective learning and teaching have collapsed for a number of reasons.

The others are Kathorus College in Kattlehong, Setotlwane College in Lebowa and the Cape College.

More freedom for colleges

INDIVIDUAL colleges of education would have greater managerial freedom and would be responsible for their own future direction, Education and Culture Minister Piet Marais said at the weekend.

Speaking at the inauguration of a new education college campus for further training in Pretoria, Marais said colleges would also determine their own admission policies.

Financing was still a problem area in the administration of colleges.

However, a set of approved treasury regulations would represent a dramatic step forward in the managerial autonomy of colleges.

Over the past four or five years there had been a decline in the number of students and this had led to rationalisation, loss of personnel and the closure of some institutions, he said.

Government appreciated the trauma associated with closures, but ahead was a new era in which colleges would flourish, Marais said.

He believed the remaining institu-

tions would be lean and fit enough to survive in the competitive environment ahead.

Marais said there was no doubt that the "vast task" of retraining teachers would have to be done extremely cost effectively.

"The need for teachers predicates teachers will have to be upgraded while they remain in their classrooms," he said.

Distance education formed at the very least a significant part of the solution, he added.

On the plan to scale down government control over schools — a reference to the model C school plan announced last week — Marais said the reduction of government spending would result in a less favourable personnel provision in the schools.

He did not doubt, however, that educators would maintain existing standards and ongoing upgrading would result in even greater professionalism.

Violence in township rages on

SEVERAL people died at the weekend in unabated violence around the country.

At least three people were killed in Empangeni's Esikhawini township on Saturday night, the ANC reported. KwaZulu police have confirmed the killings.

Earlier, all political meetings in Esikhawini had been banned, but the ANC said IFP supporters arrived in busloads.

KwaZulu police said the Inkatha meeting was a memorial service.

The ban on rallies came after 12 people were killed in Esikhawini last Sunday.

ANC northern Natal chairman Aaron Ndlovu has tried to get ANC president Nelson Mandela to ask for

police and army reinforcements.

In Soweto, gunmen wounded three policemen at Moroka police station on Friday night. The PAC military wing Apla admitted responsibility.

In Meadowlands, Soweto, attackers hurled a handgrenade at mourners on Saturday afternoon, killing a woman and wounding four others, police said. The ANC said 11 people were injured.

In Cape Town four men were shot dead and three injured in two separate incidents in Khayelitsha.

Police confirmed the deaths and said a criminal element seemed to be taking advantage of the taxi war.

In the nearby squatter settlement three alleged robbers shot and wounded three men. — Sapa.

African unions 'more free' now

DIRK HARTFORD

DEMOCRATISATION in Africa is transforming the nature of the trade union movement on the continent, according to the head of the International Confederation of Free Trade Unions' (ICFTU's) Africa desk, Andrew Kailembo.

He said wherever there had been one-party structures governments had tried to control the trade union movement because they saw unions as capable of forming a strong opposition.

But with democratisation, African trade unions were "finding new independence and flourishing," he said.

The ICFTU, which represented 102-million unionists in 101 countries, had six new African affiliates and expected more. Zambian, Zimbabwean and Tanzanian trade unions were asserting themselves more vigorously now, he said.

On the downside, he said unions in some countries were fragmenting, often along party-political lines.

In Zaire there were 50 unions, while in Angola there were over 50 unions in Luanda alone.

Kailembo said disaffiliation from party politics and unity between workers was the way to build strong and independent union movements. He added new unions were joining the ICFTU from former Soviet countries, Poland and Czechoslovakia.

Kailembo was part of a six-man ICFTU delegation which visited Namibia last week. The Namibian trade union federation NUNW recently disaffiliated from the World Federation of Trade Unions — the ICFTU's main international rival — but has not affiliated to the ICFTU.

Demystifying basic financial concepts

103 (100) (53)
B / Day 28/2/92
FINANCIAL training forms an important part in three of Mast Holdings' divisions.

Chairman Stephen Dallamore says Mast feels strongly about offering financial training, as businesses geared for the future should be totally confident with all aspects of financial management.

A problem in most companies is that people move through the ranks over the years and find themselves in middle management positions without any knowledge of basic financial management.

Mast offers off-the-shelf and tailor-made programmes to address these problems and improve competence and efficiency in the workplace.

Some of its numerous courses include finance for non-financial managers, an introduction to budgeting, the use of working capital, discounted cashflows and how business works.

Dallamore says it is important to understand the make-up of profit and the benefit of cash in a business, and Mast's orientation is to put simple concepts into practice.

"Many sales and administration people do not understand the ramifications of discounts and margin on cost of sales.

"Our aim is to demystify these concepts," he says.

Finance training consultant Elmare Maurin says the courses are aimed at non-financial people.

Most of the training is done at the companies, involving courses from one or two days up to 10 days.

Courses are often used by companies where people have come up through the ranks into a middle management position, she said.

Courses are initially basic and include understanding income statements, balance sheets and ratio analysis.

These are followed up by courses on topics such as basic budgeting, managing working capital and cost analysis.

Maurin says there are obvious synergies with Mast Video Training in that its material is often used in the various finance courses.

If companies are interested in financial training but indicate there is not enough time for the course, they are often referred to Lexpress, where employees can receive computer-based training.

Mast company MaST SA also holds open courses of a generic nature every month for two days.

Maurin says courses held in companies are tailor made.

Major expansion is a top priority for Mast

MAST Holdings chairman Stephen Dallamore intends to double the size of the group soon.

Mast, which is involved in training, education and knowledge businesses, will look to doing this through an acquisition fitting in with its product strategy, says Dallamore.

Mast, whose subsidiaries include training company MaST SA, Mast Video Training (MVT), technology-based training company Lexpress Data, magazine subscription company Universitas and time planning division Time Systems, is not purely involved in education and training, but rather in the knowledge business.

This broadens its range of interest to include books and magazines.

Mast has cash resources of over R5m, so it is well poised to make a large acquisition.

Dallamore says it is a

cash rich business, with no borrowings and no debt, so it is poised to make a major acquisition in the knowledge area.

Whatever it buys, Mast is well placed in the areas of training and knowledge.

Financial director Richard McBride says Mast is in the right business, as training is a huge growth area in SA.

"We can offer hi-tech business solutions to schools' training level or from basic literacy to top management, or from training at one's own pace to mass training," he says.

In many training situations, MaST SA will give stand-up training, which will often be followed by video support systems — rented or bought — through MVT or Lexpress Data.

In the case of its Time Systems division, time management training on video can be combined with

the group's time management system.

Many companies have begun to use Mast as a training arm, as opposed to traditional in-house training divisions.

This helped Mast to establish long-term relationships with clients where a training strategy is implemented over a number of years.

Strategic

Apart from training, Mast's strategic move into knowledge business provides synergies between the group's data bases in Time Systems, Universitas and MVT.

While an acquisition is a priority for the group, McBride says Mast has also identified opportunities in Africa, where MVT is already represented in certain areas.

Although Mast is poised for growth into Africa, he

says the local market is still largely untapped.

Organisations need to allocate more funds to training, even in tight times.

"We have spent a lot of time, effort and money branding the Mast name.

"We wish to be seen as a powerhouse of knowledge with the best product and people to spearhead the upgrading of people and their businesses."

Other options open to the group include internal opportunities and the development of local products.

MVT is in the process of negotiating a series of local training videos which will feature Pieter Dirk Uys.

The trend towards screen-based training and education, further influenced by the fact that the skills shortage in SA can not be solved by traditional methods, is important for MVT and Lexpress Data.

Mast would also like to become more involved in exports and overseas expansion.

An important opportunity is joint ventures which could involve the export of Mast's know-how.

Dallamore says Mast intends to distance itself from its competitors through its strong product base, its innovative approach and attention to the requirements of the new SA.

Blouay 28/2/92

(20) (14) (11) (53)

Business Day

81 Day 28/2/91

SURVEY

(S1) (P99) (D49) (S3)
Mast Holdings, a group involved in
training, education and business
knowledge, is poised to make an
acquisition in the knowledge area.
While acquisition is a priority, this
cash rich group has also identified
significant growth opportunities in
Africa. MARCIA KLEIN reports.



STEPHEN DALLAMORE

3. Mrs Marina Maponya
4. Mr A Narotam
5. Prof. K S Naidoo
6. Dr Sam Motsuencyane
7. Dr P N Gounder
8. Dr Ivy Maisepe
9. Prof. M Shear
10. Prof. R van der Ross.

Representations for new council: University of Durban-Westville

*3. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether any representations were made by the University of Durban-Westville to (a) his Department and/or (b) any related Department concerning the appointment of a new council for the said university; if so, (i) to whom and (ii) by whom were these representations made;
- (2) whether he will make a statement on the matter?

D87E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Yes. Formal representations were made to amend the existing legislation governing the appointment of a new council for the University of Durban-Westville. This matter is at present receiving the attention of the State Law Advisers.

(b) Yes.

- (i) Initially discussions were held with the Chairman of the Ministers' Council and, thereafter, with the Ministers' Council.
- (ii) The University of Durban Westville.

(2) No.

Stone Committee: M L Sultan Technikon

*4. Mr M RAJAB asked the Minister of Education and Culture:

HOUSE OF DELEGATES

- (1) What were the recommendations of the Stone Committee of Inquiry relating to the M L Sultan Technikon;
- (2) whether these recommendations have been implemented; if not, why not; if so, to what extent?

D88E

The MINISTER OF EDUCATION AND CULTURE:

(1) The recommendations dealt with:

- (1) Formulation of a code of conduct for Council members.

* (2) The President's term of office should be restricted to 2 years.

(3) The involvement of certain Council members for apparent personal gain to be investigated.

* (4) Review necessary for Council Sub-Committees.

(5) Fill post of Registrar.

(6) Rector's leadership qualities, staff relations and delegation of duties to be addressed.

(7) Staff Associations should not be given representations on the Council but possibly observer status.

(8) Disciplinary Sub-Committee be redesignated: Disciplinary and Staff Appeals Committee.

(9) Conditions of Service be updated and made available to all staff members.

(10) Uniform policy be established for remuneration in acting appointments.

* (11) Salaries be determined in consultation with the Committee of Technikon Principals and the Minister of National Education.

* (12) Salaries of all staff be determined nationally.

(13) Litigation should be as a last resort, if unavoidable.

(14) Management to take back control of the Students' Residence.

* (15) Steps be taken to close down students' residence or consider privatization.

(16) Rationalization of courses within the local Technikon.

* (17) Greater emphasis be placed on financial management and control.

(18) Tender procedures be updated to avoid possible fraudulent acts.

(19) Apparent irregular purchases made by Mr Y A Lockhat be looked into.

(20) Council to recover unpaid cafeteria rental.

(21) Mr Y A Lockhat's role in the award of security services be investigated.

(22) There be no further delay in finalizing Mr K R Singh's claim for compensation in lieu of leave.

(23) Mr Y A Lockhat's proposal for change of Insurance Brokers is a "blatant instance of vested interests".

(24) Consideration to be given to the "authority" Mr Y A Lockhat assumed in not complying with tender procedures.

(25) Stock irregularities—Council to establish from S.A.P. whether the case is to be pursued, if not disciplinary action to be taken against the two employees.

(26) Irregularities in the Finance Division and disciplinary hearing should be held.

(27) Council to invoke Deferred Compensation Scheme of the past Registrar (Mr R Jagath).

(28) Minister reconsider the appointment of certain council members involved in investment of Technikon monies—practice be discontinued.

(29) Mr Y A Lockhat to channel all staff matters via the correct channels and conditions of employment of Mr D McCash "unilaterally" recruited by Mr Y A Lockhat be placed before Council.

(30) The proposed Code of Conduct to preclude any Councillor or official to influence staff appointments.

(31) Mr H Seedat exceeded his authority in granting concessions to profit-making organizations for hire of the Technikon Hall.

(32) Technikon labour used by Mr U P Hargovan be recovered. Mr S Naidoo to be requested to appear before a disciplinary hearing for condoning the use of labour and the Minister of Education and Culture to give consideration whether Mr U P Hargovan is a fit person to serve on the Council.

(33) Council should declare its attitude towards matters that can be construed as being vested interests of members when considering the Code of Conduct.

* (34) House of Delegates to investigate salary packages of Rector and Vice-Rector and review payment of motorcar allowances and free transport.

(2) The Stone Committee made 34 recommendations. Consensus between the Department and the Technikon has been reached on 27 recommendations and are being followed up. Seven recommendations (*vide* numbers with asterisks) are being pursued).

Areas that we are pursuing are these:

- Council will use its discretion at the annual general meeting regarding the President's term of office;
- consideration is being given by management to recommendation (4);
- council appointed Mr Trysman (council member) to look into salary structures and report to the Minister;
- the technikon decided that its management would run the students' residence. Catering services were privatized in January 1992;
- Recommendation (17) is being attended to by the management and finance committee;
- the Minister has determined guidelines for the payment of the Rector's salary to be commensurate with that of the Chief Director.

HOUSE OF DELEGATES

tor attached to the Public Service. The Vice-Rector's salary is to be paid in terms of national policy (NATED 02-142 report). Guidelines in respect of the motor financing scheme applicable to the Public Service were handed to the council for the technician's use.

53

Mr T PALAN: Mr Chairman, arising out of the hon the Minister's reply, was there any recommendation from the Stone Committee in respect of the auditors who were unable to detect stock theft and pinpoint accountability for certain moneys which had been collected but were not banked in good time?

The MINISTER: Mr Chairman, I have read the recommendations of the Stone Committee. Other aspects which were brought to the committee's attention were side issues as far as they were concerned, because the accounting firm gave a good account of what it had done about these matters and with the evidence placed before it. If the hon member would like to have a specific answer to his question, I should like to have it in writing, so that I can have it researched and can send him the relevant information.

The CHAIRMAN OF THE HOUSE: Order! The time allotted for questions has expired. The answers to the remaining questions will be published in Hansard.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Undertakings to shop tenants

*5. The LEADER OF THE OFFICIAL OPPOSITION asked the Minister of Housing:

- (1) Whether any undertakings were given by his predecessors to tenants of shops under the control of the Administration: House of Delegates that their premises would be sold to them; if so,
- (2) whether this is still the policy of his Department; if not, (a) why not and (b) what policy is being following in this regard; if so, what steps is he taking to fulfil the above undertakings?

D93E

The MINISTER OF HOUSING:

- (1) From records held by the Administration it would appear that certain intimations in

(iii) The Oaklands project which was planned by the Pinetown Municipality as a 403 unit housing project was not proceeded with because the residents were most reluctant to be relocated and furthermore the site could not be connected to the sewerage disposal works. The Local Authority has now gained approval to develop the site as a multi-racial project.

(b) The Birchwood Park project was completed in 1990.

For written reply:

General Affairs:

Budget: percentage spent on salaries

18. Mr M RAJAB asked the Minister of the Budget and Auxiliary Services:

What percentage of the budget of the House of Delegates was spent on salaries and salary-related expenditure in each of the latest specified three years for which figures are available?

D74E

The MINISTER OF THE BUDGET AND AUXILIARY SERVICES:

| | | |
|---------|---|--|
| (1) Yes | (a) | (b) |
| | Chairman: Minister's Council | R8 727,08 p.m. plus actual expenditure on municipal services and rates and taxes |
| | Minister of Health Services and Welfare | R8 377,08 p.m. plus actual expenditure on municipal services and rates and taxes |

| | |
|---|--|
| Minister of Local Government and of the Budget and Auxiliary Services | R8 377,08 p.m. plus actual expenditure on municipal services and rates and taxes |
| Minister of Education and Culture | R8 727,08 p.m. plus actual expenditure on municipal services and rates and taxes |
| Deputy Minister of Housing | R6 456,15 p.m. plus actual expenditure on municipal services and rates and taxes |

Tax are deducted from all the amounts payable under (b).

(3) The State does not own sufficient residences to accommodate all political office-bearers. Members of the Ministers' Council of the House of Delegates are entitled to furnished official residences in both Cape Town and Durban. Should office-bearers choose to reside in their private residences the Department of Public Works will, subject to certain conditions, compensate office-bearers for the use of their private residence as official residences. Such compensation is made up of a basic rental for the use of the residence, compensation for general maintenance, use of own furniture, cleaning and gardening services, as well as actual expenditure on municipal services and rates and taxes. The compensation is paid throughout the year as State-owned residences are continuously at the disposal of office-bearers.

The MINISTER OF FINANCE:

(1) (a) ± 20 700 according to the report of the curators;

(b) and (c)

The investments were invested by Masterbond Participation Bond Trust Managers (Pty) Ltd which acted as agent in participation bonds, debentures, the money market and syndicated property projects. (The company is not a registered financial institution.)

Participation bonds Million
Short-term debentures R70,1
Money market R400,5
Property syndication R26,8
R96,9

| Form No. | Name of Form | Intervals |
|----------|---|------------|
| DI 100 | Balance sheet | Monthly |
| DI 110 | Off-balance sheet activities | Monthly |
| DI 120 | Asset-backed securitisation | Annually |
| DI 130 | Return regarding investments and interests held | Annually |
| DI 140 | Return of shareholders of DI or controlling company | Annually |
| DI 200 | Income statement | Monthly |
| DI 210 | Analysis of net non-trading income and reserve transfers | Biannually |
| DI 300 | Liquidity risk—maturity ladder | Monthly |
| DI 310 | Minimum reserve balance and liquid assets | Monthly |
| DI 400 | Capital adequacy | Quarterly |
| DI 410 | Interest rate risk | Monthly |
| DI 420 | Price risk | Monthly |
| DI 430 | Trading risk | Monthly |
| DI 500 | Credit risk | Quarterly |
| DI 505 | Reporting of large exposure | necessary |
| DI 510 | Large exposures | Quarterly |
| DI 520 | Assets bought in | Annually |
| DI 600 | Currency risk | Monthly |
| DI 700 | Restriction on investments, loans and advances | Annually |
| DI 900 | Institutional and maturity breakdown of liabilities and assets | Monthly |
| DI 910 | Institutional breakdown of issuers of and transactions in selected assets | Monthly |
| DI 920 | Analysis of instalment sale and leasing transactions | Quarterly |

(3) (a) and (b)
Registered deposit-taking institutions (formerly referred to as banks and building societies) are statutorily in terms of the Deposit-taking Institutions Act, 1990, and Regulations made in terms thereof, compelled to submit the following statutory returns at the stipulated periods and in respect of the following matters and risks indicated in the table hereunder, to the Registrar of Deposit-taking Institutions:

Return
Form No. Name of Form Intervals
DI 099 Declaration in respect of statutory returns submitted Monthly

HOUSE OF ASSEMBLY

Return
Form No. Name of Form Intervals

DI 930 Interest rates on deposits, loans and advances at month end Monthly

The information provided to the Bank Supervision Department of the South African Reserve Bank in these returns conforms *inter alia* to the guidelines and standards of the Bank for International Settlements in Basel, Switzerland, which lays down international standards for supervision of banks and in certain cases the risk management orientation is more advanced than the rest of the world's bank supervision authorities.

Total expenditure on health

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

(1) What was the total expenditure on health by the State for the period 1 April 1990 to 31 March 1991;

(2) what is the estimated total expenditure for the period 1 April 1991 to 31 March 1992?

The MINISTER OF NATIONAL HEALTH: B224E

(1) R7 036 906 378

No particulars were received from the Lebowa Government;

(2) R7 997 164 990

No particulars were received from the Lebowa Government.

Own Affairs:

White schoolchildren: number enrolled at Government schools

22. Dr W J SNYMAN asked the Minister of Education and Culture:

How many White schoolchildren were enrolled at Government schools for the White population group in each year from 1960 to 1992?

The MINISTER OF EDUCATION AND CULTURE:

1985: 938 214
1986: 926 415
1987: 911 439

1987: 901 359
1988: 891 933
1990: 884 119
1991: 879 478

The figures are in respect of public ordinary schools. The pupil enrolment for 1991 is preliminary, while those for 1992 will only be available after 10 April 1992. The information is provided from the SANEP information system for education statistics which has been in operation since 1985. Prior to 1985, education statistics were collected by the Central Statistics Service and are not available in the required format.

Lecturer/student ratio

27. Mr R M BURROWS asked the Minister of Education and Culture:

(a) How many (i) students and (ii) lecturers are there at each of the colleges of education falling under his control and (b) what is the applicable lecturer/student ratio for each such college?

The MINISTER OF EDUCATION AND CULTURE:

| Residential Colleges | (a)(i) | (a)(ii) | (b) |
|--------------------------------------|--------|---------|--------|
| Bolandse Onderwyskollege | 417 | 51 | 1:8,2 |
| Cape Town College of Education | 372 | 43 | 1:8,7 |
| Port Elizabeth College of Education# | 140 | 26 | 1:5,4 |
| Edgewood College of Education | 628 | 76 | 1:8,3 |
| Durban College of Education | 206 | 53 | 1:3,9 |
| Bloemfonteinse Onderwyskollege | 294 | 41 | 1:7,2 |
| Johannesburg College of Education | 1 172 | 102 | 1:11,5 |
| Pretoria College of Education* | 150 | 19 | 1:7,9 |
| Goudstadse Onderwyskollege* | 227 | 36 | 1:6,3 |
| Onderwyskollege Pretoria | 1 380 | 114 | 1:12,1 |
| Potchefstroomse Onderwyskollege | 628 | 65 | 1:9,7 |

* Close at the end of 1992.

Closes at the end of 1993.

HOUSE OF ASSEMBLY

Places in colleges of education

28. Mr R M BURROWS asked the Minister of Education and Culture: **(53)**

- (1) Whether all student places in colleges of education falling under the control of his Department are filled; if so, how many such places are there; if not, (a) how many places are vacant and (b) why are they vacant;
- (2) whether any arrangements have been made with any other departments of education for the utilization of any colleges of education, or parts thereof, falling under the control of his Department; if so, what arrangements?

B245E
The MINISTER OF EDUCATION AND CULTURE:

(1) No,

(a) 4 679,

(b) because the college sector is still in the process of rationalisation, the student quota has been reduced and a number of prospective students did not comply with the admission requirements;

(2) no, but the following agreements have been reached for the training of students of other departments

— Edgewood College of Education and the Natal College of Education with the Department of Education and Culture of Kwazulu and the Natal College of Education with the Department of

Education and Culture of the House of Representatives. **(53)**

— Johannesburg College of Education with the Department of Education and Training.

A request from the government of KwaNgwane is being considered.

School/tuition fees: compulsory collection

31. Mr R M BURROWS asked the Minister of Education and Culture: **(53)**

(1) Whether, with reference to the reply to Question No 3 on 26 February 1991, his Department is taking steps to make the collection of school and/or tuition fees compulsory; if so, what steps; if not, why not;

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

B274E

The MINISTER OF EDUCATION AND CULTURE:

- (1) No, although compulsory tuition fees are regarded as a possible alternative source of education finance, it is not being considered for the immediate future. As indicated on 26 February 1991, the financing of education is one of the aspects of the education renewal strategy that is presently being investigated. Should a school change to a state-aided school (Model C) in terms of the recently announced education plan, the governing body of such a school will have the authority to levy compulsory school fees;
- (2) no.

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Microflight aircraft: accidents

5. Mr M RAJAB asked the Minister of Transport:

(a) How many accidents involving microflight aircraft occurred in 1989, 1990 and 1991, respectively, (b) how many persons were killed as a result of such accidents in each of the above years and (c)(i) how many of these accidents have been investigated fully by his Department and (ii) in respect of what date is this information furnished?

D23E

The MINISTER OF TRANSPORT:

(a) The following number of accidents involving microflight aircraft was reported to the Aero Club of South Africa, the control body of aviation sport, during the periods mentioned:

(i) 1988-09-22 to 1989-08-31—17 accidents;

(ii) 1989-09-01 to 1990-12-31—30 accidents; and

(iii) 1991-01-01 to 1991-12-31—30 accidents.

It must be emphasized that damage in non-fatal accidents are usually of minor nature, and all accidents are therefore not always reported.

(b) In 1989 three (3) people died as a result of microflight aircraft accidents, in 1990 one (1), and in 1991 four (4).

(c) (i) As a rule the Department of Transport investigates only accidents involving fatalities or structural failure of microflight aircraft. As a consequence seven (7) accidents out of the total of 77 accidents mentioned in (a) were investigated during the period 1988-09-22 to 1991-12-31.

(ii) This information reflects the position as at 19 February 1992.

Miners killed/injured

6. Mr M RAJAB asked the Minister of Mineral and Energy Affairs: **(2)**

(a) How many miners were (i) killed and (ii) injured in accidents in (aa) gold, (bb) silver, (cc) coal and (dd) other mines during the latest specified period of 12 months for which figures are available and (b) what are the names of the mines involved?

D24E

The MINISTER OF MINERAL AND ENERGY AFFAIRS:

Reply bound in Annexures of House—see M/150-1992.

College suspends classes

Sowetan
5/3/92 (53)

THE Department of Education and Training has suspended lectures indefinitely at the Transvaal College of Education in Soshanguve after students embarked on a series of class boycotts.

Despite the "intensive attention" given by authorities to the students' representative council's demands, students continued with boycotts, the chairman of the college council, Mr Job Schoeman, said.

"At a meeting held yesterday the students continued with the boycott. Most of them left after we held a meeting with them," Schoeman said.

Meanwhile, students at the Soweto campus of Vista University yesterday continued their lecture boycott which started on Monday. They were demonstrating against the "forced resignation" of a black lecturer.

They embarked on a sit-in and disrupted administration activities.

Yesterday they broke into the campus, loitered and danced in the grounds as all lecture rooms and other

By PHANGISILE MTSHALI

facilities were locked.

The campus' SRC president, Mr Dumisani Bhengu, said students were protesting against the forced resignation of an education lecturer, Mr Neo Raikane.

"Our lecturer has been forced to resign because of false allegations by the university," he said.

"We are also protesting against the exclusion of students whose fees are outstanding. They were given a deadline of February 21. Despite our recommendations for an extension to month-end, our suggestion was declined."

"The university management has supported and reinforced the campus director's statement that the person resigned of his own accord," public relations officer Mr Gerrie Hartman said.

"Academic programmes will resume as soon as the students decide to return to classes."



R14-m boost for education

Sowetan 6/3/92

53
Sowetan Correspondent

SUPPORT programmes for disadvantaged students at 16 South African universities and technikons are to get nearly R14 million from the Independent Development Trust.

The IDT has also guaranteed a similar amount for 1993 and 1994, subject to an evaluation of what is achieved by the programmes.

The money will go to the institutions' academic support and development programmes.

The universities and technikons will be evaluated to see to what extent their support programmes have been integrated into the institution, as opposed to the bridging courses of earlier years.

The IDT said it was allocating the money against a background of continuing high failure rates among black undergraduates at South African tertiary institutions.

For example, last year more than 600 black students at the University of the Witwatersrand failed.

This was 27 percent of black undergraduates, compared to nine percent of whites, 16 percent of Indians and 18 percent of coloureds, the IDT said.

Peninsula Technikon registrar Mr Nico van Oordt said the money would be used to eradicate the backlog his students suffered as a result of the education system.

SRC demands dismissal of divide and rule principal

New Nation (Learning Nation) 6/3 - 12/3/92



SEKHUKHUNE Education College students are demanding the immediate dismissal of rector M Kgopa if he fails to meet demands to reverse changes to the admissions policy.

The students are accusing the rector of changing the decision of the admissions committee and applying a divide-and-rule strategy.

Research

According to the Students' Representative Council (SRC) president, D Maphoso, students were

allegedly failed without reason.

"This is based on research conducted by the SRC after checking the scripts," he said.

Investigating

A commission of inquiry composed of the SRC, lecturing staff, South African Students' Congress, the Pan African Students' Organisations and the Azanian Students' Convention was investigating last year's alleged examination irregularities.

The organisations are demanding that the students who failed to write examinations be given a special test. They demand that an estimated 240 students who were excluded, be admitted if there was accommodation.

A memorandum with these demands was presented to the management committee two weeks ago. The committee had not reacted to NEW NATION enquiries on the memorandum at the time of going to press.

Open college, demand students

By MONWABISI
NOMADOLO

STUDENTS have called for the reopening of the East Rand College of Education in KwaThema, closed three weeks ago after they chased the rector away.

College SRC president Phori Ishmael Mpholo has accused the DET of being insensitive to the demands of students.

This week students occupied the campus in protest against the closure.

The closure is a sequel to student demands that the rector, Dr H Gericke, be replaced.

"We have even compromised this demand.

The removal of the rector is no longer a precondition for the reopening of the college. We can settle the matter while teaching goes on," he said.

"We cannot let 990 students suffer because of one man. We have only been taught for two weeks this year."

But although most students agree that the rector is unpopular, they are divided over the issue.

Trouble at the college started last May when Gericke was evicted from the college. However, he returned early this year, only to be turned away

again.

In a memorandum sent to the DET last year, students had accused the rector of examination irregularities and disregarding students' academic desires. They said standards had deteriorated, and there was a decline in discipline and morality.

A DET spokesman, Kim McEvelly, said a committee of investigation appointed by the director-general to look into the allegations did not find fault with the rector.

He said a recommendation to reopen the college had already been sent to the Minister of Education and Training.

However, the committee report of which City Press has a copy, says the communication and management structures at the college "were not effectively utilised and this gave rise to the misunderstanding and mistrust leading to the eviction of the rector".

The report recommended that there should be "order and discipline in the administration and management of the college".

It added that there were "no legal grounds for the dismissal of the rector".

City Press 8/3/92

53

ays v

Learning doors shut

By THEMBA KHUMALO *8/3/92* (53)

ABOUT 7 000 students at six tertiary institutions in the PWV area went on indefinite class boycotts this week in protest against the exclusion of black students and the expulsion of black lecturers.

The affected institutions are Wits University, East Rand College of Education in Kwathema, Transvaal College of Education (TCE) in Soshanguve, Kathorus College of Education in Katlehong and Vista campuses in Daveyton and Soweto.

TCE council chairman Job Schoeman suspended lectures at the college this week after the students boycotted classes to protest against the transfer of Nontobeko Msingana, who was placed at a secondary school in Mamelodi last month.

About 600 Wits University students marched to the university headquarters to present a petition containing a list of grievances.

SRC vice-president Prince Mafojane said they were campaigning for the upgrading of tuition standards and against the exclusion of black students. They wanted the authorities to take into account students' different backgrounds.

Lectures at Kathorus were suspended indefinitely last month after a white teacher was set alight by a group of youths who were campaigning for the ousting of white teachers in black schools.

Vista students in Soweto and Daveyton boycotted classes for the whole week after a black lecturer was allegedly forced to resign and to highlight the "unfair exclusion" of students.

Soweto campus SRC president Dumisani Bhengu said they were protesting against the "forced resignation" of Neo Raikane, an education lecturer. He was forced to resign after university authorities made false allegations against him, Bhengu said.

However campus spokesman Gary Hartman said Raikane resigned of his own accord.

Daveyton SRC vice-president Siphon Shabalala said students had been on boycott since Wednesday when the authorities refused to take late registration fees from three students.

"We feel the authorities are insensitive to the our problems as black students," Shabalala said.

B
di
ta
N
w
as
ce
er
at
so
bl
er
ti
th
A
si
19
w
an
bl
Y
N
m
pr
of
in
ce
in
do
sb
bl
ac
ph
sic
Y
19
M

C

Closing colleges is 'aggravating education crisis'

Sowetan 9/3/92

53

THE recent closure of colleges of education by the Lebowa Department of Education and Training was a "further exacerbation of a situation which is already out of control" several organisations have said in a joint statement.

The Northern Transvaal regional structures, including the South African Students' Congress, National Education Crisis Committee and civic associations said in the statement the closures had been effected despite their serious attempts to save black education from collapse.

"The continued indifference by education authorities to this crisis can only play havoc with the situation and this will con-

tinue unless unilateral and undemocratic decision-making by the Department of Education in the region is boldly challenged.

"The pre-Codesa tendency of deploying security forces and the forceful closure of campuses smacks of cynicism and hypocrisy of the worst kind."

It remained the responsibility of the Government to provide education and basic facilities, they said.

The organisations demanded the reopening of closed colleges, the unbanning of students' representative councils and the democratisation of structures of control like college councils. - Sapa.

TLADI TECHNICAL was built in response to the country's ever increasing need for skilled artisans.

It was seen by many as an answer to the thousands of pupils who usually find themselves unemployable after passing matric.

About 20 percent of Tladi's 900 pupils are studying technical subjects.

These boys, who do bricklaying, woodworking, motor mechanics, welding, metal work and electronics literally spend half their school time at another institution, the Molapo Technical College.

Tladi does not have the facilities for practical work so it has to send its technical students to Molapo Tech daily for their practicals.

While the whole of Tladi Tech was struggling for a timetable for weeks, bricklaying and other technical pupils were chugging along happily with their syllabus.

"Molapo Tech didn't change its timetable from last year's. Right from the start of the year we were therefore expected to get down to work," Mr Sam Nakedi, who teaches bricklaying, said. "As a result we are on time with our syllabus."

Last year bricklaying pupils achieved a 100 percent pass. There were two pupils in the class, one with an A symbol and the other a B in the subject.

The two teachers of bricklaying, Nakedi and Mr Horatius Kamko, said that the size of their class had helped because the pupils could be given individual attention.

"They were good pupils who never

An oasis of sobriety in the skills desert

Southern 12/3/92



The Standard 8 bricklaying class with tutor Mr Sam Nakedi. The students are Moeketsi Chokolo, Rudolph Bolkhutso, Wilzen Ramahleka, Prince Nchaup and Abram Moeketsi.

missed a class and who enjoyed what they were doing," Kamko said.

Nakedi said Molapo staff was strict about attendance and this had also helped to draw out the good performance.

"Molapo does not accept a class without a teacher," he said.

"Once when I could not be in class I was asked to give a written explanation. The principal also demanded a medical certificate to prove that I was really off

sick."

The teachers said strict discipline at Molapo also required pupils to give written explanations when they were absent from school for three consecutive days.

Once when I could not be in class I was asked to give a written explanation. The principal also demanded a medical certificate to prove that I was really off sick.



College likely to re-open

New Nation (Learning Nation)

13/3-19/3/92 (53)

THE East Rand College near Springs, which was closed by the Department of Education and Training (DET) on February 14 because of "disruption of its activities" by students, is likely to be re-opened following an undertaking made by the college's student's representative council (SRC) to "allow back" rector Dr David Gericke.

Gericke was "dismissed" by the students on May 17 last year for allegedly insulting them and calling them "kaffirs".

But DET spokesperson Corrie Rademeyer insisted that Dr Gericke had "never lost his post" according to their records.

Return

Gericke confirmed that he had a meeting with the SRC's representatives in Springs last week to discuss the crisis caused by the closure of the college. He said that he was willing to return to the college as soon as the DET re-opened it.

The general secretary of the college's SRC, Jimmy Thosago, said the council had initially demanded to meet the minister of education Sam De Beer to inform him about their grievances.

"We were told that we were not entitled to

meet him since our problem was an internal issue," he explained.

Thosago said they were referred back to Gericke last Friday. The SRC team was then mandated to have talks with him.

They met early this month in Springs where an agreement for his re-instatement was reached "since we had no option", explained Thosago.

Grievances

"We made it clear to him that he must first address the memorandum of grievances we had drafted and ensure that we can return to classes within a short space of time.

"But, instead of responding to our crisis, he told us that he was still to meet the heads of his department to give them a chance to make a final decision. Since then he has not come back to us," Thosago said.

Gericke confirmed to NEW NATION that although he had made certain commitments during his meeting with the SRC, he was not allowed to open the school without consulting the DET.

Rademeyer said the DET was considering re-opening the college at a date still to be decided.

Vista students down pens (54)

MORE than 1 000 students at the Vista Soweto campus have boycotted lectures for two weeks in protest against a lecturer's dismissal. *CP/MS 15/3/92*

Boycotts were sparked by the announcement of the forced resignation of lecturer Neo Raikane, dismissed for allegedly not co-operating with staff, not preparing lectures and inefficiency.

Kicked out by Dr No heavies

2/10/92 15/3/92

By LULAMA LUTI (53) ~~53~~

FOUR Natal Technikon journalism students got a taste of ugly racism this week when apartheid put them in "their" place ... outside.

The four were kicked out of a meeting at Durban's Exhibition Centre which was addressed by CP leader Dr Andries Treurnicht.

The other black students in their class refused to go to the meeting, for fear of their lives.

According to one of the students, Nashreen Hoosen, they had gone to the meeting as part of their politics course. Said Ulay-

shia Sukha: "Our lecturer warned us not to resist if anything happened."

Nashreen said when they reached the hall they were greeted cautiously at the door and were given some CP pamphlets.

"When we went to find seats, a security guard wearing a CP tie barred our way and asked us to stand on the other side. He went away and came back with another man who asked us what we had come to do at the meeting," she said.

They produced their student cards and were told that there were enough members of the press

in the hall and that they had to leave. When they asked why, the second man said: "You should know that it is our policy not to allow" He did not finish his sentence.

Nashreen said one of his fellow white students came out and showed support, but there was very little he could do.

"I would do it again if assigned," Nashreen said.

Corrinne Steinbank said she would be choosy. "I wouldn't go to an AWB meeting but to a CP meeting, yes."

CO-OPERATIVE ...

Play it again, student told (43) (53)

A STUDENT at Venda's In-Service Training Centre claims the college administration has set a peculiar pre-requisite for his readmission - to repeat his first year, which he has already passed. Zhangani Vincent Namadodzi, 26, of Hamutoti location was expelled in 1989 following class boycotts at the college. Rector MS Mukhvhuli said Namadodzi had to repeat the year because the whole curriculum had been restructured.

15/11/91



DET re-opens two colleges

Sowetan 18/3/92

53

By PHANGISILE
MTSHALI

THE Department of Education and Training re-opened two of its four colleges of education yesterday which have been closed since the beginning of the year.

Classes resumed at the East Rand College in KwaThema, Springs, and

Mphohadi College near Kroonstad. The Transvaal College in Soshanguve, remained closed while the department tried to find suitable alternative premises for Kathorus College which used to be in Katlehong.

The East Rand College was closed this year after students renewed their

grievances against the rector who was subsequently seconded to head office last year.

The Transvaal College was officially closed after classes were disrupted by student boycotts in spite of negotiations.

"Disruption of classes at any educational institution are distressing because they

delay the learning processes of the students and they interrupt the continuity of lectures," Minister of Education and Training Mr Sam de Beer said on Monday.

"Formal closure of a college is viewed in a very serious light as it contradicts the values of education."



W/mom
29/3-26/3/92
53

EDUCATION and Training Minister Sam de Beer said activities would resume on Tuesday at Mphohadi College of Education in Kroonstad and the East Rand College of Education. The Transvaal College of Education in Soshanguve would stay closed until further notice.

Police rescue teachers as students protest

S3
SVU: Nation Learning Nation
POLICE evacuated white teachers from Isidingo College in Daveyton near Benoni last week as students shouted political slogans and toy-toyed in the schoolyard to voice their grievances. *20/3 - 26/3/92*

The class boycott which started last week, was sparked off by a rejection of students' demands that a quarter of school funds be allocated to the Students' Representative Council (SRC).

Students also demanded that the college administration provided them with an office from which they could run the activities of the student body and that they refund students R60, which was charged for books which have not been supplied.

SRC chairperson Sbusiso Ntuli said students were suspicious about the manner in which school funds were being administered. He said students were charged between R264 and R607 in school fees, and that they were promised a fully-equipped library at the beginning of the school-term this year. But two months later, work on the proposed library had not started.



PROTEST: Some of the pupils from Isidingo College in Daveyton who are unhappy at the administration of their school

Rector ⁽⁵³⁾ stays on at college

C/PRESS 22/3/92

By MONWABISI
NOMADLO

THE crisis-riddled East Rand College of Education in Kwa-Thema reopened this week after being closed for a month by the DET.

The college was shut down after students demanded the "unpopular" rector, Dr H Gericke, be replaced.

However, the DET insisted there were no legal grounds for his dismissal.

The decision to reopen the college came after discussions between the rector and the SRC.

The students backed down on their demand that Gericke be removed.

Gericke said this week the immediate concern would be to make up for lost time.

He promised to look into grievances forwarded to him.



TRAINING PANELBEATERS ... a Blackhawk system for straightening vehicle bodies after accidents has been installed at De Grendel Special School at Milnerton, where it is being used to train panelbeating students. At the installation were, from left, Edgar Messina, instructor from Harveys Equipment Company of Salt River, which supplied the unit; Tim Scarborough, managing director of Harveys; Jacques Hoffman, regional manager of Bosal Blackhawk; and (kneeling) Lenel Van Niekerk, principal of De Grendel

Schools training plan for panelbeaters get support

S/Times (CM) 22/3/92 (53)

HARVEYS Equipment Company of Cape Town, the leading automotive refinish distributor in the Western Cape with branches in Salt River, Parow and George, has thrown its weight behind the formation of a training trust which aims to supply panelbeating and spraypainting equipment to schools and training colleges teaching these subjects.

This is an extension of the already comprehensive training facilities of Harveys Equipment which, at its Salt River headquarters, provides in-depth theoretical training and "hands on" practical application.

Harveys' George branch also holds free training courses for teachers from schools and colleges.

The four trustees of the newly-formed Harveys Refinish Training Trust are: John van Niekerk, owner of Goodwood Body and Spray, a board member of the Goodwood Rotary Club, and a committee member of the Motor Industries Federation; Lenel van Nie-

kerk, principal of De Grendel Special School at Milnerton, and South Africa's leading authority on special education; Harveys' managing director Tim Scarborough; and sales director Mike Speck.

The trust's first project was the recent installation at De Grendel of a Blackhawk 1-Pull, 1-Anchoring System for straightening vehicle bodies after accidents, which will be used for training panelbeating students.

This is part of an ambitious project to supply similar equipment at three other establishments — Westcliffe School at Bellville, Van Kervel School at George and Oudtshoorn Technical College.

The total cost of the equipment would normally have been more than R100 000 — "but after a great deal of reasoning, pleading and aggressive lobbying we managed to get it at substantially reduced costs," said Mr Scarborough.

"We regard this as a great triumph

for training needs in the New South Africa, because training facilities at all levels of the automotive refinish trade in the country are few and far between.

"Since taking on the job of managing director of Harveys in 1982 I have steadily built up our relationship with the schools, technical schools and colleges which provide training for our trade.

"During 1991 we spent over R20 000 on sponsorships and annual prizes for the 16 establishments which we support, in addition to providing technical education to them free of charge."

Mr Scarborough pointed out this only satisfied basic appeals for assistance.

"There is an urgent need for us to help schools which are literally starved of funds by the Cape Department of Education.

"That is what we are doing with the four establishments where the Blackhawk Korek equipment is being installed."



FRANKLIN SONN
Top position

Franklin Sonn gets top education post

Sunday Times [Cm] 22/3/92

By KURT SWART

LEADING Cape educationist Mr Franklin Sonn has been elected to the highest leadership position in the body governing all South African technical colleges. Last week Mr Sonn, rector of the Peninsula Technikon, was elected chairman of the Committee of Technikon Principals (CTP), the first time a rector of a predominantly "black" technikon

has held this position. The CTP governs the affairs of the 16 South African technikons, spanning all the presently racially-separated education departments including those of the homeland states. Mr Sonn's election was another first for Peninsula

Technikon: In October last year its senior vice-rector Mr Brian Figaji was elected to the second highest leadership position on the CTP.

With the increasing importance of technikons in South Africa the CTP played a vital role in tertiary education, a Peninsula Technikon spokesman said this week.

"As an experienced and respected educationist Mr Sonn is certainly the ideal person to lead technikons in South Africa to their rightful position alongside universities.

"Mr Figaji was elected to the position of chairperson of the Committee for Tutorial Matters of Technikons late last year. It is the first time that both these important technikon committees are headed by the rector and vice-rector of the same technikon.

Future

"The tutorial committee makes recommendations to the CTP regarding the academic component of technikons. In this respect the Peninsula Technikon is taking the lead in the two committees that make policy decisions for technikons in South Africa," the spokesman said.

According to Mr Sonn, technikons will confer degrees in the near future, thereby gaining the status they have worked for during the past decade.

"Technikons are the prime provider of high-level vocational human resources in South Africa. Without these human resources South Africa has no hope to speed up its economic growth.

"Our technikons are ready to accept the challenge and as chairperson of the CTP, I look forward to making my contribution at a time of economic, social and political change," said Mr Sonn.

| (a) | (b) |
|-----------------------------|------------------|
| (i) (bb) R1 234,785 million | (i) (bb) 21,12% |
| (ii) (bb) R88,435 million | (ii) (bb) 1,51% |
| (iii) (bb) R150,526 million | (iii) (bb) 2,57% |
| (i) (cc) R1 235,024 million | (i) (cc) 21,12% |
| (ii) (cc) R86,380 million | (ii) (cc) 1,48% |
| (iii) (cc) R147,217 million | (iii) (cc) 2,52% |
| (i) (dd) R130,685 million | (i) (dd) 2,24% |
| (ii) (dd) R5,948 million | (ii) (dd) 0,10% |
| (iii) (dd) R14,843 million | (iii) (dd) 0,25% |

Information is in respect of ordinary school education and teacher training according to the budget for the financial year ending on 31 March 1992.

Number of pupils: Grades/Standards

47. Mr R M BURROWS asked the Minister of Education and Culture:

How many pupils enrolled for the 1991 school year in (a) Grade 1, (b) Grade 2, (c) Std 1, (d) Std 2, (e) Std 3, (f) Std 4, (g) Std 5, (h) Std 6, (i) Std 7, (j) Std 8, (k) Std 9 and (l) Std 10 at schools falling under his Department?

B386E

The MINISTER OF EDUCATION AND CULTURE:

- (a) 80 521
 (b) 77 025
 (c) 76 559
 (d) 73 328
 (e) 70 881
 (f) 67 847
 (g) 66 918
 (h) 72 678

HOUSE OF DELEGATES

| Films | Tolla is Tops | 243 834,19 |
|---------------|---------------|--------------|
| Koukus Troika | Oh Schucks | |
| L & O | ... Untag | 1 055 047,97 |

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Film producers: subsidies

8. Mr M RAJAB asked the Minister of Home Affairs:

- (a) What amount was paid by the State to film producers in subsidies in respect of the 1991-92 financial year, (b) (i) to whom and (ii) for what films was it paid and (c) what amount was paid in respect of each film?

D40E

The MINISTER OF HOME AFFAIRS:

- (a) R6 415 375,51
 (b) and (c) The required information is contained in the attached schedule.

Information is for the period 1 April 1991 till 26 February 1992.

| Producer | Name of film | Amount | Everis Films | The Native | 117 346,91 |
|----------------|-------------------|------------|--------------|-----------------------|----------------------|
| Taurus Films | Barret | 38 377,50 | Everis Films | American Eagle | 19 156,05 |
| Bluebell Films | Voice in the Dark | 17 500,00 | Everis Films | No Hard Feelings | 15 860,48 |
| Electra | | | Everis Films | Dancing in the Forest | 1 775,23 |
| Entertainment | Hot Pursuit | 140 362,04 | Everis Films | Merchants of War | 16 983,82 |
| Nu Metro | Enemy Unseen | 26 647,36 | Everis Films | It's Murphy's Fault | 10 146,64 |
| Nu Metro | Funny Face | 11 367,30 | Everis Films | Tattoo Chase | 29 761,95 |
| Slavica Films | The Wanderers | 23 577,26 | Everis Films | Scavengers | 15 490,07 |
| Slavica Films | Misfortune | 47 819,12 | | | |
| Elmo de Witt | | | | | |
| | | | | | <u>R6 415 375,51</u> |

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Citizen Force/Commando camps: applications for deferment

152. Lt-Gen R H D ROGERS asked the Minister of Defence:

How many Citizen Force and Commando members called up to attend camps in 1991 (a) applied for and (b) were granted (i) deferment and (ii) exemption?

B370E

The MINISTER OF DEFENCE:

- | | | | |
|------|--------|-----|--------|
| (i) | 56 549 | (a) | 38 419 |
| (ii) | 197 | (b) | 154 |

Own Affairs:

Teacher-training: qualified applicants

29. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether any qualified applicants were not admitted in 1991 to teacher-training colleges under the control of his Department because of (a) a lack of facilities and (b) other specified factors; if so, how many such prospective students were (i) admitted, and (ii) refused admission, to these colleges in 1991;
- (2) (a) what is the combined capacity of these colleges, (b) what total number of students is enrolled at present and (c) in respect of what date is this information furnished?

B271E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) No,
(b) yes, the student quota was reduced,

- (i) 1 336, (ii) 1 463;

(Information as at 31 December 1991.)

- (2) (a) 10 150,

- (b) 5 471,

- (c) February 1992.

Technical colleges: admissions

35. Mr R M BURROWS asked the Minister of Education and Culture:

What number of persons of each population group was admitted to technical colleges under the control of his Department with effect from 1 January 1992 or the latest specified date for which this information is available?

B321E

The MINISTER OF EDUCATION AND CULTURE:

The head count of students as at the first Tuesday in June 1991, the latest date for which information is available:

| | | | |
|--------|----------|--------|-------|
| White | Coloured | Indian | Black |
| 50 828 | 1 298 | 378 | 2 019 |

Education Budget: Department of Education and Culture

41. Mr R M BURROWS asked the Minister of Education and Culture:

What (a) amount and (b) percentage of the education budget of his Department was spent in (i) the Republic, (ii) the Orange Free State and (iii) Natal on (aa) pre-primary, (bb) primary, (cc) secondary and (dd) tertiary education during the latest specified 12-month period for which figures are available?

B354E

The MINISTER OF EDUCATION AND CULTURE:

- | | |
|----------------------------|------------------|
| (a) | (b) |
| (i) (aa) R93,181 million | (i) (aa) 1,59% |
| (ii) (aa) R7,284 million | (ii) (aa) 0,12% |
| (iii) (aa) R15,112 million | (iii) (aa) 0,26% |

Tech expels two student leaders

Sowetan 23/3/92

By ALINAH DUBE

TWO student leaders have been expelled from Setlogelo Technikon in Garankuwa near Pretoria.

The president of the students representative Council, Mr Tefo Maluka, and his deputy, Mr George Kgwele, were expelled after allegedly causing disruptions and holding unauthorised meetings on the campus.

This led to demonstrations by the entire student body and the temporary occupation of the campus by Bophuthatswana security forces, who were withdrawn late last Friday.

Bophuthatswana police spokesman Colonel David George confirmed that police were called to the technikon after there were demonstrations.

He said although students demonstrated peacefully, the police went there to protect life and property "just in case there was trouble".

Mr Kgomotso Masebe, general secretary of the South African Students Congress (Medunsa campus), condemned the presence of the police on the campus and said the act was provocation and the harassment of students.

He said the move did not only pose a threat to life but completely destroyed chances of resolving the problem amicably.

"The volatile situation which now prevails was precipitated by the intransigence and dishonesty of the administration of the Setlogelo campus," he said.

Bursaries for tech students

THE black-controlled National Sorghum Breweries have allocated R17 million to help finance needy and deserving black students, executive chairman of the company Mr Mohale Mahanyele said this week.

The bursary fund would benefit students at tertiary level with a bias towards technical qualifications. Mahanyele said details of the scheme would be released at a Press conference next month.

The NSB was transferred into the hands of blacks in 1990. The company has grown in stature since then, showing growth and profitability. Mahanyele said the company had been neglected and

now that they have turned it into a profitable venture, "people who do not enjoy seeing blacks succeed throw a spanner in the works." ~~153~~ ~~156~~

He said there was demonstrable evidence that certain former white employees are out to sabotage processes in their plants. *Sowetan 24/3/92*

"Homes and cars of our senior executives have been targeted for attack by bigoted whites who are not prepared to accept black leadership of the company.

"They are out to destabilise good relationships between our black and white employees," he said. - *Sowetan Reporter.*

Elliot Family Planning Clinic
 Market Street Family Planning Clinic
 —Graaff-Reinet
 Grahamstown Family Planning Clinic
 Fettes Road Family Planning Clinic
 —Port Elizabeth
 Frere Hospital—East London
 Gelvandale Youth Health Centre—
 Port Elizabeth
 Grey Hospital—King William's
 Town
 Groote Schuur Hospital—Cape
 Town
 Ida's Valley Clinic—Stellenbosch
 Kimberley Hospital
 Knysna Hospital
 Komani Hospital—Queenstown
 Livingstone Hospital—Port Eliza-
 beth
 Mowbray Maternity Hospital—
 Cape Town
 Port Elizabeth Provincial Hospital
 Princess Alice Orthopaedic Hospital
 —Cape Town
 Red Cross War Memorial Hospital
 for Children—Cape Town
 Settlers Hospital—Grahamstown
 Somerset Hospital—Cape Town
 Southern Peninsula Hospital Group
 —Cape Town
 Stellenbosch Hospital
 Swellendam Hospital
 Tower Hospital—Fort Beaufort
 Tygerberg Hospital—Bellville
 Uitenhage Hospital
 Victoria Hospital—Cape Town
 Woodstock Hospital—Cape Town
 and

(Handwritten initials)

(b) Ambulance and Emergency Medical Services
 Clairwood Hospital
 Eshowe Hospital
 Empangeni Hospital
 Head Office
 King Edward VIII Hospital
 King George V Hospital
 Midlands Hospital
 Provincial Medical Supply Centre
 R K Khan Hospital
 Regional Laundry Durban and
 Coastal Area
 Utrecht Hospital
 Wentworth Hospital and

(2) the Health Services Branch of the Provin-
 cial Administration of Natal investigates
 all cases of reported theft and these are
 also referred to the South African Police
 for investigation. Losses are written off
 under delegated authority if the South
 African Police are unable to resolve the
 case;

(3) no.

*Provincial Administration of the Orange Free
 State*

(1) Yes,
 (a) engineer's equipment,
 (b) Universitas Hospital—Bloemfontein
 National Hospital—Bloemfontein
 Provincial Hospital—Welkom and

(c) R3 812,90;

(2) investigations have been made by the
 investigating officer as well as the South
 African Police. No guilty party has been
 traced. The amount has therefore been
 written off;

(3) no.

Administration: House of Representatives

(1) Yes,
 (a) clothing, provisions, medical equip-
 ment such as diagnostic sets, forceps,
 torches, baumanometers, dental
 equipment and kitchen equipment,

(b) Albany Road Day Hospital
 Bellville Day Hospital
 Bethelsdorp Dental Health Clinic
 Bishop Lavis Day Hospital
 Dr Abdurahman Day Hospital
 Elsies River Day Hospital
 Lentegur Hospital
 Heideveld Day Hospital
 Mitchell's Plain Day Hospital
 Pacaltsdorp Day Hospital
 Rushof Day Hospital
 Scottsdale Day Hospital and

(c) R30 740,71;

(2) all the above incidents were reported to
 the South African Police. Few of the
 items stolen in these cases have been
 recovered;

(3) no.

Schools: average class size

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

(1) What is the average class size in (a)
 primary and (b) secondary schools in each
 specified region of his Department;

(2) what is the class size required by his
 Department for supplying a class teacher
 in (a) primary and (b) secondary schools;

(3) what is his Department's policy in regard
 to the supply of additional teachers to
 schools? *(S1) (S2)* B316E

The MINISTER OF EDUCATION AND
 TRAINING:

(1) 1991

| | (a) Primary | (b) Secondary |
|-------------|-------------|---------------|
| N-TWI | 41,44 | 36,40 |
| H/Veld | 41,99 | 36,41 |
| J/Burg | 35,13 | 30,05 |
| Orange-Vaal | 39,54 | 36,73 |
| OFS | 42,63 | 34,70 |
| Natal | 42,39 | 35,43 |
| Cape | 41,70 | 39,30 |
| D/Field | 42,50 | 37,77 |

(2) (a) Primary—40 pupils (minimum)

(b) Secondary—35 pupils (minimum)

(3) The Department annually creates the
 maximum number of new posts, in ac-
 cordance with the amount of money ear-
 marked for this purpose. Posts are appor-
 tioned to the regions in terms of the policy
 (Question 2 above). The Regional Chief
 Directors allocate the posts to schools
 according to need. *(S1) (S2)*

Statistics as on 5 March 1991.

Training institutions: applications refused

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

(1) How many persons were refused admis-
 sion to teacher-training institutions under
 the control of his Department in respect
 of the current academic year;

(2) (a) what policy is being applied at present
 in regard to the acceptance of a specific
 number of persons into his Department's
 teacher-training institutions and (b) on
 what demographic projection and school
 admissions is the current acceptance pol-
 icy into such institutions based;

(3) whether his Department is experiencing a
 shortage of teachers; if so, (a) what is this
 shortage and (b) in what categories of
 skills is this shortage found? B317E

The MINISTER OF EDUCATION AND
 TRAINING:

(1) Approximately 70 000 applicants were
 refused admission. Since a large number
 of persons applied to more than one
 college, it is impossible to say exactly how
 many individuals were refused admission.

(2) (a) The Department annually deter-
 mines the maximum number of stu-
 dents who may be enrolled at each
 college of education, as well as the
 intake of new first year students.
 Ideal class sizes, the subjects to be
 offered, the school subjects for which
 teachers are needed, the current
 teacher/pupil ratio in schools, the
 ideal teacher/pupil ratio 1:40 (pri-
 mary) and 1:35 (secondary), the pro-
 jected increase in pupil numbers, the
 availability of classrooms, the num-

Handwritten initials

ber and qualifications of serving teachers as well as the facilities available at each college of education must be considered.

(b) Projections made by the Department itself are based on studies done by the Department of National Education and the Research Institute for Education Planning of the University of the Orange Free State.

(3) No. There is no general shortage of teachers. There is a shortage of posts and fully qualified teachers to teach in Mathematics, Physical Science, Accountancy, Biology, Technical Subjects, English and Afrikaans.

Education budget

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

What (a) amount and (b) percentage of the education budget of his Department was spent on (i) pre-primary, (ii) primary, (iii) secondary and (iv) tertiary education during the 1990-91 financial year or the latest specified 12-month period for which information is available?

The MINISTER OF EDUCATION AND TRAINING: B350E

As the Department's books for 1991-92 have not yet been closed, final amounts are not available. The expenditure for the 1990-91 financial year is therefore supplied.

| | |
|------------------------|--------|
| (a) | (b) |
| (i) R638 958,79 | ,02% |
| (ii) R1 334 432 382,06 | 45,77% |
| (iii) R887 101 412,61 | 30,43% |
| (iv) R320 939 318,54 | 11,01% |

Education: per capita expenditure

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

Whether his Department has statistics on the per capita expenditure on education in each of the self-governing territories; if not, why not; if so, what was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, in each of these territories on pupils at (i) public schools, (ii) government

schools, (iii) community schools, (iv) state-aided schools and (v) state-aided farm schools during the 1990-91 financial year or the latest specified 12-month period for which information is available?

The MINISTER OF EDUCATION AND TRAINING: B351E

No. The Department does not have the requested information at its disposal.

Hospital beds

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

Whether she will furnish statistics on hospital beds authorized by the own affairs administrations, the self-governing territories and the South African Development Trust; if not, why not; if so, how many authorized hospital beds, including beds authorized by each own affairs administration and by the South African Development Trust, were administered by each of the (a) provinces and (b) self-governing territories as at 28 February 1991 and the latest specified date for which information is available, respectively?

B363E

The MINISTER OF NATIONAL HEALTH:

(a) Provinces

Provincial Administration of Natal

Own Affairs—767 authorized beds as on 28 February 1991

SADT—1 074 authorized beds as on 28 February 1991

Own Affairs—767 authorized beds as on 28 February 1992

SADT—1 074 authorized beds as on 28 February 1992

Provincial Administration of the Orange Free State

Own Affairs—474 authorized beds as on 28 February 1991

SADT—34 authorized beds as on 28 February 1991

Own Affairs—473 authorized beds as on 10 March 1992

SADT—57 authorized beds as on 10 March 1992

Provincial Administration of the Cape of Good Hope

Own Affairs—1 685 authorized beds as on 28 February 1991

Own Affairs—1 680 authorized beds as on 28 February 1992

Provincial Administration of Transvaal

Own Affairs—5 258 authorized beds as on 28 February 1991

SADT—134 authorized beds as on 28 February 1991

Own Affairs—5 399 authorized beds as on 29 February 1992

SADT—583 authorized beds as on 29 February 1992

Administration: House of Representatives

2 155 authorized beds as on 28 February 1992

Administration: House of Delegates

No hospitals and

(b) Self-governing Territories

Lebowa

7 043 authorized beds as on 5 March 1992

Gazankulu

2 501 authorized beds as on March 1992

KanGwane

968 authorized beds as on 28 February 1992

KwaZulu

10 366 authorized beds

KwaNdebele

No hospitals

OwaOwa

646 authorized beds

What, in respect of the Port Elizabeth Provincial Hospital, was the complement of (a) nursing staff, (b) medical practitioners, and (c) pharmacists, in each grade as at 31 December 1991? B393E

The MINISTER OF NATIONAL HEALTH:

| | | |
|-----|--------------------------------|-----|
| (a) | Senior Nursing Service Manager | 1 |
| | Nursing Service Manager | 5 |
| | Chief Professional Nurse | 15 |
| | Senior Professional Nurse | 64 |
| | Professional Nurse | 240 |
| | Senior Staff Nurse | 11 |
| | Staff Nurse | 177 |
| | Senior Nursing Assistant | 9 |
| | Nursing Assistant | 88 |
| | Student Professional Nurse | 56 |

(b) Principal Specialist/Associate Professor

Senior Specialist

Specialist

Part-time Senior Specialist

Part-time Specialist

Registrar

Senior Medical Superintendent

Chief Medical Officer

Principal Medical Officer

Medical Officer

Part-time Medical Officer

Intern (Medical)

(c) Principal Pharmacist

Senior Pharmacist

Pharmacist

Provincial hospital, PE: budget/revenue

164. Lt-Gen R H D ROGERS asked the Minister of National Health:

What, in respect of the Port Elizabeth Provincial Hospital, (a) was the amount budgeted for each category of expenditure, and (b)(i) was the revenue and (ii) were the sources of revenue, as at 31 December 1991? B394E

The MINISTER OF NATIONAL HEALTH:

| | | |
|-----|-----------------------------------|-------------|
| (a) | Personnel expenditure | R38 035 000 |
| | Administrative expenditure | 402 000 |
| | Stores and livestock | 21 363 000 |
| | Equipment | 1 137 000 |
| | Professional and special services | 2 694 000 |
| | Miscellaneous expenditure | 526 000 |
| | Total | R64 157 000 |

Hanssens

Hanssens

- Elliot Family Planning Clinic
- Market Street Family Planning Clinic
- Graaff-Reinet
- Grahamstown Family Planning Clinic
- Fettes Road Family Planning Clinic
- Port Elizabeth
- Frere Hospital—East London
- Gelvandale Youth Health Centre—Port Elizabeth
- Grey Hospital—King William's Town
- Groote Schuur Hospital—Cape Town
- Ida's Valley Clinic—Stellenbosch
- Kimberley Hospital
- Kynsna Hospital
- Komani Hospital—Queenstown
- Livingstone Hospital—Port Elizabeth
- Mowbray Maternity Hospital—Cape Town
- Port Elizabeth Provincial Hospital
- Princess Alice Orthopaedic Hospital—Cape Town
- Red Cross War Memorial Hospital for Children—Cape Town
- Settlers Hospital—Grahamstown
- Somerset Hospital—Cape Town
- Southern Peninsula Hospital Group—Cape Town
- Stellenbosch Hospital
- Swellendam Hospital
- Tower Hospital—Fort Beaufort
- Tygerberg Hospital—Bellville
- Uitenhage Hospital
- Victoria Hospital—Cape Town
- Woodstock Hospital—Cape Town and

- (b) Ambulance and Emergency Medical Services
- Clairwood Hospital
- Eshowe Hospital
- Empangeni Hospital
- Head Office
- King Edward VIII Hospital
- King George V Hospital
- Midlands Hospital
- Provincial Medical Supply Centre
- R K Khan Hospital
- Regional Laundry Durban and Coastal Area
- Utrecht Hospital
- Wentworth Hospital and
- (c) R61 772 (excluding losses routinely written off during annual stocktaking);

- (2) the Health Services Branch of the Provincial Administration of Natal investigates all cases of reported theft and these are also referred to the South African Police for investigation. Losses are written off under delegated authority if the South African Police are unable to resolve the case;
- (3) no.

- (b) *Provincial Administration of the Orange Free State*
- (1) Yes,
- (a) engineer's equipment,
- (b) Universitas Hospital—Bloemfontein
- National Hospital—Bloemfontein
- Provincial Hospital—Welkom and
- (c) R3 812,90;

- (2) investigations have been made by the investigating officer as well as the South African Police. No guilty party has been traced. The amount has therefore been written off;
- (3) no.

Administration: House of Representatives

- (1) Yes,
- (a) clothing, provisions, medical equipment such as diagnostic sets, forceps, torches, baumanometers, dental equipment and kitchen equipment,

Hanssens

Hanssens

- (b) Albany Road Day Hospital
- Bellville Day Hospital
- Bethelsdorp Dental Health Clinic
- Bishop Lavis Day Hospital
- Dr Abdurahman Day Hospital
- Elses River Day Hospital
- Lentegeur Hospital
- Heideveld Day Hospital
- Mitchells Plain Day Hospital
- Pacaltsdorp Day Hospital
- Rusthof Day Hospital
- Scottsdale Day Hospital and
- (c) R30 740,71;

- (2) all the above incidents were reported to the South African Police. Few of the items stolen in these cases have been recovered;
- (3) no.

Schools: average class size

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

- (1) What is the average class size in (a) primary and (b) secondary schools in each specified region of his Department;
- (2) what is the class size required by his Department for supplying a class teacher in (a) primary and (b) secondary schools;
- (3) what is his Department's policy in regard to the supply of additional teachers to schools?

The MINISTER OF EDUCATION AND TRAINING: B316E

- (1) 1991

| | (a) Primary | (b) Secondary |
|-------------|-------------|---------------|
| N-Tvl | 41,44 | 36,40 |
| H/Veld | 41,99 | 36,41 |
| J/Burg | 35,13 | 30,05 |
| Orange-Vaal | 39,54 | 36,73 |
| OFS | 42,63 | 34,70 |
| Natal | 42,39 | 35,43 |
| Cape | 41,70 | 39,30 |
| D/Field | 42,50 | 37,77 |

- (2) (a) Primary—40 pupils (minimum)

- (b) Secondary—35 pupils (minimum)
- (3) The Department annually creates the maximum number of new posts, in accordance with the amount of money earmarked for this purpose. Posts are apportioned to the regions in terms of the policy (Question 2 above). The Regional Chief Directors allocate the posts to schools according to need.

Statistics as on 5 March 1991.

Training institutions: applications refused

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

- (1) How many persons were refused admission to teacher-training institutions under the control of his Department in respect of the current academic year;
- (2) (a) what policy is being applied at present in regard to the acceptance of a specific number of persons into his Department's teacher-training institutions and (b) on what demographic projection and school admissions is the current acceptance policy into such institutions based;
- (3) whether his Department is experiencing a shortage of teachers; if so, (a) what is this shortage and (b) in what categories of skills is this shortage found?

The MINISTER OF EDUCATION AND TRAINING: B317E

- (1) Approximately 70 000 applicants were refused admission. Since a large number of persons applied to more than one college, it is impossible to say exactly how many individuals were refused admission.
- (2) (a) The Department annually determines the maximum number of students who may be enrolled at each college of education, as well as the intake of new first year students. Ideal class sizes, the subjects to be offered, the school subjects for which teachers are needed, the current teacher/pupil ratio in schools, the ideal teacher/pupil ratio 1:40 (primary) and 1:35 (secondary), the projected increase in pupil numbers, the availability of classrooms, the num-

53 ber and qualifications of serving teachers as well as the facilities available at each college of education must be considered.

(b) Projections made by the Department itself are based on studies done by the Department of National Education and the Research Institute for Education Planning of the University of the Orange Free State.

(3) No. There is no general shortage of teachers. There is a shortage of posts and fully qualified teachers to teach in Mathematics, Physical Science, Accountancy, Biology, Technical Subjects, English and Afrikaans.

Education budget

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

What (a) amount and (b) percentage of the education budget of his Department was spent on (i) pre-primary, (ii) primary, (iii) secondary and (iv) tertiary education during the 1990-91 financial year or the latest specified 12-month period for which information is available?

B350E
The MINISTER OF EDUCATION AND TRAINING:

As the Department's books for 1991-92 have not yet been closed, final amounts are not available. The expenditure for the 1990-91 financial year is therefore supplied.

| (a) | (b) |
|------------------------|--------|
| (i) R638 958,79 | ,02% |
| (ii) R1 334 432 382,06 | 45,77% |
| (iii) R887 101 412,61 | 30,43% |
| (iv) R320 939 318,54 | 11,01% |

Education: per capita expenditure

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

Whether his Department has statistics on the per capita expenditure on education in each of the self-governing territories; if not, why not; if so, what was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, in each of these territories on pupils at (i) public schools, (ii) government

HOUSE OF ASSEMBLY

schools, (iii) community schools, (iv) state-aided schools and (v) state-aided farm schools during the 1990-91 financial year or the latest specified 12-month period for which information is available?

54

B351E
The MINISTER OF EDUCATION AND TRAINING:

No.

The Department does not have the requested information at its disposal.

Hospital beds

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

Whether she will furnish statistics on hospital beds authorized by the own affairs administrations, the self-governing territories and the South African Development Trust; if not, why not; if so, how many authorized hospital beds, including beds authorized by each own affairs administration and by the South African Development Trust, were administered by each of the (a) provinces and (b) self-governing territories as at 28 February 1991 and the latest specified date for which information is available, respectively?

B363E

The MINISTER OF NATIONAL HEALTH:

(a) Provinces

Provincial Administration of Natal

Own Affairs—767 authorized beds as on 28 February 1991
SADT—1 074 authorized beds as on 28 February 1991
Own Affairs—767 authorized beds as on 28 February 1992
SADT—1 074 authorized beds as on 28 February 1992

Provincial Administration of the Orange Free State

Own Affairs—474 authorized beds as on 28 February 1991
SADT—34 authorized beds as on 28 February 1991
Own Affairs—473 authorized beds as on 10 March 1992

SADT—57 authorized beds as on 10 March 1992
Provincial Administration of the Cape of Good Hope

Own Affairs—1 685 authorized beds as on 28 February 1991

Own Affairs—1 680 authorized beds as on 28 February 1992

Provincial Administration of Transvaal

Own Affairs—5 258 authorized beds as on 28 February 1991

SADT—134 authorized beds as on 28 February 1991

Own Affairs—5 399 authorized beds as on 29 February 1992

SADT—583 authorized beds as on 29 February 1992

Administration: House of Representatives

2 155 authorized beds as on 28 February 1992

Administration: House of Delegates

No hospitals and

(b) Self-governing Territories

Lebowa

7 043 authorized beds as on 5 March 1992

Gazankulu

2 501 authorized beds as on March 1992

KanNgwane

968 authorized beds as on 28 February 1992

KwaZulu

10 366 authorized beds

KwaNdebele

No hospitals

QwaQwa

646 authorized beds

Note:

The reason why some of the information is not in accordance with the question as asked, is that this information was not available at the time when the question was answered.

Provincial hospital, PE: staff complement

163. Lt-Gen R H D ROGERS asked the Minister of National Health:

What, in respect of the Port Elizabeth Provincial Hospital, was the complement of (a) nursing staff, (b) medical practitioners, and (c) pharmacists, in each grade as at 31 December 1991?

B393E

The MINISTER OF NATIONAL HEALTH:

(a) Senior Nursing Service Manager 1
Nursing Service Manager 5
Chief Professional Nurse 15
Senior Professional Nurse 64
Professional Nurse 240
Senior Staff Nurse 11
Staff Nurse 177
Senior Nursing Assistant 9
Nursing Assistant 88
Student Professional Nurse 56

(b) Principal Specialist/Associate Professor 2
Senior Specialist 3
Specialist 9
Part-time Senior Specialist 2
Part-time Specialist 19
Registrar 1
Senior Medical Superintendent 1
Chief Medical Officer 1
Principal Medical Officer 1
Medical Officer 21
Part-time Medical Officer 4
Intern (Medical) 6

(c) Principal Pharmacist 1
Senior Pharmacist 3
Pharmacist 6

Provincial hospital, PE: budget/revenue

164. Lt-Gen R H D ROGERS asked the Minister of National Health:

What, in respect of the Port Elizabeth Provincial Hospital, (a) was the amount budgeted for each category of expenditure, and (b)(i) was the revenue and (ii) were the sources of revenue, as at 31 December 1991?

B394E

The MINISTER OF NATIONAL HEALTH:

(a) Personnel expenditure R38 035 000
Administrative expenditure 402 000
Stores and livestock 21 363 000
Equipment 1 137 000
Professional and special services 2 694 000
Miscellaneous expenditure 526 000
Total R64 157 000

HOUSE OF ASSEMBLY

Technical education neglected in new budget

Although the state has committed more money to black education, the underutilisation of existing resources will offset the benefit of a bigger budget.

A draft budget of the Department of Education and Training (DET) for public schools inspected by PUPILS FORUM, suggests that the state has increased the expenditure on black education by R513,2-million to R2 625-million this year.

The budget is expected to be made public in a few weeks time.

This will enable the department to build 2 520 classrooms at 60 new and 74 existing public schools and increasing the number of schools under the DET to 2 220.

At the same time, the department will start building 83 new schools and improve a further existing 13, which will be ready to be used by 1993.

Schools

Squatter camps such as Orange Farm, Alexandra and Katlehong are among those that will benefit with the building of 15 schools.

Additional 3 299 teachers will be hired. However, commentators have criticised the government's decision to hire this number of teachers for black schools while at the same time retrenching 4 000 at white schools. The critics said it would have been more productive to open white schools for all races and keep the 4 000 thousand jobs.

Instead of cutting down its bureaucracy, the state has created new posts for directors in its eight regions.

Encouraging in the department's budget, is an effort to improve teacher training to ensure that the black teachers are able to work on an equal footing with teachers produced by other departments in a new non-racial education system.

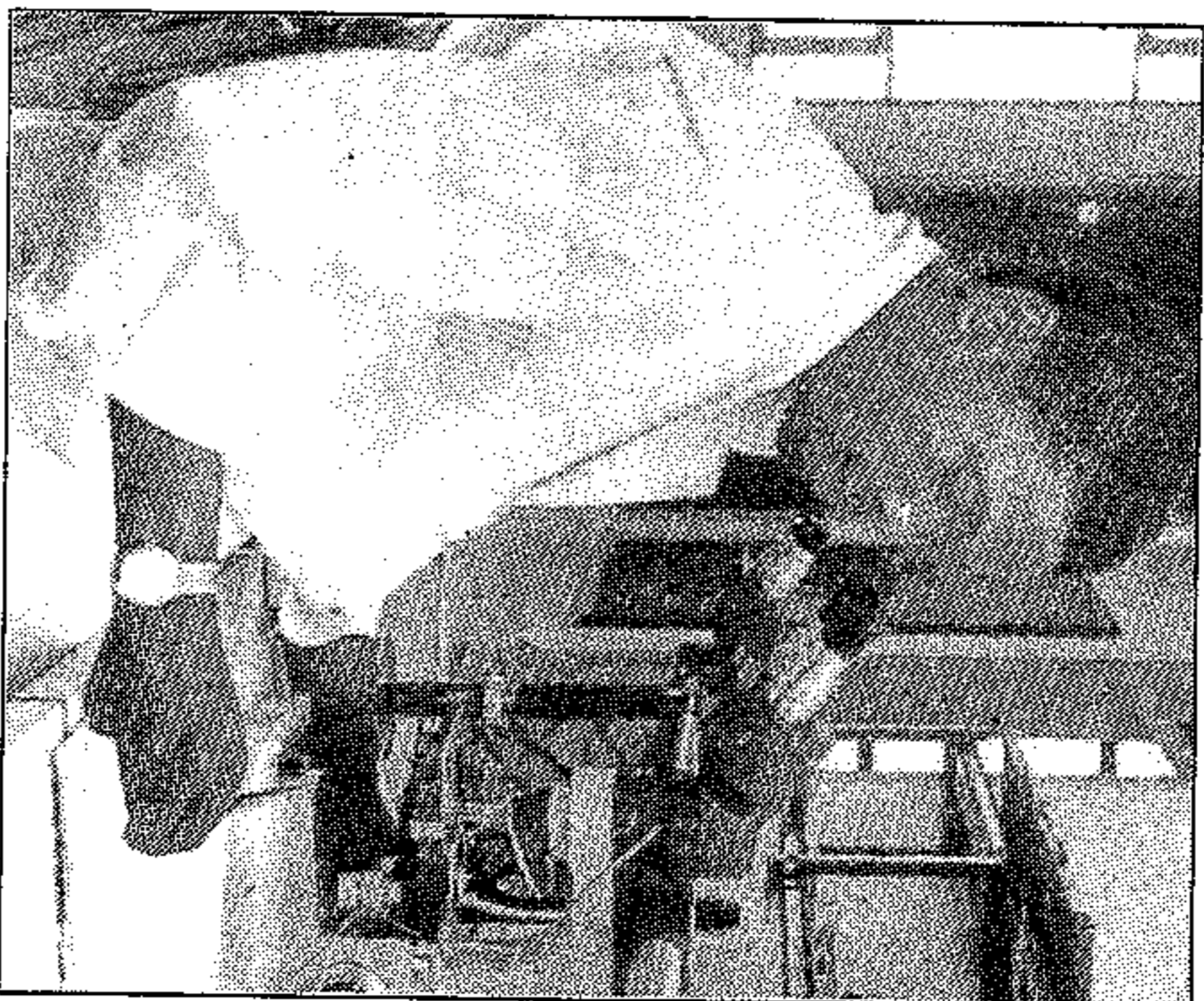
To enhance this and other projects, the DET has a budget of R129,360-million, which represents an improvement of about R21,6-million from last

year's teacher training allocation. (S3)

An amount of R10,5-million will be spent on the upgrading of buildings at three colleges, namely, the Cape College in Fort Beaufort, Indumiso College in Pietermaritzburg and the Transvaal College in Soshanguve near Pretoria.

Kathorus and Phatsimang colleges of Education, on the East Rand and Kimberley respectively, will have new buildings erected. They are presently operating from temporary buildings.

The department will award bursaries of R1 100 each to approximately 9 500 students at the col-



A technical education student in a laboratory... This year's DET budget offers very little for technical education.

leges of education. Bursary awards to 1 400 will be made to black student teachers training at universities.

A major controversy in the allocation rests with the slice given to private schools as against the portion for public schools. The state will spend R19,3-million for about 26 000 pupils in private schools.

This means that about R740 will be spent on each student attending a private school. In practical terms, more money will be spent on a pupil in a private school - with the help of the state.

This allocation will only enhance the privatisation of education since owners of private schools will enjoy massive financial aid from the state while charging pupils huge fees.

The state spends only about R1 000 on a black child in a public school.

Children

State-aided farm schools will benefit from the building of 580 additional classrooms and the creation of 330 new teaching posts. Close to half a million children attend farm schools in areas under the jurisdiction of the DET.

While acknowledging that adult education has helped improve the qualifications of teachers serving under the DET, the government has seen fit to cut expenditure by R1-million. No addition in personnel or immovable structures is envisaged in this year's budget.

Another area that is neglected is technical education. Only about R10-million will be added to last year's allocation for this area.

Only one new technical college will be built and R1,4-million will be used for the initial planning of three colleges.

Critics argue that more attention should have been dedicated to this area to help the country deal with unemployment and the need for economic growth.

College to move after killing

53
CIPRESS 29/3/92

By THEMBA KHUMALO

KATLEHONG College of Education is to move from the township following the killing of a white teacher.

DET spokesman Jeff Makwakwa said the teachers' college was being moved to a white area in Germiston because white teachers feared being attacked by radicals who were campaigning for their removal from black schools.

White teachers turned down an offer by students to set up round-the-clock patrols to protect them, Makwakwa said.

Kathorus was closed after six men burst into the class of Schalk Diepenaar, stabbed him in the head and poured petrol over him before setting him alight.

He died last month at a private clinic in Johannesburg after being in a coma for nearly six weeks.

The incident shocked many educationists and students and angered the black community. White teachers in other learning institutions threatened to pull out of black schools unless there was adequate security for them.

However, Kathorus students have reacted angrily to the news of the transfer of their college to a predominantly white area. It would be expensive for them to travel to the college daily unless the DET subsidised their fares, they said.

The students said they were not consulted about the move and viewed it in a serious light. They found it strange that a black college would be situated in a white area.

Meanwhile, the boycott-prone Transvaal College of Education in So-shangwe near Pretoria will open tomorrow after the suspension of classes at the beginning of March.

Tech ⁽⁵³⁾ students

protest

By ALINAH DUBE

STUDENTS at the Technikon Northern Transvaal in Soshanguve yesterday protested against the use of campus residences by teachers who will be working at the marking centre during Easter holidays.

A spokesman for the students representative council said students agreed to return to lectures after discussions were held with the management.

He said there was dissatisfaction about the use of the hostel by teachers who are due to start marking Standard 10 examination papers of the Department of Education and Training's private candidates. Most students, he said, used the facilities for studying over short holidays as they would not.

IsCOR sacks more black miners

ISCOR fired about 600 more striking workers at its Durbancol mine near Dannhauser in northern Natal on Monday night.

This brings the total number of dismissals since last Tuesday to 1 950 - almost the entire black labour force.

IsCOR spokesman Mr Earnest Webstock said yesterday the majority of Monday's night shift workers did not report for work and were dismissed along with 580 morning shift workers.

The strikers were fired for failing to act in terms of their contractual obligations and for striking in contravention of a Supreme Court interdict ordering them to adhere to their contracts and the provisions of

the Labour Relations Act. Some were fired for "various criminal acts", Webstock said.

These included the alleged underground hostage-taking of 15 white mine officials by striking black miners in the first incident of labour unrest last Tuesday.

Production was halted last Tuesday when workers downed tools over demands for the reinstatement

of dismissed union officials, the dismissal of managers accused of harassing workers and for higher wages.

White and Indian miners went underground yesterday and worked the mechanised section of the mine, bringing to the surface the first coal mined since last Tuesday, Webstock said.

Following the dismissals there were only about 500 black workers still in the

mine's employ yesterday, a mine spokesman said.

He said management was currently looking into the issue of taking on new employees. Both Webstock and the mine spokesman said there had been no recent contact with the National Union of Mineworkers on the dismissals.

Union officials said yesterday they would comment later on the developments at the mine. - Sapa

Law group's new 'no win

THE Association of Law Societies (ALS) has introduced a new tariff system for litigation on a "no win, no fee" basis.

The system is intended to bring down the current

Damages

In terms of this system,

which will apply only to claims for damages, the client would pay his attorney's fees only if the case was successful.

In such cases, the attorney would be able to re-



REVIEW: Independent schools

IN the dining hall at Cape Town's new Leadership Education and Advancement Foundation (Leaf) College of Engineering and Commerce, students are engaged in excited discussion. Talk is conducted in English because, as Daniel Korolosi points out, the students speak at least 10 languages among them.

Korolosi (19), of Soweto, was recently elected to chair the college's Students' Representative Council. He failed to get admitted to the University of Cape Town because he couldn't muster enough points to do what he really wanted: a BComm.

Almost every one of the college's 70 students has a similar tale to tell of being denied access to the tertiary institution of their choice, either for academic reasons or — like David Nkomo (20), who was accepted by the University of the Western Cape but couldn't raise the funds — on financial grounds.

Noel Mbhense (19) from Natal, "made a mess" of maths in his matric, shattering his ambition of doing commerce at UCT. "It was a big disappointment." Now, after a month at Leaf, he "feels great".

Situated in a quiet street in the leafy suburb of Rondebosch, the college offers residences, classrooms and laboratories side by side. All the students live in: there are trees and lawns, tennis courts and a swimming pool.

For Korolosi, it is a world apart from his Soweto school, which was "right next to the Meadowlands hostel. When there was fighting by the Inkatha factions, we would sometimes stay away from school for four weeks. When you were there, there was the fear that someone could come in and stab you."

Leaf, by comparison, "is paradise". SRC member Motsepe Moloto (18), from Welkom, sums up the general feeling: "It's a healing thing. Leaf has healed for us the disappointment of being rejected."

Established by the Leadership Education and Advancement Foundation, the college is the first of its kind in South Africa.

It offers a two-year course geared to prepare students for careers in commerce and engineering. First year core subjects include communications, computing, maths and economics. In their second year, commerce students go on to do accounting, information technology, commercial law and statistics, while engineering students do

physics, chemistry, engineering, drawing, economics and accounting.

Funded by the private sector, the bridging programme it offers is designed to equip students, on completion, to enter second-year level in commerce or engineering at university. Or they could go to a technikon, or enter industry.

For many of its students, the college represents "a last chance", says rector Martin Mulcahy (41). His initial concern that students' anger at being rejected elsewhere would demotivate them has evaporated in the face of their enthusiasm and determination to win through.

Mulcahy holds a masters degree in education from Harvard University, where he went as a Fulbright scholar after completing a BSc at the University of the Orange Free State and a BEd at UCT.

In 1980 he started the Mmabatho High School in Bophuthatswana, leav-

ing it last year with an enrolment of 560 pupils and a strong showing by his matriculants in Joint Matriculation Board results.

"High academic standards can be met, provided you have good teaching and resources," he said. "There is no reason why black students can't excel. But the reality in the 'new' South Africa is a lack of resources.

"The way thinking is going at present is that 12 years of schooling, with matric as a single exit point, is not really working and that three or four points of exit, leading to other possibilities — technikon entry, or a job with further training — might be a solution.

"Part of that overall thinking leads to a college of this nature."

An integrated approach to learning is followed: when stu-

dents deal with graphs in maths classes, for example, their computer classes will see them simultaneously dealing with spread sheets.

"At the end of the first year we will get into fairly intensive counselling with the students on the basis of the work they've done and the implications of it for their choice of going on to either university, a technikon or into

the workplace. We're not in the business of certification — we're looking at preparing students for a career."

Leaf has 70 students, but can take 120. "We're under capacity for this year but we're not that anxious about it," says Mulcahy. "It gives us time to get the system up and running: a lot of our material has to be developed. Our approach to learning is holistic: we identify gaps in students' knowledge as well as their strengths."

Another registration is planned for Easter. Mulcahy expects to have about 200 students by 1993 and reach capacity of 250 students by 1994.

It costs, in real terms, R15 000 a year for each student to study at the college. "We ask students to pay according to their means and meet at least a third of the cost — R5 000 — but only a negligible percentage can afford to do so," says Mulcahy.

"Our students are the senior partners in this project. We can give them the support, the infrastructure — but it's up to them to put in the time, effort and sweat. It's difficult to tell students denied access to good schools that it's their responsibility to shore up their weaknesses. But if they don't take responsibility for themselves, those weaknesses won't improve."

A code of conduct has been negotiated, centred on mutually agreed values: a commitment to democracy; responsibility; respect; compassion; discipline. Students' complaints are few and far between: for example, there aren't enough girls: "I've been doing my own research and I find most of the girls in South Africa don't do maths," says Motsepe Moloto.

And Viwe Mkosana (17) is still battling to overcome homesickness: it is the first time she has lived away from her family in Umtata. One of the few girls registered, she wants to become a chemical engineer. UCT accepted her, but only for materials engineering. Leaf has offered her another chance of realising her ambition: "I'll do it," she says, "even if it takes 20 years."

● There are two other Leaf colleges in South Africa: All Saints Senior College in Bisho and St Luke's Senior College in Kyalami, outside Johannesburg. Both cater for Standard Nine and matric students.

Turning over a new Leaf

W/Mat 3/4-9/4/92
A new college in Cape Town gives students a second chance to realise their ambitions. **GAYE DAVIS** reports

**DEPARTEMENT VAN NASIONALE
OPVOEDING**

No. R. 964

3 April 1992

WET OP DIE NASIONALE BELEID VIR
ALGEMENE ONDERWYSSAKE, 1984

KENNISGEWING VAN BELEIDSBEPALING

Ek, Louis Alexander Pienaar, Minister van Nasionale Opvoeding, gee hierby ingevolge artikel 2 (2A) van die Wet op die Nasionale Beleid vir Algemene Onderwysake, 1984 (No. 76 van 1984), kennis dat ek kragtens artikel 2 (1) (d) van genoemde Wet die algemene beleid bepaal het wat gevolg moet word ten opsigte van norme en standaarde vir leerplanne en eksaminering, en vir die sertifisering van kwalifikasies vir sover dit betrekking het op die aangeleenthede in die Bylae hiervan vermeld.

Die stukke waarin sodanige beleid uiteengesit word, is op skriftelike aanvraag verkrygbaar van die Direkteur-generaal, Departement van Nasionale Opvoeding, Privaatsak X122, Pretoria, 0001.

L. A. PIENAAR,

Minister van Nasionale Opvoeding.

BYLAE

Formele Technikononderrigprogramme in die RSA.
Verslag NASOP 02-151 (92/01).

No. R. 996

3 April 1992

WET OP GEESTESWETENSKAPLIKE NAVORSING,
1968: WYSIGING VAN REGULASIES

Die Minister van Nasionale Opvoeding het kragtens artikel 14 van die Wet op Geesteswetenskaplike Navorsing, 1968 (Wet No. 23 van 1968), die regulasies in die Bylae uitgevaardig.

BYLAE

Woordoms krywing

1. In hierdie regulasies beteken "die Regulasies" die regulasies afgekondig by Goewermentskennisgewing No. R. 333 van 14 Maart 1969.

Wysiging van regulasie 2 van die Regulasies

2. Regulasie 2 van die Regulasies word hierby gewysig—

(a) deur subregulasie (1) deur die volgende subregulasie te vervang:

"(1) Met uitsondering van die president, beklee 'n lid van die raad sy amp vir 'n termyn van hoogstens vier jaar."; en

(b) deur subregulasie (2) deur die volgende subregulasie te vervang:

"(2) Die president beklee sy amp vir 'n termyn van vyf jaar: Met dien verstande dat by die verstryking daarvan die termyn met 'n termyn of agtereenvolgende termyne van minstens een maar hoogstens vyf jaar, soos die raad goedkeur, verleng kan word."

**DEPARTMENT OF NATIONAL
EDUCATION**

No. R. 964

3 April 1992

NATIONAL POLICY FOR GENERAL
EDUCATION AFFAIRS ACT, 1984

NOTICE OF DETERMINATION OF POLICY

I, Louis Alexander Pienaar, Minister of National Education, hereby give notice in terms of section 2 (2A) of the National Policy for General Education Affairs Act, 1984 (No. 76 of 1984), that I have determined general policy in terms of section 2 (1) (d) of the said Act to be applied in respect of norms and standards for syllabuses and examination, and for the certification of qualifications as far as this relates to the matters referred to in the Schedule hereto.

The documents setting out such policy are obtainable upon written request from the Director-General, Department of National Education, Private Bag X122, Pretoria, 0001.

L. A. PIENAAR,

Minister of National Education.

SCHEDULE

Formal Technikon Instructional Programmes in the
RSA. Report NATED 02-151 (92/01).

No. R. 996

3 April 1992

HUMAN SCIENCES RESEARCH ACT, 1968:
AMENDMENT OF REGULATIONS

The Minister of National Education has under section 14 of the Human Sciences Research Act, 1968 (Act No. 23 of 1968), made the regulations in the Schedule.

SCHEDULE

Definition

1. In these regulations "the Regulations" means the regulations published by Government Notice No. R. 333 of 14 March 1969.

Amendment of regulation 2 of the Regulations

2. Regulation 2 of the Regulations is hereby amended—

(a) by the substitution for subregulation (1) of the following subregulation:

"(1) With the exception of the president, a member of the council shall hold office for a period not exceeding four years."; and

(b) by the substitution for subregulation (2) of the following subregulation:

"(2) The president shall hold office for a period of five years: Provided that on the expiry thereof the period may be extended for a period or successive periods of at least one year but not exceeding five years, as the council may approve."

Education 'must prepare students for job market'

JOHN VILJOEN
Education Reporter

58 ARG 4/4/92

WHITE education Minister Mr Piet Marais has emphasised the importance of technical and vocational education for the country's future.

Speaking in Bloemfontein last night, Mr Marais said education aimed at preparing pupils for the labour market was a key aspect in the renewal of education in South Africa.

He was speaking at the opening of the annual congress of the South African Association of Technical and Vocational Education (SAATVE).

Education renewal would have to take place under financial constraints. The government would not be able to allocate more than the present 20 percent of State spending to education, he said.

Technical colleges and schools for specialised education might have less money at their disposal in future and would have to adjust.

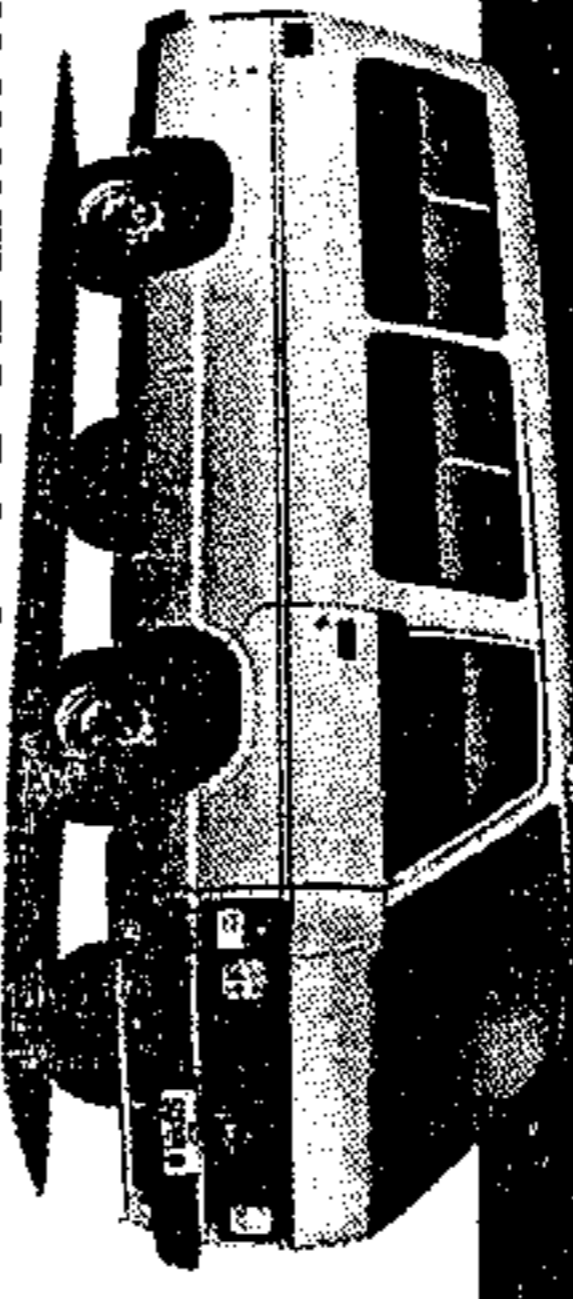
Music by correespondence

EVERY day, as the sun rises above the skyscrapers of Johannesburg, somewhere in the city

By **IKE MOTSAPI**

centre the sound of musical instruments comes to

people walking in the streets. The sound emanates from Matador Studios on



WIN!
16 SEATER MINI BUS

ALL YOU HAVE TO DO IS PHONE THIS NUMBER

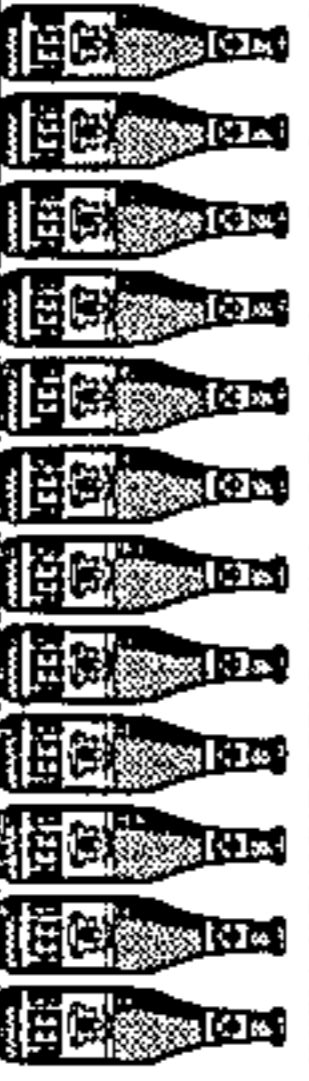
087 300 6144

CALLS CHARGED AT R5.97 PER MINUTE
MAX CALL DURATION 5 MIN. INTERNATIONAL APPEAL - 402 5140

WIN!
BEER FOR A YEAR
PHONE NOW!!

087 300 6145

CALLS CHARGED AT R5.97 PER MINUTE
INTERNATIONAL APPEAL - 402 5140 MAX CALL DURATION 4 MIN



WIN!
A HOLIDAY TO DURBAN
PHONE NOW!!

087 300 6146

CALLS CHARGED AT R5.97 PER MINUTE
MAX CALL DURATION 4 MIN. INTERNATIONAL APPEAL - 402 5140



SPOT THE DIFFERENCE

WIN!
R5000 CASH!

PHONE NOW!!
087 300 6147

CALLS CHARGED AT R5.97 PER MINUTE
MAX CALL DURATION 2 MIN. INTERNATIONAL APPEAL - 402 5140



the 1st floor of Fatis Mansions, 65 Loveday Street

It is at this place that hundreds of young and old aspiring musicians learn their trade.

And those who are unable to attend lectures at Matador Studios because they stay outside Johannesburg are also being catered for.

These people can learn to be musicians by correspondence.

This was introduced by the principal, Barbara Coetzee, and her husband Danny Coetzee who is in

charge of the administration at the school.

This music school, which was started four years ago, and is regarded as unique because of the teaching approach and technique adopted by the establishment, has produced many artists and musicians who are now either self-employed or are working with established bands to pursue their careers.

According to Danny Coetzee, preparations are also at an advanced stage to release the first album of one of their artists at

the studio.

The album is that of a new singer who simply calls herself Daphney.

Barbara Coetzee said: "We have a number of other artists, including ex-les who are attending lectures here.

"Some of them will be writing their examinations with Unisa and the Trinity College of Music in London."

Matador Studio also does demo recordings for choirs, disco, reggae and gospel music for various bands.

They also offer a

recording sound engineering course which lasts six months.

Each student pays R50 a month to be trained on a guitar, drums, piano and any other instrument of their own choice.

It is expected that after a year or so, students will be ready to go on their own.

Sowetan 7/4/92

53



DAPHNEY



The Coetzees interview students who want to join their school.

Teachers take a look at needs of the future

RECENTLY merged Inter-learn will be launched today with a half-day seminar hosted by the company, focusing on the use of technology in the learning and training process. *8/10/92*

Keynote speaker is Independent Development Trust education director Merlyn Mehl, an expert in technology based education and training. *8/14/92*

Other speakers include Alan Tonkin, a member of the private sector education council and vice-

chairman of the SA Chamber of Business education committee. *(S)*

Soweto education co-ordinating committee member Liz Ngudle will discuss issues affecting education renewal. *(S)*

The last speaker will be Johannesburg College of Education rector Prof Graham Hall, who will discuss the relationship between the education authorities and the private sector regarding education systems development in SA's future.

Computer skills courses on offer

THE Open Learning Systems Education Trust (Olset) has taken on its first students at its newly-established Education and Training Advancement Centre (Etac) in Johannesburg. *1993*

The centre aims to provide "affordable and accessible" computer-based education and training programmes to community and non-governmental organisations (NGOs). *53*

Workers from the education desk of the African National Congress and National Education Crisis Co-ordinating Committee are currently training at Etac. *New Nation (Learning Nation)*

First-time computer courses, basic computer literacy, typing and word processing, communications, networking systems and other courses are on offer. The courses can be taken on a full-time basis or on evenings or weekends for periods ranging from a few days to a few weeks.

Etac's training and resource manager, Vanessa Rothquel, said the centre was geared to educating as many representatives from organisations as possible at the lowest possible price. *10/4 - 15/4/92*

For more information phone (011) 834-5312 during working hours. * * * *

Turning typing into fun-games

11/4 - 16/4/92

Registered for the Pentech journalism course, with 17 of them doing in-service training off-campus. Thirty of them have bursaries from the Australian government. South's own Vulkan training programme for young journalists was originally sponsored by the Australians.

● A new player on the verge of entering into hi-tech journalism training is an institute being set up at Wits University by prominent journalist Mr Allister Sparks. Backed by Canada, the prestigious international Pointer Institute.

control room and editing suites, which are used in teaching students broadcast journalism. Students demonstrated their interviewing abilities on screen at a function to open the facility last month. Opening the facility Australian ambassador Mr Colin McDonald, said his country's sponsorship demonstrated its belief in contributing to a representative and free press in South Africa. There are 77 students currently

The department now boasts state-of-the-art teaching technology way ahead of other journalism schools. The computers also mean that classes can be held in generating graphic computer-aided design and animated cartoon images. Students can also use the equipment to generate titles and graphics for use in audio-visual production. The computer studio links up with an audio and video studio, plus

Design and Journalism. For the school, the colour screens enhance the typing, word-processing and desk-top publishing facilities for the training of aspirant media workers. Says senior lecturer Mr David Bleazard: "There is a crying need in the communications industry for people trained in journalism skills and desktop publishing skills and we are now well-placed to fill that need."

PENTECH has gone hi-tech. Learning to type was never like this before, say students at the Peninsula Technikon, beneficiaries of the new system. It's fun to learn to handle a computer when graphics gallop across the screen, and sound effects bleep and buzz as you tap away at the keyboard. The excitement is due to the Australian government — which has also previously sponsored South's training initiatives. Thanks to Canberra, 32 Amiga computers have recently been installed in Pentech's School of Art,

a 10 asn gurkawi woi1 s19q

-unupe sãrup 3q1 tãrj avãijqã scum

enthusiasm of some of the private entrepreneurs who wish to flourish. [Time expired.]

Mr M RAJAB: Mr Chairman, I stand corrected by the hon the Minister of Transport who said that we require R2,8 billion instead of R2,269 billion to keep our roads in a proper state of maintenance. Quite obviously I bow to the hon the Minister's expertise in this regard. After all, he is the Minister, not I.

I appreciate the admission made here by the hon the Minister this afternoon that we do require more money for the maintenance of our road system. It is interesting that just two weeks ago, in the debate on provincial affairs, his colleague, the hon MEC in charge of roads in Natal, was decrying the fact that not enough had been allocated to Natal per se for the maintenance of roads in that province. I was wondering whether, in the provincial allocation of the budget for the maintenance of roads, Natal was not in fact short-changed.

The CHAIRMAN OF THE HOUSE: Order! I regret that I have to short-change the hon member. His time has expired.

The MINISTER OF TRANSPORT: Mr Chairman, I agree that everyone is short of money. If that is valid for Natal, it is valid also for all the other provinces as well as the SA Roads Board.

I should like to say that there is an alternative. There is always an alternative. It is part and parcel of the practice of toll roads. I think the hon the Leader of the Official Opposition is correct in saying we must not push people onto new toll roads. We must have another look at the matter, however. We cannot keep two roads right next to each other in a superb condition. We shall have to address this again. It will be a political debate, however, and therefore I do not think it would be appropriate to discuss it now.

I should like to say that according to the Budget, the SA Roads Board will get about 52% from the Exchequer in 1992-93. The rest, 48%, will be financed by toll roads. Toll roads, therefore, are a major roleplayer in providing roads in South Africa. Unfortunately it will not be possible to build roads without toll roads.

I should also like to say that because of the shortage of money, we introduced a new policy on roads at the end of last year. I should like to summarise it, as the hon member for Bayview

asked me to do. In terms of the new policy for roads, we shall maintain the existing road network. If there is money left in the kitty, we shall upgrade the roads. If there is money left after that, we shall build new roads. That is our policy. We should like to ask the four provinces as well as the independent and self-governing states to help us in implementing this policy.

Our national road assets are valued at about R90 billion. We have to keep those assets intact for future usage. That is why maintenance is our first priority. [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version

For oral reply:

General Affairs:

Second-hand clothing: permits

*1. Mr M RAJAB asked the Minister of Trade and Industry:

- (1) Whether his Department has issued any permits to churches and welfare bodies to import second-hand clothing duty-free; if so, (a) why and (b) how many such permits were issued;
- (2) whether he will make a statement on the matter?

D102E

The DEPUTY MINISTER OF JUSTICE (for the Minister of Trade and Industry):

- (1) The provision in rebate item 405.04/63.09/01.00 in Annexure 4 to the Customs and Excise Act allows churches and welfare organizations to import second-hand clothing duty-free, provided the churches and organizations distribute the clothing free of charge. To qualify for the duty rebate, these organizations are required to submit a written statement to Customs and Excise in which they undertake to distribute the clothing free of charge. Under normal conditions, the import of second-hand clothing is subject to import control in terms of the Import and Export Control Act, 1963.

After it came to light that the provision concerned had allegedly been misused to a great extent, and that some of the clothing imported in terms of the provision had become available in ordinary business, the matter was investigated by the Board of Trade and Industry who will soon submit proposals to Government for the amendment of the provision in order to restrict the misuse thereof. The alleged misuses are specifically connected with a concession granted a few years ago which allowed the organizations concerned to sell a part of their second-hand clothing in order to cover import and distribution costs. It will, inter alia, be recommended that the abovementioned concession be cancelled.

(a) The goods in question are supplied free of charge by churches and welfare organizations abroad to similar organizations in South Africa which in turn, distribute them free of charge to needy people. Import permits are therefore issued for humanitarian reasons.

(b) During 1991, 121 "no-value" import permits with a value of R639 939 for Customs purposes were issued to churches and welfare organizations.

(2) No.

Mr M RAJAB: Mr Chairman, arising out of the hon the Deputy Minister's reply, I wish to state that I have a list of supplementary questions with which I will not burden the hon the Deputy Minister of Justice and of the National Intelligence Service. I have had a communication from his colleague the hon the Deputy Minister of Trade and Industry and I appreciate the fact that he is not here because he is in Johannesburg. I will ask these supplementary questions by means of direct communication with him.

Voluntary euthanasia

*2. Mr M RAJAB asked the Minister of Justice:

- (1) Whether he has set up or intends to set up a body to investigate voluntary euthanasia; if not, why not; if so, what are the relevant details;
- (2) whether he will make a statement on the matter?

D103E

The DEPUTY MINISTER OF JUSTICE:

- (1) and (2) The South African Law Commission, at its meeting held on 3 February 1992, recommended that the question of "Euthanasia and the artificial preservation of life" be included in an investigation in its programme. On 2 March 1992 I formally approved that the matter be included in the programme of the Law Commission under the title "Living Will". At present the project is receiving the Law Commission's attention and interested parties are welcome to submit proposals in this regard to the Secretariat of the Law Commission.

INTERPELLATION

The sign * indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

Own Affairs:

Springfield College of Education: facilities

1. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether it is the intention of his Department to restructure the facilities at the Springfield College of Education in view of its in-service programme; if not, why not; if so, what are the relevant details;
- (2) whether he will make a statement on the matter?

D116E.INT

The MINISTER OF EDUCATION AND CULTURE: The answer to the first part of the interpellation is no. The intention of the Department to restructure facilities at the college is not due to the implementation of the in-service education and training programme.

The facilities and infrastructure at the college are being refurbished by way of renovations and repairs to the tune of R2 169 796 for the pre-service programmes on offer at the college. The enrolment in these programmes has increased to approximately 577. The projections for the next two years are an intake of approximately 650 for 1993 and an intake of about 700 students in 1994. These renovations and repairs include offices for the rectorate, updating administration offices, updating the cafeteria, a new staff room, a new

common room for students on the SRC and renovating and updating the laboratories and resource centre.

(53) The provision of in-service programmes at the college has necessitated an increased intake of students and staff. The facilities at the college have now become inadequate. To accommodate this increased number of staff it is proposed that the St Aidans Primary School complex be used as an annexe as from 30 April 1992. The financial implications for such a move are not significant as no major renovations or adjustments are necessary at this annexe at this stage.

The growth of the in-service programme at the Springfield College of Education is proving to be phenomenal. This is the consequence of the fact that the Department of Education and Culture in the House of Delegates, in meeting current initiatives and national trends, is providing a service for teachers under its control as well as for sister departments. This may necessitate the separation of the college into a pre-service college and a college for further training in the future with the following projections: This year we have 1 500 students, in 1993 we will have 2 000 students, in 1994 we will have 2 500 students and the projection for 1995 is 3 000 students.

My statement thus far embodies two important policy decisions taken on teacher education recently.

Firstly, colleges must now be utilised to the optimum to meet the teacher needs of the new South Africa. This means a reversal of the trends of diminishing pre-service enrolment which were dictated by the needs of this Department only. It means increasing the intake to bring the colleges up to full capacity, hence the enrolment figure of 700 students projected for 1994. The refurbishing of the college is the direct result of this policy decision, and is not for the expansion of the in-service training.

The second policy decision crowns the offering of our in-service teacher education services to other education departments which are prepared to pay for them. KwaZulu has accepted our offer of in-service training and is paying for it. Providing this service for KwaZulu together with existing in-service programmes, without expansion of the M+4 correspondence course for our teachers, results in the enrolment figure of 3 000 projected

HOUSE OF DELEGATES

amounts to R29 484 over the same period. This means that it costs approximately 60% more to train a teacher at the Springfield College of Education than it does at the University of Durban-Westville. We know that at present there are some 200 students at the UDW and some 500 students at Springfield. The question that needs to be answered is simply this: Does it not make good economic sense to increase numbers at the University of Durban-Westville rather than at the Springfield College of Education? This is the question I pose to the hon. the Minister. [Time expired.]

(53) Mr K PANDAY: Mr Chairman, I would like to compliment the Ministry and the Department of Education and Culture, particularly on their refurbishing programme at the Springfield College of Education. That college has done excellent work over the years. In-service training has been a part of it and I think our teachers have benefited tremendously, some through correspondence courses and many through in-service training for shorter periods, for example three months.

This helped those teachers, in particular, who were unqualified or not very well qualified. As a result of the upgrading of the qualifications of our teachers, Indian education has become the best in South Africa. In this respect one has to compliment the staff of the Springfield College of Education in particular, as well as the Department. Because of their expertise, and the manner in which they imparted whatever knowledge they had to the teachers, we were able to stand out, and hold our own in South Africa.

From last year the KwaZulu Government has allowed their Black students to attend the Springfield College of Education. As the hon. the Minister mentioned, the KwaZulu government is paying for this service to the tune of about R2 000 per student. This brings us to a very important point, namely the interpellation regarding the upgrading of the facilities at the Springfield College of Education. There is a vital need for the facilities to be upgraded. The refurbishing programme is an excellent exercise because, after all is said and done, those who are involved in learning should be in an atmosphere which is conducive to learning. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I thank both the hon member for Springfield and the hon member for

Reservoir Hills for making positive comments on the upgrading of teacher training and in-service programmes.

I would like to point out that the future plans for education in South Africa need the resources of all teacher-training institutions to be geared towards optimal use. The Department of Education and Culture—Education and Culture is my portfolio—is going ahead with this. We need to maximise resources, and I understand what the hon member for Springfield is directing his particular queries at. In maximising the resources, the University of Durban-Westville caters for a vast variety of courses. For instance, the infrastructure of the sporting facilities is not borne directly by the education and training division. The laboratories are not directly involved in teacher education per se at the University of Durban-Westville. The administration itself caters to a vast area. Therefore, if one takes the number of teachers attending the university into account, the cost factor is minimal in that regard.

The Springfield College of Education, however, is specifically designed for teachers, so all facilities and infrastructure available there are borne directly by the education and training division. That is why one gets the cost factor. It must also be understood that the University of Durban-Westville takes a small number of teachers in areas of expertise that they would like to train in, whereas the Springfield College of Education is a teacher-training institution per se and takes in a vast number of teachers. That is where the discrepancy lies. I would agree that we need some sort of ratification at the early stages by means of which we could bring the resources together and maximise them. I would agree, for instance, that we should have one certification. Ultimately, perhaps teacher-training institutions should be taken over by the university in the new South Africa, where one certification would be available to all our teachers in this country. [Time expired.]

Rev C PILLAY: Mr Chairman, the in-service programmes offered at the Springfield College of Education took a quantum leap recently when the Ministers of Education and Culture of this House and of the KwaZulu government signed the historic accord whereby Black teachers could benefit from the expertise and resources available at the Springfield College of Education.

HOUSE OF DELEGATES

COW—P

The hon the Minister will be taking the in-service programmes yet another step into the future when he signs the accord with his counterpart in the KaNgwane Government on 28 April this year. Other Black governments such as KwaNdebele, Venda, Gazankulu, Ciskei, Bophuthatswana and Lebowa have shown a keen interest in allowing the poorly qualified or unqualified teachers in service to take advantage of the training programmes offered by our Department of Education and Culture by means of tele-tuition.

These in-service teacher training programmes are the fundamental blocks in nation-building. We have the expertise of highly trained and experienced professional and administrative staff to assist our long deprived Black countrymen in their quest for quality education. With the drop in numbers for our requirement of teachers, we also have available ample material resources which could be utilised in the in-service programmes. The hitherto so-called Indian education is now becoming truly national, or should I say international.

Hon members must also note that the Black states participating in this in-service programme are willing to pay for the service. The KwaZulu Government is paying more than R1 million for the training of approximately 500 teachers a year. Hence, we must refrain from complaining that we have been charitable and that that is why we are so short of funds.

The goodwill generated by these in-service programmes is tremendous. It is to the distinct credit not only of the teaching fraternity, but of the Indian community as a whole. [Time expired.]

Mr M RAJAB: Mr Chairman, I was very pleased to hear that very positive contribution by the hon member for Montford. I must agree with what has been said in this interpellation thus far. The Springfield College of Education has played a very important role in the history of teacher training in this country. I believe it is also playing a very important role in the training of Black teachers, and we appreciate that.

However, with great respect, I do not agree with the submission made by the hon the Minister that it would make economic sense to increase our facilities at Springfield rather than to encourage the University of Durban-Westville to enlarge its

HOUSE OF DELEGATES

intake of students who would like to qualify for the teaching diplomas there.

I say this, because it does not really matter in the final analysis whether costs are portioned over various disciplines. What is important, however, is the total cost that would be attributable to a particular programme. [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I would like to thank the hon member for Montford who made some positive news known in this House. It is definitely understood that the Department is looking to sister departments to help with teacher training. The Cabinet has agreed that the KaNgwane people in particular should look to our department for upward mobility for the teachers. I appreciate that call.

I would like to dwell a bit more on what the hon member for Springfield has said. I understand that he is looking at rationalisation and at whether it will be cheaper to expand the facilities at the University of Durban-Westville rather than to expand the facilities at the Springfield College of Education. Let us look at this in a table-top situation.

Facilities at the Springfield College of Education do exist. Buildings have been built there for the past 20 years. To erect a structure such as the University of Durban-Westville today will cost more than R150 million. There is no point in saying one should put the structure there. We have the structure here. The administrative factors should rather be transferred and the University of Durban-Westville should control them as off-shoot campuses. That would be better than to say one should build there now. That would not be prudent at all. [Interjections.]

Mr M RAJAB: I did not say that.

THE MINISTER: That is as I understand it. If that hon member means that we should expand the situation, we said it has already been accepted that we should have one tertiary institution for teacher training in South Africa and one certification. I agree with him in that particular regard. I think that will be most prudent for the future in South Africa.

Debate concluded.

QUESTIONS

†Indicates translated version

For oral reply:

Own Affairs:

Teaching of Afrikaans: new policy

*1. Mr K CHETTY asked the Minister of Education and Culture:

- (1) Whether a new policy regarding the teaching of Afrikaans has been introduced in schools under his control; if so, (a)(i) by whom, (ii) why and (iii) when was this policy introduced and (b) how will this change affect pupils in regard to Afrikaans as an official language;
- (2) whether he will make a statement on the matter?

D95E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No.

(2) (a)(i), (ii), (iii) and (b) Fall away.

Yes. Towards the end of 1991, the Committee of Heads of Education Departments (CHED) released a Discussion Document on "A curriculum model for education in South Africa".

On the matter of languages, the model proposes the following for the future:

Junior Primary Phase:

Class 1: 1 or 2 languages.

Class 2: 2 languages from Afrikaans, English and an African language.

Senior Primary Phase:

Sid 2: 2 languages.

Thereafter: 3 languages.

Junior Secondary Phase:

2 Languages from English, Afrikaans and an African language.

An optional third language.

Senior Secondary Phase:

Sids 8 & 9: 2 compulsory languages, and a third optional language, if desired.

St 10: Only 1 language is compulsory.

In its response to the above, the Department has recommended (to the Department of National Education—DNE) that there be just ONE compulsory language and that pupils be allowed to choose a second language from a list of optional languages, including the Indian languages and Arabic.

Housing needs: Chatsworth area

*2. Mr K CHETTY asked the Minister of Housing:

Whether he recently carried out any on-the-spot inspections, or caused such inspections to be carried out, to determine the housing needs of the Chatsworth area; if not, why not; if so, (a) when and (b) what were the findings?

D96E

THE MINISTER OF HOUSING AND AGRICULTURE:

No.

(a) Falls away.

(b) Falls away.

I wish, however, to point out that on direction of my predecessor, the Deputy Minister of Housing recently has had a meeting with the Deputy Mayor of Durban, Senior Officials of the City Council and Members of the Southern Durban Local Affairs Committee to discuss various issues, inter alia, the provision of further low cost housing on remaining sites/land within Chatsworth. Following a number of subsequent inspections-in-loco by the Deputy Minister of Housing and others, certain sites within Chatsworth had been identified for this purpose.

Furthermore, my predecessor has taken a firm decision to proceed with low cost housing in the area contiguous to Croftdene and Westcliff to the east of the R K Khan Hospital and it is anticipated that the Local Authority, in the light of information presented to it, will release the sites in question to this Administration for the purpose of providing much needed low cost housing thereon.

It must also be made quite clear that it is the Local Authority's responsibility and obligation to provide low-cost housing for the needy

HOUSE OF DELEGATES

TRANSVAAL COLLEGE OF EDUCATION: SENATE MEMBERS (continued)

| (ii) Name | (aa) Qualifications | (bb) |
|--------------------------|-----------------------------------|------|
| 14. Mrs R B Noor Mahomed | — MA, HED | |
| 15. Mrs K Pillay | — BA, BEd, TTD | |
| 16. Mr H A Jooma | — BA, TTD | |
| 17. Mr A H Bapoo | — BSc(H), DIS | |
| 18. Mr A D Padaychee | — BSc(H), UHDE, BEd | |
| 19. Mr E E Patel | — BA, TIKOS | |
| 20. Mr J Pillay | — NTSC, BA(H), HED | |
| 21. Prof H J Schutte | — MA | |
| 22. Prof H Kruger | — MSc, PhD | |
| 23. Prof P G Joosse | — MA, DPhil | |
| 24. Prof W J Fraser | — BSc, MEd, DED, NTD | |
| 25. Prof J F Stuart | — BA, MEd, DED, THOD | |
| 26. Prof D J Greyling | — BA(H), MEd, DED | |
| 27. Prof M Pistorius | — MSc | |
| 28. Prof E Reynhardt | — MSc | |
| 29. Prof W H Louw | — BA, BEd, MEd, DED, THOD | |
| 30. Prof M Skuy | — DLitt et Phil (UNISA) MA, BA(H) | |
| 31. Prof E R Harty | — MA, DLitt et Phil | |
| 32. Prof S J R Vorster | — BSc, PhD | |

Subsidies to societies

| | | |
|---|------------------------------------|---------|
| 24. Mr M RAJAB asked the Minister of Education and Culture: | Natal Tamil Vedic Society | R12 810 |
| | Sat-Chit-Ananda Temple Society | R1 680 |
| | Natal Gujarati Parishad | R6 285 |
| | Islamic School Council | R11 139 |
| | Gledhow Cultural Council | R1 470 |
| | Vernlam Kalay Kazhagam | R2 559 |
| | Natal Indian Cultural Organization | R5 198 |


D113E

The MINISTER OF EDUCATION AND CULTURE:

- (c) (i) Grants-in-aid are subject to the following conditions:
1. *Constitution*
An organization applying for the first time must include a copy of its constitution with its application. Should the constitution be amended, the Department must be supplied with an amended copy.

HOUSE OF DELEGATES

2. *Office Bearers*
The names and addresses of the Chairman, Secretary and Treasurer must be furnished to the Department with each application. The Department must be notified immediately of any change which may occur during the year.
3. *Members*
A record of members and a proper attendance register of meetings attended by Committee members must be kept.
4. *The organization's annual report*
 - 4.1 A detailed report of the general activities of the organization must be enclosed with the organization's application for financial assistance. This report should cover the same period as the audited financial report.
 - 4.2 *Financial report*
 - 4.2.1 An audited Statement of Income and Expenditure and a balance sheet of the previous year must be enclosed with a first application.
 - 4.2.2 Within 3 months after completion of the project(s) for which a grant was received the organization must submit to the Department an audited Statement of Income and Expenditure.
 - 4.2.3 If the grant received is R1 000 or more then a Statement of Income and Expenditure in respect of the project(s), drawn up by a practising auditor or Chartered Accountant, must be submitted to the Department.
 - 4.2.4 If the grant is less than R1 000 then a Statement of Income and Expenditure certified by the Chairman, Secretary and Treasurer of the organization may be submitted.
 - 4.2.5 Organizations that receive a grant for more than one project must within 3 months after completion of the last approved project submit an audited financial statement. Please refer to paragraphs 4.2.3 and 4.2.4.
 - 4.3 *Report(s) on project(s)*
 - (a) Attendance
 - (b) Critical evaluation of the project(s), i.e. strong and weak points.
 - (c) General comments
5. The Department retains the right to have a grantee's activities monitored by someone appointed for that purpose.
6. *Amendment of conditions*
The Department is entitled to add, amend or delete conditions, as and when necessary.
7. *Acknowledgement to the department*
 - 7.1 Organizations which receive grants from the Department must indicate this clearly as follows:
 - 7.1.1 In their financial statement: "Received as a grant from the Department of Education and Culture."
 - 7.1.2 All programmes and advertising material: "Presented with the assistance of the Directorate of Cultural Affairs of the Department of Education and Culture, Administration: House of Delegates."
8. *Provisos*
 - 8.1 The grant must be used for the purpose for which it was requested within the financial period for which it was awarded.
 - 8.2 If it should appear that a project is not being carried out to the satisfaction of the Department or that the grant is being utilized for the purposes that have not been approved or that one or more of these conditions have not been complied with, the Department may withhold all further assistance and, if necessary, demand a refund of the full amount already paid out or a portion of it.
 - 8.3 Should the organization be dissolved, the grant or unused portion thereof, must be refunded immediately.
 - (c) (ii) Recommendations made by the Chief Executive Director for approval by the Minister of Education and Culture.

University of Durban-Westville/M. L. Sultan
Technikon 

25. Mr M RAJAB asked the Minister of Education and Culture:

- (1) How many (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks were registered as students at the (i) University of Durban-Westville and (ii) M. L. Sultan Technikon in 1989, 1990 and 1991, respectively?

HOUSE OF DELEGATES

- 819 *Hansard*
- (2) what was the student/staff ratio at each of the above institutions in each of these years?

(S)

D122E

The MINISTER OF EDUCATION AND CULTURE:

| | 1989 | 1990 | 1991 |
|-------------|--------|--------|--------|
| (1) (i) (a) | 355 | 377 | 427 |
| (b) | 166 | 154 | 178 |
| (c) | 4 502 | 4 474 | 4 965 |
| (d) | 2 379 | 2 637 | 2 929 |
| (ii) (a) | 240 | 321 | 424 |
| (b) | 227 | 223 | 242 |
| (c) | 4 622 | 4 584 | 4 860 |
| (d) | 810 | 1 144 | 1 945 |
| (2) (i) | 21:1 | 23:1 | 22:1 |
| (ii) | 20,8:1 | 19,5:1 | 18,4:1 |

Note: Student figures are as at the first Tuesday in June (census dates).

Pupils passing Latin at matriculation level

27. Mr M RAJAB asked the Minister of Education and Culture:

How many pupils passed Latin at matriculation level in schools under his control in 1989, 1990 and 1991, respectively?

(S) D124E

The MINISTER OF EDUCATION AND CULTURE:

1989—Nil
1990—Nil
1991—Nil

Note: No pupils offered to take Latin in the given years.

821 *Hansard*

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version

For written reply:

Own Affairs:

Number of white pupils in Std 10: 1991

63. Mr K M ANDREW asked the Minister of Education and Culture:

How many White (a) boys and (b) girls were in Standard 10 in 1991 in schools under his

control in (i) the Transvaal, (ii) the Cape Province, (iii) the Orange Free State and (iv) Natal?

(S)

The MINISTER OF EDUCATION AND CULTURE:

| | (a) | (b) |
|-------|--------|--------|
| (i) | 17 279 | 17 107 |
| (ii) | 8 236 | 8 134 |
| (iii) | 2 546 | 2 274 |
| (iv) | 3 815 | 3 670 |

The above-mentioned figures are with regard to public ordinary schools.

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version

For written reply:

General Affairs:

Films: censoring/age restrictions

26. Mr M RAJAB asked the Minister of Home Affairs:

- (1) How many (a) English, (b) Afrikaans and (c) Indian-language films were submitted to the Directorate of Publications for censoring during the latest specified period of 12 months for which figures are available;
- (2) how many films in each of the above categories (a) were rejected and (b) had age restrictions imposed on them?

D119E

The MINISTER OF HOME AFFAIRS:

- (1) (a) 988
(b) 1
(c) 476

(2) English Afrikaans Indian

- (a) 114 — —
(b) 527 — 5

Information is for the period 1 January to 31 December 1991.

Own Affairs:

Education expenditure: amounts spent

16. Mr M RAJAB asked the Minister of Education and Culture:

- (a) What amount was spent by his Department in 1991 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expen-

HOUSE OF DELEGATES

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version

For written reply:

General Affairs:

Films: censoring/age restrictions

26. Mr M RAJAB asked the Minister of Home Affairs:

- (1) How many (a) English, (b) Afrikaans and (c) Indian-language films were submitted to the Directorate of Publications for censoring during the latest specified period of 12 months for which figures are available;
- (2) how many films in each of the above categories (a) were rejected and (b) had age restrictions imposed on them?

D119E

The MINISTER OF HOME AFFAIRS:

- (1) (a) 988
(b) 1
(c) 476

(2) English Afrikaans Indian

- (a) 114 — —
(b) 527 — 5

Information is for the period 1 January to 31 December 1991.

Own Affairs:

Education expenditure: amounts spent

16. Mr M RAJAB asked the Minister of Education and Culture:

- (a) What amount was spent by his Department in 1991 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expen-

HOUSE OF DELEGATES

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version

For written reply:

General Affairs:

Films: censoring/age restrictions

26. Mr M RAJAB asked the Minister of Home Affairs:

- (1) How many (a) English, (b) Afrikaans and (c) Indian-language films were submitted to the Directorate of Publications for censoring during the latest specified period of 12 months for which figures are available;
- (2) how many films in each of the above categories (a) were rejected and (b) had age restrictions imposed on them?

D119E

The MINISTER OF HOME AFFAIRS:

- (1) (a) 988
(b) 1
(c) 476

(2) English Afrikaans Indian

- (a) 114 — —
(b) 527 — 5

Information is for the period 1 January to 31 December 1991.

Own Affairs:

Education expenditure: amounts spent

16. Mr M RAJAB asked the Minister of Education and Culture:

- (a) What amount was spent by his Department in 1991 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expen-

HOUSE OF DELEGATES

diture by his Department in 1991 does each of the above amounts constitute?

D71E

The MINISTER OF EDUCATION AND CULTURE:

- | | (a) | (b) |
|--------|---------------------|-----|
| (i) | R895 938 458 100 % | |
| (ii) | R686 717 522 76,65% | |
| (iii) | R22 294 263 2,48% | |
| (iv) | R14 069 248 1,57% | |
| (v) | R4 851 917 0,54% | |
| (vi) | R12 825 861 1,43% | |
| (vii) | R148 578 043 16,59% | |
| (viii) | R6 601 605 0,74% | |
| (viii) | Nil | |

The above are provisional figures in respect of expenditure up to 29 February 1992 of the 1991/1992 financial year. The final figures for the entire financial year will only be available after the finalization of the appropriation account. Figures are not maintained in terms of a calendar year.

The revised requirement for financial year 1991/92 was R1 005 261 000.

Springfield/Transvaal College of Education: councils/senates

22. Mr M RAJAB asked the Minister of Education and Culture:

- Whether councils and/or senates have been established at the (a) Springfield and (b) Transvaal College of Education; if not, why not; if so, (i) when, (ii) what are the (aa) names and (bb) qualifications of the persons appointed to these councils and/or senates, and (iii) what procedure was followed in appointing these persons, in each case?

D111E

The MINISTER OF EDUCATION AND CULTURE:

- (a) and (b): Yes.
- (i) On 15 April 1988 (both Colleges).
- (ii) Refer to Annexures.
- (iii) Council: The appointments in terms of regulation 3(1)(b), (d) and (g) were

automatic. The appointments in respect of:

- 3(1)(a), (c), (f) and (i) were done after nominations were received from the Councils of the Colleges concerned and EXCO of the Department. Recommendations were then made by the Chief Executive Director to the Minister for approval of the appointments;

3(1)(e) were effected after the officials were identified by EXCO and their names were recommended by the Chief Executive Director to the Minister for appointment as nominated members on the Councils. The officers were chosen to represent specific divisions of the Department;

3(1)(j) was effected after the M.L. Sultan Technikon submitted its nomination/s and on the advice of EXCO, the Chief Executive Director recommended the appointment to the Minister;

Senate
The appointments in terms of regulations 8.(1)(a), (c), (d), (e), (f) and (g) are self explanatory.

The appointments in terms of: 8.(1)(b) was effected after the Chief Executive Director had designated one of the Vice-Rectors to be the Vice-Chairman;

8.(1)(h) was effected after the Chief Executive Director had appointed two members who are in the employ of the Department.

SPRINGFIELD COLLEGE OF EDUCATION: COUNCIL MEMBERS

APPOINTMENTS IN TERMS OF REGULATION 3(1):

- | (ii) | (aa) | (bb) |
|---|--------------------------------------|------|
| Name | Qualifications | |
| (a) Prof L E Peters (Chairman) | BA, BSc, UED, MED | |
| (b) Prof P Reddy (Vice-Chairman) | MSc, UED | |
| (c) Dr D Bagwandeen | PhD, BED | |
| (d) Prof T H Bennett | Pr Eng, BSc (Eng), MSc, PhD (London) | |
| (e) Prof M Moodley | BSc(H), BED, UED, MED, DED | |
| (f) Mr J A Louw | Bachelor of Military Science | |
| (g) Mr M M Moodley | BA(H), BED | |
| (h) Mr B M Moodley | BA, BED | |
| (i) Mr S T Enoch | BSc(H), BED, NTSC, NTSD | |
| (j) Two vacancies exist w e f 1992-03-01 in view of the dissolution of the recognized teachers' association (TASA). | | |
| (k) Dr T Isaac | BSc, DED | |
| (l) Mr M Mahipath | MA, BED, UED | |
| (m) Mr M Mia | Matric | |
| (n) Mr T Singh | BA, BED | |
| (o) Mr S Zuma | BA, Dip. in Tertiary Education | |
| (p) Mr J N Singh | BA(Natal), LLB(Wits) | |
| (q) Prof R Soni | BA(H), LLB(Natal), LLD(SA) | |

HOUSE OF DELEGATES

SPRINGFIELD COLLEGE OF EDUCATION: SENATE MEMBERS

| (ii) | (aa) | (bb) |
|-----------------------------|----------------------------------|------|
| Name | Qualifications | |
| 1. Prof P Reddy (Chairman) | MSc, UED | (S3) |
| 2. Mrs V John | BA, BEd | (S3) |
| 3. Dr D Bagwandeen | PhD, BEd | (S3) |
| 4. Mr B Budree | B Compt, BEd, NTD | |
| 5. Mr T Isaac | BSc, DEd | |
| 6. Mr M Dayaram | B. Comm.(HON), MEA | |
| 7. Mr M Mahipath | MA, BEd, UED | |
| 8. Mr H Sayed | BA, BEd, NTSD | |
| 9. Mr S Moodley | BA(H), BEd | |
| 10. Mr M Mogamberry | BSc(H), BA, UHDE | |
| 11. Mr J Naidoo | BA(H), UED, BEd | |
| 12. Mr P Pillay | BSc, BEd, LSTD | |
| 13. Mr G H Suleman | BA, BEd, UED | |
| 14. Mr S Thulkanam | BA, BEd, NTSC | |
| 15. Mrs K Singh | MA, BEd | |
| 16. Mr R L P Gordon | BA(H), BBiol, BEd, UED | |
| 17. Mr T Reddy | MA, UED | |
| 18. Mr C G Baines | MSc(H), MSc(Natal), MSc(IEOR) | |
| 19. Prof A R P Hamblin | BCom, BTh, MBL, DBL, CAIB | |
| 20. Prof G Naidoo | BSc(H), UED, MSc, PhD | |
| 21. Prof P Pillay | BSc(H), MSc, Phil | |
| 22. Prof A Ramphal | BA(H), BEd, MEA, DEd, AIE | |
| 23. Prof M Sankar | BSc(H) MSc, PhD, UED, MSA Chem I | |
| 24. Prof G F Schoombee | BA(H), MA, DPhil | |
| 25. Prof J B Brain | BA(H), MA, D Litt et Phil, UED | |
| 26. Prof G du T De Villiers | BA(H), MA, PhD, UED | |
| 27. Prof B F Nel | BA(H), BEd, MEA, DEd | |
| 28. Prof G Urbani | BA(H), MEA, DEd | |
| 29. Mr E Osman | BA, NTD | |
| 30. Mr M M Moodley | BA(H), BEd | |
| 31. Mr T Singh | BA, BEd | |

One vacancy exists for a Council representative vice Mr K Karim (TASA representative who is no longer on the Council with the dissolution of TASA). senate/kn

HOUSE OF DELEGATES

TRANSVAAL COLLEGE OF EDUCATION: COUNCIL MEMBERS

APPOINTMENTS IN TERMS OF REGULATION 3(1):

| (ii) | (aa) | (bb) |
|--|--|------|
| (a) Prof P Joshi (Chairman) | MBChB, MRCP (London) | (S3) |
| (b) Mr H du B Kemp (Vice-Chairman) | BA, MSc, BEd, TED | (S3) |
| (c) Vice-Rector—Mr A A Gani | BSc(H), BEd, TTD | |
| (d) Prof G S Harley | BSc, MSc, BEd, MEA, DEd, THOD | |
| Prof D J Greyling | BA(H), MEA, DEd | |
| (e) Mr E Osman | BA, NTD | |
| Mr S T Enoch | NTSD, NTSC, BSc(H), BEd | |
| Mr S Veerasamy | Matric | |
| Mr J Pillay | NTSC, BA(H), HED | |
| (f) Two vacancies exist with effect from 1992-03-01 in view of the dissolution of the recognized teachers' association (TASA). | | |
| (g) Mr D D Soma | BA(H), DIS | |
| Mr S H I Yusuf | BSc, BEd, DIS | |
| (h) Mr O H S Ebrahim | Std 8 | |
| Dr N Padayachee | MBChB, MMED, D.T.M & H, D.P.H, DOH, DHSM, Cert. Aids, EIS Cert, Cert. Epi, FRSH, MPH | |
| (i) Mr A S Dockrat | BCom | |
| Mr E E Patel | BA, TIKOS | |
| (j) Prof R Soni | BA(H), LLB(Natal), LLD (SA) | |

TRANSVAAL COLLEGE OF EDUCATION: SENATE MEMBERS

| (ii) | (aa) | (bb) |
|--------------------------------|--------------------------------|------|
| Name | Qualifications | |
| 1. Mr H Du B Kemp (Chairman) | BA, MSc, BEd, TED | |
| 2. Mr A A Gani (Vice-Chairman) | BSc(H), BEd, TTD | |
| 3. Mr R Rughananan | BSc(H), BPaed | |
| 4. Mr S Joshi | BCom, BSc, Dip. in Datametrics | |
| 5. Mr S H I Yusuf | BSc, BEd, DIS | |
| 6. Mr A Mohamed | UED | |
| 7. Mrs M A Patel | BA(H), UED | |
| 8. D D Soma | BA(H), DIS | |
| 9. Mr J M Naidoo | BPaed, BEd | |
| 10. Miss S K Saloojee | BCom, DIS | |
| 11. Mr M H Noordin | BSc, LSED | |
| 12. Mrs C Parsard | BSc, UED, BEd | |
| 13. Miss M Ismail | BA, BEd | |

HOUSE OF DELEGATES

conf. →

TRANSVAAL COLLEGE OF EDUCATION: SENATE MEMBERS (continued)

| (ii) Name | (aa) Qualifications | (bb) (S3) |
|--------------------------|-----------------------------------|-----------|
| 14. Mrs R B Noor Mahomed | — MA, HED | |
| 15. Mrs K Pillay | — BA, BED, TTD | |
| 16. Mr H A Joorna | — BA, TTD | |
| 17. Mr A H Bapoo | — BSc(H), DIS | |
| 18. Mr A D Padayachee | — BSc(H), UHDE, BED | |
| 19. Mr E E Patel | — BA, TIKOS | |
| 20. Mr J Pillay | — NTSC, BA(H), HED | |
| 21. Prof H J Schutte | — MA | |
| 22. Prof H Kruger | — MSc, PhD | |
| 23. Prof P G Jooste | — MA, DPhil | |
| 24. Prof W J Fraser | — BSc, MED, DED, NTD | |
| 25. Prof J F Stuart | — BA, MED, DED, THOD | |
| 26. Prof D J Greyling | — BA(H), MED, DED | |
| 27. Prof M Pistorius | — MSc | |
| 28. Prof E Reynhardt | — MSc | |
| 29. Prof W H Louw | — BA, BED, MED, DED, THOD | |
| 30. Prof M Skuy | — DLitt et Phil (UNISA) MA, BA(H) | |
| 31. Prof E R Harty | — MA, DLitt et Phil | |
| 32. Prof S J R Vorster | — BSc, PhD | |

Subsidies to societies

| | | |
|---|------------------------------------|---------|
| 24. Mr M RAJAB asked the Minister of Education and Culture: | Natal Tamil Vedic Society | R12 810 |
| | Sat-Chit-Ananda Temple Society | R1 680 |
| | Natal Gujarati Parishad | R6 285 |
| | Islamic School Council | R11 139 |
| | Gledhow Cultural Council | R1 470 |
| | Verulam Kalay Kazhagam | R2 559 |
| | Natal Indian Cultural Organization | R5 198 |

THE MINISTER OF EDUCATION AND CULTURE:

Yes.

- (a) Umkomaas Thamiz Sangam R1 743
Andhra Maha Sabha of South Africa R25 716
- (b) An organization applying for the first time must include a copy of its constitution with its application. Should the constitution be amended, the Department must be supplied with an amended copy.

HOUSE OF DELEGATES

2. *Office Bearers*
The names and addresses of the Chairman, Secretary and Treasurer must be furnished to the Department with each application. The Department must be notified immediately of any change which may occur during the year.
3. *Members*
A record of members and a proper attendance register of meetings attended by Committee members must be kept.
4. *The organization's annual report*
4.1 A detailed report of the general activities of the organization must be enclosed with the organization's application for financial assistance. This report should cover the same period as the audited financial report.
4.2 *Financial report*
4.2.1 An audited Statement of Income and Expenditure and a balance sheet of the previous year must be enclosed with a first application.
4.2.2 Within 3 months after completion of the project(s) for which a grant was received the organization must submit to the Department an audited Statement of Income and Expenditure.
4.2.3 If the grant received is R1 000 or more than a Statement of Income and Expenditure in respect of the project(s), drawn up by a practising auditor or Chartered Accountant, must be submitted to the Department.
4.2.4 If the grant is less than R1 000 then a Statement of Income and Expenditure certified by the Chairman, Secretary and Treasurer of the organization may be submitted.
4.2.5 Organizations that receive a grant for more than one project must within 3 months after completion of the last approved project submit an audited financial statement. Please refer to paragraphs 4.2.3 and 4.2.4.
- 4.3 *Report(s) on project(s)*
(a) Attendance
(b) Critical evaluation of the project(s), i.e. strong and weak points.
(c) General comments
5. The Department retains the right to have a grantee's activities monitored by someone appointed for that purpose.
6. *Amendment of conditions*
The Department is entitled to add, amend or delete conditions, as and when necessary.
7. *Acknowledgement to the department*
7.1 Organizations which receive grants from the Department must indicate this clearly as follows:
7.1.1 In their financial statement:
"Received as a grant from the Department of Education and Culture."
7.1.2 All programmes and advertising material:
"Presented with the assistance of the Directorate of Cultural Affairs of the Department of Education and Culture, Administration: House of Delegates."
8. *Provisos*
8.1 The grant must be used for the purpose for which it was requested within the financial period for which it was awarded.
8.2 If it should appear that a project is not being carried out to the satisfaction of the Department or that the grant is being utilized for the purposes that have not been approved or that one or more of these conditions have not been complied with, the Department may withhold all further assistance and, if necessary, demand a refund of the full amount already paid out or a portion of it.
8.3 Should the organization be dissolved, the grant or unused portion thereof, must be refunded immediately.
- (c) (ii) Recommendations made by the Chief Executive Director for approval by the Minister of Education and Culture.
25. Mr M RAJAB asked the Minister of Education and Culture:
University of Durban-Westville/M. L. Sultan Technikon
- (1) How many (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks were registered as students at the (i) University of Durban-Westville and (ii) M. L. Sultan Technikon in 1989, 1990 and 1991, respectively?

HOUSE OF DELEGATES

EDUCATION

DET autocratic, say students

THE Department of Education and Training was this week accused of "whipping into line" student teachers at its colleges — treating adults like children.

At a press conference in Johannesburg the southern Transvaal region of the National Education Co-ordinating Committee said the department was indiscriminately closing colleges of education and holding students to ransom with this threat.

Referring to three institutions which mirror a broader crisis, the NECC said student teachers were "afraid to disagree with anything" because the DET would "high-handedly" close their place of learning.

"There is hardly any spirit at these institutions ... Colleges are such unpleasant places to be that students just want to get in and out of them as soon as possible," said one lecturer.

"The top echelons of many of these institutions are still dominated by white Afrikaners and this is bound to cause friction," she said.

The NECC has requested a meeting with the DET today to discuss the following cases:

The spirit of student teachers at colleges has been suppressed by a high-handed and insensitive Department of Education and Training, reports PORTIA MAURICE

● Students at the Soweto College of Education suspended classes on Wednesday in solidarity with 10 of their peers who have been excluded.

According to Students Representative Council public relations officer Theresa Matlala, the 10 had failed more than five first-year courses last year and, as a result, were barred by departmental rules.

They were conditionally readmitted after a two-week class boycott earlier this year and studied for the first term. But Department of Education and Training director-general Bernhard Louw has now instructed that they leave the campus.

"We cannot sit in classes while our fellow students have to sit outside," said Matlala.

● The situation remains tense at the East Rand College of Education in kwaThema near Springs where students resumed classes last month after demanding that their rector resign.

NECC East Rand convenor Vusumzi Kuselo said students had accused rector Dr DH Gericke of maladministration and "insensitivity", but that he had returned to office this term. The college was closed for just over a month from February 14.

As a condition of return, students had to sign an undertaking pledging "unconditional acceptance" of Gericke and all staff members and relinquishing their right to any jurisdiction over staff appointments, utilisation or retrenchments.

Those who signed also committed themselves to immediate payment of fees and to abide by all arrangements to recover lost lecture time.

"Students have no jurisdiction with regard to internal structures, policies and procedures regarding the management of the college," the undertaking read.

● The Kathorus College of Education — scene of attacks on white

lecturers earlier this year — continues to function in a church building in Alberton. DET spokesman Corrie Rademeyr said it had been moved from nearby Kalesong township to ensure the safety of staff, and that the erection of new buildings would begin this year. Before the attacks, Kathorus was sharing facilities with a technical college.

Responding to queries, the lecturer at the press conference said student attacks had been provoked by the DET's intransigence.

"There is no violence, only pure academic frustration. The Dippenaar case (Kathorus lecturer Schalk Dippenaar died recently after being set alight by students) will recur if the DET refuses to address problems at its training colleges," she warned.

The DET does not acknowledge responsibility for the crisis. Education and Training Minister Sam de Beer last month referred to the disruptions as "distressing" because they interrupted the continuity of lectures and said colleges were only closed once all other avenues to resolve conflict had been explored.

Teaming up for literacy

WEEKLY Mail Reporter
A CENTRE providing literacy training and resources under one roof is to be opened in the western Cape later this year.

The Literacy-Adult Basic Education Regional Training and Research Centre is likely to be opened in September by the Western Cape Literacy Co-operation — whose 11 member organisations include the National Language Project, Use Speak and Write in English, Masifundise and the Maryland Adult Education Centre.

The move is an attempt to rationalise resources and enhance development in literacy by "knitting together" existing projects. With the centre assuming more research and training functions, it is hoped non-governmental organisations will be freed to do more teaching. With accredited training, the corps of literacy teachers should expand.

"If we each have to pour hours into everything, as we do now, it makes it much more difficult to reach the learners," said researcher Margie Keegan, who has done the feasibility study. "Hopefully this is the first of many regional centres needed to support a national network for promoting literacy in a bottom-up way."

RAADSKENNISGEWING 84 VAN 1992**STADSRAAD VAN BRAKPAN****WYSIGING VAN DIE TARIEF VAN GELDE VIR DIE LEWERING VAN WATER**

Hiermee word ooreenkomstig artikel 80 (b) van die Ordonnansie op Plaaslike Bestuur, No. 17 van 1939, bekendgemaak dat die Stadsraad van Brakpan by spesiale besluit die Tarief van Gelde vir die Lewering van Water afgekondig by Kennisgewing 103/1989 gedateer 20 September 1989, soos gewysig, verder gewysig het met ingang van 1 April 1992 deur die tarief te verhoog.

Besonderhede oor die wysiging van gemelde tariewe lê gedurende gewone kantoorure by Kamer 1.5, Stadhuis, Brakpan, ter insae tot 11 Mei 1992.

Enige persoon wat beswaar wil maak teen die wysiging van gemelde tariewe moet dit skriftelik rig tot die ondergetekende nie later nie as 11 Mei 1992.

M. J. HUMAN,

Stadsklerk.

Stadhuis
BRAKPAN.

(Kennisgewing No. 23/1992-03-25)

(24 April 1992)

RAADSKENNISGEWING 85 VAN 1992**STADSRAAD VAN BRAKPAN****WYSIGING VAN DIE VERORDENINGE VIR DIE REGULERING VAN BEURSLENINGS**

Die Stadsklerk van Brakpan publiseer hierby ingevolge artikel 101 van die Ordonnansie op Plaaslike Bestuur, No. 17 van 1939, dat die Stadsraad ingevolge artikel 96 van gemelde Ordonnansie die Verordeninge vir die Regulering van Beurslenings afgekondig by Administrateurskennisgewing 78 gedateer 6 Februarie 1963 as volg gewysig het:

1. Deur die omskrywing van "Universiteit" in artikel 1 met die volgende te vervang:

"UNIVERSITEIT: Enige tersiêre opvoedkundige inrigting deur die Raad goedgekeur insluitende Technikons en Kolleges."

2. Deur die bedrag "R2 500,00" in artikel 4 te vervang met die bedrag "R4 000,00".

3. Deur artikel 7 met die volgende te vervang:

"7. Betaling van beurslenings deur die Raad geskied halfjaarliks vooruit aan die Registrateur van die Universiteit ten aansien waarvan die beurslening toegestaan is. Enige onbestede geld in besit van die Registrateur nadat alle gelde en heffings van die Universiteit met betrekking tot die studiekursus vir die halfjaar, vereffen is, moet deur die hoof van die Universiteit, in oorleg met die student aangewend word ter ondersteuning van die student om sy studiekursus te volg."

BOARD NOTICE 84 OF 1992**TOWN COUNCIL OF BRAKPAN****AMENDMENT OF TARIFF OF CHARGES FOR THE SUPPLY OF WATER**

Notice is hereby given in terms of section 80 (b) of the Local Government Ordinance, 17 of 1939, that the Town Council of Brakpan has by special resolution further amended the Tariff of Charges for the Supply of Water promulgated under Notice 103/1989 dated 20 September 1989, as amended, with effect from 1 April 1992 by increasing the tariff.

Particulars of the amendment of the above-mentioned tariffs lie open for inspection during ordinary office hours at Room 1.5, Town Hall, Brakpan, until 11 May 1992.

Any person desirous of objection to the amendment of the aforementioned tariff must do so in writing to the undersigned not later than 11 May 1992.

M. J. HUMAN,

Town Clerk.

Town Hall
BRAKPAN.

(Notice No. 23/1992-03-25)

(24 April 1992)

BOARD NOTICE 85 OF 1992**TOWN COUNCIL OF BRAKPAN****AMENDMENT TO THE BY-LAWS FOR THE REGULATION OF BURSARY LOANS**

The Town Clerk of Brakpan hereby publishes in terms of section 101 of the Local Government Ordinance, No. 17 of 1939, that the Town Council has in terms of section 96 of the said Ordinance, amended the By-laws for the Regulation of Bursary Loans published under Administrator's Notice 78 dated 6 February 1963, as follows:

1. By substituting the definition of "University" in section 1 with the following:

"UNIVERSITY: Any tertiary educational facility approved by the Council including Technikons and Colleges."

2. By substituting the figure "R2 500,00" in section 4 with the figure "R4 000,00".

3. By substituting section 7 with the following:

"7. Payments pursuant to a bursary loan shall be made by the Council half-yearly in advance to the Registrar of the University in respect of which the loan has been granted. Any balance, remaining in the hands of such Registrar after deduction of the fees and charges of the University in connection with the year's course of study, shall be paid by the principal of the University to the student and must be applied by the student in consultation with the principal, toward the assistance of that student in pursuance of his course of study."

4. Deur artikel 10 (a) met die volgende te vervang:

“(a) met voorbehoud van subartikels (c) en (d) in die geval van ’n student wat die studiekursus waarvoor die beurslening toegeken is, voltooi, die eerste dag van die kalenderhalfjaar na die halfjaar waarin hy sy kursus voltooi het;”.

5. Deur na artikel 10 (b) die volgende in te voeg:

“(c) niesteenstaande die bepalings van subartikel (a), in die geval van ’n student wat die studiekursus waarvoor die beurslening toegeken is, voltooi, en wat verpligte militêre diensplig vir langer as drie maande na sodanige studie moet verrig, na skriftelike versoek deur die student; op die eerste dag van die kalenderhalfjaar na die halfjaar waarin hy sy militêre diensplig voltooi het;

(d) niesteenstaande die bepalings van subartikel (a), ingeval van ’n student wat die studiekursus waarvoor die beurslening toegeken is voltooi, en wat verplig is om vir ’n tydperk praktiese werk te verrig ter verwerving van die kwalifikasie waarvoor die beurslening toegeken was, na skriftelike versoek deur die student op die eerste dag van die kalenderhalfjaar na die halfjaar waarin die minimum tydperk van praktiese werk waarin hy sy kwalifikasie kan verwerf, verstryk het.”.

6. Deur artikel 14 met die volgende te vervang:

“14. Elke student aan wie ’n beurslening toegestaan is moet ’n onderneming onderteken vir die terugbetaling van die lening tesame met die rente daarop soos voorgeskryf in hierdie verordeninge en moet as sekuriteit óf as ’n assuransiepolis aan die Raad gesedeer óf ’n borg wat homself skriftelik verbind as medeborgskuldenaar verskaf en die Raad mag geen betaling ten aansien van enige beurslening doen voordat sodanige ondernemings en/of assuransiepolis aan die Stadsklerk oorhandig is nie.”.

M. J. HUMAN,

Stadsklerk.

Stadhuis
BRAKPAN.

(Kennisgewing No. 22/1992-03-18)

(24 April 1992)

RAADSKENNISGEWING 86 VAN 1992

STADSRAAD VAN NELSPRUIT

AFKONDIGING VAN VERORDENINGE BETREFFENDE ORDE IN OPENBARE PLEKKE EN OORDE

Daar word hierby ingevolge die bepalings van artikel 96 van die Ordonnansie op Plaaslike Bestuur, 1939, soos gewysig, bekendgemaak dat die Stadsraad van Nelspruit van voornemens is om verordeninge betreffende orde in openbare plekke en oorde af te kondig.

4. By substituting section 10 (a) with the following:

“(a) subject to subsections (c) and (d) in the case of a student who has completed the course of study for which the bursary loan was granted, on the first day of the calendar half-year after that in which he has so completed that course;”.

5. By inserting the following after section 10 (b):

“(c) notwithstanding the stipulations of subsection (a), in the case of a student who has completed the course of study for which the bursary loan was granted, and who must do compulsory military service for longer than three months after such studies, after written application by the student; on the first day of the calendar half-year after the half-year in which his military service was completed;

(d) notwithstanding the stipulations of subsection (a), in the case of a student who has completed the course of study for which the bursary loan was granted, and who must perform for a period practical work to obtain the qualification for which the bursary loan was granted, after written application by the student; on the first day of the calendar half-year after the half-year in which the minimum period of practical work in which he could obtain his qualification, has expired.”.

6. By substituting section 14 with the following:

“14. Every student to whom a bursary loan has been granted shall sign an undertaking for the repayment of the loan, together with interest thereon as in these by-laws provided, as must provide as security either on insurance policy ceded to the Council or a sanety binding himself in writing as principal co-debtor and as payment by the Council of any bursary loan shall be made until such undertakings and/or assurance policy has been handed to the Town Clerk.”.

M. J. HUMAN,

Town Clerk.

Town Hall
BRAKPAN.

(Notice No. 22/1992-03-18)

(24 April 1992)

BOARD NOTICE 86 OF 1992

TOWN COUNCIL OF NELSPRUIT

PROMULGATION OF BY-LAWS REGARDING ORDER IN PUBLIC PLACES AND RESORTS

Notice is hereby given in terms of section 96 of the Local Government Ordinance, 1939, as amended, that the Town Council of Nelspruit intends to promulgate by-laws regarding order in public places and resorts.



NO PLACE FOR YOU: For the majority of prospective African teachers the wait in the queue is a fruitless one

It is virtually impossible for Africans to become teachers in South Africa — despite the chronic shortage of qualified teachers in township schools. Open teachers' training colleges are meaningless as long as schools remain segregated. **Justin Pearce** reports:

IN JANUARY this year 9 000 prospective students applied for 210 places at the Good Hope College of Education. The college in Khayelitsha is the only one for Africans in the Western Cape, and falls under the Department of Education and Training (DET) along with all other "African" educational facilities.

Meanwhile, white colleges are being closed down, and certain "coloured" colleges have sufficient space to accommodate a student body larger than their state-ordained quotas.

This situation persists in spite of changes in policy that make all teachers' training colleges open to all races. It survives because the government continues to organise education along racial lines, with teachers' training colleges controlled by the racially-organised education departments. In practice, it is virtually impossible for a high-school leaver from one education department to enter a college that falls

Closed doors remain at 'Open' colleges

under a different department.

At colleges controlled by the Department of Education and Culture in the House of Representatives, admissions are regulated by the department. Students are admitted after a two-tier selection process. Matric pupils at DEC schools first apply through their schools to the department for a place.

The school arranges an oral and a medical examination, the results of which are sent to the department along with a school principal's report. The department then compiles a list of all the pupils who are deemed suitable for admission.

Pupils also have to apply to the college of their choice, and are considered for admission only if their names appear on the department's list. If they are refused, their applications are not automatically transferable to another college.

With the schools so integrally involved in the college-admission process, pupils from DEC schools are at an immediate advantage as regards admission to DEC colleges. As applications are closed by the end of July in the previous year, it is impossible for African students who could not find places at Good Hope to gain admission to DEC colleges.

The Senior Certificate subjects required for entry to a DEC college are a further reason for the flood of African applicants to Good Hope. Entrance requirements to DEC col-

leges specify that the applicant's Senior Certificate include three higher-grade passes, two of which must be for languages.

Before last year the two languages had to be English and Afrikaans, one as a first and the other as a second language. This regulation was an immediate disadvantage to African students, who normally take their home language and either English or Afrikaans.

But even now that this regulation has been lifted, it is still more difficult for pupils to get into a DEC college than into Good Hope, where a Senior Certificate pass is the only entrance requirement.

The curriculum at DEC colleges is another barrier, where English and Afrikaans are compulsory, excluding those students who did not take both languages for their Senior Certificate.

Students may ask why colleges do not defy state-imposed restrictions. The answer lies in the lack of autonomy suffered by the DEC colleges, says Mr Edward Pratt, chairman of Wepcord (Western Province Council of Rectors of Colleges of Education, Deans of Faculties of Education and Directors of Technikon Schools of Higher Education).

The department limits the number of pupils a college may admit, and since the college is entirely dependent on the department for its subsidy, defiance of these limita-

'We have got to go beyond the own-affairs constitution. We need a co-ordinated policy to redress the situation of shortages in some colleges and space in others.'

tions is out of the question.

The benefits of autonomy have been shown by the "white" colleges under the House of Assembly. These colleges determine the number of students accepted, and raise funds for any students accepted in excess of state guidelines.

Each education department is responsible for the employment of the students to whom it supplied bursaries. For this reason, DET schools will not employ diplomas of DEC colleges. "We have got to go beyond the own-affairs constitution. We need a co-ordinated policy to redress the situation of shortages in some colleges and space in others" Pratt said.

He said Wepcord favours a policy that ensures equal treatment for students as regard admission, examinations, bursaries and the curriculum.

Wepcord has made its demands known to the Department of National Education (responsible for making education policy), the DEC, the DET and the ANC. So far the DET's response to the pressure at Good Hope has been piecemeal.

At the time of the application crisis, Good Hope was instructed to take on an extra 70 students.

"We now have 40 students per classroom," said principal Mr Willie Scholtz. "And we have already received six or seven hundred applications for next year."

"Of the 10 teacher's training colleges in the Western Cape, Good Hope has the largest number of students, yet the least classroom space, library and study facilities," he said, adding the college occupies a building designed as a primary school.

Ms Lubama Slara, media officer for the college SRC, said college students are participating in the NECC's Schools for All campaign.

The campaign is aimed at "involving students at the DEC colleges in the struggle to get African students admitted there," Slara said.

She said the NECC had approached the DEC on the matter without success.

The NECC is planning mass-action protests on May 11, which will involve teacher's training colleges throughout South Africa.

A LEADING educationist says US-style "community colleges" are the best way to overcome many of SA's education problems.

The community college concept is emerging as one of the most significant educational movements in SA, according to American professor Walter Smith, project manager of the Tertiary Education Programme Support scheme, which is funded by the US Agency for International Development (USAID). Smith, a higher education specialist, is in SA to rally support for the idea and to investigate the possibility of funding such a programme.

Colleges could make up for people's "lost opportunities" by providing two strains of education — an adult schooling programme and tertiary instruction, says Smith, a former president of Florida University and of Roxbury Community College in Massachusetts.

The colleges should be geared towards students attending classes after working hours. Through the college people who had not reached matric would have the chance to upgrade their education to a point where they would be qualified to enter universities or technikon. It would also help those whose matric results were not good enough to

US-style college ideal for SA

quality for university or technikon entrance.

A feasibility study conducted by USAID into the possibility of adapting the US model to suit SA conditions will be completed next month. Smith says community colleges provide a second chance for the "marginalised youth" and for adults who dropped out of the education system to raise families or to work.

The advantage of the community college over other adult education courses is that students are credited for their courses, which allows them to move into the "formal" education sector and tertiary level institutions. "Too often people attend an adult education course, then find they have reached a dead end, and their studies don't lead them anywhere," he says.

In the US these credits are recognised by universities and technikon — and the college becomes a direct feeder into the third and fourth years of tertiary education. "In Florida alone, last year over 40% of the university graduates were transfer students from the community college

Blouw
21/4/92

KATHRYN STRACHAN

system. These students had transferred into the upper division of the university without loss of credit," says Smith.

In the US there are 6-million students at community colleges. Colleges have also been established in Canada, Britain, India and Indonesia. During the '80s the average age of students enrolled for college credit was 27. The maturity of most community college students is an asset which contributes to their success, he says.

"Contrary to the belief of the critics of the community college concept, these institutions are not inferior colleges. They differ from universities in that they are not designed as research institutions. They provide open access to their programmes with students being evaluated and placed according to standard assessment instruments." By providing the first two years of

53

tertiary education, the US colleges have also freed some American universities to concentrate on improving the quality of their higher level courses and to focus on research.

Smith has spoken to most SA university and technikon rectors, as well as non-governmental organisations, and the idea has been well-received.

If the idea took root, Smith believes it would take at least a year to plan the colleges. Funding would have to be finalised and the curricula would have to be designed in conjunction with universities and accrediting bodies.

Black failure rates at universities remain high, and universities are discovering that their academic support programmes are not adequate. Universities are also questioning whether it is their role to make up for backlogs in school education. Community colleges could provide the bridging programmes needed to prepare students for university. Wits University vice-chancellor Robert Charlton believes commu-

ity colleges would go a long way to solving the problems of the academic support programme. He says it would be an excellent way not only to bridge the gap for matriculants who could not cope with their university courses, but also to upgrade the education of those who had not reached matric during their normal schooling years to a level where they were allowed to enter universities and technikon.

Wits and the University of Cape Town have already paved the way by giving credit for some of the courses offered by Khanya College.

Wits has also taken up the idea by establishing a science school on the campus in an attempt to "salvage" those who were not offered science or higher grade maths at school.

Over two years, pupils are brought up to the level of the end of a first-year BSc degree. And students who do not make it to that level still have a fair chance of entering technikon or the job market. Without science and higher grade maths, students are extremely limited in their choices of courses at universities, says Charlton. "Universities like Wits feel obliged to fill the terrible gap in maths education that DET schools have — until something like community colleges are set up."

BOOKS

College shuts as students reject ban

By BULELWA PAYI: Grahamstown
THE Cape College of Education in Fort Beaufort has been closed after students refused to sign a list of conditions outlawing political activity on campus.

According to South African Students' Congress (Sasco) spokesman Archie Ralo, students were told by the rector last Friday that the college would be closed for a week to allow them to "reconsider" their decision not to sign the document.

He said if students still refused to sign, the campus would be closed until May 18 and students would have to re-register.

Ralo said the conditions banned stu-

dents from taking part in any protest action on campus and taking up issues like the exclusion of students.

The rector's decision to close the college followed four months of negotiations between the Students' Representative Council, Sasco and the administration around the exclusion of 27 students.

Negotiations broke down in March, but after a two-day class boycott, the administration agreed to allow 14 students back and to negotiate about the other 13.

After the vacation, students were told the 13 wouldn't be allowed back, and when there were moves to resume

the boycott, the administration threatened to close the college.

Ralo said: "We then decided to return to classes. But before we did the rector said we would have to sign a list of conditions."

The students refused to accept the conditions. Community organisations and the chamber of commerce were asked to intervene, and held a meeting with the rector last Thursday.

A member of the delegation, the Reverend Simon Kotsele, said the rector had agreed not to suspend classes, pending a further meeting.

The rector was unavailable for comment. — Ana

W/Mail 30/4 - 715/92

20

53

W/mad 30/4- 7/5/92

■ THE Department of Education and Training has condoned the registration of 10 Soweto College of Education students who failed more than five subjects last year.

The department threatened to exclude the students because — by regulations — they could not return to campus after such poor results.

DET director general Dr Bernhard Louw said consideration had been taken of the fact that the students had been registered in error and had attended classes for the first quarter. They were to submit to an academic support programme and have their progress monitored.

Wits Tech bridging programme a success S3

THE first black students who passed the Technikon Witwatersrand's Community College Bridging Programme developed confidence and strong personalities, the college's facilitator, Miss Eleanor Muller, said yesterday.

The programme prepares black students with a poor matric pass for technikon education. *Sowetan 30/4/92*

After applying for a normal course at the technikon, the students are referred to the bridging programme, said PRO Miss Mary-Anne Stainton.

The bridging programme uses the method known as the Nexus Components Course. It consists of higher grade English and credit subjects.

The subjects relate to the course students

By **NORMAN JOSEPH**

applied for. The course was introduced a year ago and 69 students passed this year.

On completing the course, students are directed to their potential course.

"The entire experience is seen as an upward step. Students are directly involved in the choice of lectures. Their interpersonal, language and learning skills are upgraded," Muller said.

The first batch of successful students received their certificates at a special ceremony last week.

The next course starts in January next year.

College closes amid stand-off between students, rector

SOUTH 215-715192
THE Cape College of Education in Fort Beaufort has been closed down temporarily after students refused to sign a list of conditions outlawing political activity on campus.

A spokesperson for the South African Students' Congress (Sasco), Mr Archie Ralo, said students were told by the rector last Friday that the college would be closed for a week to allow them to "reconsider" their decision not to sign the document.

If students still refused to sign, the campus would be closed until May 18 and students would have to re-register.

Ralo said the conditions banned students from taking part in any protest action on campus or taking up issues like the exclusion of students.

The rector's decision to close the college followed four months of negotiations between the students representative council, Sasco and the administration around the exclu-

sion of 27 students.

Negotiations broke down in March, but after a two-day class boycott, the administration agreed to allow 14 students back and to negotiate about the other 13.

After the vacation, students were told the 13 would not be allowed back. When there were moves to resume the boycott, the administration threatened to close the college.

Ralo said: "We then decided to return to classes. But before we did the rector said we would have to sign a list of conditions."

The students refused to accept the conditions. Community organisations and the Chamber of Commerce were asked to intervene. They held a meeting with the rector last Thursday.

A member of the delegation, the Reverend Simon Kotsele, said the rector had agreed not to suspend classes, pending a further meeting.

The rector was unavailable for comment. — Ana

Technikon bid to boost technology

(S3) ~~21/11/92~~
S/Times [Cape Metro] 3/5/92

THE Cape Technikon is presenting a Technology Olympiad with prizes worth about R28 000, including a bursary for study at the technikon.

The aim of the Olympiad is to stimulate interest in technology among a selected group of gifted pupils.

Pupils from schools in the Western Cape are invited to participate. About 100 entries are expected.

The Olympiad is likely to be extended to the rest of the country within a year or two.

The overall winner will receive a study bursary from Eskom to the value of R12 000 for study at the Cape Technikon.

Category winners will receive a prize of R1 500 from the Foundation for Research Development, and seven runners-up a R500 prize each from Warner-Lambert and Perm.

Seven special prizes of R250 each will be donated by Langeberg and Plessey-Tellumat.

The theme of the Olympiad is Using technology to improve the living standards of developing communities, and students will present individual solutions to one of seven tasks from which they can choose.

The tasks were set by the following schools at the technikon:

- School of Civil Engineering — A technological solution to one of these problems areas: sewerage/water pollution; refuse removal/general environmental pollution; provision of housing and shelter.

- School of Physical Sciences — Effective recycling of waste plastic bags.

- School of Life Sciences — Apply the principles of parks and recreation management, environmental health, personal hygiene, training or job creation to raise the living standards of developing communities.

- School of Electrical Engineering — Methods to enhance savings in the use of electrical energy.

- School of Architecture and Building — The creation of defensible space in crime-ridden areas.

- School of Applied Art — Design collapsible furniture for use in the squatter community.

- School of Mechanical Engineering — Design a fuel-efficient solid fuel stove.

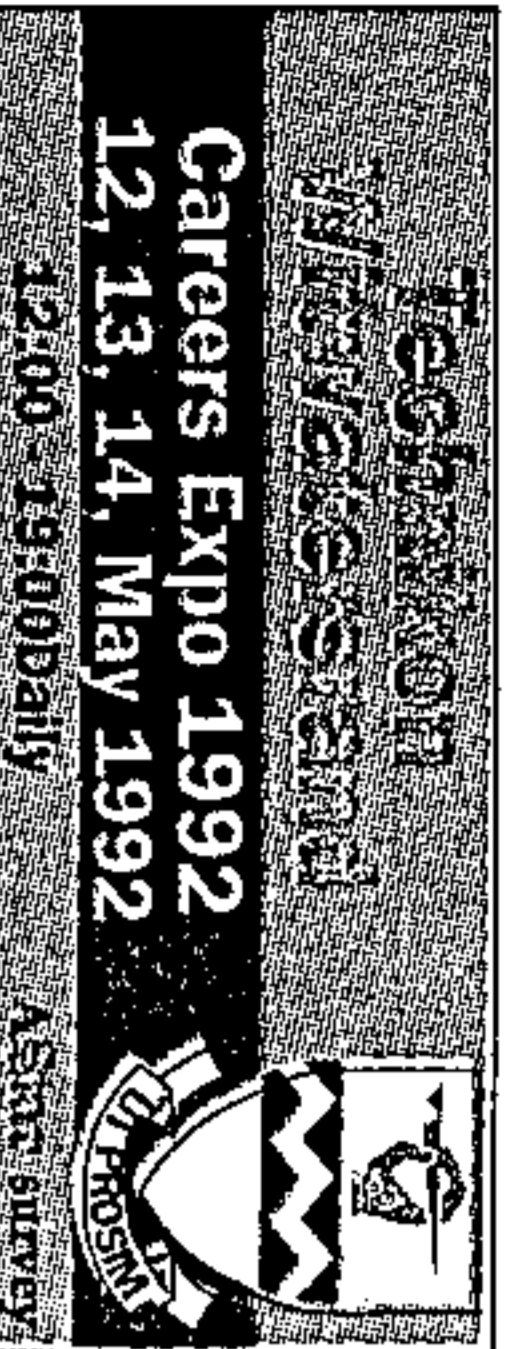
The Cape Technikon will make the necessary expertise and facilities available to students for the design and construction of their solutions, which must comprise a written presentation and a working model/plan/poster.

The final adjudication will take place on August 8 after an oral presentation by the finalists.

Further details available on ☎ (021) 461 6220.

26/5/72
18/10/72

Wits school opened 53
LIBERTY Life chairman Donny Gordon opened Phase II of the Wits Business School building project last week. Liberty has donated R18m to the school, which will include offices, seminar rooms, syndicate rooms, a canteen, a library and a computer room.



Careers Expo 1992
12, 13, 14, May 1992

12:00 - 19:00 Daily

The Technikon Witwatersrand is running a careers programme next week to help matric pupils.

The beauty business looks good

The beauty therapy industry is in a phase of growth and development and is currently re-evaluating the importance of well-trained therapists.

People are required to walk into a job situation and combine theoretical knowledge with practical skills. For this reason, technician diploma-holders are preferred as opposed to those training at private institutions.

Technikon-qualified therapists (National Diploma in Beauty Technology) are in high demand and job opportunities include positions at beauty salons, health spas, gymnasia, electrolysis clinics and cosmetics companies.

Wits Technikon graduates have a good relationship with related paramedical and medical professions.

They can broaden their scope by liaising with plastic surgeons, performing treatments such as manual lymph drainage, soft infra-red laser therapy, cosmetic camouflage and other general pre and post-operative maintenance treatments.

Dermatologists may benefit from working closely with a beauty technologist performing highly skilled facial maintenance treatments to improve healing, reduce scarring and enhance recovery.

The prospects and advancements in pursuing a career in Beauty Technology are almost endless.

Excellent mining opportunities

The mining industry is by far the most important industry in the South African economy and offers excellent career opportunities.

The school offers courses in Coal Mining, Economic Geology, Extraction Metallurgy and Mine Surveying.

The diplomas provide students with both the theoretical and practical knowledge skills applicable to the middle management position on mines.

At the National Diploma level, all the necessary practical and theoretical knowledge

required for an individual to competently carry out supervisory positions in the production mining discipline are catered for.

At National Higher Diploma level, advanced practical and theoretical knowledge is gained, sufficient to competently carry out the job requirements of a middle management position on a mine.

Entry requirements: A matric certificate with a D in mathematics (Standard Grade) or E symbol (Higher Grade). A science subject at this

level is a distinct advantage. ● Good communication skills — be able to make unsupervised decisions and enjoy a challenging job.

Students usually have some form of experience in their chosen careers.

Before being accepted, you must try to obtain employment as a "student mine official" at a mining house, or obtain sponsorship from the mining house that will include the initial introduction to the industry and a conditional promise of practical

learning.

"Private" students may be accepted on the understanding that they cannot proceed to second year before obtaining their first level practical learning opportunities, available only through mining institutions.

Prospective students should contact the Manpower Department of the Mining Organisation to obtain employment or bursary opportunities. If this is not successful you can contact the Head of the Mining Department at the Technikon Witwatersrand.

These technologists help to build future

The field of expertise of the qualified architectural technologist is mainly in construction methods and materials.

This expertise is employed to translate architectural designs into technical drawings and specifications used for the construction of buildings.

Employment opportunities exist with architectural practices, government institutions, property developers and others.

The technologist communicates by graphic means and prepares drawings for building contracts. A technologist's job is mainly

to advise and make decisions about building materials and elements and how they are assembled to form effective buildings. Other skills include presentation drawing, surveying (using optical instruments), office management, building site supervision, negotiations with local authorities and application of building regulations.

The first and third year of the Architectural Technology course require full-time study. The second year entails working for a firm of architects whilst studying part-time.

Entrance requirements include matric with mathematics and the successful completion of a one-day selection programme.

Classes commence in January of each year. Applications should be made before August 15 of the preceding year and selection is done in December. Other courses are offered in Building, Mechanical Engineering, Civil Engineering, Chemical Engineering, Construction Management and Quantity Surveying, Electrical Engineering, Metallurgical Engineering, Town and Regional Planning.

Making the right choice

Matric pupils in South Africa are currently faced with the single most important decision at this point in their lives — choosing a career.

Their future happiness, because of the satisfaction and fulfilment they will derive from their jobs, will depend on this decision.

To help the country's matric pupils make informed decisions about this all-important matter, the Technikon Witwatersrand (TWTR) will host a careers exhibition — Career Expo 92 — at its Doornfontein campus from Tuesday May 12 to Thursday May 14.

On display will be no fewer than 50 possible careers — with academic staff at hand to give

expert first-hand information and advice. Visitors will also receive informative brochures to study at home.

An additional 14 stalls will be manned by companies to give much-needed information about career opportunities, bursaries, student loans, practical training and many more aspects of your chosen career.

Moreover, a series of 50 lectures will be presented daily to explain the career opportunities offered by TWTR. Question and answer sessions will help to clear up uncertainty.

Groups of pupils and teachers will be taken on tours of the campus and be shown such facilities as laboratories, architectural and art studios.

Are you interested in studying, but confused about how to go about it or what direction to follow? Attend the lectures on May 12, 13 and 14 to find out more about the following programmes:

| | | |
|------|--|-------------|
| 2 pm | Student Counselling (May 13 and 14 only) | Venue: 5309 |
| 3 pm | Company Administration | |
| 4 pm | Information Technology | |

Management (May 13 and 14 only)

| | | |
|---------|------------------------------|-------------|
| 18:15 | Marketing | Venue: 4309 |
| 2 pm | Ambulance and Emergency Care | |
| 3 pm | Beauty Technology | |
| 4 pm | Dental Technology | |
| 4:45 pm | Food Technology | |
| 5:30 pm | Medical Technology | |
| 6:15 pm | Biotechnology | |
| Time | | Venue: 2309 |
| 2 pm | Chemical Engineering | |

Mechanical Engineering (L/C)

| | | |
|----------------|---|-------------|
| 3 pm | Mechanical Engineering (L/C) | |
| 4:45 pm | Electrical Engineering (H/C) | |
| 5:30 pm - 7 pm | Architecture and Town and Regional Planning | |
| Time | | Venue: 1309 |
| 4 pm | Personal Management | |
| 5 pm | Graphic Design | |
| Time | | Venue: 5407 |
| 2 pm | Packaging Management | |
| 3 pm | Organisation and Work Study | |

Industrial Engineering

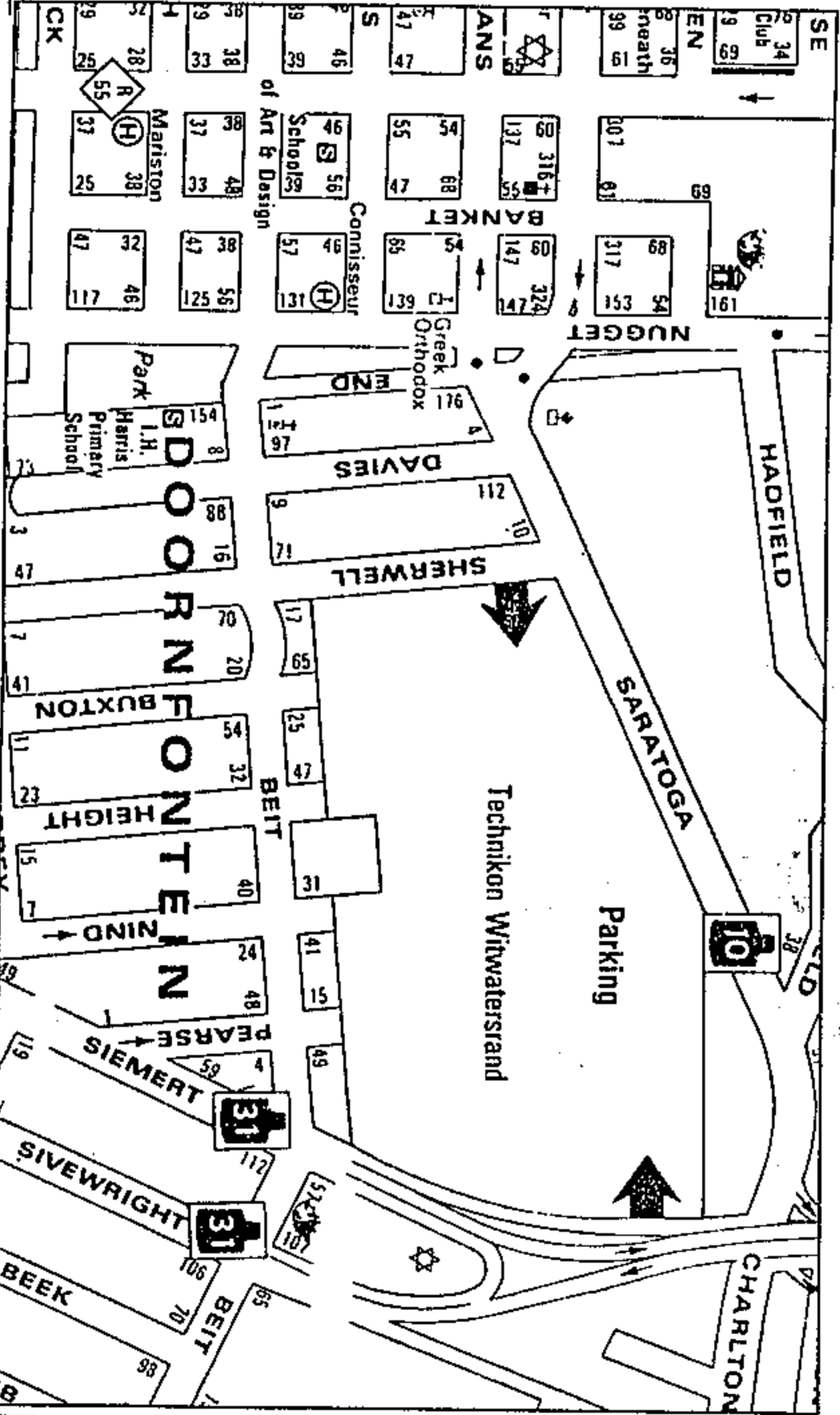
| | | |
|---------|-----------------------------|-------------|
| 4:45 pm | Production Management | |
| 5:30 pm | Purchasing Management | |
| 6:15 pm | Retail Business Management | |
| Time | | Venue: 4407 |
| 2 pm | Analytical Chemistry | |
| 3 pm | Podiatry | |
| 4 pm | Environmental Health | |
| 4:45 pm | Radiography | |
| 5:30 pm | Travel and Tourism | |
| Time | | Venue: 2407 |
| 2 pm | Food Service Management and | |

Building

| | | |
|---------|--|-------------|
| 3 pm | Building | |
| 4 pm | Civil Engineering | |
| 4:45 pm | Community College | |
| Time | | Venue: 1407 |
| 3 pm | Metalurgical Engineering | |
| 4 pm | Student Counselling (May 13 and 14 only) | |
| 4:45 pm | Secretarial Training and Office Administration | |
| 5:30 pm | Public Relations | |

Hotel and Catering Management

| | | |
|---------|--|-------------|
| 3 pm | Hotel and Catering Management | |
| 4 pm | Building | |
| 4:45 pm | Civil Engineering | |
| Time | | Venue: 1407 |
| 3 pm | Metalurgical Engineering | |
| 4 pm | Student Counselling (May 13 and 14 only) | |
| 4:45 pm | Secretarial Training and Office Administration | |
| 5:30 pm | Public Relations | |



Reach for the sky

In the field of further qualifications, the Technikon Witwatersrand offers the National Higher Diploma (one year), Masters' Diploma in Technology (one year) and the Laureateus in Technoogy (Masters plus one year).

Competitive environment

The Clothing Technology department offers two courses: National Diploma in Clothing Design (three years) and the National Diploma in Clothing Production (three years). The South African fashion and clothing industry is the second largest employer after the mining industry.

It is moving through a period of rapid technological change that creates a competitive trading environment. The fashion and clothing industry expects diploma-holders to be commercially viable and productive from the onset.

Covering a wide spectrum

Technikon Witwatersrand consists of eight schools with more than 50 departments.

Business School: Accounting, Company administration, Computer data processing, Cost and management accounting, Industrial engineering, Management, Marketing, Organisation and work study, Packaging management, Personnel management, Production management, Purchasing management and Retail business management.

School of Biological and Health Technology: Ambulance and emergency care, Beauty technology, Dental technology, Food technology, Medical technology, Biotechnology, Podiatry, Environmental health and Radiography.

School of Applied Sciences: Analytical Chemistry and Jewellery Design and Manufacture.

School of Art and Design: Ceramics, Clothing design, Fine art, Graphic design, Three-dimensional design and Interior design.

School of Communication Technology: Secretarial (Executive and office administration), Public relations, Travel and tourism and National teachers diploma (tech).

School of Mines: Coal mining, Economic geology, Extraction metallurgy, Metalliferous mining and Mine surveying.

School of Engineering: Architectural technology, Building, Chemical engineering, Civil engineering, Construction management and Quantity surveying, Electrical engineering, Mechanical engineering, Metallurgical engineering, Town and regional planning.

Hotel School: Hotel management, Food service management and Catering management.

Information about courses can be obtained from Student Administration, P O Box 17011, Doornfontein 2028 or by phoning (011) 406-2220/1.

Nexus opens ⁽⁵³⁾ *still* doors

715192
Do you want to go to technikon but feel you are not ready for it yet?

Technikon Witwatersrand has in the past been faced with the mammoth problem of thousands of would-be students, who were not adequately prepared for tertiary education but wanted to enrol for diplomas.

To address this problem, the technikon last year established a community college, called the Nexus Programme, to give such matriculants a rare chance for tertiary education.

Successful completion of the Nexus Programme will be the key that opens new educational and career opportunities to young South Africans with potential.

Already, the programme has given 69 matriculants a second chance for higher education or employment.

The successful students received their certificates at a ceremony on April 22.

Some of them are now enrolled for diploma courses at the technikon.

TECHNIKON WITWATERSRAND
Careers Expo 1992
 12, 13, 14, May 1992
 12:00 - 19:00 Daily
 A Start Survey

The Technikon Witwatersrand is running a career programme next week to help matric pupils.

The beauty business looks good

The beauty therapy industry is in a phase of growth and development and is currently re-evaluating the importance of well-trained therapists.

People are required to walk into a job situation and combine theoretical knowledge with practical skills. For this reason, technician diploma-holders are preferred as opposed to those training at private institutions.

Technikon-qualified therapists (National Diploma in Beauty Technology) are in high demand and job opportunities include positions at beauty salons, health spas, gymnasia, electrolysis clinics and cosmetics companies.

Wits Technikon graduates have a good relationship with related paramedical and medical professions.

They can broaden their scope by liaising with plastic surgeons, performing treatments such as manual lymph drainage, soft infrared laser therapy, cosmetic camouflage and other general pre and post-operative maintenance treatments.

Dermatologists may benefit from working closely with a beauty technologist performing highly skilled facial maintenance treatments to improve healing, reduce scarring and enhance recovery.

The prospects and advancements in pursuing a career in Beauty Technology are almost endless.

Excellent mining opportunities

The mining industry is by far the most important industry in the South African economy and offers excellent career opportunities.

The school offers courses in Coal Mining, Economic Geology, Extraction Metallurgy and Mine Surveying.

The diplomas provide students with both the theoretical and practical knowledge skills applicable to the middle management position on mines.

At the National Diploma level, all the necessary practical and theoretical knowledge

required for an individual to competently carry out supervisory positions in the production mining discipline are catered for.

At National Higher Diploma level, advanced practical and theoretical knowledge is gained, sufficient to competently carry out the job requirements of a middle management position on a mine.

Entry requirements: A matric certificate with a D in mathematics (Standard Grade) or E symbol (Higher Grade). A science subject at this

level is a distinct advantage.

Good communication skills — be able to make unsupervised decisions and enjoy a challenging job.

Students usually have some form of experience in their chosen careers.

Before being accepted, you must try to obtain employment as a "student mine official" at a mining house, or obtain sponsorship from the mining house that will include the initial introduction to the industry and a conditional promise of practical

learning.

"Private" students may be accepted on the understanding that they cannot proceed to second year before obtaining their own practical learning opportunities, available only through mining institutions.

Prospective students should contact the Manpower Department to obtain employment or bursary opportunities. If this is not successful you can contact the Head of the Mining Department at the Technikon Witwatersrand.

These technologists help to build future

The field of expertise of the qualified architectural technologist is mainly in construction methods and materials.

This expertise is employed to translate architectural designs into technical drawings and specifications used for the construction of buildings.

Employment opportunities exist with architectural practices, government institutions, property developers and others.

The technologist communicates by graphic means and prepares drawings for building contracts. A technologist's job is mainly

to advise and make decisions about building materials and elements and how they are assembled to form effective buildings. Other skills include presentation drawing, surveying (using optical instruments), office management, building site supervision, negotiations with local authorities and application of building regulations.

The first and third year of the Architectural Technology course require full-time study. The second year entails working for a firm of architects whilst studying part-time.

Entrance requirements include matric with mathematics and the successful completion of a one-day selection programme.

Classes commence in January of each year. Applications should be made before August 15 of the preceding year and selection is done in December.

Other courses are offered in Building, Mechanical Engineering, Civil Engineering, Chemical Engineering, Construction Management and Quantity Surveying, Electrical Engineering, Metallurgical Engineering, Town and Regional Planning.

Making the right choice

Matric pupils in South Africa are currently faced with the single most important decision at this point in their lives — choosing a career.

Their future happiness, because of the satisfaction and fulfilment they will derive from their jobs, will depend on this decision.

To help the country's matric pupils make informed decisions about this all-important matter, the Technikon Witwatersrand (TWR) will host a careers exhibition — Career Expo 92 — at its Doornfontein campus from Tuesday May 12 to Thursday May 14.

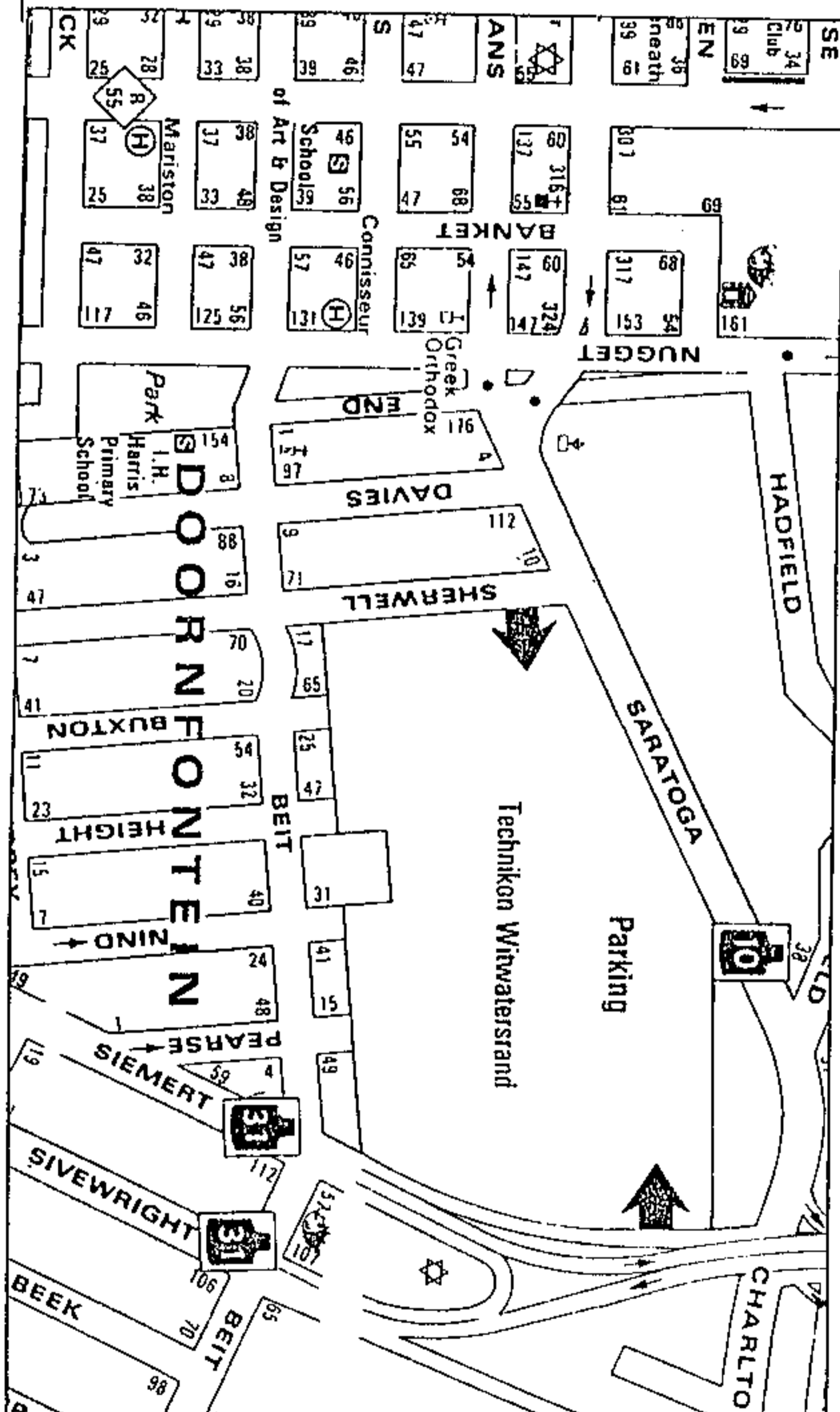
On display will be no fewer than 50 possible careers — with academic staff at hand to give

expert first-hand information and advice. Visitors will also receive informative brochures to study at home.

An additional 14 stalls will be manned by companies to give much-needed information about career opportunities, bursaries, student loans, practical training and many more aspects of your chosen career.

Moreover, a series of 50 lectures will be presented daily to explain the career opportunities offered by TWR. Questions and answer sessions will help to clear up uncertainty.

Groups of pupils and teachers will be taken on tours of the campus and be shown such facilities as laboratories, architectural and art studios.



Where to go, and when, to clear up confusion about your career

| | | |
|--|--|--|
| Are you interested in studying, but confused about how to go about it or what direction to follow? Attend the lectures on May 12, 13 and 14 to find out more about the following programmes: | Time | Venue: 5309 |
| 2 pm | Student Counselling (May 13 and 14 only) | Company Administration |
| 3 pm | Information Technology | |
| 4 pm | | |
| 5:30 pm | Management (May 13 and 14 only) | |
| 18:15 | Marketing | |
| Time | Venue: 4309 | |
| 2 pm | Ambulance and Emergency Care | Beauty Technology |
| 3 pm | Beauty Technology | Dental Technology |
| 4 pm | Dental Technology | Food Technology |
| 4:45 pm | Medical Technology | Biotechnology |
| 5:30 pm | Biotechnology | |
| 6:15 pm | | |
| Time | Venue: 2309 | |
| 2 pm | Chemical Engineering | |
| 3 pm | | |
| 4 pm | | |
| 4:45 pm | | |
| 5:30 pm | | |
| 6:15 pm | | |
| Time | Venue: 1309 | |
| 2 pm | Personnel Management | Graphic Design |
| 3 pm | Graphic Design | Packaging Management |
| 4 pm | Packaging Management | Organisation and Work Study |
| 4:45 pm | Organisation and Work Study | |
| 5:30 pm | | |
| 6:15 pm | | |
| Time | Venue: 5407 | |
| 2 pm | Food Service Management and | |
| 3 pm | | |
| 4 pm | | |
| 4:45 pm | | |
| 5:30 pm | | |
| 6:15 pm | | |
| Time | Venue: 4407 | |
| 2 pm | Analytical Chemistry | Podiatry |
| 3 pm | Podiatry | Metallurgical Engineering |
| 4 pm | Metallurgical Engineering | Student Counselling |
| 4:45 pm | Student Counselling | Secretarial Training and Office Administration |
| 5:30 pm | Secretarial Training and Office Administration | Public Relations |
| 6:15 pm | Public Relations | |
| Time | Venue: 1407 | |
| 3 pm | Building Management | Civil Engineering |
| 4 pm | Civil Engineering | Community College |
| 4:45 pm | Community College | |
| 5:30 pm | | |

Reach for the sky

In the field of further qualifications, the Technikon Witwatersrand offers the National Higher Diploma (one year), Masters Diploma in Technology (one year) and the Laureates in Technology (Masters plus one year).

Competitive environment


The Clothing Technology department offers two courses: National Diploma in Clothing Design (three years) and the National Diploma in Clothing Production (three years).

The South African fashion and clothing industry is the second largest employer after the mining industry.

It is moving through a period of rapid technological change that creates a competitive trading environment.

The fashion and clothing industry expects diploma-holders to be commercially viable and productive from the onset.

Technikon Witwatersrand
Careers Expo 1992
12, 13, 14, May 1992
12:00 - 19:00 Daily
 A Star Survey



The Technikon Witwatersrand is running a careers programme next week to help matric pupils.

The beauty business looks good

STAFF 715792

The beauty therapy industry is in a phase of growth and development and is currently re-evaluating the importance of well-trained therapists.

People are required to walk into a job situation and combine theoretical knowledge with practical skills. For this reason, technician diploma-holders are preferred as opposed to those training at private institutions.

Technikon-qualified therapists (National Diploma in Beauty Technology) are in high demand and job opportunities include positions at beauty salons, health spas, gymnasia, electrolysis clinics and cosmetics companies.

With Technikon graduates have a good relationship with related paramedical and medical professions.

They can broaden their scope by liaising with plastic surgeons, performing treatments such as manual lymph drainage, soft infra-red laser therapy, cosmetic camouflage and other general pre and post-operative maintenance treatments.

Dermatologists may benefit from working closely with a beauty technologist performing highly skilled facial maintenance treatments to improve healing, reduce scarring and enhance recovery.

The prospects and advancements in pursuing a career in Beauty Technology are almost endless.

Excellent mining opportunities

The mining industry is by far the most important industry in the South African economy and offers excellent career opportunities.

The school offers courses in Coal Mining, Economic Geology, Extraction Metallurgy and Mine Surveying.

The diplomas provide students with both the theoretical and practical knowledge skills applicable to the middle management position on mines.

At the National Diploma level, all the necessary practical and theoretical knowledge

required for an individual to competently carry out supervisory positions in the production mining discipline are catered for.

At National Higher Diploma level, advanced practical and theoretical knowledge is gained, sufficient to competently carry out the job requirements of a middle management position on a mine.

Entry requirements:

- A matric certificate with a D in mathematics (Standard Grade) or E symbol (Higher Grade). A science subject at this level is a distinct advantage.
- Good communication skills - be able to make unsupervised decisions and enjoy a challenging job.

Students usually have some form of experience in their chosen careers.

Before being accepted, you must try to obtain employment as a "student mine official" at a mining house, or obtain sponsorship from the mining house that will include the initial introduction to the industry and a conditional promise of practical

These technologists help to build future

The field of expertise of the qualified architectural technologist is mainly in construction methods and materials.

This expertise is employed to translate architectural designs into technical drawings and specifications used for the construction of buildings.

Employment opportunities exist with architectural practices, government institutions, property developers and others.

The technologist communicates by graphic means and prepares drawings for building contracts. A technologist's job is mainly

to advise and make decisions about building materials and elements and how they are assembled to form effective buildings. Other skills include presentation drawing, surveying (using optical instruments), office management, building site supervision, negotiations with local authorities and application of building regulations.

The first and third year of the Architectural Technology course require full-time study. The second year entails working for a firm of architects whilst studying part-time.

Entrance requirements include matric with mathematics and the successful completion of a one-day selection programme.

Classes commence in January of each year. Applications should be made before August 15 of the preceding year and selection is done in December.

Other courses are offered in Building, Mechanical Engineering, Civil Engineering, Chemical Engineering, Construction Management and Quantity Surveying, Electrical Engineering, Metallurgical Engineering, Town and Regional Planning.

Making the right choice

STAFF 715792

Matric pupils in South Africa are currently faced with the single most important decision at this point in their lives - choosing a career.

Their future happiness, because of the satisfaction and fulfillment they will derive from their jobs, will depend on this decision.

To help the country's matric pupils make informed decisions about this all-important matter, the Technikon Witwatersrand (TWR) will host a careers exhibition - Career Expo 92 - at its Doornfontein campus from Tuesday May 12 to Thursday May 14.

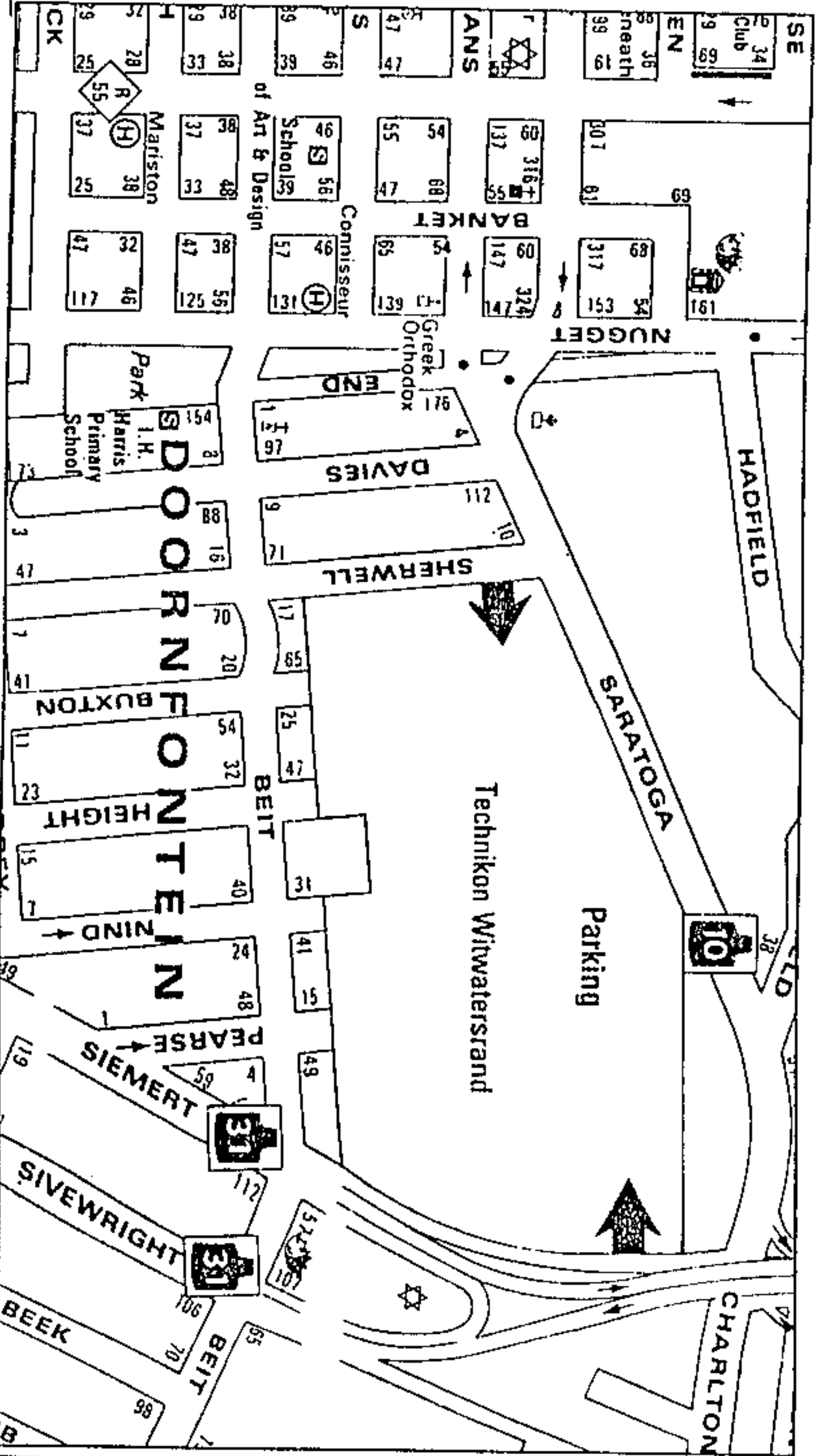
On display will be no fewer than 50 possible careers - with academic staff at hand to give

expert first-hand information and advice. Visitors will also receive informative brochures to study at home.

An additional 14 stalls will be manned by companies to give much-needed information about career opportunities, bursaries, student loans, practical training and many more aspects of your chosen career.

Moreover, a series of 50 lectures will be presented daily to explain the career opportunities offered by TWR. Question and answer sessions will help to clear up uncertainty.

Groups of pupils and teachers will be taken on tours of the campus and be shown such facilities as laboratories, architectural and art studios.



Where to go, and when, to clear up confusion about your career

Are you interested in studying, but confused about how to go about it or what direction to follow? Attend the lectures on May 12, 13 and 14 to find out more about the following programmes:

| Time | Venue: 5309 |
|----------------|--|
| 2 pm | Student Counselling (May 13 and 14 only) |
| 3 pm | Company Administration Information Technology |
| 4 pm | Chemical Engineering |
| 5:30 pm | Management (May 13 and 14 only) |
| 6:15 | Marketing |
| Time | Venue: 4309 |
| 2 pm | Ambulance and Emergency Care |
| 3 pm | Beauty Technology |
| 4 pm | Dental Technology |
| 4:45 pm | Food Technology |
| 5:30 pm | Medical Technology |
| 6:15 pm | Biotechnology |
| Time | Venue: 2309 |
| 2 pm | Organisation and Work Study |
| 3 pm | Industrial Engineering |
| 4 pm | Mechanical Engineering (L/C) |
| 4:45 pm | Electrical Engineering (H/C) |
| 5:30 pm - 7 pm | Architecture and Town and Regional Planning |
| Time | Venue: 1309 |
| 2 pm | Podiatry |
| 3 pm | Analysical Chemistry |
| 4 pm | Environmental Health |
| 4:45 pm | Radiotherapy |
| 5:30 pm | Travel and Tourism |
| Time | Venue: 2407 |
| 2 pm | Food Service Management and |
| 3 pm | Hotel and Catering Management |
| 4 pm | Building |
| 4:45 pm | Civil Engineering |
| 5:30 pm | Community College |
| Time | Venue: 1407 |
| 3 pm | Metallurgical Engineering |
| 4 pm | Student Counselling (May 13 and 14 only) |
| 4:45 pm | Secretarial Training and Office Administration |
| 5:30 pm | Public Relations |

Reach for the sky

In the field of further qualifications, the Technikon Witwatersrand offers the National Higher Diploma (one year), Masters Diploma in Technology (one year) and the Laureus in Technology (Masters plus one year).

Competitive environment

STAFF 715792

The Clothing Technology department offers two courses: National Diploma in Clothing Design (three years) and the National Diploma in Clothing Production (three years).

The South African fashion and clothing industry is the second largest employer after the mining industry.

It is moving through a period of rapid technological change that creates a competitive trading environment.

The fashion and clothing industry expects diploma-holders to be commercially viable and productive from the onset.

TECHNIKON WITWATERSRAND
Careers Expo 1992
 12, 13, 14, May 1992
 12:00 - 19:00 Daily
 A shirt survey

The Technikon Witwatersrand is running a career's programme next week to help matric pupils.

The beauty business looks good

The beauty therapy industry is in a phase of growth and development and is currently re-evaluating the importance of well-trained therapists.

People are required to walk into a job situation and combine theoretical knowledge with practical skills. For this reason, technician diploma-holders are preferred as opposed to those training at private institutions.

Technikon-qualified therapists (National Diploma in Beauty Technology) are in high demand and job opportunities include positions at beauty salons, health spas, gyms, spas, electrolysis clinics and cosmetics companies.

Wits Technikon graduates have a good relationship with related paramedical and medical professions.

They can broaden their scope by liaising with plastic surgeons, performing treatments such as manual lymph drainage, soft infra-red laser therapy, cosmetic camouflage and other general pre and post-operative maintenance treatments.

Dermatologists may benefit from working closely with a beauty technologist performing highly skilled facial maintenance treatments to improve healing, reduce scarring and enhance recovery.

The prospects and advancements in pursuing a career in Beauty Technology are almost endless.

Excellent mining opportunities

The mining industry is by far the most important industry in the South African economy and offers excellent career opportunities.

The school offers courses in Coal Mining, Economic Geology, Extraction Metallurgy and Mine Surveying.

The diplomas provide students with both the theoretical and practical knowledge skills applicable to the middle management position on mines.

At the National Diploma level, all the necessary practical and theoretical knowledge

required for an individual to competently carry out supervisory positions in the production mining discipline are catered for.

At National Higher Diploma level, advanced practical and theoretical knowledge is gained, sufficient to competently carry out the job requirements of a middle management position on a mine.

Entry requirements:

- A matric certificate with a D in mathematics (Standard Grade) or E symbol (Higher Grade). A science subject at this level is a distinct advantage.
- Good communication skills - be able to make unsupervised decisions and enjoy a challenging job.
- Students usually have some form of experience in their chosen careers.

Before being accepted, you must try to obtain employment as a "student mine official" at a mining house, or obtain sponsorship from the mining house that will include the initial introduction to the industry and a conditional promise of practical

These technologists help to build future

The field of expertise of the qualified architectural technologist is mainly in construction methods and materials.

This expertise is employed to translate architectural designs into technical drawings and specifications used for the construction of buildings.

Employment opportunities exist with architectural practices, government institutions, property developers and others.

The technologist communicates by graphic means and prepares drawings for building contracts. A technologist's job is mainly

Making the right choice

Matric pupils in South Africa are currently faced with the single most important decision at this point in their lives - choosing a career.

Their future happiness, because of the satisfaction and fulfillment they will derive from their jobs, will depend on this decision.

To help the country's matric pupils make informed decisions about this all-important matter, the Technikon Witwatersrand (TWR) will host a careers exhibition - Career Expo 92 - at its Doornfontein campus from Tuesday May 12 to Thursday May 14.

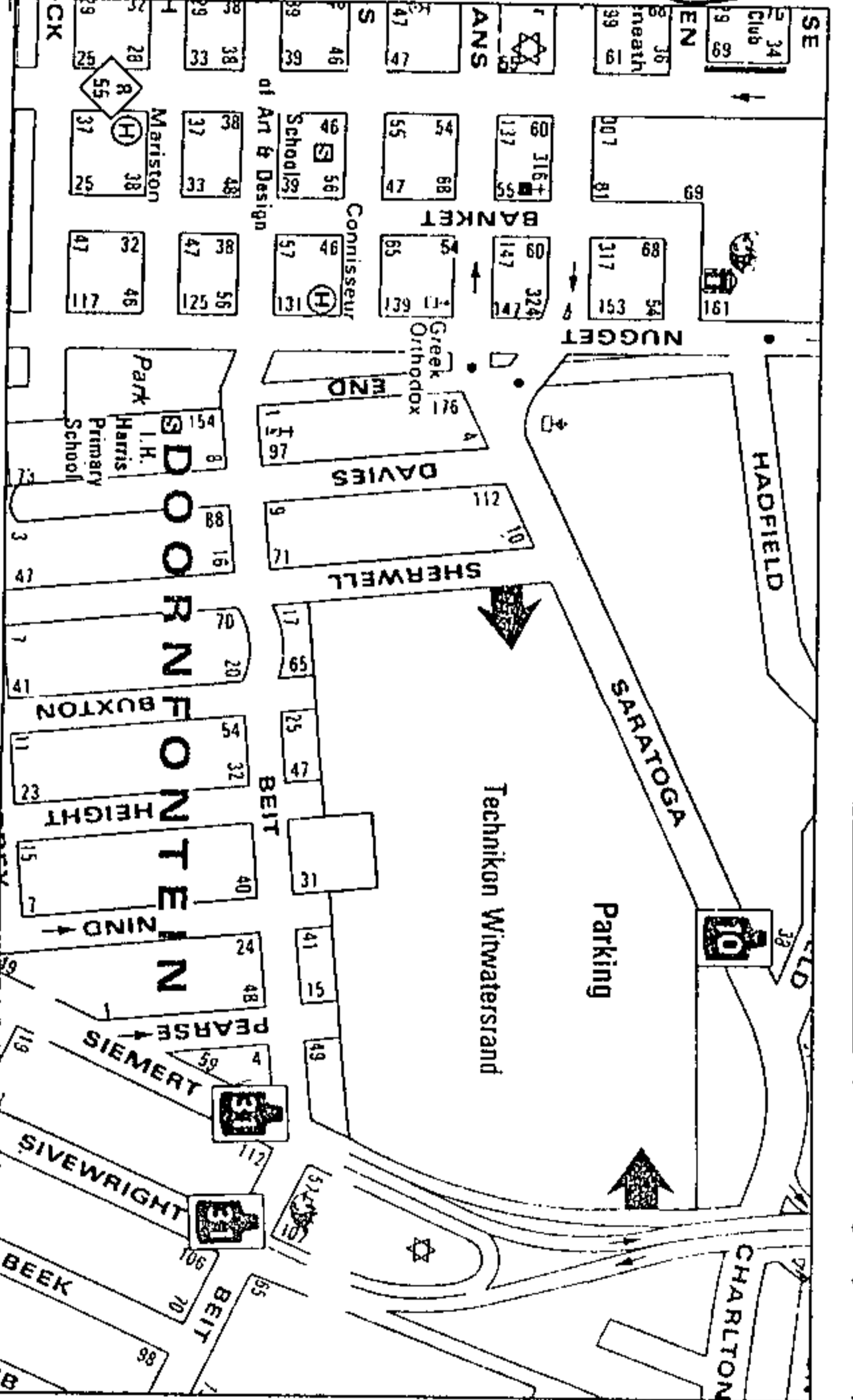
On display will be no fewer than 50 possible careers - with academic staff at hand to give

expert first-hand information and advice. Visitors will also receive informative brochures to study at home.

An additional 14 stalls will be manned by companies to give much-needed information about career opportunities, bursaries, student loans, practical training and many more aspects of your chosen career.

Moreover, a series of 30 lectures will be presented daily to explain the career opportunities offered by TWR. Question and answer sessions will help to clear up uncertainty.

Groups of pupils and teachers will be taken on tours of the campus and be shown such facilities as laboratories, architectural and art studios.



Where to go, and when, to clear up confusion about your career

Are you interested in studying, but confused about how to go about it or what direction to follow? Attend the lectures on May 12, 13 and 14 to find out more about the following programmes:

| Time | Venue: 5309 |
|--------------|--|
| 2 pm | Student Counselling (May 13 and 14 only) |
| 3 pm | Company Administration |
| 4 pm | Information Technology |
| 5:30 pm | Management (May 13 and 14 only) |
| 18:15 | Marketing |
| Time | Venue: 4309 |
| 2 pm | Ambulance and Emergency Care |
| 3 pm | Beauty Technology |
| 4 pm | Dental Technology |
| 4:45 pm | Food Technology |
| 5:30 pm | Medical Technology |
| 6:15 pm | Biotechnology |
| Time | Venue: 2309 |
| 2 pm | Chemical Engineering |
| 3 pm | Mechanical Engineering (L/C) |
| 4:45 pm | Electrical Engineering (H/C) |
| 5:30 pm-7 pm | Architecture and Town and Regional Planning |
| Time | Venue: 1309 |
| 4 pm | Personal Management |
| 5 pm | Graphic Design |
| 5:30 pm | Travel and Tourism |
| Time | Venue: 5407 |
| 2 pm | Packaging Management |
| 3 pm | Organisation and Work Study |
| 4 pm | Industrial Engineering |
| 4:45 pm | Production Management |
| 5:30 pm | Purchasing Management |
| 6:15 pm | Retail Business Management |
| Time | Venue: 4407 |
| 2 pm | Analytical Chemistry |
| 3 pm | Podiatry |
| 4 pm | Environmental Health |
| 4:45 pm | Radiography |
| 5:30 pm | Travel and Tourism |
| Time | Venue: 2407 |
| 2 pm | Food Service Management and |
| 3 pm | Hotel and Catering Management |
| 4 pm | Building |
| 4:45 pm | Civil Engineering |
| 5:30 pm | Community College |
| Time | Venue: 1407 |
| 3 pm | Metallurgical Engineering |
| 4 pm | Student Counselling (May 13 and 14 only) |
| 4:45 pm | Secretarial Training and Office Administration |
| 5:30 pm | Public Relations |

Reach for the sky

In the field of further qualifications, the Technikon Witwatersrand offers the National Higher Diploma (one year), Masters Diploma in Technology (one year) and the Laureatus in Technology (Masters plus one year).

Competitive environment


The Clothing Technology department offers two courses: National Diploma in Clothing Design (three years) and the National Diploma in Clothing Production (three years).

The South African fashion and clothing industry is the second largest employer after the mining industry.

It is moving through a period of rapid technological change that creates a competitive trading environment.

The fashion and clothing industry expects diploma-holders to be commercially viable and productive from the onset.

Technikon Witwatersrand
Careers Expo 1992
12, 13, 14, May 1992
12:00 - 19:00 Daily
 ASIST Survey



The Technikon Witwatersrand is running a careers programme next week to help matric pupils.

The beauty business looks good

The beauty therapy industry is in a phase of growth and development and is currently re-evaluating the importance of well-trained therapists.

People are required to walk into a job situation and combine theoretical knowledge with practical skills. For this reason, Technikon diploma-holders are preferred as opposed to those training at private institutions.

Technikon-qualified therapists (National Diploma in Beauty Technology) are in high demand and job opportunities include positions at beauty salons, health spas, gymnasia, electrolysis clinics and cosmetics companies.

Wits Technikon graduates have a good relationship with related paramedical and medical professions.

They can broaden their scope by liaising with plastic surgeons, performing treatments such as manual lymph drainage, soft infrared laser therapy, cosmetic camouflage and other general pre and post-operative maintenance treatments.

Dermatologists may benefit from working closely with a beauty technologist performing highly skilled facial maintenance treatments to improve healing, reduce scarring and enhance recovery.

The prospects and advancement in pursuing a career in Beauty Technology are almost endless.

Excellent mining opportunities

The mining industry is by far the most important industry in the South African economy and offers excellent career opportunities.

The school offers courses in Coal Mining, Economic Geology, Extraction Metallurgy and Mine Surveying.

The diplomas provide students with both the theoretical and practical knowledge skills applicable to the middle management position on mines.

At the National Diploma level, all the necessary practical and theoretical knowledge

required for an individual to competently carry out supervisory positions in the production mining discipline are catered for.

At National Higher Diploma level, advanced practical and theoretical knowledge is gained, sufficient to competently carry out the job requirements of a middle management position on a mine.

Entry requirements:

● A matric certificate with a D in mathematics (Standard Grade) or E symbol (Higher Grade). A science subject at this

level is a distinct advantage.

● Medical fitness.

● Good communication skills — be able to make unsupervised decisions and enjoy a challenging job.

Students usually have some form of experience in their chosen careers.

Before being accepted, you must try to obtain employment as a "student mine official" at a mining house, or obtain sponsorship from the mining house that will include the initial introduction to the industry and a conditional promise of practical

learning.

"Private" students may be accepted on the understanding that they cannot proceed to second year before obtaining their first level practical learning opportunities, available only through mining institutions.

Prospective students should contact the Manpower Department of the Mining Organisation to obtain employment or bursary opportunities. If this is not successful you can contact the Head of the Mining Department at the Technikon Witwatersrand.

These technologists help to build future

The field of expertise of the qualified architectural technologist is mainly in construction methods and materials.

This expertise is employed to translate architectural designs into technical drawings and specifications used for the construction of buildings.

Employment opportunities exist with architectural practices, government institutions, property developers and others.

The technologist communicates by graphic means and prepares drawings for building contracts. A technologist's job is mainly

whilst studying part-time.

Entrance requirements include matric with mathematics and the successful completion of a one-day selection programme.

Classes commence in January of each year. Applications should be made before August 15 of the preceding year and selection is done in December.

Other courses are offered in Building, Mechanical Engineering, Civil Engineering, Construction Management and Quantity Surveying, Electrical Engineering, Metallurgical Engineering, Town and Regional Planning.

Reach for the sky

In the field of further qualifications, the Technikon Witwatersrand offers the National Higher Diploma (one year), Masters Diploma in Technology (one year) and the Laureates in Technology (Masters plus one year).

Competitive environment

The Clothing Technology department offers two courses: National Diploma in Clothing Design (three years) and the National Diploma in Clothing Production (three years).

The South African fashion and clothing industry is the second largest employer after the mining industry.

It is moving through a period of rapid technological change that creates a competitive trading environment.

The fashion and clothing industry expects diploma-holders to be commercially viable and productive from the onset.

Making the right choice

Matric pupils in South Africa are currently faced with the single most important decision at this point in their lives — choosing a career.

Their future happiness, because of the satisfaction and fulfilment they will derive from their jobs, will depend on this decision.

To help the country's matric pupils make informed decisions about this all-important matter, the Technikon Witwatersrand (TWR) will host a careers exhibition — Career Expo 92 — at its Doornfontein campus from Tuesday May 12 to Thursday May 14.

On display will be no fewer than 50 possible careers — with academic staff at hand to give

expert first-hand information and advice. Visitors will also receive informative brochures to study at home.

An additional 14 stalls will be manned by companies to give much-needed information about career opportunities, bursaries, student loans, practical training and many more aspects of your chosen career.

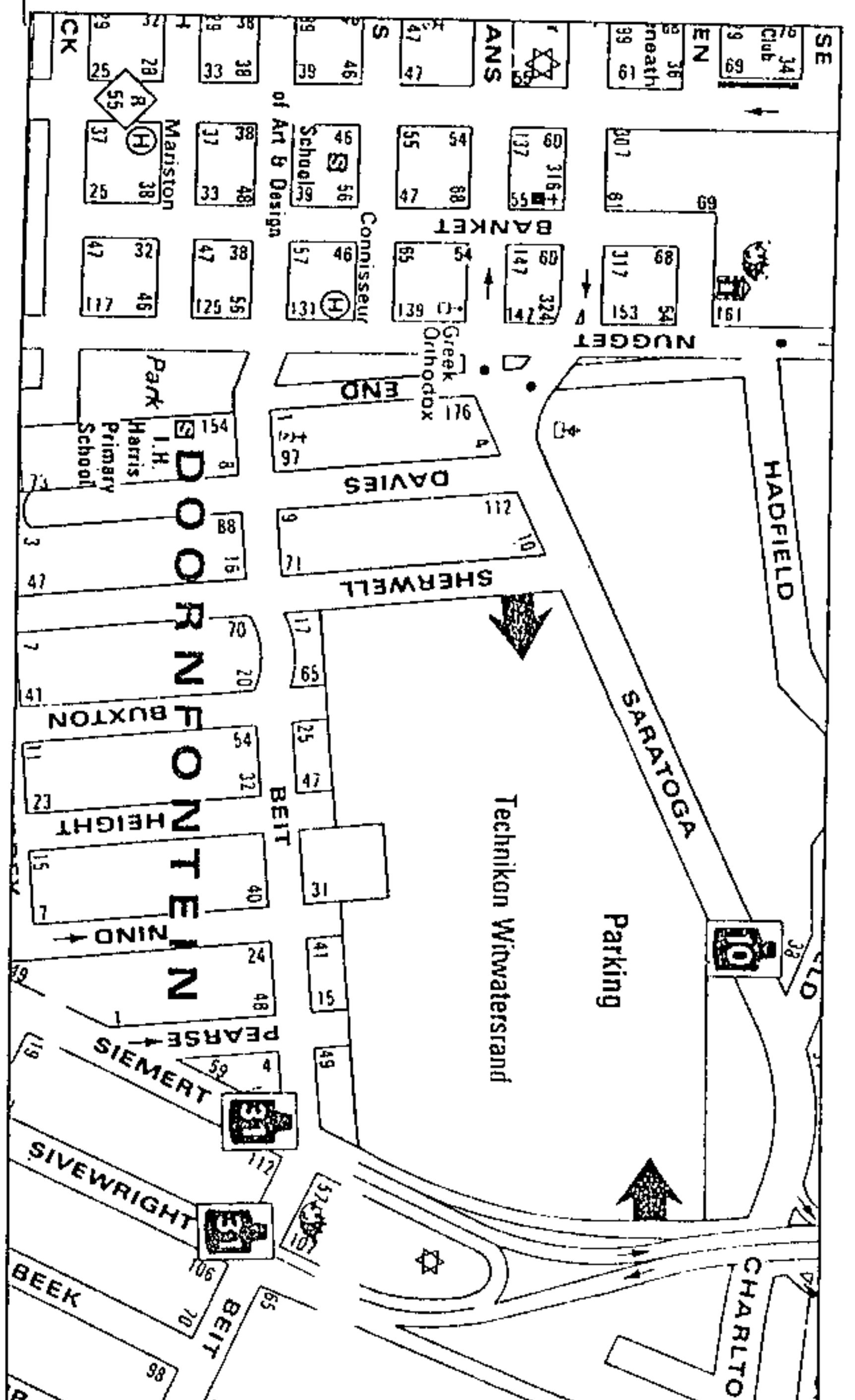
Moreover, a series of 50 lectures will be presented daily to explain the career opportunities offered by TWR. Question and answer sessions will help to clear up uncertainty.

Groups of pupils and teachers will be taken on tours of the campus and be shown such facilities as laboratories, architectural and art studios.

Are you interested in studying, but confused about how to go about it or what direction to follow? Attend the lectures on May 12, 13 and 14 to find out more about the following programmes:

| Time | Venue: 5309 |
|---------|--|
| 2 pm | Student Counselling (May 13 and 14 only) |
| 3 pm | Company Administration |
| 4 pm | Information Technology |
| 5:30 pm | Management (May 13 and 14 only) |
| 18:15 | Marketing |
| Time | Venue: 4309 |
| 2 pm | Ambulance and Emergency Care |
| 3 pm | Beauty Technology |
| 4 pm | Dental Technology |
| 4:45 pm | Food Technology |
| 5:30 pm | Medical Technology |
| 6:15 pm | Biotechnology |
| Time | Venue: 2309 |
| 3 pm | Chemical Engineering |
| 3 pm | Management (May 13 and 14 only) |
| 4 pm | Marketing |
| 4:45 pm | Electrical Engineering (L/C) |
| 5:30 pm | Electrical Engineering (H/C) |
| 6:15 pm | Architecture and Town and Regional Planning |
| Time | Venue: 1309 |
| 2 pm | Personnel Management |
| 3 pm | Graphic Design |
| 4 pm | Industrial Engineering |
| 4:45 pm | Production Management |
| 5:30 pm | Purchasing Management |
| 6:15 pm | Retail Business Management |
| Time | Venue: 4407 |
| 2 pm | Analytical Chemistry |
| 3 pm | Podiatry |
| 4 pm | Environmental Health |
| 4:45 pm | Radiography |
| 5:30 pm | Travel and Tourism |
| Time | Venue: 2407 |
| 2 pm | Food Service Management and |
| 3 pm | Hotel and Catering Management |
| 4 pm | Building |
| 4:45 pm | Civil Engineering |
| 5:30 pm | Community College |
| Time | Venue: 1407 |
| 2 pm | Metalurgical Engineering |
| 3 pm | Student Counselling (May 13 and 14 only) |
| 4 pm | Secretarial Training and Office Administration |
| 4:45 pm | Public Relations |

Where to go, and when, to clear up confusion about your career



Jewellery craftsmen in demand

STAT 715192 (53) (54)

The Jewellery Design and Manufacture programme has been offered at the Technikon Witwatersrand from January 1992 to meet the huge demand for competent locally trained jewellery craftsmen.

The Technikon Witwatersrand course is a three-year full-time programme structured as follows:

First year: Jewellery Design 1 (major), Jewellery Drawing 1, History of Art and Jewellery 1, Jewellery Techniques and Practical 1 and

Jewellery Metallurgy.

Second year: Jewellery design 2 (major), Jewellery Drawing 2, Jewellery Business Management (Module A), Jewellery Techniques and Practical 2 (major) and Gemmology (Module A).

Third Year: Jewellery Design 3, Jewellery Drawing 3, Jewellery Techniques and Practical (major), Jewellery Business Management (Module B) and Gemmology (Module B).

Graduates may further their knowledge in Gemmology through the

Gemmological Institute of America and become qualified Gemmologists and work as "in-house" gemmologists for retail outlets. This entails buying and selling gemstones, identifying stones and dealing directly with clients.

They could also become "in-house" designer salesmen for retailers and deal directly with the end consumers and their particular needs.

They could also work as craftsmen behind the bench, making jewellery for the customer. The in-

dividual could work progressively on more difficult pieces and perhaps move on to become a workshop foreman. Good craftsmen are paid handsomely.

With experience, the graduate can open his own workshop or business — from which point opportunities are endless.

Students are trained in the required skills which will meet the demands of the industry and allow diploma-holders to be immediately useful to the employer.

Learning how to treat feet

STAL 715192

The podiatrist is qualified to diagnose and treat foot disorders and abnormalities. The accurate assessment of the patient enables a specific treatment to be implemented. This may include preventative foot health advice, biomechanical and locomotor analysis, the prescription or manufacture of foot orthoses, the skilled removal of corns and callouses and the treatment of nail conditions.

The Technikon Witwatersrand is the only institution in South Africa which offers this four-year programme. Students qualify with a National Higher Diploma in Podiatry.

The podiatrist works closely with orthopaedic surgeons, vascular, diabetic and rheumatoid specialists, dermatologists and physiotherapists. Most podiatrists are in private practice with a small number in full-time hospital or state health positions.

The profession is closed and registered with the South African Medical and Dental Council.

High rate of success ^{S3}

STAR 715792

The Technikon Witwatersrand has been training analytical chemists since 1957.

Students of the School of Applied Science's Department of Chemistry are trained in the required skills which will meet the demands of industry and which will allow diploma-holders to be immediately useful to the employer on qualifi-

cation.

To achieve these aims, the training programme consists of two parts: training at the Technikon and in-service training in industry.

The course is structured to ensure a high motivational level.

There is a continuous demand for analytical chemists in the pharmaceutical industry, the

field of cosmetics, the food and allied industries, mining and the chemical research laboratories, municipalities and institutions controlled by the state.

Higher qualifications such as the National High Diploma in Technology, the Masters Diploma in Technology and the Laureatus in Chemistry are also offered.

SA businessmen told to become world players

S/Times [Cape metro] 10/5/92

SOUTH AFRICA needs to throw off its inward-looking attitudes and become a world player if it wants to build a strong economy, expand opportunities and help the democratisation process, speakers emphasised at the national congress of the South African Institute of Chartered Accountants in Cape Town this week.

Mike Levett, chairman of Old Mutual, who gave the keynote address, said a "democracy of results" in terms of incomes and opportunities should be striven for in the same way that democracy of political rights was being accomplished, while Bas Kardol, executive chairman of Investec, urged South Africans to become more outward looking after "trading through the back door" for years.

"The past economic strategy was consumption-oriented as well as inward looking, with borrowing financing the rising consumption, by households as well as by government, and not rising investment," said Mr Levett.

"We need to switch economic policy from its traditional inward-looking, resource and commodity oriented focus to one which is outward-looking and manufacturing oriented."

South Africans had to become world players — which in the long term would have a "decisive impact on the rate of economic growth which is sustainable and thus the total size of the pie which South Africans will have available to divide."

However, Mr Levett warned that at present even the most optimistic "business as usual" scenario yielded an economic performance which, according to international experience, was inconsistent with a successful

transition.

"Furthermore, the continued deterioration of the social fabric in some communities, including the escalation of violence implicit in 'mass mobilisation', can also derail the process.

"Hence the economic and social analysis suggests there are no scenarios in the present framework which have a high probability of a successful outcome.

"South Africa desperately needs much higher growth which must, at the same time, be consistent with more visible redistribution of opportunities and incomes.

"Success is possible, but it should not be taken for granted. It will have to be achieved.

"We need to enhance the capabilities of all our people both individually and collectively.

"We need to invest in educational systems that teach skills and attitudes which will permit workers to achieve increased productivity and thus increased incomes over time."

Jan Steyn, chairman of the Independent Development Trust, also stressed the importance of education.

He told congress delegates that the corporate sector should consider giving substantial support to post-matric and post-graduate initiatives for management development.

"These should be linked to existing tertiary initiatives, especially to technical colleges or technikons, in which courses in administration, finance, other business subjects, certain technical subjects and computing courses and thorough orientation courses on the nature and functioning of business organisations, can be offered.

"For those employees who cannot attend the high level courses at university, such 'finishing' initiatives might make a substantial difference to the adaptation of new employees in our organisations," said Mr Steyn.

Mr Kardol urged South African business people to be concerned with the impact of Europe 1992 on evolving trade patterns.

"Intra-European assistance, necessary to narrow the gap between the rich north and the less affluent south, may 'crowd out' the appetite for involvement in developing regions like Southern Africa."

Also, Europe would be helping its eastern neighbours, struggling with the burden of their communist past.

South Africa could not therefore expect too much "soft money".

"We shall have to compete for European investment on hard commercial grounds," said Mr Kardol.

"A sad legacy of the sanctions period is that South Africans have become accustomed to trading through the back door.

"Many of our companies will have to develop knowledge of rules and standards set for products traded via normal channels."

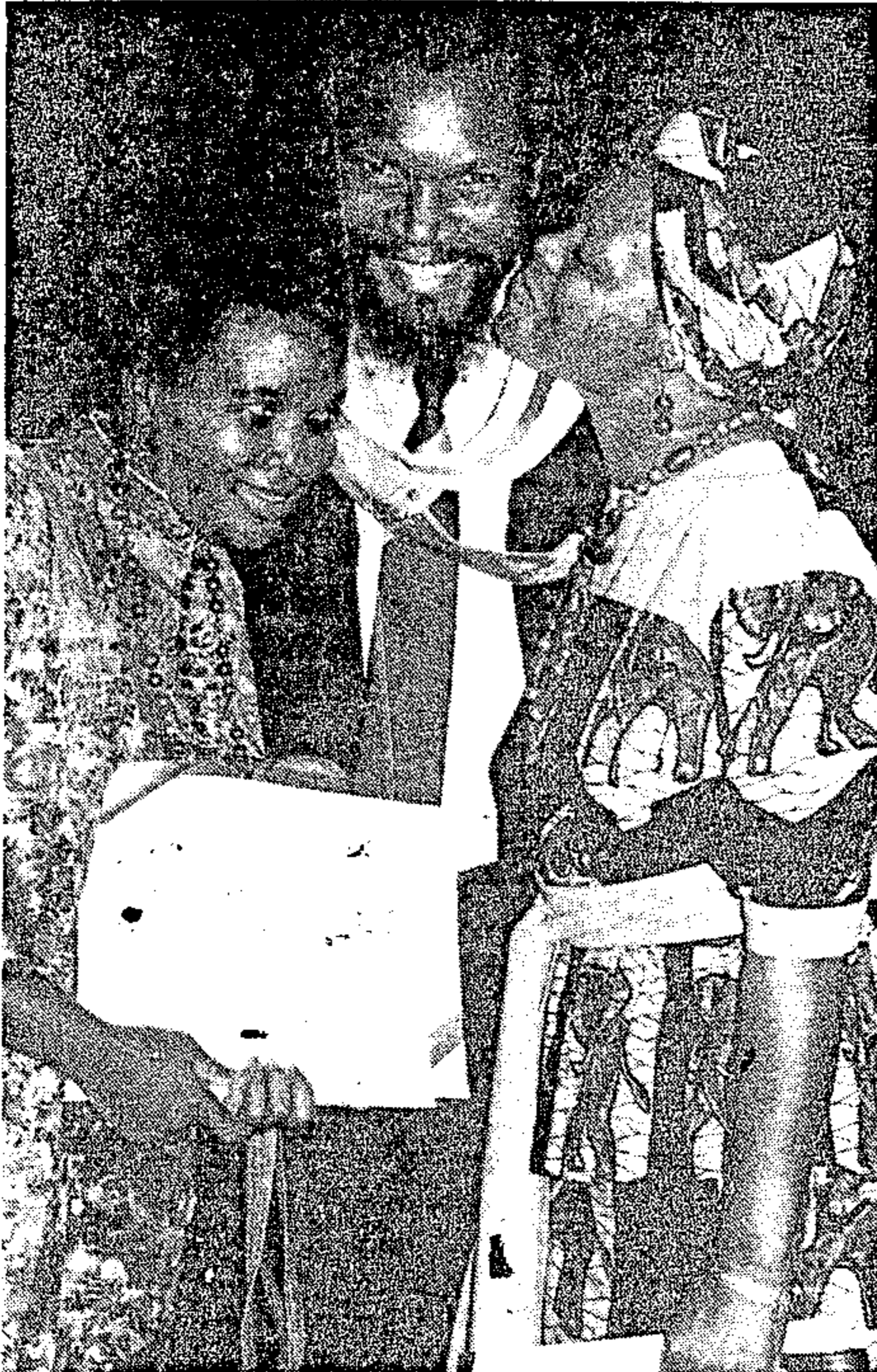
South African companies knew "surprisingly little" about European product quality, packaging, conditions of manufacture, legislation, and the methods of decision-making in the corridors of Brussels and the debating chambers of Strasbourg.

"South African companies who desire to expand into Europe should internationalise their management teams as fast as possible."

Blacks must ensure control

Sowetan 11/5/92

53



Mr Sam Phupheli, his wife Thidinalei (right) and his sister Marubini, after receiving his masters diploma in technology at Technikon Witwatersrand last week.

By MATHATHA TSEDU

TECHNICAL education among blacks has been ignored for decades and unless this was reversed, liberation would still leave whites in charge of running the country.

This is the view of Mr Sam Phupheli, a senior official in the Venda government, who last week received a masters diploma in technology at the Technikon Witwatersrand.

Phupheli was the only black among 10 students who received a masters. In the national diploma categories, of the 1 492 conferred, less than 100 were for blacks. His thesis was development of appropriate road construction technology for Venda.

Skilled manpower

He said while the country needed skilled manpower, "it is lamentable that our universities and technikons have done very little to produce enough technologists, technicians, and engineers. In black schools, technical education is hardly mentioned.

"Blacks were virtually barred from entering the engineering profession. The apartheid system had designed the whole education system in such a manner that it made it difficult if not impossible for a black matriculant to study engineering. The status quo has not changed much as witnessed by the number of blacks who graduated today," he said.

Phupheli said the regime had designed the black curriculums in such a way that students were encouraged to go for academic options that rendered them unemployable.

He said the prevalent boycotts and "indolence amongst students and teachers" were further obstacles to the education of black people, thus making them "perpetually uneducated and useless in the marketplace".

Building boost for matriculants

Sowetan 14/5/92

(S)

A low cost opportunity in the building industry has been provided for young black Matric school leavers by the Engineering Management Services (EMS) in Germiston.

The company is offering draughtmanship courses to individuals who are aspiring to become entrepreneurs in the townships at a time when unemployment and poverty are rife in the country.

The course may enable young and old to acquire jobs and skills in township planning, home improvements and other housing related projects.

The housing backlog in the country is estimated by the Urban Foundation to be 1,2 million units.

EMS' manager Mr Geoff Cooke said apprentices needed effective training. The building industry needed cost effective training methods.

He said: "The EMS draughting training centre in Germiston satisfies those needs. If you cannot obtain an apprenticeship then this is for you.

"It may be the only route open to you."

The company draughtmanship training school has places available on its courses and is looking for companies within Murray and Roberts to sponsor either their employees or private individuals.

At present there are about 100 black and white students who are doing more advanced courses including mechanical materials handling, civils, piping, electrical, structural steelwork including reinforcing, township services and form work - to a level not catered for at colleges and technikons.

One of the students, Mr Buti Masilela, who obtained a school leaving certificate in 1987 and could not find

By JOSHUA RABOROKO

employment, told *Sowetan* Property that he was aspiring to become a township planner and to create jobs.

He was optimistic that after completing his course he would become self-employed, he said, adding, "not all of us can be lawyers and doctors. Some have to exploit other avenues".

Another student, Mr Abiel Phosisi, from Katlehong, said that the course was an eye-opener to many.

Training was intensive and disciplined, on a full-time five days a week. Potential candidates were screened by the manager, using aptitude tests and interviews, Cooke said.

The school became a private training centre in 1981. It had trained 450 apprentices from over 100 companies other than Murray and Roberts, another 150 under the Mossgas contract, and has also trained 250 private individuals.

On average in the past years there were 80 trainees from over 100 companies at any one time in the school. However, the recession during the mid-1980s reduced the intake from industry to a trickle, a situation which showed no sign of changing for the better.

"Due to this reduction in corporate sponsorship, the only route left to young South Africans wishing to obtain skills is privately, paying their own fees.

Any interested parties should contact Cooke directly on (011) 825-6847. Alternatively write to him at PO Box 585, Bedfordview 2008, or visit the school, corner President and Simmer Streets, Germiston.

REPUBLIEK
VAN
SUID-AFRIKA



REPUBLIC
OF
SOUTH AFRICA

Staatskoerant Government Gazette

R1,00 Prys • Price
R0,10 Plus 10% BTW •
R1,10 Verkoopprys • Selling price
Buitelands R1,40 Other countries
Posvry • Post free

AT UNIVERSITY OF CAPE TOWN
SALDRU LIBRARY

Vol. 323

PRETORIA, 15 MEI
MAY 1992

No. 13979

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN
KULTUUR

No. 1304

15 Mei 1992

WET OP TEGNIESE KOLLEGES, 1981
(WET No. 104 VAN 1981)

AMALGAMASIE VAN TWEE
TEGNIесе KOLLEGES

Kragtens die bevoegdheid aan my verleen deur artikel 34 van die Wet op Tegniese Kolleges, 1981 (Wet No. 104 van 1981), amalgameer ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, Administrasie: Volksraad, hiermee die Tegniese Kollege Barberton en die Tegniese Kollege Nelspruit met ingang van 1 Junie 1992 om die Tegniese Kollege Nelspruit te vorm.

P.G. MARAIS,

Minister van Onderwys en Kultuur.

DEPARTEMENT VAN PLAASLIKE BESTUUR,
BEHUISING EN WERKE

No. 1358

15 Mei 1992

WET OP HUURBEHEER, 1976

VRYSTELLING VAN SEKERE WONINGS, MOTOR-
HUISE, MOTORSTAANPLEKKE EN BEDIENDEKA-
MERS VAN HUURBEHEER

Ek, Jacobus Theron Albertyn, Ministeriële Verteen-
woordiger vir Suidwes-Kaapland, Administrasie:
Volksraad, handelende kragtens die bevoegdheid my

310—1

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND
CULTURE

No. 1304

15 May 1992

TECHNICAL COLLEGES ACT, 1981
(ACT No. 104 OF 1981)

AMALGAMATION OF TWO
TECHNICAL COLLEGES

Under the powers vested in me by section 34 of the Technical Colleges Act, 1981 (Act No. 104 of 1981), I, Pieter Gabriel Marais, Minister of Education and Culture, Administration: House of Assembly, hereby amalgamate with effect from 1 June 1992, the Barberton Technical College and the Nelspruit Technical College, to form the Nelspruit Technical College.

P. G. MARAIS,

Minister of Education and Culture.

DEPARTMENT OF LOCAL GOVERNMENT,
HOUSING AND WORKS

No. 1358

15 May 1992

RENT CONTROL ACT, 1976

EXEMPTION OF CERTAIN DWELLINGS, GARAGES,
PARKING SPACES AND SERVANTS' ROOMS
FROM RENT CONTROL

I, Jacobus Theron Albertyn, Ministerial Representa-
tives for South-Western Cape, Administration: House
of Assembly, in accordance with the powers granted to

13979—1

Rector threatens to close college over weekly tests

By Mckeed Kotlolo
Pretoria Bureau

Transvaal College of Education acting rector Johan du Toit yesterday walked out of a meeting with students and threatened to close the college today if they failed to write their weekly tests.

A spokesman for the SRC at the college, which is in Soshanguve, said the students were requested to vote for or against the new system of writing tests every Tuesday and Friday and more than 80 percent had voted against the system.

"The rector threatened to go ahead with the closure of the college if we do not write our tests," said the spokesman.

He stressed they were not against attending lectures, but were not going to write any tests since the majority could not cope with the heavy workload following the introduction of the system.

Earlier, an official of the Department of Education and Training told The Star that the

students' complaint had been dealt with.

The DET official said that only members of the SRC were not happy with the new system.

Meanwhile, students boycotting classes at the Technikon Northern Transvaal at Soshanguve resolved to return to classes after yesterday's meeting with the Vice Rector, Dr W Reynecke.

The students started a sit-in on Monday and demanded the immediate resignation of the Rector, Dr Danie van der Berg, following the admission of a female student who did not have a matric certificate.

College media officer Willie Meyer confirmed that the student had failed to produce her matric certificate.

Mr Meyer said she was informed of the suspension of her registration by the Technikon on May 4 — shortly before the students resolved to stage a sit-in protest.

He also said the meeting between the SRC and Dr Reynecke resolved that students should return to lectures today.

STAR 21(5)92

(53)

R36-m (53) ~~53~~
college for
homeland

Dwelan 21/5/92

LEADING building contractors Ribco, part of the Murray and Roberts Group, are busy constructing a R36 million teachers' training college in Thaba 'Nchu, Bophuthatswana.

Ribco's construction director Mr Tim Potter said the building, which started this month, was expected to be completed in November, four months ahead of schedule.

The contract was awarded by the Bophuthatswana Department of Education. The college is the second of its kind in the homeland.

Additional facilities include a library, an auditorium, soccer fields, tennis courts and an athletics track.

Political killings soar in reform era

STAR 22/5/92

Political Staff

The rate of political assassinations in the reform era of the '90s is more than five times that which prevailed during the extremely repressive period of 1985 to 1989, says the Human Rights Commission.

"During the short 28 months from January 1990 to April 1992, HRC records show a total of 119 political assassinations, over five times the rate of such murders during the emergency years," an HRC press statement released yesterday reads.

The organisation argues that the toll "is evidence, if it were needed, that there are elements within State structures who have no interest in a peaceful advance to genuine democracy. There is therefore great urgency about placing them under the control of an interim authority representative of all South Africa's people".



Murdered activist ... Matthew Goniwe.

The HRC's records for 1985-89 indicate there were 45 assassinations, five disappearances and 160 attempted assassinations of anti-apartheid activists.

Activists

In relation to this era, the revelations concerning the assassination of Matthew Goniwe and three other Cradock activists in June 1985 "has

again raised the question of the role of the National Security Management System in the elimination of political opponents during the era of total strategy", comments the HRC.

The organisation argues that there is no reason to believe that a large number of the assassinations in the '90s originate from a different source than those of the '80s.

"Over 100 of these victims are clearly identifiable as belonging to the anti-apartheid camp, either as officials or members of organisations or as family members, friends and associates caught in the firing line."

Noting that the reform era has also been a time of extreme destabilisation, the HRC states: "This greatly increased tempo of political assassinations is in keeping with the escalation in the use of the method of 'low-intensity conflict' that has been employed to destabilise and frustrate the liberation struggle".

Meyer set to respond on assassinations

CAPE TOWN — The Government will give Parliament a full response next week to allegations that senior security force officers were involved in the assassination of activists.

Minister of Defence Roelf Meyer gave the media this undertaking when answering questions at a weekly briefing on Codesa yesterday.

He said he would raise the matter in the debate on his budget vote next week and answer the allegations as completely as the sub judice rule would permit.

Mr Meyer was asked why the Government had not yet commented on the authenticity of documents alleging the official sanctioning of the assassinations of Matthew Goniwe and others.

He was also asked whether he was able to give assurances that he had full confidence that his senior defence force officers had not been involved in sanctioning the assassinations.

He pointed out that there was a judicial inquiry in progress and "I have not had clear advice on the sub judice rule".

College students defy ultimatum to write test

By Mckeed Kotlolo
Pretoria Bureau

Students at the troubled Transvaal College of Education yesterday defied an ultimatum from acting rector Johan du Toit to write a test or face the closure of the college.

A spokesman for the students' representative council said students reported for lectures as usual but did not write the test, scheduled to start at 7.20 am.

"We reported for classes at 8.30 am as

usual and waited for lecturers to come, but they did not," the SRC spokesman said.

She said 15 minutes later, the SRC approached Mr du Toit, who told them that lecturers had been intimidated and as result there would be no lectures for the day.

She said Mr du Toit would not say who had intimidated the lecturers, but said he, too, had been intimidated by the SRC vice-chairman at their Wednesday meeting.

Students were given until noon to submit their proposed timetable to be handed over to the college council.

Chief director of northern Transvaal schools Job Schoeman said the students had submitted the timetable as requested by the executive committee of the college council.

"We have studied it and also looked into a number of alternatives." Mr Schoeman said the recommendations had been sent to the college.

He also confirmed al-

legations of intimidation of lecturers and students who supported the new weekly test system.

Technikon Northern Transvaal students returned to class yesterday after a sit-in which began on Monday, according to technikon spokesman Willie Meyer.

The students were protesting against the admission of a student who allegedly did not have a matric certificate. Mr Meyer said the matter had been resolved and the student's registration had been suspended.

Some star's charges professionally dressed

Unionist's passage blows TNT sky high

By MOSES MAMAILA (53)

IT'S hard to know why a former trade unionist was granted a ridiculously easy passage into the Technikon Northern Transvaal (TNT) as that person is untraceable.

About 4 500 students at the Soshanguve tech were so outraged at the events that they vented their spleen with a two-day boycott.

There's no doubt that the administration's behaviour was indeed peculiar. *CPNen 24/5/92*

The boycotters claim — and the administration essentially does not deny it — that a former organiser with the Fukani Guards and Allied Workers' Union, Tshakie Jetile, was granted some amazing concessions.

The boycotters have it that this was an "admin" attempt to try and sour her relations with the union.

City Press was unable to trace Jetile at the hostel for comment. She'd left for an unknown destination.

The protestors allege Jetile was:

■ Registered six weeks

after the closing date;

■ Granted a R1 500 loan in violation of the technikon bursary scheme which has a ceiling of R1 000;

■ Granted the loan with rector Dr Danie van der Berg's approval;

■ Allowed in without proof of ever passing matric; and

■ Easily found scarce accommodation.

Student Representative Council president Ruth Mokubung said the students were demanding the resignation of the rector.

TNT media officer Willie Meyer said Jetile was given "an exceptional" option to produce her qualifications at a later date.

He denied any regulations were violated.

He said Jetile was suspended on May 14 after being unable to repay her loan or produce her matric certificate.

Students interviewed said they found it "very strange" that while hundreds of qualified applicants were turned down, Jetile had simply sailed in.

BYLAE

1. Vir doeleindes van artikel 2 (1) van die Woerwet, 1968 (Wet No. 73 van 1968) (hieronder in hierdie Kennisgewing die Wet genoem), is die verskillende persentasies 31,0 persent ten opsigte van geldlenings-transaksies van totale bedrae geld wat nie R6 000 oorskry nie, en 28,0 persent ten opsigte van geldleningstransaksies van totale bedrae geld wat R6 000 oorskry.

2. Vir doeleindes van artikel 2 (2) van die Wet is die verskillende persentasies beoog in daardie artikel 31,0 persent ten opsigte van krediettransaksies van geldwaardes van die hoofskuld wat nie R6 000 oorskry nie, en 28,0 persent ten opsigte van krediettransaksies van geldwaardes van die hoofskuld wat R6 000 oorskry.

3. Vir doeleindes van artikel 2 (3) van die Wet is die verskillende persentasies beoog in daardie artikel 31,0 persent ten opsigte van huurtransaksies van geldwaardes van die hoofskuld wat nie R6 000 oorskry nie, en 28,0 persent ten opsigte van huurtransaksies van geldwaardes van die hoofskuld wat R6 000 oorskry.

4. Vir doeleindes van artikel 3A (2) (a) van die Wet is die ander bedrag beoog in daardie artikel, R250 000.

5. Vir doeleindes van artikel 15 (g) van die Wet is die ander bedrag beoog in daardie artikel, R500 000.

6. Hierdie Kennisgewing tree in werking op 29 Mei 1992.

7. Goewermentskennisgewing No. R. 943 van 5 Mei 1988 en Goewermentskennisgewing No. R. 1778 van 27 Julie 1990 word hierby met ingang van 29 Mei 1992 herroep.

**DEPARTEMENT VAN NASIONALE
OPVOEDING**

No. 1486

29 Mei 1992

AANSTELLING VAN LEDE VAN DIE SERTIFISERINGSRaad VIR TECHNIKONONDERWYS

1. Met die oog op die aanstelling deur my van hoogstens ses persone as lede van die Sertifiseringsraad vir Technikononderwys bedoel in artikel 2 van die Wet op die Sertifiseringsraad vir Technikononderwys, 1986 (Wet No. 88 van 1986), wat na my oordeel geskik is vanweë hul opvoedkundige kwalifikasies en kundigheid in sake rakende die werksaamhede van genoemde Raad, versoek ek, L. A. Pienaar, Minister van Nasionale Opvoeding, hierby kragtens artikel 4 van genoemde Wet alle liggame, verenigings of organisasies wat vir die doel van sodanige aanstellings name van persone aan my wens voor te lê, om sodanige name voor te lê op die wyse en binne die tydperk vermeld in paragraaf 2.
2. Die naam van elke persoon wat ingevolge paragraaf 1 voorgelê word, moet vergesel wees van die *curriculum vitae* van die betrokke persoon en gestuur word aan **Posbus 9128, Kaapstad, 8000**, om my nie later nie as **8 Junie 1992** te bereik.

L. A. PIENAAR,

Minister van Nasionale Opvoeding.

SCHEDULE

1. For the purposes of section 2 (1) of the Usury Act, 1968 (Act No. 73 of 1968) (hereinafter in this Notice referred to as the Act), the different percentages contemplated in that section shall be 31,0 per cent in respect of money lending transactions where the total amount of money does not exceed R6 000 and 28,0 per cent in respect of money lending transactions where the total amount of money exceeds R6 000.

2. For the purposes of section 2 (2) of the Act, the different percentages contemplated in that section shall be 31,0 per cent in respect of credit transactions of money values of the principal debt not exceeding R6 000, and 28,0 per cent in respect of credit transactions of money values of the principal debt exceeding R6 000.

3. For the purposes of section 2 (3) of the Act, the different percentages contemplated in that section shall be 31,0 per cent in respect of leasing transactions of money values of the principal debt not exceeding R6 000, and 28,0 per cent in respect of leasing transactions of money values of the principal debt exceeding R6 000.

4. For the purposes of section 3A (2) (a) of the Act, the other amount contemplated in that section shall be R250 000.

5. For the purposes of section 15 (g) of the Act, the other amount contemplated in that section shall be R500 000.

6. This notice shall come into operation on 29 May 1992.

7. Government Notice No. R. 943 of 5 May 1988 and Government Notice No. R. 1778 of 27 July 1990 is hereby repealed with effect from 29 May 1992.

**DEPARTMENT OF NATIONAL
EDUCATION**

No. 1486

29 May 1992

(53)

APPOINTMENT OF MEMBERS OF THE CERTIFICATION COUNCIL FOR TECHNIKON EDUCATION

1. With a view to the appointment by me of not more than six persons as members of the Certification Council for Technikon Education referred to in section 2 of the Certification Council for Technikon Education Act, 1986 (Act No. 88 of 1986), who in my opinion are fit on account of their educational qualifications and expertise in matters affecting the functions of the said Council, I, L. A. Pienaar, Minister of National Education, hereby request in terms of section 4 of the said Act all bodies, societies or organisations that for the purpose of such appointments wish to submit names to me, to submit such names in the manner and within the period referred to in paragraph 2.
2. The name of each person submitted in terms of paragraph 1 must be accompanied by a *curriculum vitae* of the person concerned and must be sent to **P.O. Box 9128, Cape Town, 8000**, to reach me not later than **8 June 1992**.

L. A. PIENAAR,

Minister of National Education.

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

No. R. 1406 29 Mei 1992

**DIE ONDERWYSORDONNANSIE, 1953
(TRANSVAAL)****REGULASIES BETREFFENDE KOLLEGERADE EN
SENATE**

Die Minister van Onderwys en Kultuur het kragtens artikel 7G saamgelees met artikel 121 van die Onderwysordonnansie, 1953 (Ordonnansie 29 van 1953) (Transvaal), die regulasies in die Bylae uitgevaardig.

BYLAE**Woordomskrywings**

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

“**betrokke universiteit**” ’n universiteit waarmee die Departement of die raad van ’n bepaalde onderwyskollege ’n ooreenkoms ingevolge artikel 10B van die Wet op Universiteite, 1955 (Wet No. 61 van 1955), aangegaan het in verband met die opleiding van studente deur sodanige onderwyskollege in samewerking met sodanige universiteit;

“**Departement**” die Departement van Onderwys en Kultuur, Administrasie: Volksraad;

“**die Ordonnansie**” die Onderwysordonnansie, 1953 (Ordonnansie 29 van 1953) (Transvaal);

“**lid**” ’n lid van ’n raad of senaat;

“**Minister**” die Minister van Onderwys en Kultuur (Volksraad);

“**raad**” ’n kollegeraad;

“**Uitvoerende Direkteur**” die Uitvoerende Direkteur van Onderwys van die Transvaalse Onderwysdepartement.

Instelling en samestelling van kollegeraad

2. (1) Die Minister stel vir elke onderwyskollege ’n kollegeraad in.

(2) ’n Kollegeraad bestaan uit—

- (a) die rektor;
- (b) hoogstens twee vise-rektore deur die rektor aangewys;
- (c) hoogstens twee persone deur die Uitvoerende Direkteur aangewys;
- (d) hoogstens twee persone deur die georganiseerde onderwysprofessie in die provinsie Transvaal aangewys;
- (e) hoogstens twee persone deur die erkende georganiseerde ouergemeenskap in die provinsie Transvaal aangewys;
- (f) hoogstens vier persone deur die betrokke universiteit aangewys;

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

No. R. 1406 29 May 1992

**THE EDUCATION ORDINANCE, 1953
(TRANSVAAL)****REGULATIONS RELATING TO COLLEGE
COUNCILS AND SENATES**

The Minister of Education and Culture has under section 7G read with section 121 of the Education Ordinance, 1953 (Ordinance 29 of 1953) (Transvaal), made the regulations in the Schedule.

SCHEDULE**Definitions**

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

“**council**” means a college council;

“**Department**” means the Department of Education and Culture, Administration: House of Assembly;

“**Executive Director**” means the Executive Director of Education of the Transvaal Education Department;

“**member**” means a member of a council or senate;

“**Minister**” means the Minister of Education and Culture (House of Assembly);

“**the Ordinance**” means the Education Ordinance, 1953 (Ordinance 29 of 1953) (Transvaal);

“**the university concerned**” means a university with which the Department or the council of a particular college of education has concluded an agreement in terms of section 10B of the Universities Act, 1955 (Act No. 61 of 1955) with regard to the training of students by such college of education in co-operation with such university.

Establishment and constitution of college council

2. (1) The Minister shall establish a college council for every college of education.

(2) A college council shall consist of—

- (a) the rector;
- (b) a maximum of two vice-rectors designated by the rector;
- (c) a maximum of two persons designated by the Executive Director;
- (d) a maximum of two persons designated by the organised teaching profession in the Province of the Transvaal;
- (e) a maximum of two persons designated by the recognised organised parent community in the Province of the Transvaal;
- (f) a maximum of four persons designated by the university concerned;

- (g) hoogstens twee lede van die doserende personeel van die onderwyskollege deur die senaat aangewys;
- (h) hoogstens twee donateurs aangewys op 'n wyse deur die raad bepaal;
- (i) hoogstens twee persone aangewys deur daardie plaaslike besture wat die Minister bepaal;
- (j) hoogstens een oud-student deur die oud-studente van die onderwyskollege aangewys op 'n wyse deur die raad bepaal;
- (k) hoogstens vier ander lede deur die Minister aangestel; en
- (l) hoogstens twee persone aangewys deur die raad.

(3) In alle gevalle waar daar in subregulasie (2) nie 'n spesifieke aantal persone genoem word nie maar slegs 'n maksimum aantal, word die aantal ten opsigte van 'n bepaalde raad deur die Minister bepaal op advies van die Uitvoerende Direkteur, welke advies gelewer word na oorleg met die betrokke universiteit.

(4) Die Minister kan behoudens die bepalings van subregulasie (2), die samestelling van 'n kollegeraad op advies van die raad wysig.

Ampsbekleërs

3. (1) Op die eerste vergadering van 'n kollegeraad verkies sodanige raad uit sy geledere 'n voorsitter en 'n ondervoorsitter: Met dien verstande dat 'n persoon in diens van die Departement of die betrokke universiteit nie tot een van hierdie twee ampte verkies mag word nie.

(2) Wanneer die amp van voorsitter of ondervoorsitter vakant raak, verkies 'n kollegeraad behoudens die bepalings van subregulasie (1), op die eerste vergadering nadat daardie vakature ontstaan het, een van sy lede om daardie vakature vir die onverstreke ampstermyn van die vorige voorsitter of ondervoorsitter, na gelang van die geval, te vul.

(3) Die rektor wys 'n lid van die personeel aan as sekretaris sonder stemreg.

(4) Die rektor tree as voorsitter op by 'n verkiesing in subregulasie (1) bedoel, asook by 'n verkiesing in subregulasie (2) bedoel indien beide 'n voorsitter en 'n ondervoorsitter verkies moet word.

(5) (a) Wanneer dit vir 'n persoon of liggaam nodig is om 'n lid van die raad aan te wys of aan te stel, stel die sekretaris die betrokke persoon of liggaam daarvan in kennis sodat 'n lid deur daardie persoon of liggaam aangewys of aangestel kan word.

(b) Die sekretaris word onverwyld skriftelik in kennis gestel van die naam van elke persoon wat as lid van die raad aangewys of aangestel is deur die persoon of liggaam wat die lid aangewys of aangestel het.

(c) Die sekretaris stel elke aangewese of aangestelde lid van sy aanwysing of aanstelling in kennis.

Ampstermyne van lede van kollegerade

4. (1) Behoudens die bepalings van hierdie Regulasies, beklee 'n lid sy amp vir 'n termyn van drie jaar vanaf die datum van samestelling van die raad.

(2) Ondanks die bepalings van subregulasie (1) en behoudens die bepalings van regulasie 5 (11) (b), beklee die lede van 'n raad, ondanks die verstryking van hul ampstermyne, hul ampte tot 'n nuwe raad ooreenkomstig regulasie 2 saamgestel is.

- (g) a maximum of two members of the teaching staff of the college designated by the senate;
- (h) a maximum of two donors designated in a manner determined by the council;
- (i) a maximum of two persons designated by those local authorities determined by the Minister;
- (j) a maximum of one past student designated by past students in a manner determined by the council;
- (k) a maximum of four other members appointed by the Minister, and
- (l) a maximum of two persons appointed by the council.

(3) In all cases where in subregulation (2) a specific number of persons is not indicated, but only a maximum number, the number in respect of a particular council shall be determined by the Minister on the advice of the Executive Director, which advice shall be given after consultation with the university concerned.

(4) The Minister may, subject to the provisions of subregulation (2), amend the composition of a college council on the advice of the council.

Office bearers

3. (1) At the first meeting of a college council such council shall elect from its members a chairman and a vice-chairman: Provided that a person in the employ of the Department or the university concerned shall not be elected to one of these two offices.

(2) Whenever the office of chairman or vice-chairman becomes vacant, a college council shall, subject to the provisions of subregulation (1), at the first meeting after that vacancy has occurred, elect one of its members to fill the vacancy for the unexpired term of office of the previous chairman or vice-chairman, as the case may be.

(3) The rector shall appoint a member of staff as secretary without vote.

(4) The rector shall preside at an election referred to in subregulation (1), and also at an election referred to in subregulation (2) if both a chairman and vice-chairman have to be elected.

(5) (a) Whenever it is necessary for a person or body to designate or appoint a member of council, the secretary shall notify such a person or body in order that such a person or body may designate or appoint the person.

(b) The secretary shall be notified forthwith in writing of the name of every person designated or appointed as a member of the council by the person or body by whom such a member was designated or appointed.

(c) The secretary shall inform each member of council so designated or appointed.

Terms of office of members of college councils

4. (1) Subject to the provisions of these Regulations, a member of a college council shall hold office for a term of three years from the date on which the council was constituted.

(2) Notwithstanding the provisions of subregulation (1) and subject to the provision of regulation 5 (11) (b), the members of a council shall, notwithstanding the expiration of their terms of office, hold office until a new council is constituted in accordance with regulation 2.

(3) Indien die Minister 'n kollegeraad kragtens sub-regulasie 5 (11) (b) ontbind, beklee die lede van die nuwe raad hulle ampte vir die onverstreke ampstermyne van die lede van die ontbinde kollegeraad.

(4) Indien 'n toevallige vakature in 'n raad ontstaan, word 'n nuwe lid aangewys of aangestel ooreenkomstig die bepalings van regulasie 2 en so 'n lid beklee sy amp vir die oorblywende ampstermyne van sy voorganger.

Bevoegdheid en werksaamhede van kollegeraad

5. (1) 'n Kollegeraad oefen die bevoegdheid uit en verrig die werksaamhede wat deur die Ordonnansie of enige ander wet aan hom opgedra of verleen word.

(2) 'n Kollegeraad kan reëls maak betreffende—

- (a) die gedrag van studente;
- (b) die prosedure by dissiplinêre ondersoeke betreffende die gedrag van studente;
- (c) tugstappe toegepas by dissiplinêre oortredings deur studente;
- (d) die afneem van eksamens;
- (e) die betaling van gelde;
- (f) die prosedure vir die toelating van studente;
- (g) die administrasie van die onderwyskollege;
- (h) die gebruik en instandhouding van geboue en terreine; en
- (i) die instelling en funksies van verteenwoordigende studenterrade.

(3) 'n Student aan 'n onderwyskollege is onderworpe aan die tugbepalings wat by reëls deur die raad gemaak, voorgeskryf word.

(4) Die raad van 'n onderwyskollege kan sonder om enige redes aan te voer, die toelating van iemand as 'n student tot die onderwyskollege weier indien die raad dit in die belang van die onderwyskollege ag om dit te doen.

(5) 'n Kollegeraad kan, behoudens die bepalings van die Ordonnansie, in oorleg met die Uitvoerende Direkteur, reëls maak betreffende die prosedure by dissiplinêre ondersoeke betreffende die gedrag van personeel.

(6) 'n Raad adviseer die Departement oor—

- (a) die diensstaat van die kollege;
- (b) die aanstelling van 'n rektor en personeel; en
- (c) sodanige ander personeelaangeleenthede as wat die raad dienstig ag.

(7) (a) Ondanks die bepalings van die een of ander wet kan die raad bykomstig tot die diensstaat deur die Departement bepaal personeel in die diens van die raad aanstel: Met dien verstande dat alle uitgawes wat verband hou met sodanige aanstellings uit nie-staatsbronne gefinansier word.

(b) Die diensvoorwaardes van personeel in diens van die raad, word deur die raad bepaal.

(8) (a) Die raad van 'n onderwyskollege kan behoudens die bepalings van die een of ander wet, met die voorafverkreeë skriftelike goedkeuring van die Minister en op advies van die senaat 'n studiekursus instel.

(3) If the Minister dissolves a college council under regulation 5 (11) (b), the members of the new council shall hold office for the unexpired terms of office of the members of the dissolved council. (53)

(4) If a casual vacancy occurs in a council, a new member shall be designated or appointed in accordance with the provisions of regulation 2 and such member shall remain in office for the unexpired term of office of his predecessor.

Powers and functions of college council

5. (1) A college council shall exercise such powers and perform such functions as the Ordinance or any other law may confer upon it or assign to it.

(2) A college council may make rules relating to—

- (a) the conduct of students;
- (b) procedures for disciplinary investigations regarding students' conduct;
- (c) disciplinary actions for breaches of discipline by students;
- (d) the conduct of examinations;
- (e) the payment of fees;
- (f) procedures for the admission of students;
- (g) the administration of the college of education;
- (h) the use and maintenance of buildings and grounds; and
- (i) the institution and functions of a students' representative council.

(3) A student at a college of education shall be subject to the disciplinary provisions prescribed by the rules made by the council.

(4) The council of a college of education may, without providing any reasons, refuse admission of a person as student to the college of education if the council deems it to be in the interest of the college of education to do so.

(5) A college council may, subject to the provisions of the Ordinance, in consultation with the Executive Director, make rules relating to procedures for disciplinary investigations regarding staff conduct.

(6) A council shall advise the Department on—

- (a) the staff establishment of the college;
- (b) the appointment of a rector and staff; and
- (c) such other personnel matters as the council may deem appropriate.

(7) (a) Notwithstanding the provisions of any law, the council may appoint staff additional to the establishment as determined by the Department in the service of the council: Provided that all expenditure which relates to such appointments shall be financed from non-government sources.

(b) The conditions of service of staff in the employ of the council shall be determined by the council.

(8) (a) The council of a college of education may subject to the provisions of any other law, institute a course of study with the prior written approval of the Minister and on the advice of the senate.

(b) Die raad kan op advies van die senaat 'n kursus oor die onderwys wat uit nie-staatsbronne gefinansier word, vir die gemeenskap instel.

(c) Die sillabusse van 'n kursus wat ingevolge paragraaf (a) of (b) ingestel word, word deur die raad op advies van die senaat bepaal.

(9) (a) Behoudens enige ander wetsbepaling, reik 'n raad nie 'n diploma uit wat aandui dat iemand aan 'n onderwyskollege 'n eksamen in 'n kursus wat geheel of gedeeltelik uit gelde deur die Volksraad bewillig gefinansier word met goeie gevolg afgelê het of 'n kursus van onderwysersopleiding voltooi het nie, tensy die kursus deur die Minister goedgekeur is.

(b) Die raad van 'n onderwyskollege kan—

- (i) die nodige personeel aanstel; en
- (ii) gelde bepaal,

wat hy dienstig ag om eksamens te administreer.

(10) Die voertaal van 'n onderwyskollege is óf Afrikaans, óf Engels, óf Afrikaans en Engels, soos deur die raad met die instemming van die Minister bepaal.

(11) (a) Indien by 'n ondersoek deur die Minister by 'n onderwyskollege gelas, bevind word dat die raad in gebreke bly om—

- (i) te voldoen aan 'n voorwaarde onderworpe waarvan geld aan sy onderwyskollege betaal is uit gelde deur die Volksraad bewillig;
- (ii) uitvoering te gee aan beleid bepaal kragtens enige toepaslike wet; of
- (iii) die bevoegdheid of werksaamheid kragtens die Ordonnansie of hierdie Regulasies aan hom opgedra of verleen na die oordeel van die Minister op 'n bevredigende wyse uit te oefen of te verrig,

kan die Minister daardie raad aansê om binne 'n vasgestelde tydperk aan bedoelde voorwaarde te voldoen, uitvoering aan bedoelde beleid te gee of sodanige bevoegdheid of werksaamheid op 'n bevredigende wyse uit te oefen of te verrig.

(b) Indien daardie raad in gebreke bly om aan bedoelde voorwaarde te voldoen, uitvoering aan bedoelde beleid te gee of bedoelde bevoegdheid, of werksaamheid op 'n bevredigende wyse uit te oefen of te verrig binne die tydperk in paragraaf (a) bedoel, kan die Minister, ondanks andersluidende bepalinge van hierdie Regulasies, die raad ontbind.

(12) By die verstryking van die ampstermyn van 'n raad, of indien 'n raad deur die Minister ontbind is ingevolge subregulasie (11) (b), word die raad hersaamgestel ooreenkomstig die bepalinge van regulasie 2.

(13) Die Raad stel 'n senaat ooreenkomstig die bepalinge van regulasie 6 aan en bepaal die ampstermyn van die lede daarvan.

(14) 'n Raad kan 'n ooreenkoms in artikel 10B van die Wet op Universiteite, 1955 bedoel, met die raad van 'n universiteit aangaan.

Instelling en samestelling van senaat

6. (1) Die Minister stel vir elke onderwyskollege 'n senaat in.

(2) 'n Senaat bestaan uit—

- (a) die rektor, wat voorsitter van die senaat is;

(b) The council may, on the advice of the senate, institute a course on education for the community, which is financed by non-government sources.

(c) The syllabi of a course instituted in terms of paragraph (a) or (b) shall be determined by the council on the advice of the senate.

(9) (a) Subject to the provisions of any other law, a council shall not issue a diploma which indicates that a person has passed an examination at a college of education in a course financed wholly or in part from monies appropriated by the House of Assembly, or has completed a teacher training course, unless such course is approved by the Minister.

(b) The council of a college of education may—

- (i) appoint the necessary staff; and
- (ii) determine the fees payable,

which it deems fit to administer examinations.

(10) The medium of instruction of a college of education shall be either Afrikaans, or English, or Afrikaans and English, as determined by the council with the concurrence of the Minister.

(11) (a) If at an investigation instructed by the Minister at a college of education, it is found that a council fails to—

- (i) comply with a condition subject to which money has been paid to its college of education out of moneys appropriated by the House of Assembly;
- (ii) carry into effect policy determined under any applicable law; or
- (iii) exercise the powers, or perform the functions conferred upon it or assigned to it by the Ordinance or these Regulations in a satisfactory manner in the opinion of the Minister,

the Minister may instruct that council to comply with such condition, carry into effect such policy, or to exercise such powers or perform such functions in a satisfactory manner within a specified period.

(b) If such council fails to comply with such condition, carry into effect such policy or to exercise such powers, or perform such functions in a satisfactory manner within the period referred to in paragraph (a), the Minister may, notwithstanding any provisions to the contrary contained in these Regulations, dissolve the council.

(12) At the expiration of the term of office of a council, or if a council is dissolved by the Minister in terms of subregulation (11) (b), the council shall be reconstituted in accordance with the provisions of regulation 2.

(13) The council shall appoint a senate in accordance with the provisions of regulation 6 and shall determine the term of office of the members thereof.

(14) A council may enter into an agreement referred to in section 10B of the Universities Act, 1955, with the council of a university.

Establishment and constitution of senate

6. (1) The Minister shall establish a senate for every college of education.

(2) A senate shall consist of—

- (a) the rector who shall be chairman of the senate;

- (b) hoogstens twee ander lede van die raad deur die raad aangewys;
- (c) hoogstens twee persone aangewys deur die Uitvoerende Direkteur;
- (d) dié lede van die doserende personeel van die onderwyskollege wat die raad van tyd tot tyd bepaal;
- (e) twee persone deur die doserende personeel uit hulle geledere aangewys met 'n meerderheid van stemme;
- (f) dié lede van die nie-doserende personeel van die onderwyskollege wat die raad van tyd tot tyd bepaal, een waarvan deur die rektor as sekretaris aangewys word;
- (g) hoogstens twee persone deur die georganiseerde onderwysprofessie in die betrokke provinsie aangewys;
- (h) hoogstens ses lede deur die betrokke universiteit aangewys; en
- (i) hoogstens twee studente van die betrokke onderwyskollege aangewys op 'n wyse deur die raad bepaal.

Kwalifikasies van lede

7. Niemand word as 'n lid aangewys, of aangestel nie indien hy—

- (a) onder die ouderdom van 21 jaar is;
- (b) aan enige misdryf skuldig bevind is waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnissen is, tensy algehele kwytskelding aan hom verleen is of die termyn van sy gevangenisstraf minstens drie jaar voor die datum van sy aanwysing of aanstelling verstryk het;
- (c) in sy geestesvermoë gekrenk is en deur 'n bevoegde hof aldus verklaar is;
- (d) 'n ongerehabiliteerde insolvent is; of
- (e) nie 'n Suid-Afrikaanse burger is nie, tensy die Minister anders bepaal.

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1407

29 Mei 1992

DIE ONDERWYSORDONNANSIE, 1956
(KAAP)

REGULASIES BETREFFENDE KOLLEGERADE EN SENATE

Die Minister van Onderwys en Kultuur het kragtens artikel 74A van die Onderwysordonnansie, 1956 (Ordonnansie 20 van 1956) (Kaap), die regulasies in die Bylae uitgevaardig.

BYLAE

Woordomsrywings

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

“**betrokke universiteit**” 'n universiteit waarmee die Departement of die raad van 'n bepaalde onderwyskollege 'n ooreenkoms ingevolge artikel 10B van die Wet op Universiteite, 1955 (Wet No.

- (b) a maximum of two other members of the council designated by the council;
- (c) a maximum of two persons designated by the Executive Director;
- (d) such members of the lecturing staff as the council may from time to time determine;
- (e) two persons designated by the lecturing staff from their ranks by a majority of votes;
- (f) such members of the non-teaching staff as the council may from time to time determine, one of whom shall be appointed secretary by the rector;
- (g) a maximum of two persons designated by the organised teaching profession in the province concerned;
- (h) a maximum of six persons designated by the university concerned; and
- (i) a maximum of two students of the college of education concerned, designated in a manner determined by the council.

Qualification of members

7. No person shall be designated or appointed as a member, if he—

- (a) is under the age of 21 years;
- (b) has been convicted of any offence for which he was sentenced to imprisonment without the option of a fine, unless he has received a free pardon or the period of his imprisonment has expired at least three years prior to the date of his designation or appointment;
- (c) is of unsound mind and has been so declared by a competent court;
- (d) is an unrehabilitated insolvent; or
- (e) is not a South African citizen, unless the Minister determines otherwise.

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1407

29 May 1992

THE EDUCATION ORDINANCE, 1956
(CAPE)

REGULATIONS RELATING TO COLLEGE COUNCILS AND SENATES

The Minister of Education and Culture has under section 74A of the Education Ordinance, 1956 (Ordinance 20 of 1956) (Cape), made the regulations in the Schedule.

SCHEDULE

Definitions

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

“**council**” means a college council;

“**Department**” means the Department of Education and Culture, Administration: House of Assembly;

61 van 1955), aangegaan het in verband met die opleiding van studente deur sodanige onderwyskollege in samewerking met sodanige universiteit;

“**Departement**” die Departement van Onderwys en Kultuur, Administrasie: Volksraad;

“**die Ordonnansie**” die Onderwysordonnansie, 1956 (Ordonnansie 20 van 1956) (Kaap);

“**lid**” ’n lid van ’n raad of senaat;

“**Minister**” die Minister van Onderwys en Kultuur (Volksraad);

“**raad**” ’n kollegeraad;

“**Uitvoerende Direkteur**” die Uitvoerende Direkteur van Onderwys van die Kaaplandse Onderwysdepartement.

Instelling en samestelling van kollegeraad

2. (1) Die Minister stel vir elke onderwyskollege ’n kollegeraad in.

(2) ’n Kollegeraad bestaan uit—

- (a) die rektor;
- (b) hoogstens twee vise-rektore deur die rektor aangewys;
- (c) hoogstens twee persone deur die Uitvoerende Direkteur aangewys;
- (d) hoogstens twee persone deur die georganiseerde onderwysprofessie in die provinsie Kaap die Goeie Hoop aangewys;
- (e) hoogstens twee persone deur die erkende georganiseerde ouergemeenskap in die provinsie Kaap die Goeie Hoop aangewys;
- (f) hoogstens vier persone deur die betrokke universiteit aangewys;
- (g) hoogstens twee lede van die doserende personeel van die onderwyskollege deur die senaat aangewys;
- (h) hoogstens twee donateurs aangewys op ’n wyse deur die raad bepaal;
- (i) hoogstens twee persone aangewys deur daardie plaaslike besture wat die Minister bepaal;
- (j) hoogstens een oud-student deur die oud-studente van die onderwyskollege aangewys op ’n wyse deur die raad bepaal;
- (k) hoogstens vier ander lede deur die Minister aangestel; en
- (l) hoogstens twee persone aangewys deur die Raad.

(3) In alle gevalle waar daar in subregulasie (2) nie ’n spesifieke aantal persone genoem word nie maar slegs ’n maksimum aantal, word die aantal ten opsigte van ’n bepaalde raad deur die Minister bepaal op advies van die Uitvoerende Direkteur, welke advies gelewer word na oorleg met die betrokke universiteit.

(4) Die Minister kan behoudens die bepalings van subregulasie (2), die samestelling van ’n kollegeraad op advies van die raad wysig.

“**Executive Director**” means the Executive Director of Education of the Cape Education Department;

“**member**” means a member of a council or senate;

“**Minister**” means the Minister of Education and Culture (House of Assembly);

“**the Ordinance**” means the Education Ordinance, 1956 (Ordinance 20 of 1956) (Cape);

“**the university concerned**” means a university with which the Department or the council of a particular college of education has concluded an agreement in terms of section 10B of the Universities Act, 1955 (Act No. 61 of 1955), with regard to the training of students by such college of education in co-operation with such university.

Establishment and constitution of college council

2. (1) The Minister shall establish a college council for every college of education.

(2) A college council shall consist of—

- (a) the rector;
- (b) a maximum of two vice-rectors designated by the rector;
- (c) a maximum of two persons designated by the Executive Director;
- (d) a maximum of two persons designated by the organised teaching profession in the Province of the Cape of Good Hope;
- (e) a maximum of two persons designated by the recognised organised parent community in the Province of the Cape of Good Hope;
- (f) a maximum of four persons designated by the university concerned;
- (g) a maximum of two members of the teaching staff of the college designated by the senate;
- (h) a maximum of two donors designated in a manner determined by the council;
- (i) a maximum of two persons designated by those local authorities determined by the Minister;
- (j) a maximum of one past student designated by past students in a manner determined by the council;
- (k) a maximum of four other members appointed by the Minister; and
- (l) a maximum of two persons appointed by the council.

(3) In all cases where in subregulation (2) a specific number of persons is not indicated, but only a maximum number, the number in respect of a particular council shall be determined by the Minister on the advice of the Executive Director, which advice shall be given after consultation with the university concerned.

(4) The Minister may, subject to the provisions of subregulation (2), amend the composition of a college council on the advice of the council.

Ampsbekleërs

3. (1) Op die eerste vergadering van 'n kollegeraad verkies sodanige raad uit sy geledere 'n voorsitter en 'n ondervoorsitter: Met dien verstande dat 'n persoon in diens van die Departement of die betrokke universiteit nie tot een van hierdie twee ampte verkies mag word nie.

(2) Wanneer die amp van voorsitter of ondervoorsitter vakant raak, verkies 'n kollegeraad behoudens die bepalings van subregulasie (1), op die eerste vergadering nadat daardie vakature ontstaan het, een van sy lede om daardie vakature vir die onverstreke ampstermyn van die vorige voorsitter of ondervoorsitter, na gelang van die geval, te vul.

(3) Die rektor wys 'n lid van die personeel aan as sekretaris sonder stemreg.

(4) Die rektor tree as voorsitter op by 'n verkiesing in subregulasie (1) bedoel, asook by 'n verkiesing in subregulasie (2) bedoel indien beide 'n voorsitter en 'n ondervoorsitter verkies moet word.

(5) (a) Wanneer dit vir 'n persoon of liggaam nodig is om 'n lid van die raad aan te wys of aan te stel, stel die sekretaris die betrokke persoon of liggaam daarvan in kennis sodat 'n lid deur daardie persoon of liggaam aangewys of aangestel kan word.

(b) Die sekretaris word onverwyld skriftelik in kennis gestel van die naam van elke persoon wat as lid van die raad aangewys of aangestel is deur die persoon of liggaam wat die lid aangewys of aangestel het.

(c) Die sekretaris stel elke aangewese of aangestelde lid van sy aanwysing of aanstelling in kennis.

Ampstermyne van lede van kollegerade

4. (1) Behoudens die bepalings van hierdie Regulasies, beklee 'n lid sy amp vir 'n termyn van drie jaar vanaf die datum van samestelling van die raad.

(2) Ondanks die bepalings van subregulasie (1) en behoudens die bepalings van regulasie 5 (11) (b), beklee die lede van 'n raad, ondanks die verstryking van hul ampstermyne, hul ampte tot 'n nuwe raad ooreenkomstig regulasie 2 saamgestel is.

(3) Indien die Minister 'n kollegeraad kragtens subregulasie 5 (11) (b) ontbind, beklee die lede van die nuwe raad hulle ampte vir die onverstreke ampstermyne van die lede van die ontbinde kollegeraad.

(4) Indien 'n toevallige vakature in 'n raad ontstaan, word 'n nuwe lid aangewys of aangestel ooreenkomstig die bepalings van regulasie 2 en so 'n lid beklee sy amp vir die oorblywende ampstermyn van sy voorganger.

Bevoegdhede en werksaamhede van kollegeraad

5. (1) 'n Kollegeraad oefen die bevoegdhede uit en verrig die werksaamhede wat deur die Ordonnansie of enige ander wet aan hom opgedra of verleen word.

(2) 'n Kollegeraad kan reëls maak betreffende—

- (a) die gedrag van studente;
- (b) die prosedure by dissiplinêre ondersoeke betreffende die gedrag van studente;
- (c) tugstappe toegepas by dissiplinêre oortredings deur studente;

Office bearers

3. (1) At the first meeting of a college council such council shall elect from its members a chairman and a vice-chairman: Provided that a person in the employ of the Department or the university concerned shall not be elected to one of these two offices.

(2) Whenever the office of chairman or vice-chairman becomes vacant, a college council shall, subject to the provisions of subregulation (1), at the first meeting after that vacancy has occurred, elect one of its members to fill the vacancy for the unexpired term of office of the previous chairman or vice-chairman, as the case may be.

(3) The rector shall appoint a member of staff as secretary without vote.

(4) The rector shall preside at an election referred to in subregulation (1), and also at an election referred to in subregulation (2) if both a chairman and vice-chairman have to be elected.

(5) (a) Whenever it is necessary for a person or body to designate or appoint a member of council, the secretary shall notify such a person or body in order that such a person or body may designate or appoint the person.

(b) The secretary shall be notified forthwith in writing of the name of every person designated or appointed as a member of the council by the person or body by whom such a member was designated or appointed.

(c) The secretary shall inform each member of council so designated or appointed.

Terms of office of members of college councils

4. (1) Subject to the provisions of these Regulations, a member of a college council shall hold office for a term of three years from the date on which the council was constituted.

(2) Notwithstanding the provisions of subregulation (1) and subject to the provisions of regulation 5 (11) (b), the members of a council shall, notwithstanding the expiration of their terms of office, hold office until a new council is constituted in accordance with regulation 2.

(3) If the Minister dissolves a college council under regulation 5 (11) (b), the members of the new council shall hold office for the unexpired terms of office of the members of the dissolved council.

(4) If a casual vacancy occurs in a council, a new member shall be designated or appointed in accordance with the provisions of regulation 2 and such member shall remain in office for the unexpired term of office of his predecessor.

Powers and functions of college council

5. (1) A college council shall exercise such powers and perform such functions as the Ordinance or any other law may confer upon it or assign to it.

(2) A college council may make rules relating to—

- (a) the conduct of students;
- (b) procedures for disciplinary investigations regarding students' conduct;
- (c) disciplinary actions for breaches of discipline by students;

- (d) die afneem van eksamens;
- (e) die betaling van gelde;
- (f) die prosedure vir die toelating van studente;
- (g) die administrasie van die onderwyskollege;
- (h) die gebruik en instandhouding van geboue en terreine; en
- (i) die instelling en funksies van verteenwoordigende studenterrade.

(3) 'n Student aan 'n onderwyskollege is onderworpe aan die tugbepalings wat by reëls deur die raad gemaak, voorgeskryf word.

(4) Die raad van 'n onderwyskollege kan sonder om enige redes aan te voer, die toelating van iemand as 'n student tot die onderwyskollege weier indien die raad dit in die belang van die onderwyskollege ag om dit te doen.

(5) 'n Kollegeraad kan, behoudens die bepalings van die Ordonnansie, in oorleg met die Uitvoerende Direkteur, reëls maak betreffende die prosedure by dissiplinêre ondersoeke betreffende die gedrag van die personeel.

(6) 'n Raad adviseer die Departement oor—

- (a) die diensstaat van die kollege;
- (b) die aanstelling van 'n rektor en personeel; en
- (c) sodanige ander personeelaangeleenthede as wat die raad dienstig ag.

(7) (a) Ondanks die bepalings van die een of ander wet kan die raad bykomstig tot die diensstaat deur die Departement bepaal personeel in die diens van die raad aanstel: Met dien verstande dat alle uitgawes wat verband hou met sodanige aanstellings uit nie-staatsbronne gefinansier word.

(b) Die diensvoorwaardes van personeel in diens van die raad, word deur die raad bepaal.

(8) (a) Die raad van 'n onderwyskollege kan behoudens die bepalings van die een of ander wet, met die voorafverkreeë skriftelike goedkeuring van die Minister en op advies van die senaat 'n studiekursus instel.

(b) Die raad kan op advies van die senaat 'n kursus oor die onderwys wat uit nie-staatsbronne gefinansier word, vir die gemeenskap instel.

(c) Die sillabusse van 'n kursus wat ingevolge paragraaf (a) of (b) ingestel word, word deur die raad op advies van die senaat bepaal.

(9) (a) Behoudens enige ander wetsbepaling, reik 'n raad nie 'n diploma uit wat aandui dat iemand aan 'n onderwyskollege 'n eksamen in 'n kursus wat geheel of gedeeltelik uit gelde deur die Volksraad bewillig gefinansier word met goeie gevolg afgelê het of 'n kursus van onderwysersopleiding voltooi het nie, tensy die kursus deur die Minister goedgekeur is.

(b) Die raad van 'n onderwyskollege kan—

- (i) die nodige personeel aanstel; en
- (ii) gelde bepaal,

wat hy dienstig ag om eksamens te administreer.

(10) Die voertaal van 'n onderwyskollege is óf Afrikaans, óf Engels, óf Afrikaans en Engels, soos deur die raad met die instemming van die Minister bepaal.

- (d) the conduct of examinations;
- (e) the payment of fees;
- (f) procedures for the admission of students;
- (g) the administration of the college of education;
- (h) the use and maintenance of buildings and grounds; and
- (i) the institution and functions of a students' representative council.

(3) A student at a college of education shall be subject to the disciplinary provisions prescribed by the rules made by the council.

(4) The council of a college of education may, without providing any reasons, refuse admission of a person as student to the college of education if the council deems it to be in the interest of the college of education to do so.

(5) A college council may, subject to the provisions of the Ordinance, in consultation with the Execution Director, make rules relating to procedure for disciplinary investigations regarding staff conduct.

(6) A council shall advise the Department on—

- (a) the staff establishment of the college;
- (b) the appointment of a rector and staff; and
- (c) such other personnel matters as the council may deem appropriate.

(7) (a) Notwithstanding the provisions of any law, the council may appoint staff additional to the establishment as determined by the Department in the service of the council: Provided that all expenditure which relates to such appointments shall be financed from non-government sources.

(b) The conditions of service of staff in the employ of the council shall be determined by the council.

(8) (a) The council of a college of education may subject to the provisions of any other law, institute a course of study with the prior written approval of the Minister and on the advice of the senate.

(b) The council may, on the advice of the senate, institute a course on education for the community, which is financed by non-government sources.

(c) The syllabi of a course instituted in terms of paragraph (a) or (b) shall be determined by the council on the advice of the senate.

(9) (a) Subject to the provisions of any other law, a council shall not issue a diploma which indicates that a person has passed an examination at a college of education in a course financed wholly or in part from monies appropriated by the House of Assembly, or has completed a teacher training course, unless such course is approved by the Minister.

(b) The council of a college of education may—

- (i) appoint the necessary staff; and
- (ii) determine the fees payable,

which it deems fit to administer examinations.

(10) The medium of instruction of a college of education shall be either Afrikaans, or English, or Afrikaans and English, as determined by the council with the concurrence of the Minister.

(11) (a) Indien by 'n ondersoek deur die Minister by 'n onderwyskollege gelas, bevind word dat die raad in gebreke bly om—

- (i) te voldoen aan 'n voorwaarde onderworpe waarvan aan geld aan sy onderwyskollege betaal is uit gelde deur die Volksraad bewillig;
- (ii) uitvoering te gee aan beleid bepaal kragtens enige toepaslike wet; of
- (iii) die bevoegdheids of werksaamhede kragtens die Ordonnansie of hierdie Regulasies aan hom opgedra of verleen na die oordeel van die Minister op 'n bevredigende wyse uit te oefen of te verrig,

kan die Minister daardie raad aansê om binne 'n vasgestelde tydperk aan bedoelde voorwaarde te voldoen, uitvoering aan bedoelde beleid te gee of sodanige bevoegdheids of werksaamhede op 'n bevredigende wyse uit te oefen of te verrig.

(b) Indien daardie raad in gebreke bly om aan bedoelde voorwaarde te voldoen, uitvoering aan bedoelde beleid te gee of bedoelde bevoegdheids, of werksaamhede op 'n bevredigende wyse uit te oefen of te verrig binne die tydperk in paragraaf (a) bedoel, kan die Minister, ondanks andersluidende bepalings van hierdie Regulasies, die raad ontbind.

(12) By die verstryking van die ampstermyn van 'n raad, of indien 'n raad deur die Minister ontbind is ingevolge subregulasie (11) (b), word die raad hersaamgestel ooreenkomstig die bepalings van regulasie 2.

(13) Die Raad stel 'n senaat ooreenkomstig die bepalings van regulasie 6 aan en bepaal die ampstermyn van die lede daarvan.

(14) 'n Raad kan 'n ooreenkoms in artikel 10B van die Wet op Universiteite, 1955 bedoel, met die raad van 'n universiteit aangaan.

Instelling en samestelling van senaat

6. (1) Die Minister stel vir elke onderwyskollege 'n senaat in.

- (2) 'n Senaat bestaan uit—
 - (a) die rektor, wat voorsitter van die senaat is;
 - (b) hoogstens twee ander lede van die raad deur die raad aangewys;
 - (c) hoogstens twee persone aangewys deur die Uitvoerende Direkteur;
 - (d) dié lede van die doserende personeel van die onderwyskollege wat die raad van tyd tot tyd bepaal;
 - (e) twee persone deur die doserende personeel uit hulle geledere aangewys met 'n meerderheid van stemme;
 - (f) dié lede van die nie-doserende personeel van die onderwyskollege wat die raad van tyd tot tyd bepaal, een waarvan deur die rektor as sekretaris aangewys word;
 - (g) hoogstens twee persone deur die georganiseerde onderwysprofessie in die betrokke universiteit aangewys;
 - (h) hoogstens ses lede deur die betrokke universiteit aangewys; en
 - (i) hoogstens twee studente van die betrokke onderwyskollege aangewys op 'n wyse deur die raad bepaal.

(11) (a) If at an investigation instructed by the Minister at a college of education, it is found that a council fails to—

- (i) comply with a condition subject to which money has been paid to its college of education out of monies appropriated by the House of Assembly;
- (ii) carry into effect policy determined under any applicable law; or
- (iii) exercise the powers, or perform the functions conferred upon it or assigned to it by the Ordinance or these Regulations in a satisfactory manner in the opinion of the Minister,

the Minister may instruct that council to comply with such condition, carry into effect such policy, or to exercise such powers or perform such functions in a satisfactory manner within a specified period.

(b) If such council fails to comply with such conditions, carry into effect such policy or to exercise such powers, or perform such functions in a satisfactory manner within the period referred to in paragraph (a), the Minister may, notwithstanding any provisions to the contrary contained in these Regulations, dissolve the council.

(12) At the expiration of the term of office of a council, or if a council is dissolved by the Minister in terms of subregulation (11) (b), the council shall be reconstituted in accordance with the provisions of regulation 2.

(13) The council shall appoint a senate in accordance with the provisions of regulation 6 and shall determine the term of office of the members thereof.

(14) A council may enter into an agreement referred to in section 10B of the Universities Act, 1955, with the council of a university.

Establishment and constitution of senate

6. (1) The Minister shall establish a senate for every college of education.

- (2) A senate shall consist of—
 - (a) the rector who shall be chairman of the senate;
 - (b) a maximum of two other members of the council designated by the council;
 - (c) a maximum of two persons designated by the Executive Director;
 - (d) such members of the lecturing staff as the council may from time to time determine;
 - (e) two persons designated by the lecturing staff from their ranks by a majority of votes;
 - (f) such members of the non-teaching staff as the council may from time to time determine, one of whom shall be appointed secretary by the rector;
 - (g) a maximum of two persons designated by the organised teaching profession in the province concerned;
 - (h) a maximum of six persons designated by the university concerned; and
 - (i) a maximum of two students of the college of education concerned, designated in a manner determined by the council.

Kwalifikasies van lede

7. Niemand word as 'n lid aangewys, of aangestel nie indien hy—

- (a) onder die ouderdom van 21 jaar is;
- (b) aan enige misdryf skuldig bevind is waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnissen is, tensy algehele kwytskelding aan hom verleen is of die termyn van sy gevangenisstraf minstens drie jaar voor die datum van sy aanwysing of aanstelling verstryk het;
- (c) in sy geestesvermoë gekrenk is en deur 'n bevoegde hof aldus verklaar is;
- (d) 'n ongerehabiliteerde insolvent is; of
- (e) nie 'n Suid-Afrikaanse burger is nie, tensy die Minister anders bepaal.

**DEPARTEMENT VAN ONDERWYS EN
KULTUUR**

No. R. 1408

29 Mei 1992

**DIE NATALSE ONDERWYSORDONNANSIE, 1969
REGULASIES BETREFFENDE KOLLEGERADE
EN SENATE**

Die Minister van Onderwys en Kultuur het kragtens artikel 5B van die Natalse Onderwysordonnansie, 1969 (Ordonnansie 46 van 1969), die regulasies in die Bylae uitgevaardig.

BYLAE**Woordomsrywings**

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

“**betrokke universiteit**” 'n universiteit waarmee die Departement of die raad van 'n bepaalde onderwyskollege 'n ooreenkoms ingevolge artikel 10B van die Wet op Universiteite, 1955 (Wet No. 61 van 1955), aangegaan het in verband met die opleiding van studente deur sodanige onderwyskollege in samewerking met sodanige universiteit;

“**Departement**” die Departement van Onderwys en Kultuur, Administrasie: Volksraad;

“**die Ordonnansie**” die Natalse Onderwysordonnansie, 1969 (Ordonnansie 46 van 1969);

“**lid**” 'n lid van 'n raad of senaat;

“**Minister**” die Minister van Onderwys en Kultuur (Volksraad);

“**raad**” 'n kollegeraad;

“**Uitvoerende Direkteur**” die Uitvoerende Direkteur van Onderwys van die Natalse Onderwysdepartement.

Instelling en samestelling van kollegeraad

2. (1) Die Minister stel vir elke onderwyskollege 'n kollegeraad in.

(2) 'n Kollegeraad bestaan uit—

- (a) die rektor;

Qualification of members

7. No person shall be designated or appointed as a member, if he—

- (a) is under the age of 21 years;
- (b) has been convicted of any offence for which he was sentenced to imprisonment without the option of a fine, unless he has received a free pardon or the period of his imprisonment has expired at least three years prior to the date of his designation or appointment;
- (c) is of unsound mind and has been so declared by a competent court;
- (d) is an unrehabilitated insolvent; or
- (e) is not a South African citizen, unless the Minister determines otherwise.

**DEPARTMENT OF EDUCATION AND
CULTURE**

No. R. 1408

53

29 May 1992

**THE NATAL EDUCATION ORDINANCE, 1969
REGULATIONS RELATING TO COLLEGE
COUNCILS AND SENATES**

The Minister of Education and Culture has under section 5B of the Natal Education Ordinance, 1969 (Ordinance 46 of 1969), made the regulations in the Schedule.

SCHEDULE**Definitions**

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

“**council**” means a college council;

“**Department**” means the Department of Education and Culture, Administration: House of Assembly;

“**Executive Director**” means the Executive Director of Education of the Natal Education Department;

“**member**” means a member of a council or senate;

“**Minister**” means the Minister of Education and Culture (House of Assembly);

“**the Ordinance**” means the Natal Education Ordinance, 1969 (Ordinance 46 of 1969);

“**the university concerned**” means a university with which the Department or the council of a particular college of education has concluded an agreement in terms of section 10B of the Universities Act, 1955 (Act No. 61 of 1955), with regard to the training of students by such college of education in co-operation with such university.

Establishment and constitution of college council

2. (1) The Minister shall establish a college council for every college of education.

(2) A college council shall consist of—

- (a) the rector;

- (b) hoogstens twee vise-rektore deur die rektor aangewys;
- (c) hoogstens twee persone deur die Uitvoerende Direkteur aangewys;
- (d) hoogstens twee persone deur die georganiseerde onderwysprofessie in die provinsie Natal aangewys;
- (e) hoogstens twee persone deur die erkende georganiseerde ouergemeenskap in die provinsie Natal aangewys;
- (f) hoogstens vier persone deur die betrokke universiteit aangewys;
- (g) hoogstens twee lede van die doserende personeel van die onderwyskollege deur die senaat aangewys;
- (h) hoogstens twee donateurs aangewys op 'n wyse deur die raad bepaal;
- (i) hoogstens twee persone aangewys deur daardie plaaslike besture wat die Minister bepaal;
- (j) hoogstens een oud-student deur die oud-studente van die onderwyskollege aangewys op 'n wyse deur die raad bepaal;
- (k) hoogstens vier ander lede deur die Minister aangestel; en
- (l) hoogstens twee persone aangewys deur die raad.

(3) In alle gevalle waar daar in subregulasie (2) nie 'n spesifieke aantal persone genoem word nie maar slegs 'n maksimum aantal, word die aantal ten opsigte van 'n bepaalde raad deur die Minister bepaal op advies van die Uitvoerende Direkteur, welke advies gelewer word na oorleg met die betrokke universiteit.

(4) Die Minister kan behoudens die bepalings van subregulasie (2), die samestelling van 'n kollegeraad op advies van die raad wysig.

Ampsbekleërs

3. (1) Op die eerste vergadering van 'n kollegeraad verkies sodanige raad uit sy geledere 'n voorsitter en 'n ondervoorsitter: Met dien verstande dat 'n persoon in diens van die Departement of die betrokke universiteit nie tot een van hierdie twee ampte verkies mag word nie.

(2) Wanneer die amp van voorsitter of ondervoorsitter vakant raak, verkies 'n kollegeraad behoudens die bepalings van subregulasie (1), op die eerste vergadering nadat daardie vakature ontstaan het, een van sy lede om daardie vakature vir die onverstreke ampstermyn van die vorige voorsitter of ondervoorsitter, na gelang van die geval, te vul.

(3) Die rektor wys 'n lid van die personeel aan as sekretaris sonder stemreg.

(4) Die rektor tree as voorsitter op by 'n verkiesing in subregulasie (1) bedoel, asook by 'n verkiesing in subregulasie (2) bedoel indien beide 'n voorsitter en 'n ondervoorsitter verkies moet word.

(5) (a) Wanneer dit vir 'n persoon of liggaam nodig is om 'n lid van die raad aan te wys of aan te stel, stel die sekretaris die betrokke persoon of liggaam daarvan in kennis sodat 'n lid deur daardie persoon of liggaam aangewys of aangestel kan word.

- (b) a maximum of two vice-rectors designated by the rector;
- (c) a maximum of two persons designated by the Executive Director;
- (d) a maximum of two persons designated by the organised teaching profession in the Province of Natal;
- (e) a maximum of two persons designated by the recognised organised parent community in the Province of Natal;
- (f) a maximum of four persons designated by the university concerned;
- (g) a maximum of two members of the teaching staff of the college designated by the senate;
- (h) a maximum of two donors designated in a manner determined by the council;
- (i) a maximum of two persons designated by those local authorities determined by the Minister;
- (j) a maximum of one past student designated by past students in a manner determined by the council;
- (k) a maximum of four other members appointed by the Minister; and
- (l) a maximum of two persons appointed by the council.

(3) In all cases where in subregulation (2) a specific number of persons is not indicated, but only a maximum number, the number in respect of a particular council shall be determined by the Minister on the advice of the Executive Director, which advice shall be given after consultation with the university concerned.

(4) The Minister may, subject to the provisions of subregulation (2), amend the composition of a college council on the advice of the council.

Office bearers

3. (1) At the first meeting of a college council such council shall elect from its members a chairman and a vice-chairman: Provided that a person in the employ of the Department or the university concerned shall not be elected to one of these two offices.

(2) Whenever the office of chairman or vice-chairman becomes vacant, a college council shall, subject to the provisions of subregulation (1), at the first meeting after that vacancy has occurred, elect one of its members to fill the vacancy for the unexpired term of office of the previous chairman or vice-chairman, as the case may be.

(3) The rector shall appoint a member of staff as secretary without vote.

(4) The rector shall preside at an election referred to in subregulation (1), and also at an election referred to in subregulation (2) if both a chairman and vice-chairman have to be elected.

(5) (a) Whenever it is necessary for a person or body to designate or appoint a member of council, the secretary shall notify such a person in order that such a person or body may designate or appoint the person.

(b) Die sekretaris word onverwyld skriftelik in kennis gestel van die naam van elke persoon wat as lid van die raad aangewys of aangestel is deur die persoon of liggaam wat die lid aangewys of aangestel het.

(c) Die sekretaris stel elke aangewese of aangestelde lid van sy aanwysing of aanstelling in kennis.

Ampstermyne van lede van kollegerade

4. (1) Behoudens die bepalings van hierdie Regulasies, beklee 'n lid sy amp vir 'n termyn van drie jaar vanaf die datum van samestelling van die raad.

(2) Ondanks die bepalings van subregulasie (1) en behoudens die bepalings van regulasie 5 (11) (b), beklee die lede van 'n raad, ondanks die verstryking van hul ampstermyne, hul ampte tot 'n nuwe raad ooreenkomstig regulasie 2 saamgestel is.

(3) Indien die Minister 'n kollegeraad kragtens subregulasie 5 (11) (b) ontbind, beklee die lede van die nuwe raad hulle ampte vir die onverstreke ampstermyne van die lede van die ontbinde kollegeraad.

(4) Indien 'n toevallige vakature in 'n raad ontstaan, word 'n nuwe lid aangewys of aangestel ooreenkomstig die bepalings van regulasie 2 en so 'n lid beklee sy amp vir die oorblywende ampstermyne van sy voorganger.

Bevoegdhede en werksaamhede van kollegeraad

5. (1) 'n Kollegeraad oefen die bevoegdhede uit en verrig die werksaamhede wat deur die Ordonnansie of enige ander wet aan hom opgedra of verleen word.

(2) 'n Kollegeraad kan reëls maak betreffende—

- (a) die gedrag van studente;
- (b) die prosedure by dissiplinêre ondersoeke betreffende die gedrag van studente;
- (c) tugstappe toegepas by dissiplinêre oortredings deur studente;
- (d) die afneem van eksamens;
- (e) die betaling van gelde;
- (f) die prosedure vir die toelating van studente;
- (g) die administrasie van die onderwyskollege;
- (h) die gebruik en instandhouding van geboue en terreine; en
- (i) die instelling en funksies van verteenwoordigende studenterrade.

(3) 'n Student aan 'n onderwyskollege is onderworpe aan die tugbepalings wat by reëls deur die raad gemaak, voorgeskryf word.

(4) Die raad van 'n onderwyskollege kan sonder om enige redes aan te voer, die toelating van iemand as 'n student tot die onderwyskollege weier indien die raad dit in belang van die onderwyskollege ag om dit te doen.

(5) 'n Kollegeraad kan, behoudens die bepalings van die Ordonnansie, in oorleg met die Uitvoerende Direkteur, reëls maak betreffende die prosedure by dissiplinêre ondersoeke betreffende die gedrag van personeel.

(6) 'n Raad adviseer die Departement oor—

- (a) die diensstaat van die kollege;
- (b) die aanstelling van 'n rektor en personeel; en

(b) The secretary shall be notified forthwith in writing of the name of every person designated or appointed as a member of the council by the person or body by whom such a member was designated or appointed.

(c) The secretary shall inform each member of council so designated or appointed.

Terms of office of members of college councils

4. (1) Subject to the provisions of these Regulations, a member of a college council shall hold office for a term of three years from the date on which the council was constituted.

(2) Notwithstanding the provisions of subregulation (1) and subject to the provisions of regulation 5 (11) (b), the members of a council shall, notwithstanding the expiration of their terms of office, hold office until a new council is constituted in accordance with regulation 2.

(3) If the Minister dissolves a college council under regulation 5 (11) (b), the members of the new council shall hold office for the unexpired terms of office of the members of the dissolved council.

(4) If a casual vacancy occurs in a council, a new member shall be designated or appointed in accordance with the provisions of regulation 2 and such member shall remain in office for the unexpired term of office of his predecessor.

Powers and functions of college council

5. (1) A college council shall exercise such powers and perform such functions as the Ordinance or any other law may confer upon it or assign to it.

(2) A college council may make rules relating to—

- (a) the conduct of students;
- (b) procedures for disciplinary investigations regarding students' conduct;
- (c) disciplinary actions for breaches of discipline by students;
- (d) the conduct of examinations;
- (e) the payment of fees;
- (f) procedures for the admission of students;
- (g) the administration of the college of education;
- (h) the use and maintenance of buildings and grounds; and
- (i) the institution and functions of a students' representative council.

(3) A student at a college of education shall be subject to the disciplinary provisions prescribed by the rules made by the council.

(4) The council of a college of education may, without providing any reasons, refuse admission of a person as student to the college of education if the council deems it to be in the interest of the college of education to do so.

(5) A college council may, subject to the provisions of the Ordinance, in consultation with the Executive Director, make rules relating to procedures for disciplinary investigations regarding staff conduct.

(6) A council shall advise the Department on—

- (a) the staff establishment of the college;
- (b) the appointment of a rector and staff; and

(c) sodanige ander personeelaangeleenthede as wat die raad dienstig ag.

(7) (a) Ondanks die bepalings van die een of ander wet kan die raad bykomstig tot die diensstaat deur die Departement bepaal personeel in die diens van die raad aanstel: Met dien verstande dat alle uitgawes wat verband hou met sodanige aanstellings uit nie-staatsbronne gefinansier word.

(b) Die diensvoorwaardes van personeel in diens van die raad, word deur die raad bepaal.

(8) (a) Die raad van 'n onderwyskollege kan behoudens die bepalings van die een of ander wet, met die voorafverkreë skriftelike goedkeuring van die Minister en op advies van die senaat 'n studiekursus instel.

(b) Die raad kan op advies van die senaat 'n kursus oor die onderwys wat uit nie-staatsbronne gefinansier word, vir die gemeenskap instel.

(c) Die sillabusse van 'n kursus wat ingevolge paragraaf (a) of (b) ingestel word, word deur die raad op advies van die senaat bepaal.

(9) (a) Behoudens enige ander wetsbepaling, reik 'n raad nie 'n diploma uit wat aandui dat iemand aan 'n onderwyskollege 'n eksamen in 'n kursus wat geheel of gedeeltelik uit gelde deur die Volksraad bewillig gefinansier word met goeie gevolg afgelê het of 'n kursus van onderwysersopleiding voltooi het nie, tensy die kursus deur die Minister goedgekeur is.

(b) Die raad van 'n onderwyskollege kan—

- (i) die nodige personeel aanstel; en
- (ii) gelde bepaal,

wat hy dienstig ag om eksamens te administreer.

(10) Die voertaal van 'n onderwyskollege is óf Afrikaans, óf Engels, óf Afrikaans en Engels, soos deur die raad met die instemming van die Minister bepaal.

(11) (a) Indien by 'n ondersoek deur die Minister by 'n onderwyskollege gelas, bevind word dat die raad in gebreke bly om—

- (i) te voldoen aan 'n voorwaarde onderworpe waarvan geld aan sy onderwyskollege betaal is uit gelde deur die Volksraad bewillig;
- (ii) uitvoering te gee aan beleid bepaal kragtens enige toepaslike wet; of
- (iii) die bevoegdheids of werksaamhede kragtens die Ordonnansie of hierdie Regulasies aan hom opgedra of verleen na die oordeel van die Minister op 'n bevredigende wyse uit te oefen of te verrig,

kan die Minister daardie raad aansê om binne 'n vasgestelde tydperk aan bedoelde voorwaarde te voldoen, uitvoering aan bedoelde beleid te gee of sodanige bevoegdheids of werksaamhede op 'n bevredigende wyse uit te oefen of te verrig.

(b) Indien daardie raad in gebreke bly om aan bedoelde voorwaarde te voldoen, uitvoering aan bedoelde beleid te gee of bedoelde bevoegdheids, of werksaamhede op 'n bevredigende wyse uit te oefen of te verrig binne die tydperk in paragraaf (a) bedoel, kan die Minister, ondanks andersluidende bepalings van hierdie Regulasies, die raad ontbind.

(c) such other personnel matters as the council may deem appropriate.

(7) (a) Notwithstanding the provisions of any law, the council may appoint staff additional to the establishment as determined by the Department in the service of the council: Provided that all expenditure which relates to such appointments shall be financed from non-government sources.

(b) The conditions of service of staff in the employ of the council shall be determined by the council.

(8) (a) The council of a college of education may subject to the provisions of any other law, institute a course of study with the prior written approval of the Minister and on the advice of the senate.

(b) The council may, on the advice of the senate, institute a course on education for the community, which is financed by non-government sources.

(c) The syllabi of a course instituted in terms of paragraph (a) or (b) shall be determined by the council on the advice of the senate.

(9) (a) Subject to the provisions of any other law, a council shall not issue a diploma which indicates that a person has passed an examination at a college of education in a course financed wholly or in part from monies appropriated by the House of Assembly, or has completed a teacher training course, unless such course is approved by the Minister.

(b) The council of a college of education may—

- (i) appoint the necessary staff; and
- (ii) determine the fees payable,

which it deems fit to administer examinations.

(10) The medium of instruction of a college of education shall be either Afrikaans, or English, or Afrikaans and English, as determined by the council with the concurrence of the Minister.

(11) (a) If at an investigation instructed by the Minister at a college of education, it is found that a council fails to—

- (i) comply with a condition subject to which money has been paid to its college of education out of monies appropriated by the House of Assembly;
- (ii) carry into effect policy determined under any applicable law; or
- (iii) exercise the powers, or perform the functions conferred upon it or assigned to it by the Ordinance or these Regulations in a satisfactory manner in the opinion of the Minister,

the Minister may instruct that council to comply with such condition, carry into effect such policy, or to exercise such powers or perform such functions in a satisfactory manner within a specified period.

(b) If such council fails to comply with such condition, carry into effect such policy or to exercise such powers, or perform such functions in a satisfactory manner within the period referred to in paragraph (a), the Minister may, notwithstanding any provisions to the contrary contained in these Regulations, dissolve the council.

53

(12) By die verstryking van die ampstermyn van 'n raad, of indien 'n raad deur die Minister ontbind is ingevolge subregulasie (11) (b), word die raad hersaamgestel ooreenkomstig die bepalings van regulasie 2.

(13) Die Raad stel 'n senaat ooreenkomstig die bepalings van regulasie 6 aan en bepaal die ampstermyn van die lede daarvan.

(14) 'n Raad kan 'n ooreenkoms in artikel 10B van die Wet op Universiteite, 1955 bedoel, met die raad van 'n universiteit aangaan.

Instelling en samestelling van senaat

6. (1) Die Minister stel vir elke onderwyskollege 'n senaat in.

(2) 'n Senaat bestaan uit—

- (a) die rektor, wat voorsitter van die senaat is;
- (b) hoogstens twee ander lede van die raad deur die raad aangewys;
- (c) hoogstens twee persone aangewys deur die Uitvoerende Direkteur;
- (d) dié lede van die doserende personeel van die onderwyskollege wat die raad van tyd tot tyd bepaal;
- (e) twee persone deur die doserende personeel uit hulle geledere aangewys met 'n meerderheid van stemme;
- (f) dié lede van die nie-doserende personeel van die onderwyskollege wat die raad van tyd tot tyd bepaal, een waarvan deur die rektor as sekretaris aangewys word;
- (g) hoogstens twee persone deur die georganiseerde onderwysprofessie in die betrokke provinsie aangewys;
- (h) hoogstens ses lede deur die betrokke universiteit aangewys; en
- (i) hoogstens twee studente van die betrokke onderwyskollege aangewys op 'n wyse deur die raad bepaal.

Kwalifikasies van lede

7. Niemand word as 'n lid aangewys, of aangestel nie indien hy—

- (a) onder die ouderdom van 21 jaar is;
- (b) aan enige misdryf skuldig bevind is waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnissen is, tensy algehele kwytskelding aan hom verleen is of die termyn van sy gevangenisstraf minstens drie jaar voor die datum van sy aanwysing of aanstelling verstryk het;
- (c) in sy geestesvermoë gekrenk is en deur 'n bevoegde hof aldus verklaar is;
- (d) 'n ongerehabiliteerde insolvent is; of
- (e) nie 'n Suid-Afrikaanse burger is nie, tensy die Minister anders bepaal.

(12) At the expiration of the term of office of a council, or if a council is dissolved by the Minister in terms of subregulation (11) (b), the council shall be reconstituted in accordance with the provisions of regulation 2.

(13) The council shall appoint a senate in accordance with the provisions of regulation 6 and shall determine the term of office of the members thereof.

(14) A council may enter into an agreement referred to in section 10B of the Universities Act, 1955, with the council of a university.

Establishment and constitution of senate

6. (1) The Minister shall establish a senate for every college of education.

(2) A senate shall consist of—

- (a) the rector who shall be chairman of the senate;
- (b) a maximum of two other members of the council designated by the council;
- (c) a maximum of two persons designated by the Executive Director;
- (d) such members of the lecturing staff as the council may from time to time determine;
- (e) two persons designated by the lecturing staff from their ranks by a majority of votes;
- (f) such members of the non-teaching staff as the council may from time to time determine, one of whom shall be appointed secretary by the rector;
- (g) a maximum of two persons designated by the organised teaching profession in the province concerned;
- (h) a maximum of six persons designated by the university concerned; and
- (i) a maximum of two students of the college of education concerned, designated in a manner determined by the council.

Qualification of members

7. No person shall be designated or appointed as a member, if he—

- (a) is under the age of 21 years;
- (b) has been convicted of any offence for which he was sentenced to imprisonment without the option of a fine, unless he has received a free pardon or the period of his imprisonment has expired at least three years prior to the date of his designation or appointment;
- (c) is of unsound mind and has been so declared by a competent court;
- (d) is an unrehabilitated insolvent; or
- (e) is not a South African citizen, unless the Minister determines otherwise.

DEPARTEMENT VAN ONDERWYS EN
KULTUUR

No. R. 1409 29 Mei 1992

DIE ORDONNANSIE OP ONDERWYS, 1980
(ORANJE-VRYSTAAT)

REGULASIES BETREFFENDE KOLLEGERADE EN
SENATE

Die Minister van Onderwys en Kultuur het kragtens artikel 9 van die Ordonnansie op Onderwys, 1980 (Ordonnansie 12 van 1980) (Oranje-Vrystaat), die regulasies in die Bylae uitgevaardig.

BYLAE

Woordomsrywings

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

“**betrokke universiteit**” ’n universiteit waarmee die Departement of die raad van ’n bepaalde onderwyskollege ’n ooreenkoms ingevolge artikel 10B van die Wet op Universiteite, 1955 (Wet No. 61 van 1955), aangegaan het in verband met die opleiding van studente deur sodanige onderwyskollege in samewerking met sodanige universiteit;

“**Departement**” die Departement van Onderwys en Kultuur, Administrasie: Volksraad;

“**die Ordonnansie**” die Ordonnansie op Onderwys, 1980 (Ordonnansie 12 van 1980) (Oranje-Vrystaat);

“**lid**” ’n lid van ’n raad of senaat;

“**Minister**” die Minister van Onderwys en Kultuur (Volksraad);

“**raad**” ’n kollegeraad;

“**Uitvoerende Direkteur**” die Uitvoerende Direkteur van Onderwys van die Oranje-Vrystaatse Onderwysdepartement.

Instelling en samestelling van kollegeraad

2. (1) Die Minister stel vir elke onderwyskollege ’n kollegeraad in.

(2) ’n Kollegeraad bestaan uit—

- (a) die rektor;
- (b) hoogstens twee vise-rektore deur die rektor aangewys;
- (c) hoogstens twee persone deur die Uitvoerende Direkteur aangewys;
- (d) hoogstens twee persone deur die georganiseerde onderwysprofessie in die provinsie Oranje-Vrystaat aangewys;
- (e) hoogstens twee persone deur die erkende georganiseerde ouergemeenskap in die provinsie Oranje-Vrystaat aangewys;
- (f) hoogstens vier persone deur die betrokke universiteit aangewys;
- (g) hoogstens twee lede van die doserende personeel van die onderwyskollege deur die senaat aangewys;

DEPARTMENT OF EDUCATION AND
CULTURE

No. R. 1409 29 May 1992

THE EDUCATION ORDINANCE, 1980
(ORANGE FREE STATE)

REGULATIONS RELATING TO COLLEGE
COUNCILS AND SENATES

The Minister of Education and Culture has under section 9 of the Education Ordinance, 1980 (Ordinance 12 of 1980) (Orange Free State), made the regulations in the Schedule.

SCHEDULE

Definitions

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

“**council**” means a college council;

“**Department**” means the Department of Education and Culture, Administration: House of Assembly;

“**Executive Director**” means the Executive Director of Education of the Orange Free State Education Department;

“**member**” means a member of a council or senate;

“**Minister**” means the Minister of Education and Culture (House of Assembly);

“**the Ordinance**” means the Education Ordinance, 1980 (Ordinance 12 of 1980) (Orange Free State);

“**the university concerned**” means a university with which the Department or the council of a particular college of education has concluded an agreement in terms of section 10B of the Universities Act, 1955 (Act No. 61 of 1955), with regard to the training of students by such college of education in co-operation with such university.

Establishment and constitution of college council

2. (1) The Minister shall establish a college council for every college of education.

(2) A college council shall consist of—

- (a) the rector;
- (b) a maximum of two vice-rectors designated by the rector;
- (c) a maximum of two persons designated by the Executive Director;
- (d) a maximum of two persons designated by the organised teaching profession in the province of the Orange Free State;
- (e) a maximum of two persons designated by the recognised organised parent community in the province of the Orange Free State;
- (f) a maximum of four persons designated by the university concerned;
- (g) a maximum of two members of the teaching staff of the college designated by the senate;

- (h) hoogstens twee donateurs aangewys op 'n wyse deur die raad bepaal;
- (i) hoogstens twee persone aangewys deur daardie plaaslike besture wat die Minister bepaal;
- (j) hoogstens een oud-student deur die oud-studente van die onderwyskollege aangewys op 'n wyse deur die raad bepaal;
- (k) hoogstens vier ander lede deur die Minister aangestel; en
- (l) hoogstens twee persone aangewys deur die raad.

(3) In alle gevalle waar daar in subregulasie (2) nie 'n spesifieke aantal persone genoem word nie maar slegs 'n maksimum aantal, word die aantal ten opsigte van 'n bepaalde raad deur die Minister bepaal op advies van die Uitvoerende Direkteur, welke advies gelewer word na oorleg met die betrokke universiteit.

(4) Die Minister kan behoudens die bepalings van subregulasie (2), die samestelling van 'n kollegeraad op advies van die raad wysig.

Ampsbekleërs

3. (1) Op die eerste vergadering van 'n kollegeraad verkies sodanige raad uit sy geledere 'n voorsitter en 'n ondervoorsitter: Met dien verstande dat 'n persoon in diens van die Departement of die betrokke universiteit nie tot een van hierdie twee ampte verkies mag word nie.

(2) Wanneer die amp van voorsitter of ondervoorsitter vakant raak, verkies 'n kollegeraad behoudens die bepalings van subregulasie (1), op die eerste vergadering nadat daardie vakature ontstaan het, een van sy lede om daardie vakature vir die onverstreke ampstermyn van die vorige voorsitter of ondervoorsitter, na gelang van die geval, te vul.

(3) Die rektor wys 'n lid van die personeel aan as sekretaris sonder stemreg.

(4) Die rektor tree as voorsitter op by 'n verkiesing in subregulasie (1) bedoel, asook by 'n verkiesing in subregulasie (2) bedoel indien beide 'n voorsitter en 'n ondervoorsitter verkies moet word.

(5) (a) Wanneer dit vir 'n persoon of liggaam nodig is om 'n lid van die raad aan te wys of aan te stel, stel die sekretaris die betrokke persoon of liggaam daarvan in kennis sodat 'n lid deur daardie persoon of liggaam aangewys of aangestel kan word.

(b) Die sekretaris word onverwyld skriftelik in kennis gestel van die naam van elke persoon wat as lid van die raad aangewys of aangestel is deur die persoon of liggaam wat die lid aangewys of aangestel het.

(c) Die sekretaris stel elke aangewese of aangestelde lid van sy aanwysing of aanstelling in kennis.

Ampstermyne van lede van kollegerade

4. (1) Behoudens die bepalings van hierdie Regulasies, beklee 'n lid sy amp vir 'n termyn van drie jaar vanaf die datum van samestelling van die raad.

- (h) a maximum of two donors designated in a manner determined by the council;
- (i) a maximum of two persons designated by those local authorities determined by the Minister;
- (j) a maximum of one past student designated by past students in a manner determined by the council;
- (k) a maximum of four other members appointed by the Minister; and
- (l) a maximum of two persons appointed by the council.

(3) In all cases where in subregulation (2) a specific number of persons is not indicated, but only a maximum number, the number in respect of a particular council shall be determined by the Minister on the advice of the Executive Director, which advice shall be given after consultation with the university concerned.

(4) The Minister may, subject to the provisions of subregulation (2), amend the composition of a college council on the advice of the council.

Office bearers

3. (1) At the first meeting of a college council such council shall elect from its members a chairman and a vice-chairman: Provided that a person in the employ of the Department or the university concerned shall not be elected to one of these two offices.

(2) Whenever the office of chairman or vice-chairman becomes vacant, a college council shall, subject to the provisions of subregulation (1), at the first meeting after that vacancy has occurred, elect one of its members to fill the vacancy for the unexpired term of office of the previous chairman or vice-chairman, as the case may be.

(3) The rector shall appoint a member of staff as secretary without vote.

(4) The rector shall preside at an election referred to in subregulation (1), and also at an election referred to in subregulation (2) if both a chairman and vice-chairman have to be elected.

(5) (a) Whenever it is necessary for a person or body to designate or appoint a member of council, the secretary shall notify such a person or body in order that such a person or body may designate or appoint the person.

(b) The secretary shall be notified forthwith in writing of the name of every person designated or appointed as a member of the council by the person or body by whom such a member was designated or appointed.

(c) The secretary shall inform each member of council so designated or appointed.

Terms of office of members of college councils

4. (1) Subject to the provisions of these Regulations, a member of a college council shall hold office for a term of three years from the date on which the council was constituted.

(2) Ondanks die bepalings van subregulasie (1) en behoudens die bepalings van regulasie 5 (11) (b), beklee die lede van 'n raad, ondanks die verstryking van hul ampstermyne, hul ampte tot 'n nuwe raad ooreenkomstig regulasie 2 saamgestel is.

(3) Indien die Minister 'n kollegeraad kragtens subregulasie 5 (11) (b) ontbind, beklee die lede van die nuwe raad hulle ampte vir die onverstreke ampstermyne van die lede van die ontbinde kollegeraad.

(4) Indien 'n toevallige vakature in 'n raad ontstaan, word 'n nuwe lid aangewys of aangestel ooreenkomstig die bepalings van regulasie 2 en so 'n lid beklee sy amp vir die oorblywende ampstermyne van sy voorganger.

Bevoegdhede en werksaamhede van kollegeraad

5. (1) 'n Kollegeraad oefen die bevoegdhede uit en verrig die werksaamhede wat deur die Ordonnansie of enige ander wet aan hom opgedra of verleen word.

(2) 'n Kollegeraad kan reëls maak betreffende—

- (a) die gedrag van studente;
- (b) die prosedure by dissiplinêre ondersoeke betreffende die gedrag van studente;
- (c) tugstappe toegepas by dissiplinêre oortredings deur studente;
- (d) die afneem van eksamens;
- (e) die betaling van gelde;
- (f) die prosedure vir die toelating van studente;
- (g) die administrasie van die onderwyskollege;
- (h) die gebruik en instandhouding van geboue en terreine; en
- (i) die instelling en funksies van verteenwoordigende studenterrade.

(3) 'n Student aan 'n onderwyskollege is onderworpe aan die tugbepalings wat by reëls deur die raad gemaak, voorgeskryf word.

(4) Die raad van 'n onderwyskollege kan sonder om enige redes aan te voer, die toelating van iemand as 'n student tot die onderwyskollege weier indien die raad dit in die belang van die onderwyskollege ag om dit te doen.

(5) 'n Kollegeraad kan, behoudens die bepalings van die Ordonnansie, in oorleg met die Uitvoerende Direkteur, reëls maak betreffende die prosedure by dissiplinêre ondersoeke betreffende die gedrag van personeel.

(6) 'n Raad adviseer die Departement oor—

- (a) die diensstaat van die kollege;
- (b) die aanstelling van 'n rektor en personeel; en
- (c) sodanige ander personeelaangeleenthede as wat die raad dienstig ag.

(7) (a) Ondanks die bepalings van die een of ander wet kan die raad bykomstig tot die diensstaat deur die Departement bepaal personeel in die diens van die raad aanstel: Met dien verstande dat alle uitgawes wat verband hou met sodanige aanstellings uit nie-staatsbronne gefinansier word.

(2) Notwithstanding the provisions of subregulation (1) and subject to the provisions of regulation 5 (11) (b), the members of a council shall, notwithstanding the expiration of their terms of office, hold office until a new council is constituted in accordance with regulation 2.

(3) If the Minister dissolves a college council under regulation 5 (11) (b), the members of the new council shall hold office for the unexpired terms of office of the members of the dissolved council.

(4) If a casual vacancy occurs in a council, a new member shall be designated or appointed in accordance with the provisions of regulation 2 and such member shall remain in office for the unexpired term of office of his predecessor.

Powers and functions of college council

5. (1) A college council shall exercise such powers and perform such functions as the Ordinance or any other law may confer upon it or assign to it.

(2) A college council may make rules relating to—

- (a) the conduct of students;
- (b) procedures for disciplinary investigations regarding students' conduct;
- (c) disciplinary actions for breaches of discipline by students;
- (d) the conduct of examinations;
- (e) the payment of fees;
- (f) procedures for the admission of students;
- (g) the administration of the college of education;
- (h) the use and maintenance of buildings and grounds; and
- (i) the institution and functions of a students' representative council.

(3) A student at a college of education shall be subject to the disciplinary provisions prescribed by the rules made by the council.

(4) The council of a college of education may, without providing any reasons, refuse admission of a person as student to the college of education if the council deems it to be in the interest of the college of education to do so.

(5) A college council may, subject to the provisions of the Ordinance, in consultation with the Executive Director, make rules relating to procedures for disciplinary investigations regarding staff conduct.

(6) A council shall advise the Department on—

- (a) the staff establishment of the college;
- (b) the appointment of a rector and staff; and
- (c) such other personnel matters as the council may deem appropriate.

(7) (a) Notwithstanding the provisions of any law, the council may appoint staff additional to the establishment as determined by the Department in the service of the council: Provided that all expenditure which relates to such appointments shall be financed from non-government sources.

(b) Die diensvoorwaardes van personeel in diens van die raad, word deur die raad bepaal.

(8) (a) Die raad van 'n onderwyskollege kan behoudens die bepalings van die een of ander wet, met die voorafverkreë skriftelike goedkeuring van die Minister en op advies van die senaat 'n studiekursus instel.

(b) Die raad kan op advies van die senaat 'n kursus oor die onderwys wat uit nie-staatsbronne gefinansier word, vir die gemeenskap instel.

(c) Die sillabusse van 'n kursus wat ingevolge paragraaf (a) of (b) ingestel word, word deur die raad op advies van die senaat bepaal.

(9) (a) Behoudens enige ander wetsbepaling, reik 'n raad nie 'n diploma uit wat aandui dat iemand aan 'n onderwyskollege 'n eksamen in 'n kursus wat geheel of gedeeltelik uit gelde deur die Volksraad bewillig gefinansier word met goeie gevolg afgelê het of 'n kursus van onderwysersopleiding voltooi het nie, tensy die kursus deur die Minister goedgekeur is.

(b) Die raad van 'n onderwyskollege kan—

- (i) die nodige personeel aanstel; en
- (ii) gelde bepaal,

wat hy dienstig ag om eksamens te administreer.

(10) Die voertaal van 'n onderwyskollege is óf Afrikaans, óf Engels, óf Afrikaans en Engels, soos deur die raad met die instemming van die Minister bepaal.

(11) (a) Indien by 'n ondersoek deur die Minister by 'n onderwyskollege gelas, bevind word dat die raad in gebreke bly om—

- (i) te voldoen aan 'n voorwaarde onderworpe waarvan aan geld aan sy onderwyskollege betaal is uit gelde deur die Volksraad bewillig;
- (ii) uitvoering te gee aan beleid bepaal kragtens enige toepaslike wet; of
- (iii) die bevoegdheids of werksaamhede kragtens die Ordonnansie of hierdie Regulasies aan hom opgedra of verleen na die oordeel van die Minister op 'n bevredigende wyse uit te oefen of te verrig,

kan die Minister daardie raad aansê om binne 'n vasgestelde tydperk aan bedoelde voorwaarde te voldoen, uitvoering aan bedoelde beleid te gee of sodanige bevoegdheids of werksaamhede op 'n bevredigende wyse uit te oefen of te verrig.

(b) Indien daardie raad in gebreke bly om aan bedoelde voorwaarde te voldoen, uitvoering aan bedoelde beleid te gee of bedoelde bevoegdheids, of werksaamhede op 'n bevredigende wyse uit te oefen of te verrig binne die tydperk in paragraaf (a) bedoel, kan die Minister, ondanks andersluidende bepalings van hierdie Regulasies, die raad ontbind.

(12) By die verstryking van die ampstermyn van 'n raad, of indien 'n raad deur die Minister ontbind is ingevolge subregulasie (11) (b), word die raad hersaamgestel ooreenkomstig die bepalings van regulasie 2.

(13) Die Raad stel 'n senaat ooreenkomstig die bepalings van regulasie 6 aan en bepaal die ampstermyn van die lede daarvan.

(14) 'n Raad kan 'n ooreenkoms in artikel 10B van die Wet op Universiteite, 1955 bedoel, met die raad van 'n universiteit aangaan.

(b) The conditions of service of staff in the employ of the council shall be determined by the council.

(8) (a) The council of a college of education may subject to the provisions of any other law, institute a course of study with the prior written approval of the Minister and on the advice of the senate.

(b) The council may, on the advice of the senate, institute a course on education for the community, which is financed by non-government sources.

(c) The syllabi of a course instituted in terms of paragraph (a) or (b) shall be determined by the council on the advice of the senate.

(9) (a) Subject to the provisions of any other law, a council shall not issue a diploma which indicates that a person has passed an examination at a college of education in a course financed wholly or in part from monies appropriated by the House of Assembly, or has completed a teacher training course, unless such course is approved by the Minister.

(b) The council of a college of education may—

- (i) appoint the necessary staff; and
- (ii) determine the fees payable,

which it deems fit to administer examinations.

(10) The medium of instruction of a college of education shall be either Afrikaans, or English, or Afrikaans and English, as determined by the council with the concurrence of the Minister.

(11) (a) If at an investigation instructed by the Minister at a college of education, it is found that a council fails to—

- (i) comply with a condition subject to which money has been paid to its college of education out of monies appropriated by the House of Assembly;
- (ii) carry into effect policy determined under any applicable law; or
- (iii) exercise the powers, or perform the functions conferred upon it or assigned to it by the Ordinance or these Regulations in a satisfactory manner in the opinion of the Minister,

the Minister may instruct that council to comply with such condition, carry into effect such policy, or to exercise such powers or perform such functions in a satisfactory manner within a specified period.

(b) If such council fails to comply with such condition, carry into effect such policy or to exercise such powers, or perform such functions in a satisfactory manner within the period referred to in paragraph (a), the Minister may, notwithstanding any provisions to the contrary contained in these Regulations, dissolve the council.

(12) At the expiration of the term of office of a council, or if a council is dissolved by the Minister in terms of subregulation (11) (b), the council shall be reconstituted in accordance with the provisions of regulation 2.

(13) The council shall appoint a senate in accordance with the provisions of regulation 6 and shall determine the term of office of the members thereof.

(14) A council may enter into an agreement referred to in section 10B of the Universities Act, 1955, with the council of a university.

Instelling en samestelling van senaat

6. (1) Die Minister stel vir elke onderwyskollege 'n senaat in.

- (2) 'n Senaat bestaan uit—
- die rektor, wat voorsitter van die senaat is;
 - hoogstens twee ander lede van die raad deur die raad aangewys;
 - hoogstens twee persone aangewys deur die Uitvoerende Direkteur;
 - dié lede van die doserende personeel van die onderwyskollege wat die raad van tyd tot tyd bepaal;
 - twee persone deur die doserende personeel uit hulle geledere aangewys met 'n meerderheid van stemme;
 - dié lede van die nie-doserende personeel van die onderwyskollege wat die raad van tyd tot tyd bepaal, een waarvan deur die rektor as sekretaris aangewys word;
 - hoogstens twee persone deur die georganiseerde onderwysprofessie in die betrokke provinsie aangewys;
 - hoogstens ses lede deur die betrokke universiteit aangewys; en
 - hoogstens twee studente van die betrokke onderwyskollege aangewys op 'n wyse deur die raad bepaal.

Kwalifikasies van lede

7. Niemand word as 'n lid aangewys, of aangestel nie indien hy—

- onder die ouderdom van 21 jaar is;
- aan enige misdryf skuldig bevind is waarvoor hy tot gevangenisstraf sonder die keuse van 'n boete gevonnissen is, tensy algehele kwytstelling aan hom verleen is of die termyn van sy gevangenisstraf minstens drie jaar voor die datum van sy aanwysing of aanstelling verstryk het;
- in sy geestesvermoë gekrenk is en deur 'n bevoegde hof aldus verklaar is;
- 'n ongerehabiliteerde insolvent is; of
- nie 'n Suid-Afrikaanse burger is nie, tensy die Minister anders bepaal.

No. R. 1432

29 Mei 1992

**DUIVENHOKSRIVIER-BESPROEINGSDISTRIK:
KIESERSLYS**

Die kieserslys vir die Duivenhoksrivier-besproeiingsdistrik, distrik Heidelberg, Kaapprovinsie, soos opgestel deur die Minister van Landbou-ontwikkeling ingevolge artikel 83 van die Waterwet, 1956 (Wet 54 van 1956), word hieronder gepubliseer.

Mnr. Van Breda, Eerste Ingenieur van die kantoor van die Streekdirekteur: Wes-Kaaps, is ingevolge artikel 84 van genoemde Wet aangestel as kiesbeamte vir die verkiesing van die lede van die Besproeiingsraad vir die Duivenhoksrivier-besproeiingsdistrik. 'n Nominasievergadering vir die verkiesing van ses sodanige lede sal op 1 Julie 1992 om 10:00 in die Banketsaal, Niekerkstraat, Heidelberg, gehou word. Indien meer nominasies ontvang word as waarvoor daar vakatures is, sal 'n verkiesing dadelik gehou word.

Establishment and constitution of senate

6. (1) The Minister shall establish a senate for every college of education.

- (2) A senate shall consist of—
- the rector who shall be chairman of the senate;
 - a maximum of two other members of the council designated by the council;
 - a maximum of two persons designated by the Executive Director;
 - such members of the lecturing staff as the council may from time to time determine;
 - two persons designated by the lecturing staff from their ranks by a majority of votes;
 - such members of the non-teaching staff as the council may from time to time determine, one of whom shall be appointed secretary by the rector;
 - a maximum of two persons designated by the organised teaching profession in the province concerned;
 - a maximum of six persons designated by the university concerned; and
 - a maximum of two students of the college of education concerned, designated in a manner determined by the council.

Qualifications of members

7. No person shall be designated or appointed as a member, if he—

- is under the age of 21 years;
- has been convicted of any offence for which he was sentenced to imprisonment without the option of a fine, unless he has received a free pardon or the period of his imprisonment has expired at least three years prior to the date of his designation or appointment;
- is of unsound mind and has been so declared by a competent court;
- is an unrehabilitated insolvent; or
- is not a South African citizen, unless the Minister determines otherwise.

No. R. 1432

29 May 1992

**DUIVENHOKS RIVER IRRIGATION DISTRICT:
VOTERS' ROLL**

The voters' roll for the Duivenhoks River Irrigation District, District of Heidelberg, Cape Province, as prepared by the Minister of Agricultural Development in terms of section 83 of the Water Act, 1956 (Act 54 of 1956), is published below.

Mr Van Breda, First Engineer of the office of the Regional Director: Western Cape, has, in terms of section 84 of the said Act, been appointed returning officer for the election of members of the Irrigation Board for the Duivenhoks River Irrigation District. A nomination meeting for the election of six such members will be held on 1 July 1992 at 10:00 in the Banquet Hall, Niekerk Street, Heidelberg. If more nominations are received than there are vacancies, an election will be held immediately.

Institute to hone business skills

Sowetan 29/5/92 (53) (107) (107)

THE Small Business Development Corporation has launched a training in-

By JOSHUA RABOROKO

stitute to look into business and management skills in this sector.

The aim of the institute is to expand current business and management skills training facilities and opportunities aimed at potential and existing enterprises in the informal, semi-formal and formal sector of the community.

SBDC's managing director Dr Ben Vosloo said: "There is a vast need for appropriate training for entrepreneurship and skills involved in creating and running a successful business. Such training has to be accessible, affordable and relevant to the needs of the community."

Training

He emphasised the importance of such training being directed at all the appropriate stages of business creation.

"The institute will try to cover the whole spectrum from creating an awareness of self-employment as a career option to starting a business, running or maintaining a business and expanding a business," said Vosloo.

The institute's activities will comprise three key components. These are entrepreneurial development, business and management skills development and administrative skills development.

Entrepreneurial develop-

ment will focus on harnessing motivation, developing creativity and problem-solving and negotiating skills.

The business and management skills development will include business planning, marketing, costing and pricing, accounting, cashflow analysis, operations management and human resource management.

Book-keeping, record keeping, office technology, basic legal requirements are some of the aspects which will be addressed under administrative skills development.

The institute presently offers five formal courses on how to start an own business, the one-up course for informal small business, how to manage and improve your own business, labour relations and retail management.

The institute will operate under the auspices of the Small Business Training and Education Foundation, which was established in 1991 by the SBDC as the founding donor.

The foundation has already received the support of many companies.

"We hope that donors will see investment in this institute as an opportunity to play a significant role in promoting the entrepreneurial activities and competency required in making South Africa a prosperous country," Vosloo said.

Barricades as Vaal seethes

By VICTOR TSUAI

Sowetan
2/6/92

RESIDENTS in the Vaal Triangle townships of Sebokeng and Sharpeville have erected heavy duty barricades to keep police out after the body of a third necklace victim was found.

Residents have embarked on a concerted campaign to disarm members of the security forces in the townships to stem mysterious attacks.

In yet another macabre development, the necklace system found its way back into the area. An unknown man became the third victim of the dreaded necklace yesterday.

The man was the third victim in five days. The others were former Lekoa mayor Mr Esau Mahlatsi and Constable Mahoko "Skuta" Marumo. All three were shot, stoned and then set alight.

Residents in the tense townships yesterday put up barricades, some of them as large as minibuses, in almost all the streets of the two townships.

The townships are virtually no-go areas and motorists and taxis have to manoeuvre their way through the treacherous barricades.

In what amounts to a self-imposed curfew, the barricades are entirely sealed off at night with only vantage points accessible to motorists.

The Vaal barricade crusade is the first of its kind and comes amid the spiralling violence in Reef townships and the almost total collapse of the Peace Accord.

According to a Vaal branch Congress of South African Trade Unions' official, the tension and the ugly mood of the residents follows a spate of hit squad attacks on activists and their families.

About eight activists were assassinated by mysterious hit squad members in the past week. Countless other activists and their families have been slain under similar circumstances.

A police spokesman for the Vaal, Captain van Deventer, said police were not aware of the decision to harm its members. He, however, confirmed that the police were aware of the barricades lining the township streets.

Student teachers given a chance

Sowetan 2/6/92

THE Department of Education and Training is to give student teachers who failed their third-year courses between 1984 and 1991 a chance to qualify.

Permission has been given for them to be re-examined on the subjects they failed until 1995.

Students may supple-

ment subjects and papers they failed at a fee of R15 a subject.

The College for Continuing Training will offer courses in specific subjects most students still have to re-write.

Interested students can contact their nearest area offices.

Technikons get ^(S3) new student body

Sowetan 10/6/92
TECHNIKON students have launched a national non-discriminatory body for student representative councils.

The South African Technikon Students Union was launched by nine of the existing 14 technikons at a conference held in Bloemfontein.

The new body is expected to adhere to non-racial, non-sexist and democratic principles.

The historical fragmentation of our education system led technikons to operate separately as they were classified as black and white, said the president of the

Technikon Witwatersrand, Mr Stephen McCoy.

"We agreed that we need a national structure for technikons' SRC that would be a national voice of all technikon students," he said.

"Our aim is to form a body that does not discriminate against any religious or racial group, acknowledges the role of politics in education and student life without being aligned to any religious or political viewpoint. We would like to address problems affecting all student affairs." — *Sowetan Reporter*.

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

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

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

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

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

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

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

Debate concluded.

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 17 October 1991, ^{S3}
- (b) authority delegated by the Minister to the rectors of colleges of education,
- (c) (i) on the advice of the College Council,
- (ii) the Rector of the College;

(2) no.

Re-employment of retired teaching staff

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

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

B744E

†THE MINISTER OF EDUCATION AND CULTURE:

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

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

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

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

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

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Rationalization of music centres at schools

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

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

B719E

†The MINISTER OF EDUCATION AND CULTURE:

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

College of Education for Further Training

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

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

B720E

Schulenburg, Arcadia and C F Vermaak, Lynnwood Ridge. The donors are mainly countrywide members of the Genealogical Society of South Africa. Researchers using the library of the HSRC are being requested to donate copies of information collected to the library of the HSRC.

The HSRC also receives copies of publications from the State Archives and the Master of the Supreme Court.

(2.3) the information for *South African Genealogical Registers* be edited and incorporated in the series. (Information that is not incorporated is kept in the family files.)

Academic hospitals: chairpersons of supervisory boards

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

(a) What are the names of the chairpersons of the supervisory board of each academic hospital and (b) what procedure is followed in the election or nomination of these chairpersons?

B713E

The MINISTER OF NATIONAL HEALTH:

(a) Tygerberg Mr Carlo Loubser
Groote Schuur Professor G Everingham
Johannesburg Mr B B Humphris
H F Verwoerd Mr C H H Scheepers
King Edward VIII Dr T G Cleasby
Garankuwa Advocate D D Mo-supye
Universitas Dr J H Kruger

(b) the Minister of National Health appoints a chairman from members nominated by the relevant provincial administration and university.

Own Affairs:

College of Education for Further Training

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

(1) Whether staff members of the College of Education for Further Training were consulted on the opening of this college to all races; if not, why not; if so, in what manner;

(2) whether they will be given the opportunity to retire on early pension; if not, (a) why not and (b) in terms of what measures; if so, what are the relevant details;

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

B721E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the rector discussed the matter with all the members of the staff during a number of meetings and with the heads of department during meetings for heads of department;

(2) no,

(a) no posts were abolished,

(b) the relevant provisions of the Transvaal Education Ordinance No 29 of 1953;

(3) no.

HOUSE OF ASSEMBLY

Teachers: qualifications

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

281. Mr E W TRENT asked the Minister of Education and Training:

How many teachers at each school falling under his Department in the (a) Port Elizabeth and (b) Uitenhage metropolitan areas have (i) university degrees, (ii) three-year diplomas, (iii) senior certificates plus diplomas, (iv) qualifications lower than senior certificates plus diplomas and (v) qualifications lower than senior certificates?

B694E

The MINISTER OF EDUCATION AND TRAINING:

| School Names: | (i) | (ii) | (iii) | (iv) | (v) |
|---------------------------------|-----|------|-------|------|-----|
| (a) Emajini Primary School | 1 | 12 | 13 | 14 | 0 |
| Lungisa Secondary School | 8 | 10 | 16 | 1 | 0 |
| Kwamagxaki Secondary School | 5 | 16 | 27 | 1 | 0 |
| Spenser Mabija Primary School | 0 | 4 | 5 | 12 | 0 |
| Sivuyiseni Primary School | 2 | 7 | 7 | 23 | 0 |
| Masakane Primary School | 0 | 2 | 5 | 23 | 0 |
| Kayser Ngxwana Primary School | 0 | 0 | 0 | 17 | 0 |
| Ebongweni Primary School | 0 | 2 | 2 | 16 | 0 |
| B J Manyanda Primary School | 0 | 4 | 4 | 13 | 0 |
| W B Tshume Primary School | 0 | 2 | 2 | 17 | 0 |
| Ben Nyati Primary School | 0 | 4 | 4 | 12 | 0 |
| Mzomthsa Primary School | 0 | 2 | 4 | 13 | 0 |
| J K Zondi Primary School | 0 | 4 | 4 | 11 | 0 |
| K K Newana Primary School | 0 | 1 | 1 | 16 | 0 |
| Seyise Primary School | 0 | 2 | 2 | 15 | 0 |
| Ilita Primary School | 0 | 5 | 5 | 18 | 0 |
| Phakama Primary School | 0 | 0 | 0 | 22 | 0 |
| Kwazakhele Secondary School | 19 | 8 | 28 | 7 | 0 |
| Aaron Goadu Primary School | 0 | 10 | 10 | 5 | 0 |
| Enkuselweni Primary Farm School | 0 | 0 | 0 | 2 | 0 |
| Tamsanga Secondary School | 13 | 12 | 27 | 1 | 0 |
| Inkqubela Primary School | 0 | 5 | 6 | 11 | 0 |
| Matodlana Primary School | 0 | 2 | 2 | 16 | 1 |
| Ezikweni Primary School | 0 | 3 | 3 | 14 | 0 |
| Henry Nginza Primary School | 0 | 1 | 2 | 18 | 0 |
| Mzontsundu Secondary School | 7 | 13 | 27 | 7 | 0 |
| Masibambane Secondary School | 8 | 15 | 20 | 2 | 0 |
| Ilungelo Primary School | 0 | 5 | 6 | 12 | 0 |
| Englioni Primary School | 1 | 12 | 13 | 14 | 0 |
| Nxanelwimfundo Primary School | 2 | 16 | 16 | 8 | 1 |
| Douglas Mbopa Secondary School | 16 | 23 | 35 | 1 | 0 |
| Elundini Primary School | 0 | 7 | 8 | 12 | 0 |
| Mbonisele Primary School | 0 | 34 | 34 | 16 | 0 |
| Canzibe Primary School | 0 | 10 | 11 | 15 | 0 |
| Fumisukoma Primary School | 0 | 11 | 11 | 15 | 0 |
| Siyaphambili Primary School | 2 | 13 | 16 | 10 | 0 |

Battle not over for '76 graduate

CIP news 14/6/92
By THEMBA KHUMALO

HIS cosy headmaster's office in downtown Jozeys is a far cry from a cold cell on Robben Island - but the struggle goes on.

That's Seth Mazibuko for you. Seth is throwing his all into providing education for the children - many of them children of the exiles.

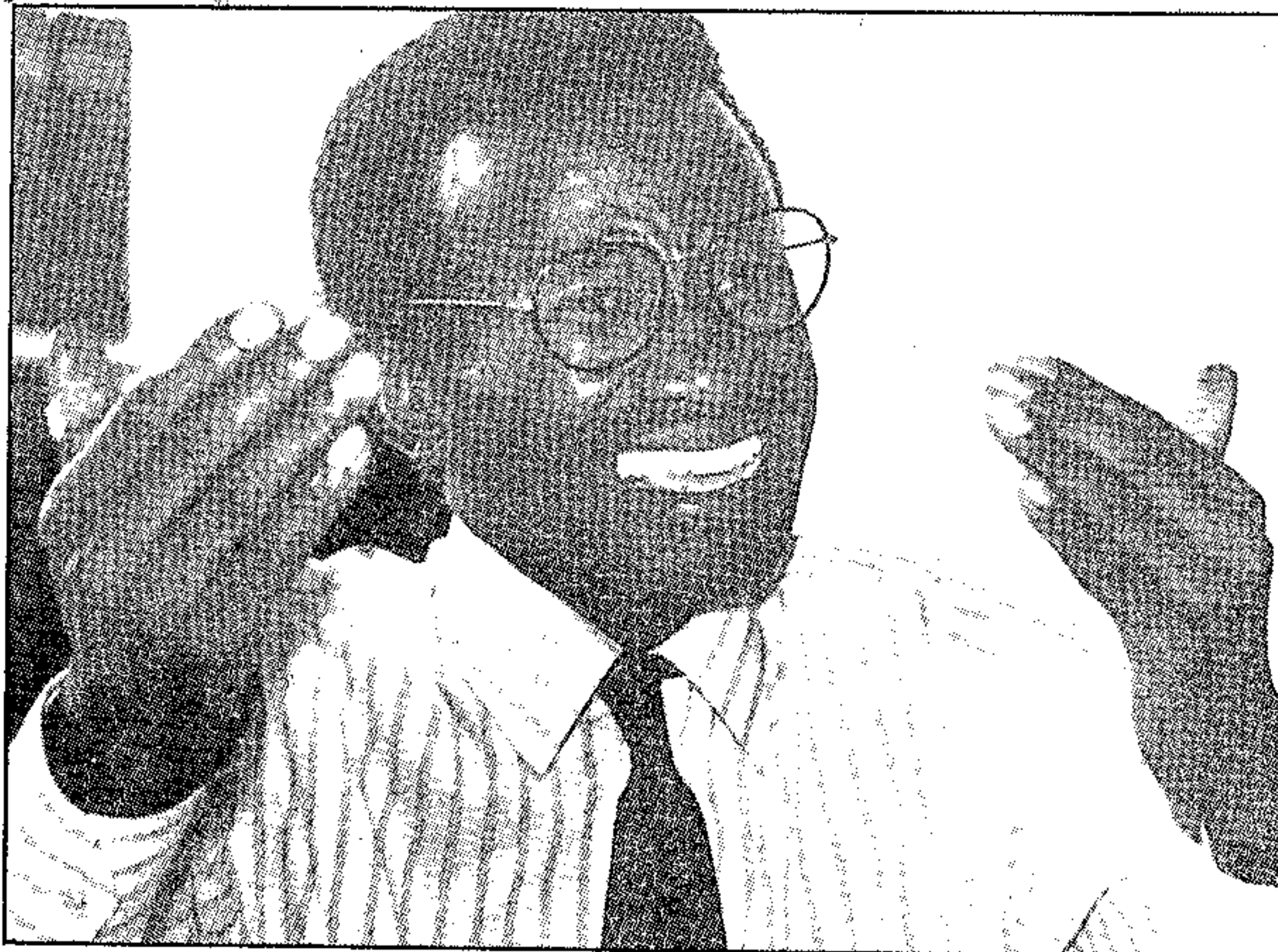
Mazibuko, 36, is the principal of First National College of SA, which has been battling for nearly a year to register with the Transvaal Education College (TED).

Mazibuko, a graduate of the bloody 1976 school uprising, was also jailed for two years for sedition.

He says that the institution has attempted to register the school with Department of Education and Training (DET), but with no luck.

With him Mazibuko carries the hopes of 355 pupils, half of whom are returned exiles who were studying as far afield as Czechoslovakia and Tanzania before they came back.

"Teaching them Bantu Education turns the clock back to the period before they left ... They want



STRUGGLE GOES ON ... For Seth Mazibuko ■ Pic: ANDRIES MCINEKA

the best out of their education," he says.

Mazibuko's burning ambition to get the best for his students was shot down in March when TED Minister Piet Marais wrote to tell him that the racial character of the college made it virtually impossible for it to be registered with the TED.

A heated meeting attended by college staff and parents in March,

(53) overwhelmingly rejected registration with DET, whose system of education they described as inferior.

Chairman of the college's board of directors Professor Louise Tager has been mandated to take up the issue with TED authorities.

Mazibuko says there are several community organisations who are angry

and are itching to enter the battle to fight "this blatant racism", but for the moment the college prefers to keep them out of the picture until such time that they (college staff) feel they can go no further.

TED executive director Dr Ken Paine said his department could not register an institution like First National College without DET approval.

EDUCATION BRIEFS
W/Mand 12/6-18/6/92 (S3)
■ **TECHNIKON** students have launched a national non-racial body to unite their student representative councils (SRCs). The South African Technikon Students' Union was launched by nine out of 14 technikons in Bloemfontein.

Let's get down and get technical

CP Reporter ^{CP Rep} 14/6/92

TUCKED away in a room at the Megawatt Park conference centre, George Ndou is busy explaining a section of algebra to a mixed group of 16-year-olds.

Megawatt Park is Eskom's Sandton headquarters and George, a third-year BSc student from Vosloorus, is majoring in mathematics through Unisa. He was hired to teach this holiday class through a friend who works at Eskom. He is using a commercially developed extra maths programme, evaluating its usefulness as he works through it with the students.

Although the class is called Remedial Maths, the students are not drop-outs. George says the purpose of the course is to identify areas of maths where the students have difficulty and to improve their understanding of those areas. In this way their marks will improve and they will be encouraged to continue with maths and maybe choose technical careers.



LEARNING... Bridgette Shongwe listens while George Ndou explains a maths problem to Eleanor Fox.

Student Bridgette Shongwe goes to Spectrum College in Bramfontein. She is one of many black pupils who were forced to find private schools away from the black townships where education is being severely disrupted by unrest and boycotts. Last year she got a 'D' for maths; this year she hopes to get a 'C'. Eleanor Fox from Florida Park High is hoping that her symbol will improve from 'C' to a

'B'. George's group is just one of many holiday classes in Eskom centres across SA. Extra educational programmes are arranged by Eskom in many of its 52 business units around the country. In all, Eskom programmes will influence tens of thousands of students and schoolchildren this year, and hundreds of teachers.

In the gardens outside the conference centre, another group is busy building tower-like structures, using stalks of Highveld grass joined together with glue. "Some of them are really fascinated by this," says the group's facilitator, Verona Ehlers. "They are the ones who could be encouraged to become technicians or engineers. Tomorrow we'll take them on a visit to a power station - that's usually an unforgettable experience."

All of the instruction at Eskom's Megawatt Park

headquarters is provided by Eskom's skills marketing division. Says manager Sus Beylveidt: "Eskom has a vital concern in increasing the number of South Africans with technical skills."

Eskom's concern has led to its many skills-related programmes and activities. These include the holiday programmes for teachers and students, together with other ongoing programmes.

Beylveidt says Eskom faces an enormous challenge: that of finding enough technically oriented people to run the business in the future. "Particularly among black school-leavers, there are just not enough people with university-level maths and science," she says. "Industry needs engineers, scientists, statisticians - people who know the difference between an Ohm and an Erg. Where are we going to find them when out of 100 000 black matriculants only 113 pass matric maths, 27 pass matric maths with university exemption and only one passes with exemption in maths and science?"

She says Eskom has in-house programmes and others at schools and technical colleges. One of these is the SSEP - the Secondary School Enrichment Programme. Pupils from rural or deprived backgrounds are woefully unprepared for finding work in a commercial or industrial society. "Many of them have never seen a telephone, let alone a fax machine or a computer. How on earth can they compete in the job market?"

To begin with, Eskom employees voluntarily teach these children the everyday life skills which will enable them to cope with a job - things like personal hygiene, courtesy, safety and managing your money. Later on, courses become more subject-oriented. Many Eskom managers require that their staff spend a certain number of hours each year on this activity.

Beylveidt points out that these programmes do not always have direct benefit for Eskom as the recipients are not obligated in any way.

Call for SA to implement national manpower plan

810 am 15/6/92
THE total overhaul of SA's vocational education and training system and implementation of a "meaningful" national manpower plan were needed to improve its skills base, a top Eskom official said last week.

Technical skills development manager Ryno Verster was speaking at the fourth national conference of the human resources development division of the Institute of Personnel Management in Sandton.

He said the quality of the present end-product of SA's vocational education and training system did not compare favourably with winning nations such as Singapore, Korea, Hong Kong and Taiwan.

"To become a winning nation, SA would have to restructure its vocational education and training system ... if SA wants to establish itself in the global economy, its skills base should be addressed as a national priority," Verster said.

He said the first step — as an analysis of the vocational education and training systems of winning nations suggested — should be to link economic and technological development plans to derive a "meaningful national manpower plan".

Two Wits University academics — sociology of work programme director Prof Eddie Webster and his deputy Jean Leger — told the conference that categorising workers as unskilled, semi-skilled and skilled de-

(S3) ~~15/6/92~~
WILSON ZWANE

meant them and often downgraded the skills they did possess.

To develop skills in the workplace there was a need to recognise the existence of "tacit skills". These were 'tricks of the trade' which were essential to production but which received no formal acknowledgement — and endeavours should be made to enhance them. ~~15/6/92~~ ~~15/6/92~~

Webster and Leger said their research showed that miners used "tacit skills" to prevent injuries due to underground rockfalls in SA's gold mines. Such skills involved knowledge of a range of precursors to rockfalls and an ability to recognise potentially hazardous conditions.

Their research into underground rockfalls had shown that white miners had learnt most of their tacit skills from black miners.

"If the skills of all sectors of the workforce are to be fully developed, it is crucial to recognise that all workers exercise skills, and to work out ways to enhance these skills."

They said artificial categorisation of miners into unskilled, semi-skilled and skilled was an obstacle to the skill development.

"A fundamental property of workers is their skill. Trade unions and employers have a mutual interest in ensuring workers' skills are enhanced throughout their life through training and career development."

Hansard

Hansard

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

on each of these two routes in this financial year?
B763E
THE MINISTER OF TRANSPORT:

Subsidies paid to companies transporting commuters

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

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

~~1238~~

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

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

Hansard

Hansard

HOUSE OF REPRESENTATIVES

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Questions standing over from Wednesday, 10 June 1992:

Provision of educational facilities/mobile units

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

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

~~1238~~

~~1238~~

C30E

THE MINISTER OF EDUCATION AND CULTURE:

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

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

OFS: school buildings made available

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

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

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

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

THE MINISTER OF EDUCATION AND CULTURE:

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

New questions:

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

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

~~1238~~

~~1238~~

C53

Education colleges: Coloured population group

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

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

THE MINISTER OF EDUCATION AND CULTURE:

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

Cult

The 1992 enrolment statistics for the colleges indicate that 4 245 students are in full-time training.

- (2) The Department is presently engaged in negotiations with other education departments regarding the future of teacher training. With the overall total of 108 education colleges countrywide, it has already become clear that rationalization will have to take place and this will eventually result in the closing down of some colleges. At this stage, however, no specific colleges have been identified for closure in the near future.

- (3) No. A statement is not deemed necessary.

†Mr G ROOSKRANS: Mr Chairman, arising out of the hon the Minister's reply, I should like to ask him whether he is aware of the fact that no examinations are being written at the Brent Park Secondary School in the Bloemfontein region at present and that no normal school activities have taken place at the school over the past two weeks.

†The MINISTER: Mr Chairman, that matter does not pertain to this question. I will see the hon member for Western Free State in my office and then we can settle the matter there.

Admission of prospective students to education colleges

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

- (1) What is his or his Department's policy in respect of the (a) admission to the (i) Rand Education College in particular, and (ii) other education colleges under the control of his Department in general, of prospective students who are not members of the Coloured population group and (b) funding of such students;

- (2) whether he will make a statement on the matter? 53 10

C39E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Admission of students to departmental education colleges, without exception, takes place only on academic merit and professional ability. Any prospective student, irrespective of race, who has been

mation is available and (b) to whom was it hired out on each of these occasions?

C29E

The MINISTER OF HEALTH SERVICES AND WELFARE:

- (1) No. The property was acquired by the Department of Local Government, Housing and Agriculture as instructed by the previous Ministers' Council.

(a) 3 August 1990.

(b) For utilization by the Departments of Health Services and Welfare and Education and Culture.

(c) To houses, Church and Hall, Administrative Block, Hostel for single persons and Block of six flats for married couples.

- (2) (a) Houses—Church of the Nazarene Church and Hall—Church of the Nazarene

Administrative Block—Library, Uitenhage Congregational Church Hostel—No tenants

Flats—Mr A Joseph, official of the Administration transferred from Cape Town. The other flats of which two were let for a considerable period of time are presently vacant. The premises can only be let on demand.

(b) Tenants lease on a monthly basis, except the Uitenhage Congregational Church who lease occasionally (church service) at rentals approved by the Treasury.

(c) See (2)(b).

(d) As at 25 May 1992.

- (3) (a)

Church—400 seats (fixed)
Hall—50 chairs
Administrative Block—125 chairs
Library—50 chairs

(b) Church—seats is part of the church

Hall—Church
Administrative Block and Library—121 chairs supplied by the Department of Budgetary and Auxiliary Service and 54 chairs by the St Thomas Secondary School.

- (4) Yes.

(a) The Hall and church is leased from 3 August 1990 regularly as a unit to the congregation of the Church of the Nazarene.

Former Ministerial Representative: pension/salary

15. Mr W J DIETRICH asked the Minister of the Budget:

- (1) Whether the former Ministerial Representative for North Cape received a teacher's pension from the Administration: House of Representatives as well as a salary during his term of office as a Ministerial Representative; if not, why not; if so, (a) from whom, (b) why and (c) for what period did he receive this pension;

(2) whether he will disclose the amount of the pension so received; if not, why not; if so, how much did it amount to per month;

(3) whether any other persons who were teachers in the employ of the Administration and retired before reaching pensionable age are in receipt of such pensions; if not, why not;

(4) on what conditions and/or grounds is it possible for a teacher to go on early retirement and qualify for a monthly pension and a gratuity?

C42E

The MINISTER OF THE BUDGET:

- (1) Yes.

(a) The Department of Finance [the Department of Finance is responsible for the payment of pensions].

(b) In terms of the relevant prescriptions, he could choose to remain a passive member of the pension fund or have his benefits paid to him. He chose the latter. This choice is normally given to persons who continue to belong to the pension fund but whose circumstances change.

(c) He is in receipt of the pension since his resignation from the teaching profession.

- (2) No. The information is regarded as being confidential.

Tutors walk out over ultimatum

A DEMAND by students at Sekgosese College of Education in Lebowa and the resultant walkout by lecturers from the institution may put the internal examinations in jeopardy.

The students are demanding that examinations for third-year students which were due to be written this month be postponed to September.

When the demand was rejected at a meeting between the SRC and staff, the SRC later resolved to issue an ultimatum to staff members to bow down to the demand by 10am on Thursday last week.

An SRC spokesman said the lecturers however responded by staging a walkout from the institution on Thursday.

The college's rector, Mr K Mabitwa, said the lectur-


Sowetan 18/6/92
By RUSSEL
MOLEFE

ers "went away" after being terribly embarrassed and intimidated by an ultimatum and the behaviour of students who occupied the offices and sat on lecturers' tables.

Mabitwa said by walking-out, the lecturers were giving way to an unpleasant situation as they expected the worst if their demand was not met. He however could not mention whether the demand would be met.

The SRC spokesman said the entire student-body has resolved to maintain their stance and attend classes until the lecturers come back to the college. He said the SRC has been mandated to consult with progressive organisations on the matter.

Howard
 The MINISTER OF LAW AND ORDER:

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

Own Affairs:

Shortage of school hostel facilities:
 Orange Free State

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

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

- (4) whether he or his Department has made any attempts to acquire such facilities; if not, why not; if so, (a) what attempts and (b) with what result?



C32E

The MINISTER OF EDUCATION AND CULTURE:

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

HOUSE OF REPRESENTATIVES

Howard
 The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 40. 
 (b) 1 January 1992. 
- (2) (a) Yes.
 (i) 1 January 1992.

(ii) The staff establishment of all colleges of education is reviewed annually, according to personnel provisioning scales, based on student figures as prescribed by the Commission for Administration.

- (b) Yes.
 (i) 1 January 1993.
 (ii) The same as for (a)(ii) above.
- (3) (a) 90.
 (b) As yet the figure has not been determined.

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

| (5) Year | (a) Students enrolled for final year | (b) Qualified teachers |
|----------|--------------------------------------|------------------------|
| 1988 | 193 | 159 |
| 1989 | 185 | 161 |
| 1990 | 151 | 116 |
| 1991 | 144 | 131 |
| 1992 | 176 | |

Pupils who passed Standard 7: certain schools

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

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

C46E

The MINISTER OF EDUCATION AND CULTURE:

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

School hostel accommodation: Estcourt

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

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

C51E

HOUSE OF REPRESENTATIVES

The 1991 annual report will urgently be tabled in Parliament.

South African Certification Council: reports

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

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

B814E

The MINISTER OF NATIONAL EDUCATION:

Yes.

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

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

1988/89, 1989/90 and 1990/91.

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

South African Council for Natural Scientists: reports

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

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

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

B815E

The MINISTER OF NATIONAL EDUCATION:

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

- (a) the relocation of the Council's administrative offices; and
- (b) the serious illness of the Registrar of the Council who died during June 1989.

Certification Council for Technikon Education: reports

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

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

B816E

The MINISTER OF NATIONAL EDUCATION:

Yes.

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

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

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

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

Amount spent on industrial infrastructure

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

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

B818E

The MINISTER OF REGIONAL AND LAND AFFAIRS:

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

Requests by foreign journalists refused

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

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

B820E

The MINISTER OF HOME AFFAIRS:

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

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

Amount set aside for monitoring of media

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

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

B821E

The MINISTER OF HOME AFFAIRS:

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

Work force participation of women

335. Miss M SMUTS asked the Minister of Home Affairs:

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

B823E

Blacks urged to change views towards science ⁽⁵³⁾

ARG 24/6/92

The Argus Correspondent

JOHANNESBURG. — The black community must realign its attitudes towards science and technology, says Dr Khotso Mokhele, newly appointed vice-president at the Foundation for Research Development (FRD).

Dr Mokhele joins the foundation's executive team on July 1 and will be responsible for enhancing a science and technology ethos in the South African community at large.

"We are fortunate to be able to welcome a man of Dr Mokhele's calibre to our executive," said president Dr Reinhard Arndt. "He was identified as the ideal candidate for this new post after an extensive search, locally and abroad."

Dr Mokhele, 36, is currently in the microbiology department of the University of Cape Town.

He said it was a difficult decision to give up his academic career, but he felt that he was not losing out by doing so.

"I have chosen to focus on the chal-

lenges of my new position ... in the fields of science policy and management. What this job will demand of me, is something very close to my heart."

He was born in Bloemfontein and matriculated at Moroko High in Thaba Nchu.

He read a BSc (agriculture) at the University of Fort Hare, and then went on to the University of California-Davis on a Fullbright scholarship where he completed his MSc in food microbiology and a PhD in microbiology. He also spent one year as a post-doctoral fellow at the John Hopkins University.

"Although I spent more than seven years in the United States, a permanent stay there was never a prospect for me," said Dr Mokhele. "I always knew that I would return to South Africa."

Back home he joined the staff of Fort Hare for three years before moving to the University of Cape Town.

Positive signs in education - Anglo boss



Southern 25/6/92.

THERE were some positive developments taking place in education which represent a significant redistribution of resources and opportunities for the underprivileged, says Anglo American chairman Mr Julian Ogilvie-Thompson.

Ogilvie-Thompson was speaking at the opening of the media centre at Promat College, east of Pretoria, yesterday.

"The era of racially-based schooling is now behind us as a result of a free and conscious decision by black and white parents," he said.

Ogilvie-Thompson added this had been accompanied by a willingness by parents to assume a greater financial responsibility

for their children's schooling.

He warned there would be increasing demand on already over strained resources and cited Promat as an important success story in education.

Promat, he said, had shown a commitment to high education standards, underpinned by values such as individual initiative, self-discipline and professionalism. This had been done without a lavish budget.

The Promat project near Pretoria includes a matric college, a teacher training facility, a correspondence college for distance education, and a science project to stimulate mathematical and scientific skills. - Sapa.

Opposition to Technikon Bill

Political Reporter (S3)

The ANC and Cosatu yesterday condemned the Government's tabling in Parliament of the Technikon Amendment Bill and called for its immediate withdrawal. *STAR 26/6/92*

In a joint statement, the allied organisations expressed their "unmitigated condemnation" of the Bill, whose introduction in the House of Assembly they saw "as a further act of unilateralism of this Government".

The organisations said they supported the Committee of Technikon Principals in the concerns it had raised concerning the Bill.

They said they believed legislation should not be tabled without proper consultation.

"The ANC and Cosatu therefore also demand the immediate withdrawal of the Bill and an unconditional undertaking not to proceed with it without proper consultation being held," said the statement.

Technikon takes pride in offering flexible education

IF YOU cannot get to the Technikon Pretoria, the technikon may well come to you.

The technikon — the largest residential one in SA with 16 000 students — has recently embarked on a programme to create a climate of entrepreneurship among its students and to identify entrepreneurial projects within itself.

This resulted in the establishment of the first five "centres of excellence", each geared towards becoming financially self-supportive and generating their own income.

The Centre for Medical Orthotics and Prosthetics is the only training centre for orthotists and prosthetists (people who make aids to the human body and artificial limbs) in the country.

It has extended its services to the underprivileged to give students the opportunity to work with patients on a consultation basis and at the same time provide a service which would otherwise have been unaffordable. Hospital patients and out-patients are the main clients.

The Centre for Explo-

sives Technology undertakes consultation work for the military, arms and commercial explosives industry, including high-speed photography, engineering and surface blasting, vibration analysis, metal cladding and tube welding.

Tailor-made short courses are presented, even at the premises of the client, while various research projects are carried out on behalf of industry.

The Centre for Language Dynamics will soon be extending its services from Africa to Europe and the Far East.

Language dynamics aims to sell language as a negotiable product to reach specific goals, to verbalise group thinking, interpret the aspirations of a new SA society and to "decode the media message".

The Centre for Analytical Technology trains technicians for industry and renders specialist analytical services to various industries, government departments and neighbouring countries.

Services include specialist training courses in col-

laboration with distributors and users of analytical apparatus, consultations, contract work and even bridging courses in physics, chemistry and maths.

Current problem-solving projects include the analysis of chemicals used in the plating of mints and the investigation into analytical methods used in the preparation of export minerals.

The Centre for Polymer Technology has become a household name in the plastics and rubber industry and offers a free technical advisory service, while technical service is offered at a minimum cost on a consultation basis.

One project recently undertaken by the centre was the development and manufacture of paddles of high-quality lightweight carbon fibre tubes at the request of an internationally renowned Hungarian canoeing trainer.

Apart from reaching out to the business sector, the technikon is also spreading its wings to reach new students through satellite campuses in Witbank and in Nelspruit.

ANC, Cosatu condemn Bill

THE ANC and Cosatu condemned the tabling of the Technikon Amendment Bill in Parliament and demanded it be withdrawn immediately. *(Sapa)*

The ANC and Cosatu in a joint statement yesterday also demanded an "unconditional undertaking" from government not to proceed with the Bill without proper consultation being held.

The Bill was another unilateral act by government, they said. *(Sapa 2/6/92)*

The ANC and Cosatu supported the Committee of Technikon Principals in its concerns raised regarding the Bill. — Sapa *(53)*

Legal school a first

53

S/111000 [Cape Metro]

THE first school of para-legal studies in South Africa is to open in Cape Town in August. 28/6/92.

Completion of a course at the school will qualify trainees as para-legals, who will be able to advise people and take a case up to court level, where it can be handed over to an attorney.

The first course to be offered is in debt collection, followed by one in conveyancing, said a spokeswoman for the school, Ms Sallayan Child.

"Both debt collecting and conveyancing involve an enormous amount of paperwork. If this is done by para-legals, attorneys will be freed to be more productive," she said.

Ms Child said there had been a great deal of interest in the course. Most of those who had enrolled were legal secretaries but others included a teacher and several people who worked in banks and the retail sector.

The course on debt collecting starts on August 10.

The six-week course, which is run on two evenings a week, costs R495 a person. Registration has to be before mid-July.

Customer

care has
sustained
close ties

53
30/6/92
IN THE fast moving world of computers, a business relationship that has endured for 20 years is certainly unusual and speaks volumes for the level of customer satisfaction achieved.

Nasionale Colleges, part of the Nasionale Pers group, comprises two major correspondence colleges — Sukses and Lyceum — and Mentor Business and Computer School.

With 150 000 students, it is the largest private training establishment in the country. In addition to basic education courses from Standard 8 upwards, the group provides a wide range of diploma courses and has exclusive rights to training SA's traffic police.

Twenty years ago one of the elements of the group, Sukses Kollege, approached the then NCR bureau for help with writing a system to administer the requirements of its growing student body.

Ongoing

Since then UCS has developed many other programs for the group, which now boasts a 64-user Olivetti 486 system, and provides ongoing software support.

"We have stayed with UCS because they offer a very fast and efficient service," says group accountant Solly Solomon. "The programs they have written for us are very good — they have to be, for we depend on them."

In addition, he says the relationship is such that Nasionale can call on UCS for advice at any time.

UCS has often replaced older, less efficient computerised systems, but not so in Nasionale's case.

"What we had before was a lot of red tape," says Solomon. "UCS has helped us cut that out, enabling us to concentrate our resources on what really matter — education and training."

Opening for art students

2/7/92
53
A LOCAL advertising agency, Young and Rubicam, is offering aspiring artists and creative youngsters a crack at the challenging world of advertising.

Y&R is inviting university graduates and graphic art students to apply for its Advertising Education Fund Bursary Scheme aimed at only black South Africans.

It would allow students to complete their technikon course while university graduates would take the Association of Advertising Agencies course.

Y&R has offered the course for the past two years and nine students have benefited from it.

The bursary covers full tuition plus some allowance. Bursary recipients work at the agency during holidays.

The AAA course is suited to those students who wish to work in account service, media and copywriting in an ad agency.

If you are about to graduate from university or are already at an art school, contact Elizabeth Wilson on (011) 881 9111.

The closing date for applications is August 31.

Painful truths from the mouths of babes

By PORTA MAURICE

3/17/92 317-917192

IT is refreshing to be able to laugh at the tragic effects of apartheid education. It gives one a feeling of transcending the gloom of inequality, neglect and inhumanity which has scarred South African schooling.

Colouring In Our Classrooms, a documentary about "open schooling" prepared by the Wits University Education Policy Unit, has this quality — largely because its central characters are the honest, naive and expressive children who are too often hidden behind scandalous statistics.

In the documentary, aimed at teachers and educationists for use in classrooms, research and planning, South Africa's seven-year-olds relate their expectations and aspirations. Their perceptions are the real challenge in multi-cultural education.

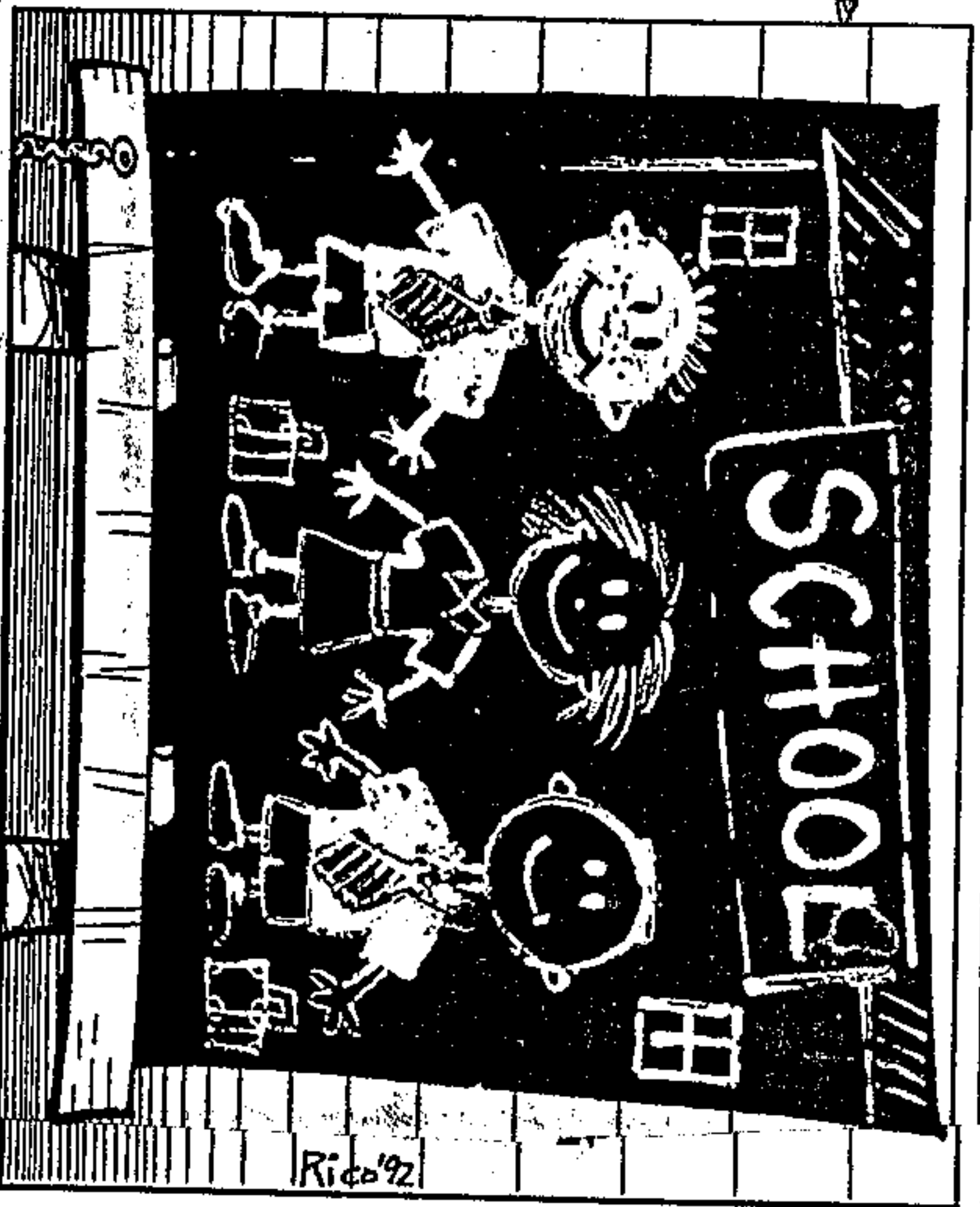
Its structure is simple: in a sequence of themes Philemon, Neo, Kim, David and others tell us what they think about colour, wealth, gender, politics and violence. What they say is cute, but often disturbing:

it will take at least a generation to erase deep-seated prejudices.

In the section about rich and poor, David says: "Whites have firms and we go to them to work ... we get paid ... and the next day we go back and work again." His image of wealth contrasts starkly to that of Kim, who says: "Sometimes my mom doesn't have any money ... then she just uses her card." She explains how her house has one piano, one lounge, one dining room, four bedrooms, two jungle gyms and two dogs.

Steven tells viewers proudly about his holiday which will involve flying to London, then to ski in Switzerland and on to Mauritius. Paulina, on the other hand, shares a tiny township house with seven other people.

They may now share the same classrooms, but they go their separate ways when the bell rings — some leave in fast cars with mother, while others shuffle along dusty sidewalks before fetching the flat key from the neighbour and spending a lonely afternoon locked indoors. The children talk a lot about vio-



lence.

"Black people?" Steven muses. "Sometimes they're nice and sometimes they're not. If they're nice they give you chocolate, but if they're horrible and the chocolate's got poison on it, you mustn't take it."

Talking about "the struggle", Clinton says: "If (African National Congress president Nelson) Mandela wins, there won't be a place for the white people. Then the black people will take our houses and our clothes. Then we won't have a place to live."

His black peers describe how soldiers patrol the township streets in Casspirs, beating and arresting people and parading their guns.

"These children (the handful of black pupils privileged with 'open schooling') will get more individual attention," the narrator says, "but they learn in a language and culture that is not their own."

Colouring In Our Classrooms attempts to capture a unique moment in South African education. It is a valuable resource for all those intent on building a better future.

New Bill is condemned

WEEKLY MAIL REPORTER (53)

MAJOR political forces have condemned an attempt to amend laws governing technikons as a move which flies in the face of unitary education.

The African National Congress, the Congress of South African Trade Unions and the Committee for Technikon Principals (CTP) have described as a "further act of unilateralism" the Technikons Amendment Bill, which entrenches "own affairs" control of technikons. The Bill is meant to adjust the Technikons Act of 1967.

CTP chairman and Peninsula Technikon rector Dr Franklin Sonn said the Bill flew in the face of talks with the government about making the tertiary education institutions non-racial. The Bill aims to:

- Vest in the hands of education and culture minister in the House of Assembly, the power to establish a technikon
- Empower a technikon to provide education to students of a university or other institution by agreement
- Replace the academic board of a technikon by a senate
- Grant technikons more autonomy in terms of staff conditions of service
- Empower technikon councils to determine their media of instruction
- Disallow the minister from determining registration conditions on a racial basis when granting subsidies.

Future solution lies in nonformal sector

bls aug 7/7/92 (S3)
THE nonformal educational sector is the only solution for the extended educational needs of a new SA, says Human Sciences Research Council chief researcher Andries Drost.

"Employment opportunities are changing and the nonformal educational establishments will be providing the most applicable skills for the market place.

"The formal tertiary sector cannot cope with the current educational demands from both a structural and a labour demand point of view. Limited facilities and the cost of formal education are making the formal sector prohibitive to a large percentage of the public."

Drost says SA is placing more reliance on nonfor-

mal tertiary establishments to cope with fluctuations in the working world.

The Association of Private Colleges of Southern Africa (APCSA) is a bona fide body for the nonformal educational sector. With about 100 members, it offers a range of courses.

APCSA chairman Harry Edmonds says the body is striving to maintain the highest standard of education and training throughout its member colleges.

On August 14, APCSA will stage a conference in Johannesburg focusing on future skills training, manpower development and funding. Drost will be among the speakers drawn from commerce, industry, government and the ANC.

Business Day SURVEY

Corporations and business schools are paying more attention to management education but some training experts feel not enough is being done for lower management and ordinary employees. One player says companies must commit to investing in staff and acknowledge it is an investment of capital and not an unnecessary cost.

LYNN CARLISLE reports.

Executive courses and staff training

Training should be seen as a capital investment

TRAINING courses and educational programmes are under the spotlight as more businesses and educational and training institutions reappraise priorities.

While corporations and business schools pay greater attention to management education, some say not enough is being done for lower management and ordinary employees.

The focus is on executive education as more companies accept that an organisation's competitive edge is related to its business knowledge base, says Wits Business School director Nick Binedell.

Business schools are being challenged to empower the individual and the organisation by providing applied knowledge rather than theory.

Another trend is the use of business schools to run in-house programmes — an effective option for putting

SA management has traditionally relied on US and European management principles. However, Binedell says for management education to be effective it must be rooted in the SA context.

For years, organised commerce, industry and trade unions have called for better education, career development, vocational training and literacy improvement. Some representative bodies also want conventional ideas about formal training schemes to be reconsidered.

However, Africa's largest human resource

training centre, CPU, remains concerned about the general attitude of corporate leaders towards the training and development of SA's human resources.

Commit

Assistant manager (management development) Dukes Zondi says this must change or companies "will not forge ahead and effectively employ foreign investment. Companies must commit themselves to investing in staff and acknowledge it is an investment of capital and not an unnecessary cost."

Zondi says training and development budgets are

the first to be cut at the slightest economic hiccup.

"Time off for training is a tentative consideration in SA companies' planning. Perhaps we should take heed of other economic communities that consider training as ultra-important and a permanent feature of the company."

He says SA's supervisors and middle managers are inadequately equipped, yet expected to be leaders at operational level.

"Senior management is grossly overstretched and cannot accomplish the vital role of strategically positioning companies in SA, let alone in global markets."

Meanwhile, current training trends have apparently undergone a major change in emphasis. Corporate training focus has moved from technical training to holistic development of softer communication skills, says Voice Clinic founder Monique Rissen.

She says: "To empower people with basic communication skills is absolutely essential."

Product knowledge is not enough. "It is the way we sell ourselves and our company that is important."

"Business people at all levels need to speak clearly, put their ideas across effectively and enhance skills of persuasion."

British MBA to be marketed in SA by Camdev

7/17/92
A NEW option in management development introduced to SA in April is a distance-learning MBA programme, developed by a British university.

Centre for Advanced Management Development (Camdev) director Neill Stevenson believes this new MBA programme will make a valuable contribution to SA management.

SA's shortage of qualified managers is reaching alarming proportions, he says.

If steps are not taken to remedy the situation, the ratio of managers to managed is expected to increase from 1:40 now to 1:70 by 2000 when at least 100 000 new top managers will be required.

Limitations

"Our traditional education system cannot meet these needs. Local business schools have financial, human and infrastructural limitations which prevent them from producing enough graduates."

Stevenson says Wits Business School, for example, produces just over 100 MBA graduates a year. The answer must lie in alternative educational options.

Camdev is marketing the innovative distance-learning MBA offered by Heriot-Watt University in Edinburgh, Scotland.

"It provides the highest standard of academic excellence, is internationally recognised and offers students value for money."

He says that among the MBA degree's unique features is that it caters for people in outlying areas with a flexible study duration of 18 months to seven years.

It is also open to anybody without regard to previous academic qualifications or a graduate management



NEILL STEVENSON

admission test.

"This is because Heriot-Watt University recognises that executives with the intellect, ability and motivation to complete an MBA degree should be given the chance to do so, irrespective of whether or not they already have an undergraduate degree."

However, a potential student without an honours degree must pass two of the seven compulsory courses before being registered for the MBA.

Options

There are MBA-type options available in SA from overseas institutions which are not universities. But unlike other countries — such as the US where standards vary significantly — British post-graduate degrees are held in high esteem, he says.

Stevenson visited many excellent UK and US educational institutions before choosing this "very practical" degree.

He says Heriot-Watt is a traditional university that employs a system of outside examiners from other universities to ensure uniformly high standards.

SA firms demanding more specific curricula

B/D ^{cmj} 7/7/92

53

LIKE overseas companies, SA firms have become discriminating and are demanding more company-specific management courses — moving away from off-the-shelf programmes open to all-comers.

Local management courses supplied by university business schools, including MBA degrees, are thus being increasingly tailored towards corporate needs.

Executive courses, as opposed to degree programmes, are also assuming a progressively higher profile in management schools' budgets in order to meet local business conditions.

Partly contributing to lessening demand for old type, off-the-peg programmes has been the impact of the recession on company expenditure, with a growing need for value-for-money courses.

So says University of Westville Durban business finance specialist Narendra Bhana.

Other sources say additional influence stems from a steady rise in professional in-house or contracted training teams employed by companies themselves.

Company difficulty in meeting the rising cost of MBAs is exacerbated by the executive student often being detached from his organisation for the normal 12-month period to attend full-time lectures.

"Although corporates are still enrolling MBA candidates in good numbers, they want company-related, more practical courses, not MBA programmes that are too general or provide too much theory.

Changes

"Gone are the days when instruction was based heavily on case studies from Harvard, the London School of Economics and even multi-national conglomerates like IBM," says Bhana.

While local business schools have tended to follow their trendsetting counterparts overseas in recent years, some have instituted changes to meet local management conditions.

Westville is among those responding by structuring courses to "provide benefits that can be implemented immediately at company level".

Another is Durban-based Centre for Advanced Man-

agement Development (Camdev), which searched the US and UK before opting for the sole SA distributorship agreement of a distance-learning MBA from Scotland's old Heriot-Watt University.

Camdev director Neill Stevenson says a criticism sometimes levelled at the MBA degree is that it is overly theoretical and not sufficiently relevant.

"Heriot-Watt has ensured that its distance-learning and modular degree is tailored for people in outlying areas and is highly practical, both in SA and in the UK."

Changes are also afoot to meet expected demands of a new SA where more blacks will be required to take up higher management posts, says Bhana.

Yet another trend among more business schools is for part-time courses based on after-hours classes.

"Here we have experienced an annual 25% increase in enrolment, particularly in the past two years," says Bhana.

Local and overseas company demand is also increasing for "Executive MBAs" (as opposed to the normal MBAs) which allow managers to return to the office for short periods.

The University of Stellenbosch's executive MBA is popular and the University of Westville plans to follow suit with a similar programme.

Executive MBAs entail fewer lectures and more problem-solving situations.

While local demand for all MBAs remains reasonably firm, some UK employers reportedly perceive the typical 28-year-old MBA as being trained for no position less than chief executive of a corporation.

Unemployment

They add that the MBA has become a staging post on the way to temporary unemployment amid the recession in Europe.

However, most overseas educationists pour scorn on this stereotype.

London Business School principal George Bain says growing acceptance of MBAs is evidenced by both the rising number of students and of employers willing to sponsor them.

But he concedes that some firms are reluctant to hire freshly-minted MBAs as the number of job offers has dropped by a quarter in the last two years.

CFA training helps alleviate the shortage of professionals

6/10/92 8/7/92
53

QUALIFIED CFA members represent a vital tier in the accounting profession, providing greater expertise than unqualified bookkeepers, but not requiring the specialised background of more highly qualified accountants.

CFA executive director Bill Shellard says small businesses, as envisaged in the close corporations legislation, do not necessarily require complex and involved accounting systems to operate efficiently.

What they need is a person who is professionally qualified to provide for their accounting needs — a person who is able to consult and advise on a regular and continuing basis.

"There is an increasing demand in all business sec-

tors of southern Africa for sound, professionally qualified and technically competent accountants to alleviate the severe shortage of more highly qualified accountants."

Qualified CFAs represent a vital tier in the profession. The CFA trains staff from all sectors of the community.

"Through our diploma course, we produce professional staff who are aware of their obligations to clients and to the community, providing accounting for the future," says Shellard.

He says the emergence of the CFA as the second largest accounting institute in SA during 1991 brought with it many increased responsibilities, but the insti-

tute welcomes the opportunities.

"Political changes in SA demonstrate the necessity for the CFA to meet many new challenges — not only in the social environment, but also in the business sector."

The CFA is also involved with the Future of Accounting Education in SA (Faesa) project commissioned by the Public Accountants and Auditors Board, and continues to work closely with ABASA and the CA's Eden Trust.

"Further afield, we've also renewed contact with the UK's AAT and will be presenting a paper at the inaugural conference of technician accountants in Washington in the US in October."

Technikon diploma combines academic and practical work

BIDAY 8/7/92

TRAINING is central to the CFA, with efforts focused on trying to draw all racial groups into the accounting profession.

Training manager Cheryl James says: "To speed up the process, we decided against setting up our own training scheme or examination system, but identified existing facilities which could provide the right academic qualifications."

"The technikons were ideal, and in 1983 the first pilot programme was launched at Wits Technikon with the support of some commercial, industrial and auditing firms. In 1984, the course was converted to national diploma status, with the first students qualifying in 1985.

"The National Accounting Diploma is the only technikon diploma in accounting where the student

is required to complete both academic and practical components before qualifying.

"The academic course includes 14 subjects and the practical consists of three years of prescribed practical training controlled with a log book and monitoring visits. Here, we visit each student at their place of work at least once a year to assess the student in the presence of the supervisor.

Extensive

"The students don't only do training in the offices of accountants, but also work in commerce and industry, as well as in the public sector. The mining houses make extensive use of the CFA training programme for their financial and administration trainees.

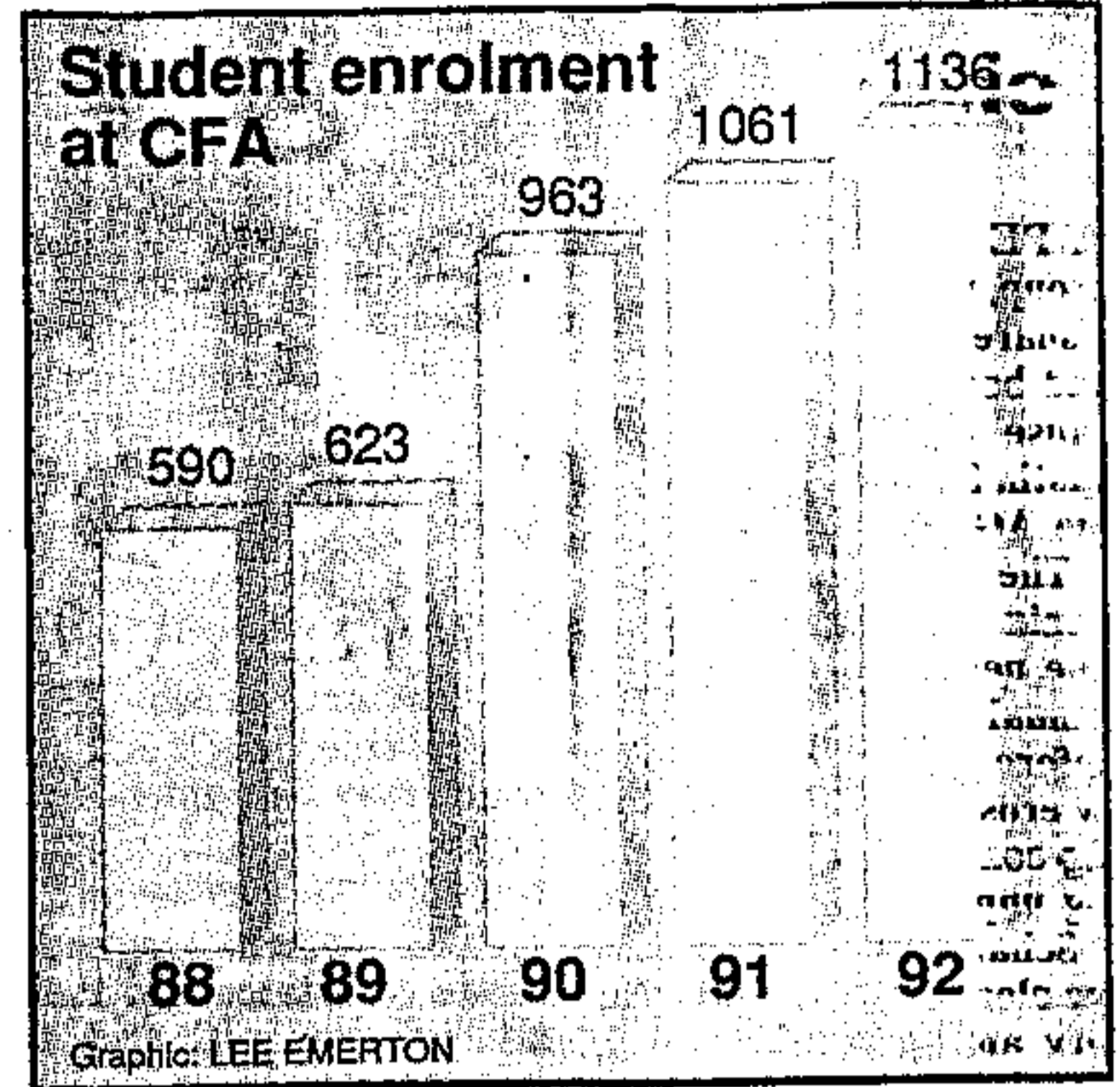
Practical training covers all functions from basic ac-

counting to tax.

James says the CFA is rightly seen as a first step up the rung of the ladder for students who cannot become CAs, for example, or students who do not have matric exemption.

More recently, the CFA has been seen as a viable career alternative in accounting, specialising in the small and medium business sectors. Importantly, once they qualify as CFA's, students get some credits and a remission of the training period for the CA qualification. For this reason, many see the CFA as the only means of entry into the profession.

"Let's face it, there is a massive drop-out rate in the first year B.Comm degree, and we provide an alternative for many of these students. Indeed, a rapidly growing proportion of our students are B.Comm stu-



students who sign up to do the practical component of our course."

Also, she says many students realise they will not manage the full CA and do a general B.Comm without accounting as a major, but want to belong to a professional body.

"The technikons now

have greater autonomy, and we currently appoint moderators to assess standards at participating technikons. Looking ahead, we are considering the option of setting our own entrance examinations because it is difficult to effectively maintain a standard across all 14 technikons."

Catering for the needs of second tier accountants

CELEBRATING its 10th anniversary and a name-change this year, the Institute of Accounting Technicians is embarking on a new era, having rapidly become the second largest accounting institute in SA.

It has proved itself as a significant force in SA's small and medium-sized business sectors, in which many members practise.

Now called the Institute of Commercial and Financial Accountants of Southern Africa (CFA), the body was launched in 1982 following a commission of inquiry into developments in the accounting profession.

The inquiry was followed by a think-tank in 1980 initiated by the SA Institute of Chartered Accountants.

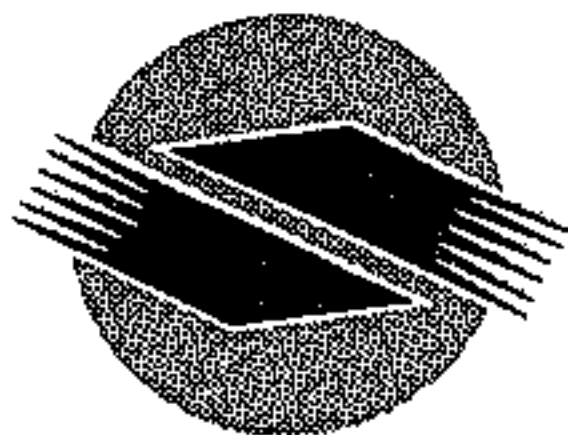
Qualified

CFA communications manager Simon Burdett says: "It was decided that a body should be formed to cater for the needs of accounting personnel who are professionally qualified, at a level that is loosely termed as second tier."

The institute's sponsors are the Institute of Chartered Accountants, the Chartered Institute of Secretaries and the Chartered Institute of Management Accountants.

A major step for the CFA was the 1984 ruling that members would be permitted to act as accounting officers for close corporations.

"For our members, this move meant that belonging to the institute would actually prove vital and an important potential source of revenue for them. Today only practising members can sign the financial statements of close corporations," he says.



cfa

BID am 8/7/92

S3

But the institute has had other successes.

One of these emanates from attracting members who offer financial and related accounting services.

"In SA, it's possible to sell financial and other services without any formal professional affiliation, but many are realising the benefits of membership. They abide by our ethics and code of conduct, and find that this pays off in terms of client confidence and increases their competitive advantage."

Benefits for clients are also evident; if they have any complaints they can contact the CFA for help, and they know that members have certain rules and regulations to comply with. The institute places a

major emphasis on attracting blacks into the profession.

With only a very small number of black CAs in SA, the profession realised the urgent need to get more blacks involved through the CFA with its training scheme. While membership details are not kept on racial lines, it is estimated that 100 members are black. Possibly more significantly, 45% of the student population of 1 100 is black.

We have contact with organisations like the Small Business Development Corporation and are currently working with them to encourage smaller businesses to adopt certain formalities such as keeping financial records and accounts and

getting professional advice, says Burdett.

"However, it's common for smaller businesses to shy away from administration. Many turn to accountants only when they have tax problems, so accountants are often seen as tax specialists rather than financial specialists, with the negative connotations being obvious," he says.

A major challenge for the future is to change the perceptions of informal businesses and to educate them about the important role of accounting.

This is some task. To rely on formal small business organisations to spread the word is difficult. There are more than 400 small business organisations in SA so fragmentation is unavoidable and it is difficult to ensure all have similar goals and objectives.

The CFA has nine regional associations run on a voluntary basis. They organise seminars and other events, with the focus being on looking after the needs of members in their areas.

As the associations have developed, so they are now looking a little beyond their original aims and are starting to become involved in small business development and related projects, for example.

B/Dan 8/7/92

Body that represents the new generation

THE CFA is seen as the organisation for "a new generation" of accountants.

Membership requirements depend on people having satisfied two distinct requirements, both academic and practical, so membership is reserved for the following:

- People aged 23 and older who have a recognised academic qualification in the accounting field whether B Acc, B Com (Accounting), B Compt, or CTA, and have served either three years' Articles of Clerkship or a three-year supervised training period or have six years' practical experience;
- Members in good standing of any of the sponsoring bodies (CA, CIS, or CIMA);
- Trainees who qualify in the National Diploma Accounting;
- People with other recognised diplomas which include the following subjects: Accounting III, Taxation, Corporate Law and Auditing, in addition to experience.

Benefits of membership include:

- In the Close Corporations arena, CFA members enjoy recognition in terms of the Close Corporations Act No 69 of 1984 and are eligible for appointment as accounting officers to CCs;
- Regular journals;
- Medical aid fund and professional indemnity insurance at favourable rates;
- Technical assistance;
- Marketing of services on behalf of practising members;
- Representing members' interests to other organisations; and
- The CFA also serves its members by offering a professional home which sets standards; provides services, protects the status of practitioners and creates public awareness.

The CFA is committed to setting up and maintaining standards for these accountants who serve the needs of the small- and medium-sized business sectors.

Cape Town

SOUTH

11/7-15/7/92

voters wise up for elections

S3

THE WESTERN Cape's "don't vote" tradition switches track soon when 15 local organisations take part in a voter education course.

The voter training programme, hosted by the Peninsula Technikon's Centre for Continuing Education, forms part of a national programme training 320 people.

The programme is being run by the Johannesburg-based Matla Trust, formed in 1990 to help provide material and financial assistance to prepare for a democratic society in South Africa.

The Western Cape training course will run for two weeks starting on Monday and for another two weeks in August.

It will cover aspects such as canvassing, polling booth organisation, election day strategy, principles of electoral law, proportional representation, publicity, voter registration, budgeting and finance.

CAREER

Diploma opens new doors in the world of computers

STAR 14/7/92

(53)

"This new full-time one-year Diploma in Applied Computing (ApComp) is an entrance level qualification designed to turn school leavers into computer practitioners who not only have the ability to write a computer program, but are also equipped with business skills," says Darnellin principal Jil Hrdliczka.

The course includes practical computing, which covers the use of software business tools, concepts of data processing, COBOL language programming, basic principles of systems analysis, data

communications, business communications and basic accounting.

"In addition, students are given extensive practical business-oriented assignments to complete which will enable them to gain experience and to develop their skills," says Mrs Hrdliczka.

"Employers today need people who can do the job with as little hand-holding as possible, therefore young peo-

ple entering the market must be able to think for themselves, solve problems and apply what they have learnt. In addition, employers expect them to know how to manage their work and their time."

The diploma in Applied Computing is essentially a programming diploma, but students are also taught how to use a PC for personal productivity, how to go about solving problems and how to

Darnellin College in Johannesburg has launched a training programme that will provide new career opportunities for hundreds of school leavers and give them a better chance of following a successful career in computers.

research and gather information.

It also teaches them how to apply their knowledge so that they are able to solve practical problems and the basic accounting module provides

students with the necessary grounding to perform well in a business environment.

Mrs Hrdliczka, who designed the course, says the module on business applications plays a major role in

developing the students, building their skills and preparing them for the computer field. "Students are set tasks to complete within given deadlines. For example, we set them the task of researching the cost of setting up a new division of a company.

"They are given a budget, and they do the necessary data-gathering to research the cost of staffing, statio-

nery, furniture, telephones and other business elements."

Another project is to prepare a report for top management, putting forward a case for moving from a DOS-based word processing system to a Windows environment. To do this they have to arrange a demonstration with a computer company and then research the cost of increasing the power of exist-

ing computer equipment to run the new system.

Students must use available software tools to prepare the presentation of the reports, which also builds their skills on PCs and software packages. They are also required to look up items in manuals, interpret the information and use it.

"The basic accounting module, data communications and concepts of data processing provide students with the background for programming," says Mrs Hrdliczka.

Students told to boycott for week

By Phil Molefe,
Education Reporter

Education is set to be severely disrupted during the ANC-led mass action campaign in the wake of a call to students yesterday to boycott classes for a week, commencing on August 3.

The SA Students' Congress (Sasco), throwing its weight behind the ANC campaign, has also urged students to engage in sit-ins and demonstrations against "undemocratic and repressive administrations".

Sasco national publicity secretary Musa Madlala said yesterday: "Other actions directed at the regime and its national education department will be integrated within the broad tripartite alliance campaign."

STAR 16/11/92
Sasco, which organises students at tertiary institutions, resolved to join the campaign after a three-day meeting of the General Student Council held at the University of the North at the weekend.

The protest action, dubbed "Democracy Now Campaign", would be in support of the following demands:

- The extension of autonomous powers to colleges.
- The review of current "discriminatory" admissions policies.
- The "democratisation" of universities and technikons.
- An end to subsidy cuts.
- The establishment of a national negotiating forum on education.

National Education Co-ordinating Committee spokesman

Barry Pule said yesterday the NECC would formulate its position and decide upon its role in the mass action at a special weekend meeting.

The meeting would be attended by all the components of the NECC, including Sasco and its regional structures.

The Sasco decision has caused deep concern among educationists, who warned of widespread disruptions at schools and universities.

Democratic Party leader Dr Zach de Beer deplored Sasco's decision.

"I think it's a great pity indeed that students should stay away from universities and colleges. It will cause more harm to themselves and achieve nothing," Dr de Beer said.

news in brief

Education standstill 53

EDUCATION at universities, technikons and technical colleges is expected to come to a standstill following a decision by the South African Students Congress (Sasco) to stage a class boycott for a week from August 3. *Sowetan 17/7/92.*

The campaign is part of the mass action called by the ANC and its allies. Sasco, which has members at universities, technikons and technical colleges, plans to have demonstrations and sit-ins "against undemocratic and repressive administration".

● It was incorrectly reported in *Sowetan* yesterday that the boycott had been called by the Congress of South African Students. - *Sowetan Reporter.*

Nactu to decide 53

THE National Council of Trade Unions meets in Soweto tomorrow to decide whether it should take part in mass action campaigns led by the ANC and its alliances. *Sowetan 17/7/92*

Nactu has called an extraordinary consultative conference to discuss the matter. The meeting takes place at the Lutheran Church, Central Western Jabavu. - *Sowetan Reporter.*

Plan to move township college to city stirs up resistance

The Department of Education and Training (DET) is planning to move a black teachers' training college from a Pretoria township to the city following a decision to discontinue a travelling allowance for white lecturers. (S3) (C) (C)

Black students and their lecturers at the College for Continuing Training in Shoshanguve will now be forced to incur an additional expense, namely transport costs to the city college.

DET is said to be planning to relocate the college at the Joubert Building, Paul Kruger Street, at a date still to be finalised. The new premises will not provide for students' residence quarters. *New Nation (Pupils Forum)*

The Shoshanguve Education Co-ordinating Committee (SOECC) and students are challenging the DET's plan.

Recommendation 1717-23/192

"We have consulted the college management about this issue and the only response we received was that our recommendation would be presented to high-ranking DET officials. We are now working jointly with other community structures to ensure that the department does not go on with its plan. The college has been a model of learning forum for children. It has also been used for running extra-educational projects. We are now uncertain whether new occupants of the college will allow us to continue with our education projects or not," said an SOECC spokesperson.

One of the black lecturers at the college who asked not to be named, said they were only informed about this plan three weeks ago while whites knew about this several months back.

DET spokesperson Jeff Makwakwa confirmed that the college will be moved to the city centre and that the student teachers will not be provided with residence at the new premises.

"The mission of this college has changed. The department decided to change it from a centralised in-service programme to the upgrading of unqualified teachers through study guides - although from time to time, lectures could be arranged at different regions," Makwakwa said.

He said there were on-going talks between the DET and two universities who were keen on taking over the college's old premises.

40 make their crosses for democratic election

South 18/7-22/7/92
By Rehana Rossouw

FOR THE first time in their lives, 40 Western Cape people this week entered a polling station, went into a polling booth to make their crosses and dropped their ballot paper into a ballot box.

No, the first democratic election in South Africa's history had not been called at short notice — the 40 were participants in a voter organiser training programme hosted by the Centre for Continuing Education at the Peninsula Technikon.

The month-long training programme was arranged by the Matla Trust, a Johannesburg-based project which aims to train 320 organisers throughout the country.

The Western Cape course which started this week and will be followed up with another week-long session in August, drew 40 participants from community, religious and political organisations.

The course will help them to devise election campaigns and to educate voters about the Electoral Act, proportional representation and Westminster forms of government.

"The Matla Trust does not want to tell people who to vote for, but how to vote," said the trust's director, Mr Billy Modise.

"People are indoctrinated into believing that voting is something that other people do for them.

"Our major concern is that the majority of new voters will have no



BALLOT TRAINING: South Africans who have been denied the vote learn the ropes

South 18/7-22/7/92
experience in participating in the election process.

"For somebody to be excluded from participating in an electoral process through ignorance, or whatever reason, will not be good for a democratic South Africa."

Modise said for the election to be truly democratic all South Africans had to understand the significance of the vote and to feel comfortable about the process.

The next election would be the first in which all South Africans truly democratic all South Africans had to understand the significance of the vote and to feel comfortable about the process.

Modise said the Matla Trust was committed to ensuring that ordinary citizens were educated about the significance of the vote and why they should participate.

Photo: Yunus Mohammed



ASSOCIATION OF PRIVATE COLLEGES OF SOUTHERN AFRICA

A Star corporate profile

JENNY HUNTER BLAIR compiled these reports on the first conference of the Association of Private Colleges of Southern Africa (APCSA), which is to take place on August 14 at the Rosebank Hotel in Johannesburg.

APSCA's aims and objectives

STAR 281192

APCSA's primary role is to meet the educational and employment challenges of a changing South Africa by promoting the highest level of education and training.

What are APCSAs objectives? Harry Edmunds, chairman of APCSAs, spells it out.

"To liaise with formal tertiary educational institutions, universities and technicians, to develop bridging courses to qualify candidates for admission. To implement independent accreditation of all private tertiary educational colleges and for the acceptance of credits across the formal and non-formal educational sectors."

Other aims are to create dependable statistical resources on all aspects of tertiary education and to provide information on career guidance to primary and high schools.

To become a member of APCSAs the colleges must meet certain criteria as to the standard of their premises, equipment, course material, competence and qualifications of their

Please contact Lyn Williams Tel: (011)726-5300 or fax: (011) 726-8421 for further details on the APCSAs Conference.

(S3)

lecturing staff, examination policies, financial reliabilities and adhere to a strict code of ethics.

What are the benefits of being a member? "APCSA represents its members in dealing with government departments and corporate bodies on issues like VAT, approved examining bodies, accreditation, fair employment practices," adds Mr Edmunds.

"Members like the confidence the public places in the APCSAs logo and they also enjoy being part of a professional body. Private tertiary colleges play a vital role in providing fast, affordable training for immediate employment opportunities.

They also hope to eventually offer bridging courses to enable a wider range of students to take university degrees and technician diplomas," adds Edmunds.

Striving to bridge the gap

STAR 281192

(S3)

Committee members of the Association of Private Colleges of Southern Africa: Harry Edmunds (Inscapes Study College), chairman of APCSAs; Jean Solomon (JCCI); Lesley Carrelley (Lesley Carrelley Business College); Betty Norrington (Northern Business College); Rex Drew (Executive Education); Maggie Bather (Rosebank College); Brenda Wiley (Kelly Greenoaks, Rosebank.)



IF we value the pursuit of knowledge then we must be free to follow wherever that search may lead us.

This is vitally important today in South Africa, where there is a desperate need to bridge the educational gap between First and Third World cultures.

The Association of Private Colleges of Southern Africa

(APCSA) is helping by providing vocational and career enhancement courses through its 100 member colleges across a broad range of disciplines.

- Business management
- Marketing
- Advertising
- Administration
- Secretarial skills
- Public relations
- Travel
- Fashion design

Interior and graphic design. APCSAs is holding its first conference on August 14 at the Rosebank Hotel, Johannesburg.

Involved

The idea is to provide a platform to discuss skills training, manpower development, funding of student loans, accreditation, employer responsibility for ongoing education and other relevant issues.

"Today's society needs to be-

come more involved in education than in the past," said Dr Stumpf, deputy Director-General of the Department of National Education.

Dr Stumpf is giving the opening address at the forthcoming APCSAs conference.

"Various key educators should form a partnership in education to evaluate and form guidelines on the role tertiary education plays in the formal and non-formal sectors," he said.

Training

One of the pressing needs APCSAs will address at their forthcoming conference is accreditation of the colleges.

Another will be the issue of students being able to transfer credits attained in either the formal or non-formal sectors. How does the non-formal educational sector offer vocationally orientated education?

"This is the name given for courses offered by the private colleges, the employers' sector via their industry training boards, the colleges of nursing, the teachers training colleges," and the agricultural colleges," says Dr D J Jacobs, executive director, Certification Council for Technician Education (SERTTEC) and one of the speakers at the APCSAs Conference.

The role of SERTTEC is to measure the standard of education and examinations given by the technicians.

The SERTTEC committees consist of people from the educational sector, the employer sector and professional bodies.

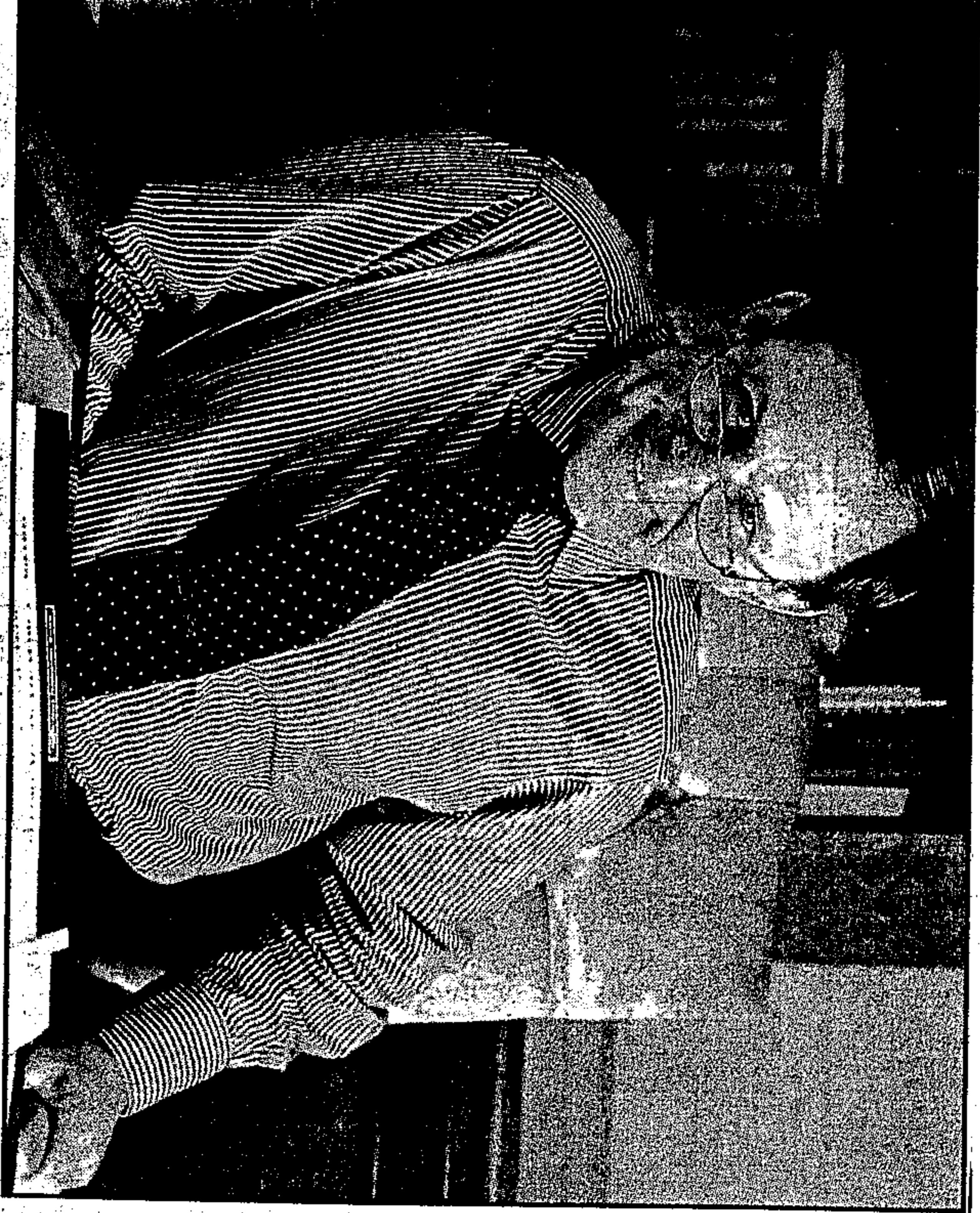
The preliminary report is then tabled at the next meeting of the certification council, which decides which aspects should be addressed by the technician if it's not up to standard.

The technician then has two years to rectify any shortcomings that may exist.

If this is done it can run the course for the next four years, otherwise the course will be phased out of the syllabus, says Dr Jacobs.

Obviously, should APCSAs members be interested in SERTTEC giving their courses accreditation, the same arrangements would be made as with the technicians.

"We should now consolidate career education in South Africa with the recognition and transferability between institutions of credits obtained," says Dr Jacobs. "This point was first raised 10 years ago in the De Lange commission. Accreditation on all tertiary courses should be done by one central agency like SERTTEC. This would make it easier to transfer credits."



Norman Axten . . . senior general manager public affairs and group, First National Bank.

Some hints on how to make the right choice

There are so many colleges which offer a wide variety of opportunities to further a person's skills and knowledge, that it's often difficult for students to make the right choice.

According to the Institute of Personnel Management (IPM)'s Human Resources Directory and Handbook: "Be an aware consumer when making a decision about studying any course. Any type of studying will cost you time, mental and physical energy, and money, so it's important to be actively involved."

"How do you make the right choice? The bottom line is your answer to the question: 'Which route is most likely to get me from where I am now to where I want to be?'"

To make an informed choice gather all the relevant information —

brochures, leaflets, forms, recommendations from friends and colleagues. If possible visit the college, talk to your boss, the personnel manager and a career guidance counsellor.

Be specific as to why you want to study — to change career direction, promotion, develop yourself as a person. Then look for a course that is either specialised or general.

Important

Consider what you need to do in order to meet your goals and consider what each college has to offer you. Then compare them in terms of criteria you have decided are important.

The cost of studying can be quite a deterrent for many students. First National Bank provides educational funding for:

social responsibility funding across all levels of education, loan finance to individuals for education.

"The products range from straight student loans to individual lending packages for specific institutions. First National Bank is investigating methods of providing funding to both individual and educational facilities," says Norman Axten, senior general manager public affairs and group, First National Bank.

Norman Axten is one of the many speakers at the APCSA Conference. Others include Dr Peter Krige, general manager Group Human Resources Fedlife John Samuel, head of ANC Education department, Dr Deon Haasbroek, chief director department of Manpower.



Travel agents set up education, training body

510A4 30/7/92
A TRAVEL education and training authority has been formed in a move to professionalise the industry and prevent "incompetent individuals" from servicing travellers.

Travel Education and Training Authority of SA (Tetasa) steering committee chairman Karen Long said yesterday that if the industry was to survive, travel agents had to start taking an active interest in the development and training of their staff.

Aimed at developing a SA travel diploma which would be officially recognised locally and overseas, Tetasa would be able to investigate current travel training courses and set standards under statutory powers it would derive from the Manpower Department, Long said.

30/7/92
STEPHANE BOTHMA

"We cannot continue to allow the travelling public to be serviced by incompetent individuals."

"With the reduction of airfares, cost-effective service is going to be the key not only to survival, but to healthy growth in the years to come," she said.

The travel industry was experiencing an unprecedented skills shortage because there was no formal training, she said.

The industry's public image had suffered because of years of poor service caused by ignorance and inefficiency.

30/7/92
Tetasa would be funded by a levy on all travel agencies, wholesale op-

erators and tour guides. This would be determined once a board had been selected by the industry.

At present no recognised qualification was required to enter the travel industry in SA. Nor was official approval required by anyone lecturing to people entering or already in the industry, Long said.

The concept of a travel industry training board was strongly supported at last year's Association of SA Travel Agents congress, she said, where it was generally agreed that the current situation could not be allowed to continue.

Groundwork has been laid over the past 10 months to identify the essential needs of the industry, Long said.

SECC to educate teachers and students

THE Soweto Education Co-ordinating Committee (SECC) chairperson, David Maepa, this week announced that there were plans to educate more than 3 000 members of the Parents Teachers Students Associations (PTSA's) in Soweto before the end of the year.

Maepa said through such training, the SECC hoped to intensify the learning campaign. The training will take place at the SECC Training Centre at Ipelegeng from August 8.

Inequalities

Already, there is another group which is undergoing intensive computer training offered by Open Learning Systems Education Trust (Olset), an independent, non-profit, non-government organisation aimed at addressing the inequalities and backlogs of the education system.

For some time, Maepa said, the black community had been denied access to technology. He said the SECC wanted to ensure that the leadership in student and teacher organisations were the first to receive the computer training because they would be central to the

success of the whole education campaign. 3117-618192

The training, Maepa said, will "open up a window of opportunities" to those students who will join commerce and industry next year.

"This will empower our people in the administration and management of their associations. But our major problem is that without the necessary funding, we will not be able to handle as many groups as we would like to."

Interest

However, we are confident that institutions will come to our assistance. We have noted that the Independent Development Trust (IDT) has shown interest in giving assistance to organisations like us," Maepa said.

He also announced that the SECC will embark on a "Leadership Guide for School Reform" project which would further enlighten parents, teachers and students belonging to PTSA's.

"We believe that parents, teachers and students are the key players who have a role to play in the improvement of schools," he concluded.



David Maepa, chairperson of the Soweto Education Co-ordinating Committee (SECC)

Amagama wanda ta



EDUCATION

Black varsities returned IDT funds

U/Med 31/7 - 6/8/92

Independent Development

Trust loan funds were not used

up by black universities and

technikons last year, reports

PORTIA MAURICE

BLACK universities and technikons — which students claim have been shortchanged from the Independent Development Trust's huge annual loan scheme — returned some of the money they were given last year because they could not use it.

IDT education director Professor Merlyn Mehl told *The Weekly Mail* this week the "historically black universities" like Fort Hare and Durban-Westville had returned 13,6 percent of the amount his organisation had given them in 1991, and that their allocations had been cut back this year as a result.

The IDT has come under fire over the past few months in a simmering row with the non-racial South African Students Congress and the Bursary Council of South Africa. At a recent conference Sasco withdrew from the Tertiary Education Fund of South Africa (Tefsa) — the country's first national student loan scheme — and threatened to campaign for the "international isolation" of the IDT.

Sasco claims the IDT has favoured the more affluent "traditionally white" universities like the University of the Witwatersrand and Rhodes in its funding, and that it has made "undemocratic" decisions about the mechanics of a national loan scheme.

Of the R25-million total, R10,75-million was allocated to the "gang of four" traditionally white universities with most black students: the University of Cape Town (UCT), Rhodes,

Natal and Wis. About 8 500 students were helped with loan allocations of around R4 000 each.

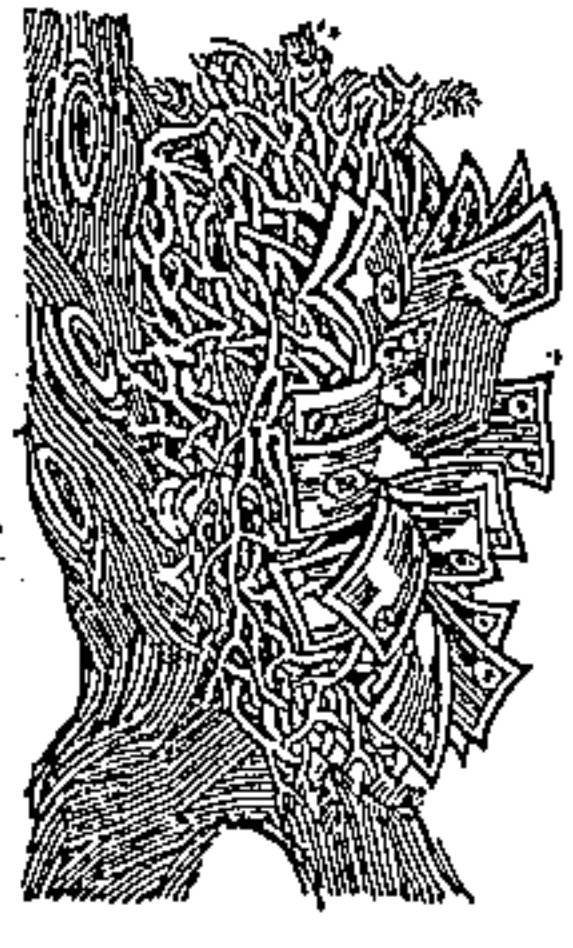
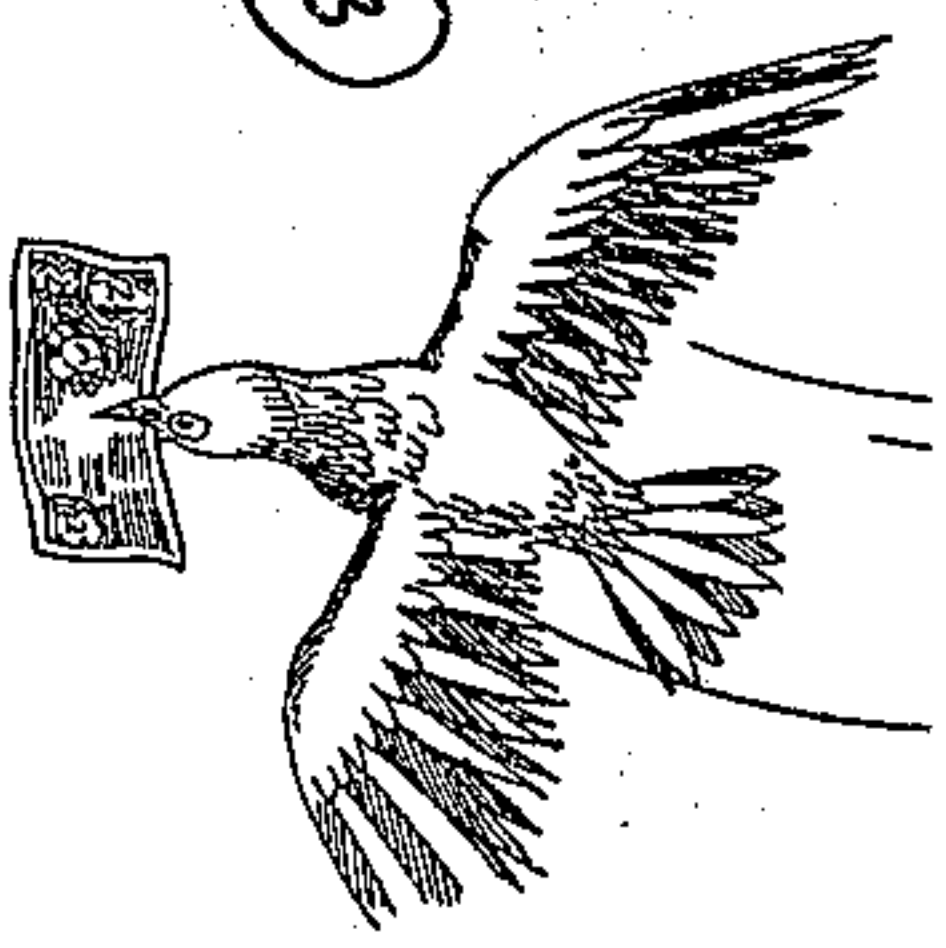
But Mehl revealed this week that many black institutions had not used the money they were given and declined even to aid successful students who could not graduate because they could not pay. He declined to give details but Fort Hare University, for example, returned R157 000 of the R470 000 it had received, he said. Institutions such as UCT, the universities of the Western Cape, Venda, Turfloop and Medunsa had used up all their funds.

"The returns were very revealing," Mehl said. "Money came back from the very institutions that were castigating us."

Loan allocations for 1992 were made on the basis of returns and so black universities had received a proportionally smaller slice of the cake.

"Because of apartheid's disadvantages the administrative capacities at these universities are not always equal to the task," Mehl said.

Together with Kagiso Trust, the IDT is now going to assist black insti-



tutions to set up and strengthen financial aid bureaux to deal with increased funding responsibilities.

An emergency package of R3,5-million — left over from last year's returns — will go back to needy institutions to assist students under threat of financial exclusion.

"We still believe universities and technikons are best able to administer the loan scheme," Mehl said. "They know the academic potential and financial needs of individual students."

However, it is feared that because there has been so much uncertainty and debate about loan conditions, the R50-million allocated so far may be lost as

students default. A graduate tax is envisaged — whereby employers will deduct the loan repayment from salaries — but such legislation will have to wait for parliament's next session.

"We hope to create a new culture whereby students see repayment of their loans as necessary to fund an incoming student," Mehl said. "But you still need an enforceable repayment system. Otherwise, we would need a huge bureaucracy to get money out of people who don't want to pay."

There is general agreement that South Africa will have to move towards loans for student funding as the bursary pit dries up. Mehl says bursaries — barring those from the state and private sector — are a "drop in the ocean" in black student funding. Of more than 200 000 black students at universities and technikons, bursary organisations funded fewer than 10 000.

Meanwhile, the IDT hopes to "iron out its differences with other stakeholders through continuing discussion. "People must be happy with the deal. They must not feel it is being foisted on them," Mehl said.

"We realise the need for affirmative action and believe the greatest need is where the greatest numbers are," he said. Vista University and the University of South Africa have made funding approaches. "We would like to put them all in the pot but we need equitable distribution," Mehl said, promising a more workable system for 1993.

W/week 7/8 - 13/8/92 EDUCATION BRIEFS

THE University of the Western Cape is to confer honorary doctorates on five women who in their lives and work have embodied values the institution seeks to affirm through its teaching and policies.

The women are trade unionist Ray Alexander and Elizabeth "Nana" Abrahams, deceased community activist Dorothy "Mama" Zihlangu, former Mozambican education minister Graca Machel and French political figure Danielle Mitterrand.

According to UWC's new magazine: *Perspectives*, awarding doctorates to Machel and Mitterrand acknowledges the "extraordinary international impact of their work".

Alexander is being honoured for her role as "socialist, feminist, trade unionist and intellectual"; Abrahams for her "tireless dedication to

working class ideals"; and Zihlangu "in memory of a person who stood up to the terror".

BLACK students have threatened to disrupt next week's SRC elections at the W/week 7/8 - 13/8/92 and Technikon in Johannesburg.

The students, represented by the Black Students' Association, say the SRC constitution is "racist" and has been undemocratically drafted. They are calling for an interim commission to rewrite the document before they participate in elections. W/week 7/8 - 13/8/92

BSA general secretary Samuel Mompoti said the South African Students Congress and South African Tertiary Sports Union had been refused recognition by the SRC, and that there were "many issues" the constitution did not cover. The SRC was not available for comment at the time of going to press.

Power plays frustrate SRC meeting

W/week 7/8 - 13/8/92
ESTRANGED student representatives faced each other over the conference table for the first time last weekend — but the gathering had no teeth because of political power play.

"Frustrated" by the limitations of talking only to Afrikaans-speaking campuses, the University of Stellenbosch decided to host a national Student Representatives Council conference. It was the first of its kind since the National Union of South African Students, to which English-speaking campuses were affiliated, dissolved into the non-racial South African Students Congress last year. Sasco, however, has a unitary membership, leaving campus SRCs without a mother body.

"The basic idea was to get everyone together for a change and see what develops from there," Stellenbosch SRC president Erika Venter said.

But delegates could not get beyond the talking stage and worn resolutions on sexual harassment, the higher education bursary crisis and admissions criteria because of different affiliations and ideological perspectives.

At the last minute, according to Venter, the gathering was sabotaged by Sasco, which allegedly sent a fax to campuses asking them to boycott the occasion.

Venter said there had been tension and distrust at the beginning of the conference, but that discussions flowed freely towards the end. Delegates had agreed to maintain contact.

Venter said although university SRCs were meant to be independent, many supported Sasco "practically speaking". Sasco was not available to comment on the stance it had taken.

UNIVERSITY OF CAPE TOWN

Founded in 1910, St George's Diocesan School is an Anglican Church

Bellville students end 'forks down' at hostel

SOUTH 8/8-12/8/92

By Justin Pearce

(\$3)

STUDENTS at the Bellville College of Education who went on a hunger strike over inadequate hostel food are eating again after their demands were met.

Students embarked on the hunger strike last week after returning from their mid-year holidays to find hostel catering had been handed over to a private company.

They said they were given less food than before and were leaving their tables still hungry.

Last Thursday night students refused to eat. Some carried placards with slogans such as "a healthy mind needs healthy food".

The previous Sunday, they said, lunch consisted of half a chop and half a potato for each student.

"It's mince or sausage almost every day, and there's not enough,"

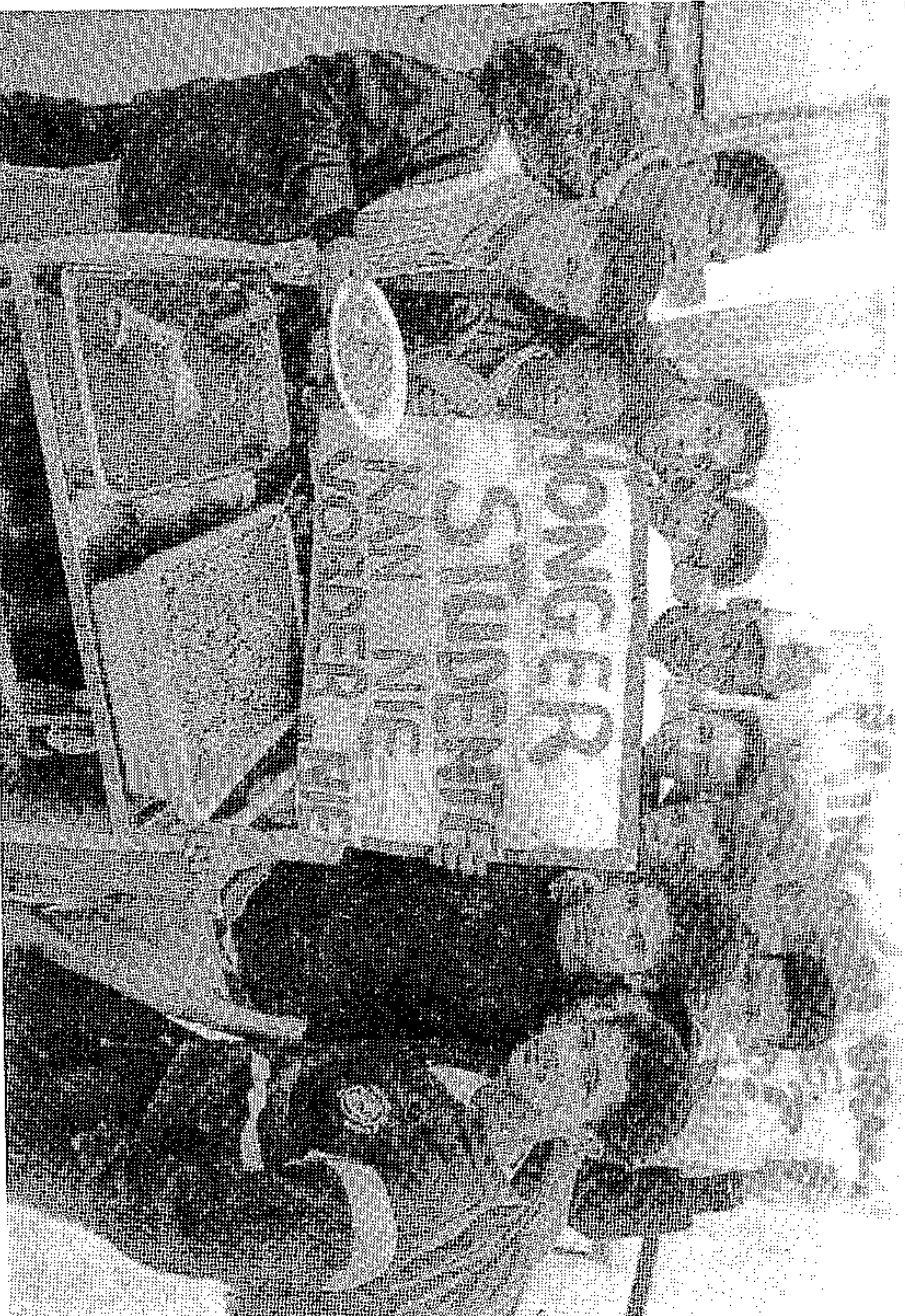
said Mr Rudolf Ludicko, vice-chairperson of the hostel committee. "Sunday's pudding was bread and jam and custard."

By Friday, with the hunger strike underway, matters had improved slightly. There was one vegetable — pumpkin. But the helpings were so small, some students had been given their meals on side plates.

Students said that often there was not enough food to go round, and those at the back of the queue went hungry.

On Friday, representatives of the Department of Education and Culture, the college, the catering company and students held discussions.

They found the food shortage was due to bureaucratic error. SRC president Mr Izak Laven said the DEC had given the catering firm out-of-date figures of the number of students to be fed.



FOOD PROTEST: Students express their distaste at the state of their hungry stomachs

Photos: Yunus Mohammed

NEWS Council probes complaints against rector ● Celebrations mark end of week of protests

Students want

rector fired

Sowetan 10/8/92
By Alinah Dube

THE management council of the Technikon Northern Transvaal in Soshanguve has launched investigations into complaints involving the institution's rector.

Students at the technikon have called for the immediate expulsion of Dr Danie van den Bergh saying he was incompetent and racist.

Operating off campus

They also allege that he has been operating off the campus since May.

A ceremony symbolising Van der Bergh's funeral was held on the campus on Friday. Students chanted and danced as a make-shift coffin was burnt during the ceremony.

53

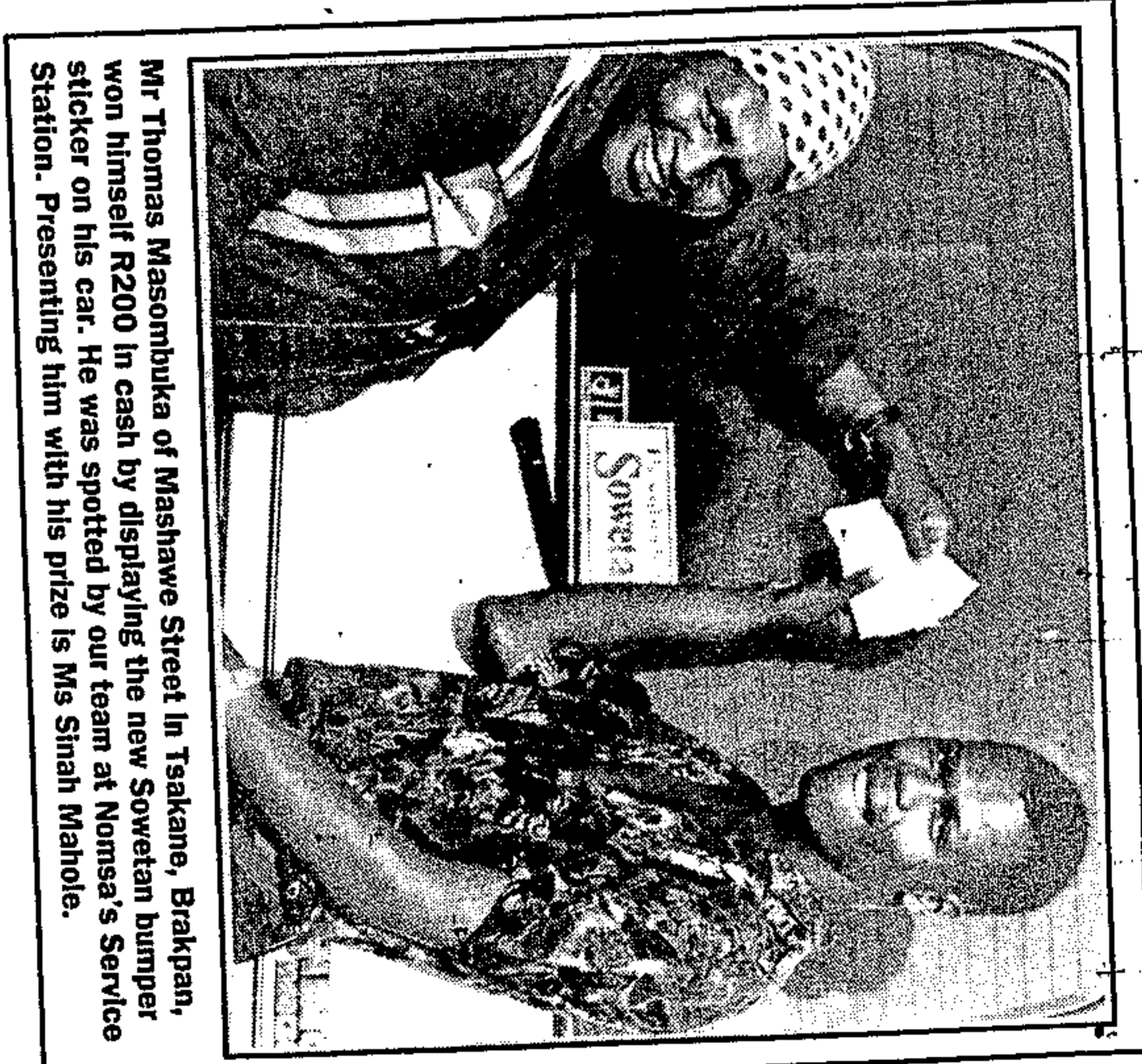
Technikon Northern Transvaal chief is under fire over alleged incompetence and racism:

A spokesman for the South African Students Congress said the students wanted the rector replaced immediately and the management council dissolved.

He said Vanden Bergh's replacement should be chosen in consultation with community organisations.

Dr CW van Zyl, deputy rector at the TNT, said Vanden Bergh was advised to stay away from campus after a call for his dismissal three months ago.

He said the students' grievances of students were being investigated.



Mr Thomas Masombuka of Mashawe Street in Tsakane, Brakpan, won himself R200 in cash by displaying the new Sowetan bumper sticker on his car. He was spotted by our team at Nomasa's Service Station. Presenting him with his prize is Ms Sinah Mahole.

Protests roll into phase four

TV licences among targets in rolling mass action:

By Ike Motsapi

PHASE four of the African National Congress-led rolling mass action gets under way today.

It was preceded by celebrations throughout the country yesterday to mark the end of the past week of action.

Also celebrated was the 36th anniversary of the historic march by members of the ANC Women's League on the Union Buildings in Pretoria on August 9 1956 to protest against the issuing of passes to women.

Mr Mandela Dlamini, co-ordinator of the Alliance Programme of Mass Action Campaign, said phase four would focus on the following events:

Boycott of television licences;
Non-payment of Pay As You Earn (PAYE) tax; and Pickets, marches and demonstrations.



NEWS Council probes complaints against rector ● Celebrations mark end of week of protests

Students want

rector fired

Sowetan 10/8/92

By Alinah Dube

53

Technikon Northern Transvaal chief is under fire over alleged incompetence and racism:

THE management council of the Technikon Northern Transvaal in Soshanguve has launched investigations into complaints involving the institution's rector.

Operating off campus

Students at the technikon have called for the immediate expulsion of Dr Danie van den Bergh saying he was incompetent and racist.

They also allege that he has been operating off the campus since May.

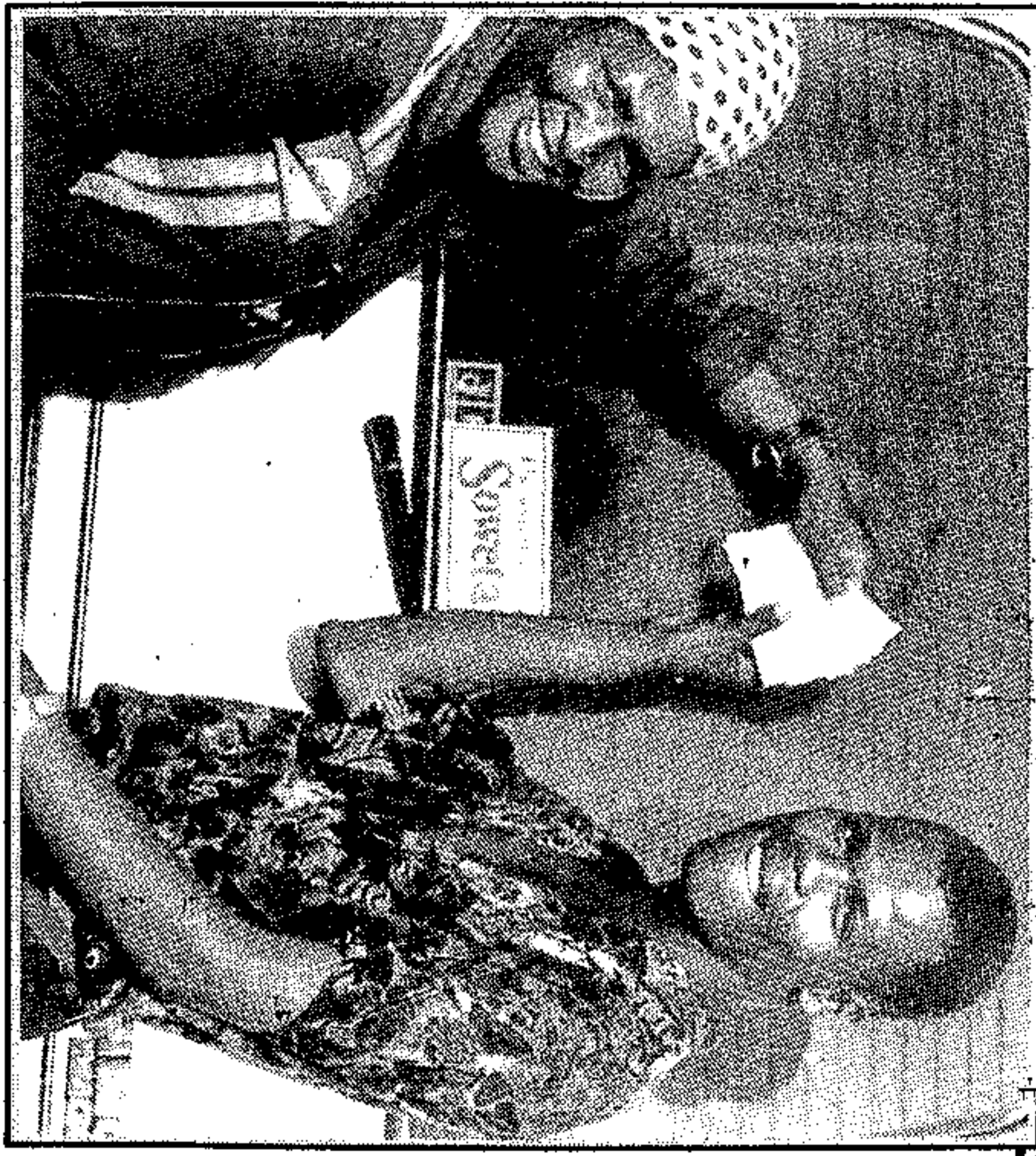
A ceremony symbolising Van der Bergh's funeral was held on the campus on Friday. Students chanted and danced as a make-shift coffin was burnt during the ceremony.

A spokesman for the South African Students Congress said the students wanted the rector replaced immediately and the management council dissolved.

He said Van den Bergh's replacement should be chosen in consultation with community organisations.

Dr CW van Zyl, deputy rector at the TNT, said Van den Bergh was advised to slay away from campus after a call for his dismissal three months ago.

He said the students' grievances of students were being investigated.



Mr Thomas Masombuka of Mashawe Street in Tsakane, Brakpan, won himself R200 in cash by displaying the new Sowetan bumper sticker on his car. He was spotted by our team at Nomasa's Service Station. Presenting him with his prize is Ms Sinah Mahole.

Protests roll into phase four

TV licences among targets in rolling mass action:

By Ike Motsapi

PHASE four of the African National Congress-led rolling mass action gets under way today.

It was preceded by celebrations throughout the country yesterday to mark the end of the past week of action.

Also celebrated was the 36th anniversary of the historic march by members of the ANC Women's League on the Union Buildings in Pretoria on August 9 1956 to protest against the issuing of passes to women.

Mr Mandla Dlamini, co-ordinator of the Alliance Programme of Mass Action Campaign, said phase four would focus on the following events:

- Boycott of television licences;
- Non-payment of Pay As You Earn (PAYE) tax; and
- Pickets, marches and demonstrations.

Careers in credit, stock control and bookkeeping 53

STAR 17/8/92

The Vaal Triangle Technikon prepares students for careers as a stock controller, credit controller, bookkeeper or company secretary. Lessons are in both Afrikaans and English.

Duration: Three years full-time. **Entry qualification:** Senior Certificate without university admission.

For a career as a bookkeeper, credit controller, financial clerk or stock controller apply for admission to the following technikons.

Venue: Technikon Northern Transvaal: English medium.

Duration: Three years

Entry qualifications: Senior Certificate without university admission (E aggregate).

Subjects required: English and accounting HG (E symbol) OR SG (D symbol).

Selection basis: Scholastic achievements.

Venue: Technikon Natal. Afrikaans or English medium.

Duration: Three years. **Entry qualification:** Senior Certificate without university ad-

A guide entitled "Training opportunities of technikons and possible occupations" is useful for pupils, students and counsellors. Today, we focus on training institutions and academic requirements to become a stock controller, credit controller, bookkeeper or company secretary.

mission: Subjects required: English HG 40 percent or SG 50 percent and mathematics HG 40 percent or SG 50 percent OR accounting HG 50 percent or SG 60 percent.

The addresses of the technikons mentioned above are:
The Registrar, Technikon Natal, Box 953, Durban 4000;
The Registrar, Technikon Northern Transvaal, Private Bag X7, Pretoria-North 0116;
The Registrar, Vaal Triangle Technikon, Private Bag X021, Vanderbijlpark 1900.

Opportunities in agriculture

STAR 18/8/92

53

A guide entitled "Training opportunities at Technikon and possible occupations" is useful for pupils, students and counsellors. The Star will republish the information stating the requirements and other particulars. Today we look at careers in agriculture.

AGRICULTURAL MANAGEMENT

Venue: Technikon OFS
Afrikaans or English medium
National diploma: Agricultural management

Duration: Three years: 18 months formal training and 18 months appropriate in-service training

Entry qualification: Senior Certificate without university admission

Subjects required: Mathematics. At least a C symbol for functional mathematics

Selection basis: Academic achievement, aptitude AND personal qualities

Occupations: Agricultural extension officer; Farm manager

AGRICULTURAL RESEARCH: BOTANY

Venue: Technikon Pretoria
Afrikaans or English medium
National Diploma: Agricultural Research: Botany

Fields: Pasture Science; Agronomy

Duration: Three years: two years formal training and one year appropriate in-service training.

Entry qualification: Senior Certificate without university admission

Subjects recommended: For Pasture Science: Mathematics, Physical Science OR Biology. For Agronomy: Mathematics OR Biology.

Selection basis: Academic achievement AND Applicable subjects.

Occupation: Agricultural researcher.

AGRICULTURAL RESEARCH: ZOOLOGY

Venue: Technikon Pretoria
Afrikaans or English medium
National Diploma: Agricultural Research: Zoology

Duration: Three years: two years formal training and one year appropriate in-service training.

Entry qualification: Senior Certificate without university admission

Subjects recommended: Mathematics AND Animal Science OR Biology.

Selection basis: Academic achievement AND Applicable subjects.

Occupation: Agricultural researcher.

AGRICULTURE: ANIMAL PRODUCTION

Venue: Technikon Pretoria
Afrikaans or English medium
National Diploma: Agriculture: Animal Production

Duration: Three years: two years formal training and one year appropriate in-service training.

Entry qualification: Senior Certificate without university admission

Subjects recommended: Biology, Animal Husbandry, Mathematics OR Economy

Selection basis: Academic achievement AND applicable

subjects.
Occupations: Agricultural technician; Agricultural extension officer.

Venue: Technikon Mangosutho
English medium

National Diploma: Agriculture: Animal Production

Duration: Three years: two years formal training and one year appropriate in-service training.

Entry qualification: Senior Certificate without university admission (E aggregate)

Subjects required: English (E symbol)

Occupations: Agricultural extension officer; Agricultural technician.

The addresses of the technikon mentioned are:

● The Registrar, Technikon Mangosuthu, Box 12363, Jacobs 4026.

● The Registrar, Technikon OFS, Private Bag X20539, Bloemfontein 9300.

● The Registrar, Technikon Pretoria, Private Bag X680, Pretoria 0001.

with an effect on the...
getting their advertising... untested markets, and audi-
message across... ence figures can be mis-
Many advertisers are... leading.

Wits Tech allowed to broadcast off campus

BIDAM 20/8/92 JON WATERS (53) ~~(53)~~

WITS Technikon's Channel T was granted a limited licence last month by the SABC to broadcast to the Doornfontein area.

The move is seen as a relaxing of the stringent broadcasting laws enforced by the SABC, over which it has a monopoly.

Unlike Rhodes Music Radio (RMR), which is granted limited broadcasting rights during the annual Standard Bank Arts Festival in Grahamstown, Channel T has been granted a licence to the end of the year and station manager Andrew Bond feels the SABC will renew it.

The station broadcasts off 98.8 FM and caters for "everything from black soul music to heavy metal", Bond says.

RMR was the first station in the country to be given limited broadcasting rights — with the SABC's blessing. The corporation provides the campus station with transmitters during the 10-day festival.

RMR secretary Kirstie Bowers says the station has put in an application for broadcasting rights "a couple of times" but has had no response.

She says RMR hopes to get a permanent licence as soon as regulation falls away.

B,
ad



Making good in business

■ Course for informal sector entrepreneurs:

THE launch of a business development centre for informal sector entrepreneurs takes place in Johannesburg on August 26.

Regional manager of the Independent Business Training Trust, Mr Stephen Umlaw, yesterday said South Africa's economic future depended largely on the stimulation of free enterprise at the grassroots level of society.

"This is an extremely serious matter which requires the urgent attention of the Government and big business," he said.

The centre will offer courses ideal for spaza shops, dressmakers, hawkers, hair salons, repair shops, crèches and pre-school centres, painters, carpenters, leather workers, butcheries, taverns, cafés and other businesses.

Thousands of people have done the course and their businesses are prospering as a result.

The course consists of eight modules and these are: using a calculator; investigating the market; purchasing; costing and pricing; marketing; working out a business plan and loan requirements; managing a weekly cash flow and controlling stock.

This one-up business training is a special course sponsored by USAID and other organisations for people who want to be successful.

After completing the four-weeks course, successful candidates will be given a small loan to start a business - loans range from R100 to R4 000.

Everyone who completes the course is presented with a Trident Institute Diploma.

Umlaw said that it was possible to create two million jobs for unemployed people in the informal sector.

For this to happen, financial resources must be allocated and appropriate action taken to rectify the inequity of the past and to create a vibrant economy in and around the townships.

PHOTOGRAPHY: Life behind the lens

Learning the job of photography

If you're looking for a creative project that taps creative talent to expand South Africa's photographic community, take a walk down Jeppe Street, Johannesburg, to the old Newtown post office.

There, behind an obscure face-brick facade thrives an exciting world of learning for about 50 students, who dabble in the art of seeing, framing, processing and printing black-and-white photographs under the guidance of instructors TJ Lemon and Phillip Mostert. And it works, as the students' photographs on the opposite page show.

For many, it's a first opportunity long dreamed about. Technicians and art schools provide some training, but they are expensive, and few start right at the beginning like the Market Photography Workshop does.

The project was initiated two years ago by documentary photographer David Goldblatt. It offers beginner, intermediate and advanced courses for anyone with a basic education and enthusiasm to learn. "We cater less for hobbyists than for

Ever dreamed of becoming a photographer but haven't had the chance? A project in downtown Johannesburg offers just that. **PORTIA MAURICE**

reports on the Market Photography Workshop

people who want to make photography a profession," Lemon says, "but all are welcome."

The beginners' course lasts eight weeks and covers basic camera skills like lighting, metering and exposure; composition, lenses and flashes. Weekly lectures are on Tuesday evenings and the next course begins on September 1.

The intermediate course is of the same duration and includes polishing darkroom skills and weekly practical assignments. These require students to shoot a roll of film with aspects of the photographic image in mind. "These exercises in angles, textures, patterns, portraits or lighting help to devel-

op a photographic vision," Lemon explains. Students who progress to the advanced course — run by Mostert and lasting six weeks — are given simulated professional assignments, in which they learn to deal with problems they may encounter in the field. They do studio work using 4x5 cameras and artificial lighting and experiment with images in architecture. "This is a combination of the conceptual and the technical," Lemon says. "Students may, for example, be given the task of going out to Hillbrow and capturing noise pictorially."

Photography training really needs to be on-the-job, though. The Market Workshop provides no certificates, because, they say, in the photographic world your only real qualification is your portfolio. "We could give them a gift-edged certificate, but in the job market no one is really interested," Lemon says. As far as possible, though, they try to give trainees practical experience, and appeal for help in this regard.

"There is an art aspect to photography, but it's also a business," says Lemon. "We cannot expect people who have no money to spend lots of time taking artistic photographs. They would need to support themselves."

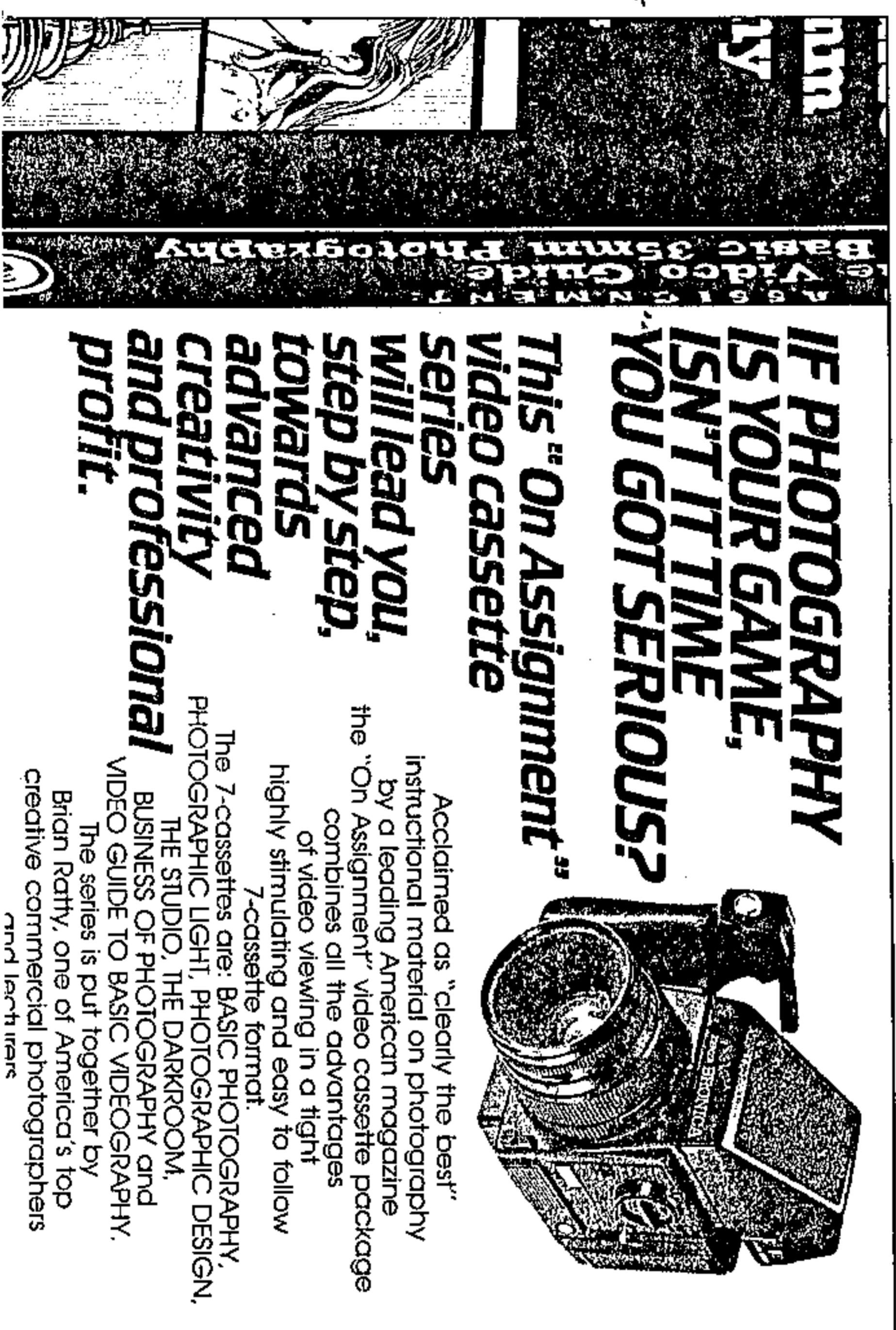
A team of students will be producing publicity material in image form for the Johannesburg Arts Festival in September. And *The Star* adopts an apprentice from the Workshop every three months. There is also a follow-up service available whereby darkroom resources are made available to former students at reduced rates.

Lemon says he intends approaching non-governmental organisations to offer Workshop students' services — capturing their projects for publicity at below-professional rates.

The Workshop also hosts monthly education lectures at the venue. Last month they had renowned United States war photographer James Nachtwey, a member of Magnum picture agency and author of *Deeds of War* — a collection of war photographs shot mainly in Central America and Asia. He was out here on assignment for *National Geographic*.

For five months from September, the Workshop will host photo-educatorist Wendy Ewald — recent winner of the prestigious McArthur Award. She has worked with children all over the world, introducing them to the exciting world of photography. Two students will work with her and, money allowing, begin teaching South African children.

For more information, contact Margot at (011) 832-1641 ext 256.



IF PHOTOGRAPHY IS YOUR GAME, ISN'T IT TIME YOU GOT SERIOUS?

This "On Assignment" video cassette series will lead you, step by step, towards advanced creativity and professional profit.

Acclaimed as "clearly the best" instructional material on photography by a leading American magazine the "On Assignment" video cassette package combines all the advantages of video viewing in a tight 7-cassette format.

The 7-cassettes are: BASIC PHOTOGRAPHY, PHOTOGRAPHIC LIGHT, PHOTOGRAPHIC DESIGN, THE STUDIO, THE DARKROOM, BUSINESS OF PHOTOGRAPHY and VIDEO GUIDE TO BASIC VIDEOGRAPHY.

The series is put together by Brian Rathy, one of America's top creative commercial photographers and lecturers.



YOU'LL LIKE THIS JOB. EXCEPT EVERY NOW AND THEN, WHEN THEY DUMP A LOT OF PAPERWORK ON YOU.

The matter of money for tertiary education

SOUTH 22/8-26/8/92



MANY students accepted to study at a university or technikon are forced to apply for bursaries to cover the high cost of tertiary education.

These applications have to be carefully planned. Also it is essential to have a plan to fall back on, such as a loan, because there are so few bursaries available and so many applicants.

Bursaries are awarded to students who have performed well in their studies or have financial need. They can be partial or full. A full bursary covers all the costs of your period of study, while partial bursaries cover certain expenses.

Some bursaries have conditions attached to them — they may be open only to students of a certain region or students in a particular field of study. Some company bursaries require the student to work for the company for a certain period. It is important to consider whether you would want to work for the company after you have completed your studies.

Technikons, technical colleges and universities have lists of organisations

which award bursaries.

Newspapers, municipalities and libraries may also advertise bursaries.

Ask your parents' employers whether they award bursaries, as they may not advertise.

Apply to as many organisations as possible — up to 20 or 30.

Loans

If you are not successful in your application for a bursary, a loan is an option to consider. Loans have to be repaid after completing your studies, usually over the same period for which the loan was granted. Each year interest is payable on the loan.

Study loans are available from banks, training institutions and private organisations.

Juanita Williams

GOOD MATHS = WIDER CAREER CHOICES

BETTER LIFE INDEPENDENCE

MORE MONEY GOOD MATHS RESULTS BETTER EMPLOYMENT

PROMOTION BE AHEAD STAY AHEAD

Explode into your chosen career with confidence
let Master Maths give you the best results
with our individual tuition.

Phone your nearest branch today:

| | |
|-----------------|-----------|
| Bellville | 949 - 955 |
| Cape Town | 23 - 43 |
| Claremont | 64 - 16 |
| Table View | 55 - 770 |
| Mitchells Plain | 32 - 24 |
| Paarl | 22 - 55 |
| Somerset West | 51 - 588 |
| Tokai | 75 - 962 |

MASTER MATHS
EST 1976

STDS 5 TO 10 ALSO N1, N2 AND N3
TUITION: TAILORED TO YOUR SPECIAL NEEDS

careers

Special rate
for course

SOUTH 22/8 - 26/8/92

FOR ANY executive or marketing manager, training in marketing is an asset that will help him or her to understand the needs of the customer.

JCR Education is running a full-time lecture course for matriculants and young people who do not have practical experience. For people already in employment, evening lectures, covering the whole curriculum, are also available.

The course runs over three-and-half years and covers 12 subjects.

Lectures are given at the Castle Mews Collegiate in Newmarket Street, close Cape Town railway and bus stations.

If you register before October 1, you can obtain 1992 fee rates for 1993. Textbooks are included in the fee structure.

For further information contact the principal, Mr John Clucas, at 45-2734 or 438-1387 (A/H).

Students campaign for closure of IDT.

w/may 17/71 - 23/7/92
By PORTIA MAURICE

UNIVERSITY, teacher-training college and technikon students this week voted against the government-funded Independent Development Trust (IDT) and in favour of joining the mass action campaign.

At its Education and Development conference at the University of the North (Turflow), the South African Students' Congress (Sasco) decided to "campaign internationally for the isolation of the IDT" and for its funds to be channelled to "progressive" bursary organisations.

The conference was called to develop a national programme of action for the student movement. Issues of access, democratisation and financing

in the higher education arena were discussed.

A "Democracy Now" campaign will be launched with a week-long class boycott, demonstrations and sit-ins from August 3 to 7.

The IDT — formed at the tail-end of 1989 after a government donation of R2-billion towards development — has invested more than R25-million in education funding since its inception.

For higher education, it has devised a national student loan scheme — a first for South Africa — under the auspices of the Tertiary Education Fund of South Africa (Tefsa). Sasco this week also withdrew from Tefsa, on which it sits along with the Kagiso Trust, the Bursary Council of South

Africa, as well as universities, technikons and colleges of education.

Sasco has demanded that the current government subsidy formula — which has dropped in real terms over the past few years — be redesigned to favour institutions "that have committed themselves to transformation".

Government resources should be diverted to black colleges of education which have suffered a severe lack of facilities, accommodation and insufficient lecture halls, said Sasco's information and publicity officer, Musa Madlala. Such institutions should also benefit financially and materially from international academic exchange programmes.

STAR 27/8/92

(S3)

ar
4 of
USA
tical
rue-
in-
ol
L pay
ato-
em-
ors'
110)
of
ok,
uey
re
ion
at

Construction slowdown impacts on Blue Circle

Severely depressed activity in the building and construction industry has led to a 28,5 percent decline in Blue Circle's earnings to R27,8 million for the six months ended June.

Turnover at R376 million was R6 million down from the corresponding period in the previous year.

High capital expenditure and the seasonally higher working capital required during the first

half of the year resulted in substantially higher financing charges of R7,66 million compared with R742 000 previously.

This was however partially offset by a lower tax rate due to allowances on capex.

Tax paid amounted to R7,20 million compared with the previous amount of R15,33 million.

A dividend of 27,5c a share has been declared out of earnings of 82,3c a share. — Sapa.

London offers four bursaries for blacks

The City of London is to offer four bursaries to black employees of South African financial institutions, the Lord Mayor of London Sir Brian Jenkins said in Johannesburg yesterday.

Sir Brian said the bursaries would enable the four candidates to study further in financial and legal services at the London Polytechnic summer school.

Recognition

He said the bursaries were in recognition of the long-standing business connections between his city and South Africa and to mark the first visit to the country by a Lord Mayor of London since the Second World War.

Expanding on his purpose in visiting South Africa, Sir Brian said it was to sustain and support London's role as a business centre.

Transactions

London was the world's financial capital, outpacing both New York and Tokyo in terms of international business transactions, he said.

He pointed out that about twenty percent of the world's banks and insurance companies had their headquarters in the British capital city. — Sapa.

NOMY DESKING

DESKS WITH SOLID EDGES

- 1 m x 1 m executive Toni desk..... NOW R1 769,95
- 200 sliding door credenza..... NOW R 899,95
- 800 x 850 double pedestal desk.. R1 159,95
- 600 x 850 single pedestal desk.... R 759,90
- smaller credenza (John)..... R 631,40
- smaller L Extension (John)..... R 408,00
- bookcase..... NOW R 416,00

x stock
free delivery CBD — Also chairs

- for imbuia filers 4-drawer..... R1 080,75
- 3-drawer..... R 902,00
- 2-drawer..... R 693,00
- double pedestal 1 800 x 900 desk..... R1 649,90

CALL IN AND INSPECT THE QUALITY

140 Commissioner St, cor End St, Jhb
Tel: 29-9517/8/9. Fax: 29-9524
Free parking in our basement

878

OFFICE FURNITURE

EDUCATION - TECHNICAL / VOCATIONAL

1998 - 1999

Science and technology going to grassroots of the country, says boffin

(53) ART 3/1/98

SUKASHA SINGH

Durban - Technology whizkids with a mind for scientific jargon are not the only ones who are to benefit from the Government's decision to declare 1998 the Year of Science and Technology. In fact, the Department of Arts,

Culture, Science and Technology is aiming the campaign at those people who are scientifically illiterate in an attempt to show them that technology is the way of the future. The emphasis will be on providing the public, and especially rural communities, with hands-on activities and engaging young and old in a variety of science events. The chief director of the depart-

ment of science and technology, Errol Tyobeka, said there were events to look forward to because each of the nine provinces would be taking part in a year-long campaign aimed at making science and technology more user-friendly. "We want to conscientise people and show them the importance of science and technology," said Mr Tyobeka.

But how will the department make people in rural areas who don't even have electricity, aware of the benefits of technology? "We are not denying that it is going to be very difficult, but we are determined to find links to make people at grassroots level understand more about modern science," said Mr Tyobeka. Activities are also planned for

smaller, outlying areas. The department said it would like to encourage companies in outlying areas to get people to the central locations for the bigger programmes planned during the year. "We see 1998 as the launching pad for broader programmes that are going to show people just how important science and technology are," said Mr Tyobeka.

53
Rector takes his suspension to HRC

BD 7/1/98
THE suspended rector of the conservative Vaal Triangle Technikon, Prof Aubrey Mokadi, has taken his battle for reinstatement to the SA Human Rights Commission (HRC).

The commission confirmed yesterday that it had received a complaint from Mokadi who was summarily suspended with full pay from his post on November 1, pending an internal investigation into allegations of corruption and maladministration.

The commission was investigating whether Mokadi's constitutional right to lawful, reasonable and procedurally fair administrative action had been violated, commission spokesman John Mojapelo said.

Mokadi was suspended after an emergency meeting on October 31, while on an official visit to the US. He cut short his trip, but was allegedly prevented from attending the meeting, the commission said.

Mokadi had also complained that he had not been informed of the nature of the Vaal Triangle Technikon's investigations against him.

The commission was awaiting a response from the technikon, Mojapelo said. Mokadi has been accused by students and staff of unilaterally restructuring departments, misusing technikon money to buy his wife a luxury vehicle and not reporting back on regular visits abroad. — Sapa.

Licensing agreements play a key role in transfer of knowledge

SA's new democracy has a lot of catching up to do, especially in the provision of services and the creation of jobs. Licensing can be one of the strongest tools for this reconstruction and development.

It is widely recognised that through a process of licensing, the licensee stands to gain considerably from the licensor's know-how techniques, knowledge and experience. Thus, for an emerging entrepreneur in a developing country, licensing can provide an excellent tool for the transfer of knowledge as well as bringing an entrepreneur licensee up to steam fairly quickly.

In the apartheid years, many US and other foreign companies withdrew, and sold their companies at fire-sale prices. This led to economic recession and more especially considerable loss of jobs.

With the new democratic society, companies which divested have returned, and others, such as Nike and McDonald's, are investing for the first time. A novel development has been the stipulation by some aid donors that their funds should be linked to licensing and similar ventures, such as the transfer of technology.

The US government-sponsored USAID has set up a special arm that promotes and establishes joint ventures for licensing operations. It has encouraged licensing seminars and has brokered many new licensing contracts that relate to education, manufacture of clothing and housing.

Technology transfer has played a major role in SA's period of reconstruction and development, writes Don MacRobert

The Japanese government announced an aid package of more than \$1bn. Much of it was tied to links with Japanese firms including banking and insurance companies. Again, there is a strong licensing component. Much relates to the training that is imparted from a licensor to a licensee.

The Danish government package is another case in point.

A huge portion of aid is focused on linking Danish businesses with emerging SA entrepreneurs and businesses.

A leading bank has set up a special division to handle loans to small businesses. But this division has stated that it would prefer to grant loans to borrowers who are about to become licensees of licensing transactions. The rationale behind this is that most small businesses fail within the first two years of starting up. The bank has found the opposite to be true with licensing and franchising operations.

Most small business licensees are not only still in business after two years, but are also highly successful. This clearly flows from the information, know-how, systems, back-up and technology given by a licensor in a licensing operation.

The laws affecting licensing in SA are user friendly. The Patent Act grants ample opportunities for monopoly rights to be con-

ferred upon a patentee for a period of 20 years. This easily enables the patentee to grant licenses to licensees.

Similarly, the Trade Marks Act, which to a certain extent follows the British trademark system, makes provision for registration of trademarks. More specifically it makes it possible (but not mandatory) to record licensees as registered users. Again, licensing can involve know-how and intellectual property not covered by patents, trademarks or designs. This often forms the subject of technology transfers that occur in the newly emerging licensing arrangements aimed at the new businesses in SA.

Since the USAID-sponsored licensing seminar, at least 10 new licensing agreements have been concluded between US licensees and SA licensees. Apart from the considerable growth in well-known licensing operations, such as Kentucky Fried Chicken, these new licensing arrangements provide interesting statistics.

In the case of Coverall of San Diego, California, they have granted a franchise operation to an SA company which has taken the licensee's name and is known as Coverall (Pty) Ltd.

The master licence was granted not only for SA but for southern Africa, covering 10 countries in all. The master licensee then

has the opportunity and right to grant sub-licenses to licensees in geographical areas. USAID provided a loan guarantee scheme to enable licensees from previously disadvantaged communities to obtain loans through commercial banks. The guarantee covers 50% of the facility offered by the financial institution.

The Danish licensing programme, sponsored by Danida (the Danish Government Development Agency) in conjunction with the Danish Chamber of Commerce, goes even further. In the case of Padborg AB, a licence has been granted in connection with the trademarks Just Trucks for trucking, haulage and warehousing services to the licensee known as Just Trucks (Pty) Ltd.

However, the Danish government package includes a 10% equity holding in the licensee, which was intended to provide start-up or seed capital. Danida provided a guarantee to the commercial bank that offered a loan to the licensee.

It is possible that one may have to vary traditional or normal licensing arrangements and conditions. Many of the emerging licensees may not be in a position to pay an upfront license fee. Some may have to seek funding from friendly banks, as has been described.

They may also require special or addi-

Don MacRobert
Bd 22/11/98
(53)

ional training (which will be most welcome). They may also have to pay more for certain support services offered by the licensor. The licensing negotiations need to be worked through very carefully.

There can be no hard-and-fast rules based on "experience" elsewhere. New ground is being covered. One such avenue is the royalty rate. This may have to start off at a low level, but as the licensee's turnover increases it could rise to a level that is higher than the normal royalty rate, to catch up and balance other expenses that may have been incurred upfront.

Some companies are eager to act as mentors or counsellors to the emerging entrepreneur. The Swiss business group IEF, a foundation consisting of major Swiss companies, has volunteered to assist emerging businesses with startup business plans, management and continuous supply of services and goods — to ensure that these are delivered at the right time, price and quality. They bring with them an effective licence because in many cases they are acting as a backup or support for the emerging licensee operations.

Their focus is also interesting because they are concentrating on tenders awarded by the government for goods and services required by government departments. The

Tender Board has indicated the desire to ensure that some of the tenders are awarded to previously disadvantaged people.

Yet there has been no proper matching of this desire with tenders being awarded to the emerging entrepreneur. This is where the Swiss IEF group is starting to play an active role in assisting the emerging entrepreneur to complete tender documentation correctly and deliver goods and services at the right time and price.

One of the exciting stories has been the of the Get Ahead Foundation, founded by Archbishop Desmond Tutu, Nkhato Morlana and the writer, which aims to create jobs through microcredit and training.

One of Get Ahead's successes has been establishment of a first black-to-black licensing operation involving a clothing designer and manufacturer (as licensee) who now has 20 licensees.

All in all there are considerable opportunities for licensing ventures and operations in an emerging country such as SA. The licensor stands to gain, and there are considerable advantages for the emerging licensee.

MacRobert is a partner of attorneys Edward Nathan Friedland and a past president of the Licensing Executives Society in SA. This is an edited version of an article in the December 1997 issue of the society's UK journal, *Les Nouvelles*.

Mosala takes reins at North West

Professor's mission is to encourage both lecturers and students to make the institution a place of excellence

*Soweitang
ga 11/98
(53)*

By Mokgadi Pela

PROFESSOR Itumeleng Mosala, a highly acclaimed social scientist and internationally renowned humanist, took up the post of vice-chancellor at the Technikon North West (TNW) in GaRankuwa this month.

His mission is to transform the lives of lecturers and students during his five-year term of office.

Mosala (47), who has been at the cutting edge of local politics, will also bring a wealth of experience and wisdom to the institution after two years as chief director of higher education in the Ministry of Education.

"It will take truly loyal and patriotic academic and management leadership to provide the sort of career education that will be attractive to students, industry and parents," Mosala said.

"We have to create distinctive features about TNW that will make it very competitive, to the extent that people begin to talk about it more positively. We have to have pressure for places here," he said.

During his term of office he would like to see:

- Imagination and innovation instead of people sitting around and complaining all the time;
- A new sense of discipline in both staff and the student body;
- New international links in the form of information and exchange programmes for both lecturers and students; and
- Competent leadership both academically and culturally.

On the challenges facing students, Mosala said: "These lie in their ability to make claims and to balance that with an acknowledgement of a greater accountability to society which, after all, supports us through taxes.

"The student community must also demonstrate their accountability to their mothers and fathers out there who carry the burden of paying fees. The only way of doing this is to perform well academically.

"Overall, students are not performing as well as they should and therefore are unaccountable to society."

On why he left Government for a less prestigious job, Mosala said: "Having designed the (education) policy, somebody must go into the trenches and implement it."

‘We have to have pressure for places here’

In his previous job, Mosala was responsible for policy formulation and the monitoring and transformation of systems in higher education. He helped to design a White Paper on Education and the new Education Act.

He said institutions of higher learning would look to Government to help them implement policy. He said the country was caught in the process of transforming these institutions with limited resources.

"On the other hand, there's pressure from students who want transformation but for whom there's no money. Part of the solution is that government must make more money available.

"The sooner Government sees education as an investment rather than a cost the better. If we are talking about

transforming the economy and society, then education is a major issue.

"The time has come for Government to fund education on educational and not purely on budgetary grounds."

Mosala said he was not alone in his quest to make TNW a centre of excellence. "We now have a full team at the top," he said. "They are the right people to lead TNW into the next millennium.

"These include deputy vice-chancellor (academic research) Professor W Reyneke and deputy vice-chancellor (finance and administration) Professor M Phala.

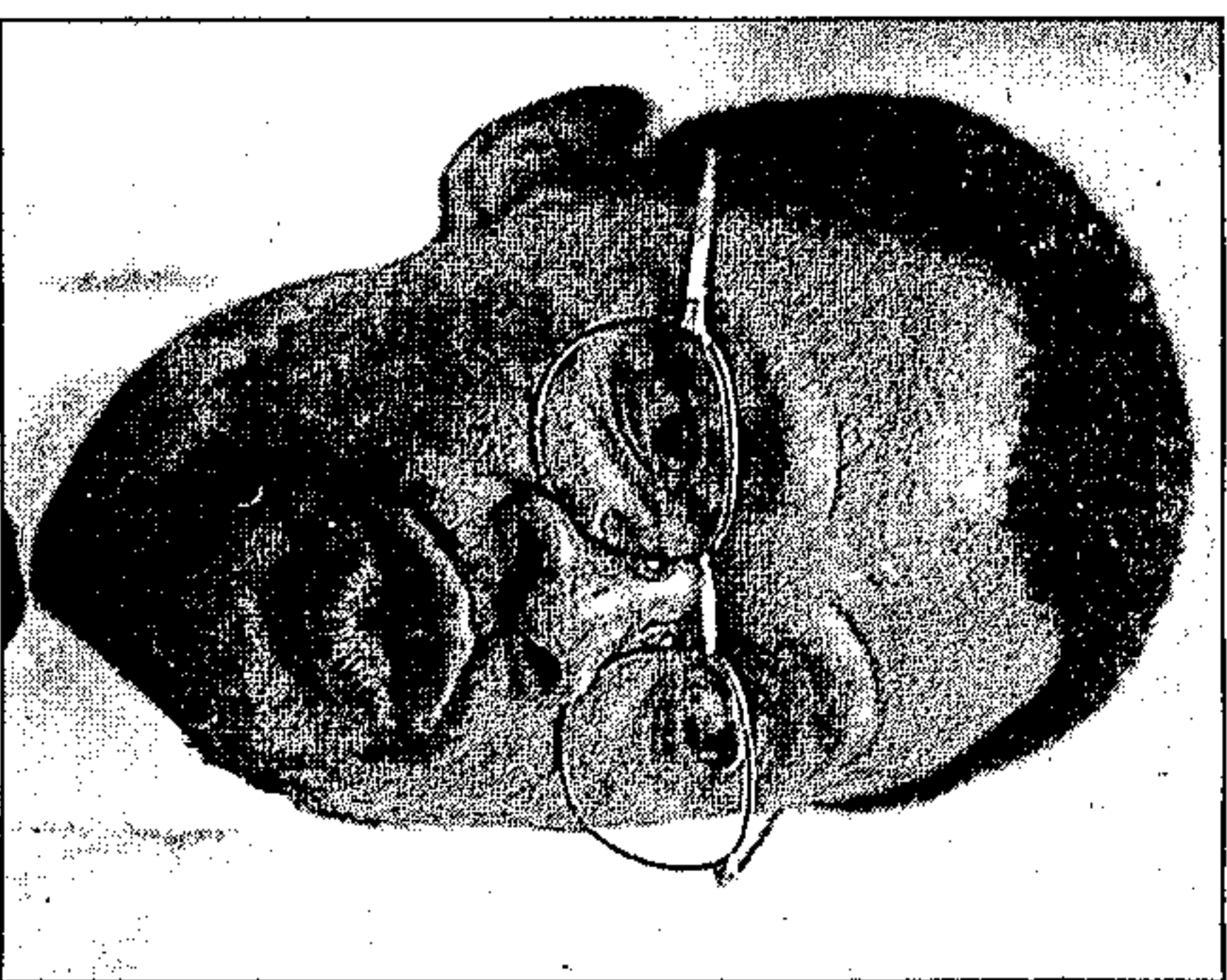
"We also have a transformed council headed by leading neurosurgeon Professor Sam Mokgokong and Advocate Selby Bagwa. Both are distinguished academics."

Mosala holds a PhD from the University of Cape Town in Biblical Hermeneutics and Black Theology as well as an MBA degree from the Open University Business School, England.

He has lectured at the universities of Botswana, Cape Town and Cambridge in the United Kingdom. He has written extensively on religion, economics and politics.

He has also served as external examiner at the universities of South Africa, Witwatersrand and Transkei, and has addressed many gatherings.

These include the 25th anniversary of the United Nations Special Committee Against Apartheid in New York, the Conference for a Democratic Future at Wits University, the Association of European Workers Conference in East Berlin and a World Conference on Bible and People's Struggles in Sao Paulo.



Professor Itumeleng Mosala wants to transform the Technikon North West as vice-chancellor.
PIC: LEN KHUMALO

Blacks must speak up

LEADING academic Professor Itumeleng Mosala has called on black professionals to comment on issues affecting the country and not let whites dominate centre stage.

Mosala told *Soweitang* that black professionals "should be committed to knowledge and truth and speak out fearlessly". He said the resurgence of white liberalism was a direct result of silence from the black world.

To address this, Mosala said, an association of black professionals would soon be formed in Pretoria. "The problem with white liberals

is that they are committed to capital and their way of doing things revolves around the maximisation of capital. They reject those who don't respond to their dictates."

He said there were two kinds of black professionals. "Those who are organically linked to their communities and who have never separated themselves from their people. And those who use their education as an entry visa into another class or society. "These have always kept quiet for fear of insulting their future mentors."

TNW setting new standards

THE Technikon North West (TNW) is determined to become a model of technical excellence.

In an interview with *Soweitang*, public relations officer Ricky Oliphant said: "This will be done through a combination of good leadership at both academic and student level."

About his plans for 1998, Oliphant said: "We will try to reach out to the local community to make them aware of what we offer. For far too long, we have operated like an island and the time has come for that to change."
He said the importance of technical expertise for South Africa could not be overemphasised. "We want to change the attitude of the community towards technical education," he said.
"South Africans seem to look down on technical education in favour of academic education. But the two complement each other, and TNW will prove this."

Year of science 'will take technology to all'

David Greybe

DD 6/2/98

(53)

CAPE TOWN — South Africans would, for the first time, all be brought into contact with science, engineering and technology as part of a government programme to declare 1998 the year of science and technology, Deputy President Thabo Mbeki said yesterday.

Mbeki said central to the year-long programme would be its "transformational nature".

For the first time the government was putting in place a programme to bring all South Africans into science, engineering and technology, said Mbeki, who is patron of the programme.

"The tragedy of our country is that the majority of the people have been left out of such important activities in the past, especially black youth, black women and the rural poor."

The programme would deepen democracy "as it would take science, engineering and technology away from the exclusive domain of scientists and technicians and empower people to participate in public debates".

Mbeki said: "Economic expansion on one side, and advances in science, engineering and technology on the other, can hardly be seen apart."

The attainment of a better life for all was dependent on South Africans achieving a competitive, growing and sustainable economy in which everyone participated.

It was therefore imperative for support and incentives to be provided for those programmes that stimulated innovation, Mbeki said.

Minister of Arts, Culture, Science and Technology Lionel Mtshali said the main reason for declaring 1998 the year of science and technology was the results of two international studies that rated SA "very poorly" in science, engineering and technology and innovation.

Mtshali said his department, together with the science, engineering and technology community, were working together "to ensure that in 1998 SA would be in for a fascinating and captivating experience of science, engineering and technology".

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.

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.

With the exception of South Africa, the boys scored higher marks than the girls.

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.

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.

"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.

Cape kids tops but SA flops in science test

Last in worldwide study

ANDREA BOTHA
STAFF REPORTER

(58) (58)

AK 27/2/98

Although South Africa came last in the Third International Mathematics and Science Study, a number of Western Cape pupils did extremely well.

The study showed South African matrics had the worst grasp of maths and science in the 22 countries that took part. But national research co-ordinator Sarah Howie said although only a small group of pupils from the Western Cape had participated, some of them had the highest results in the country. The names of schools are confidential.

"In the Western Cape, only 25 students took part, and they were all from disadvantaged schools," she said

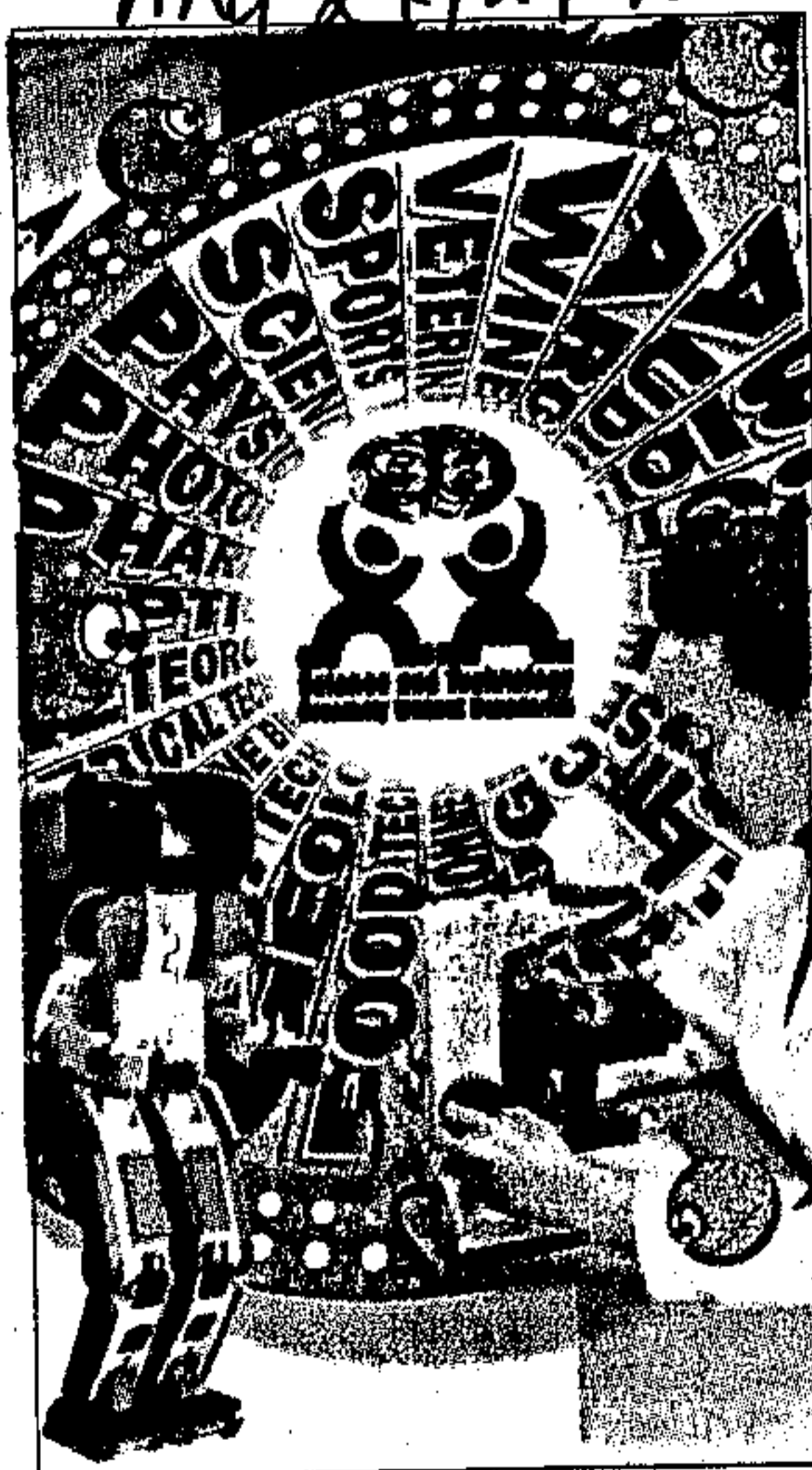
South Africa was the only African country that participated in the study.

She said it was still important to measure the South African result with the rest of the world's, as the country wanted to be "globally and economically competitive".

Political turmoil and teachers' strikes had made the survey difficult in this province, but pupils at disadvantaged schools had achieved the highest results in the country.

The results could not be compared with other provinces as they were not representative, she said. Nearly 3 000 children from 150 schools wrote the tests for the project, which began worldwide in 1994.

Sweden came top, with the Netherlands, Denmark and Canada also doing well. The US was fourth last. South Africa was the only country where most of the pupils had to write the test in their second or third language.



Celebrate the Year of Science and Technology with the Cape Argus on Wednesday when we publish a full colour chart in which we invite you to find your niche in this exciting field. The chart is packed with ideas for job-seekers and it also has all the details of the provincial programmes aimed at encouraging everyone to get involved in the opportunities created by science and technology. Match up your needs with South Africa's needs and you could be a winner and land the job of your dreams.

SA matrices behind in maths and science

SA's matric-level students drastically lag their counterparts in Europe, US and Australia in their knowledge of basic science and their ability to solve everyday mathematical problems.

That, tragically but by now unsurprisingly, is the story told by the latest results from a worldwide research programme known as Third International Mathematics and Science Study, which has been testing various cohorts of students in about 40 countries and 30 languages — under the auspices of the International Association for the Evaluation of Educational Achievement.

The new data came from tests taken in 1996 by students in their final year of high school. The tests were designed to gauge the "mathematics and science literacy" of all students at that level, regardless of whether they were specialising in maths and science.

The intention was to measure the "yield" in these subjects of each participating country's elementary and secondary education systems.

Twenty four countries took part; 21 produced data that met the study's minimum criteria for being considered representative and comparable. SA, where 2 757 students in 90 schools took the test, was one of them thanks to the efforts, praised by the study's organisers, of the Human Sciences Research Council.

The average score in the 21 was 520 out of 800. SA's average was 328, dead and distant last; the average of the top 25% of SA scores was 412. SA's best and brightest are subpar.

The ranking is not meaningful. SA is the only representative of the developing world in the bunch, and it is the only country where the ruling elite deliberately set out to ill-educate the majority and where, to exacerbate things, schools became a terrain of revolutionary struggle.

What matters is that the SA education system is turning out people poorly equipped in absolute terms for any job — bricklayer, carpenter, mechanic, let alone accounts department clerk — that requires an ability to manipulate and make sense of numerical information.

In response to the question: "If there are 300 calories in 100 grams of a certain food, how many calories are there in a 30-gram portion of that food," only 45% of SA matric-level students could identify the right answer — 90.

Just 35% could pick the correct response to this elementary probability problem: "From a batch of 3 000 light bulbs, 100 were selected

South African matric-level pupils performed dismally in a recent worldwide study of basic knowledge of mathematics and science. Washington correspondent **Simon Barber** looks into the issue

at random and tested. If 5% of the lightbulbs in the sample were found to be defective, how many defective lightbulbs would be expected in the entire batch?" (The answer is 150).

A total of 94% got this wrong: "A soap powder is packed in cube-shaped cartons. A carton measures 10 cm on each side. The company decides to increase the length of each edge of the carton by 10%. How much does the volume increase?" (331cm³).

Another question consisted of a bar chart showing sales of CDs and a pie chart breaking out sales in percentages by age group. Students were asked to use the information in the charts to calculate how much a particular age group spent on CDs. Only 8% answered correctly.

On the science part of the test, only 25% could give an example of how an illness might be transmitted from one person to another. Just 35% could explain why a stone might break a window when a rubber ball of the same mass and trav-

elling at the same speed might not.

Ninety-five percent did not know why an electric bulb put out less light energy than it consumed in electrical energy. What made these results all the more dismal was that 69% of the students were actually studying maths at the time they were tested, while all but 8% were studying a least one science subject; 43% were studying three.

In addition to taking tests, students were surveyed about themselves. Several results were heartbreaking. For example, 58% thought they were "doing well" at mathematics in school, while 73% thought the same about their performance in science. Their average scores (367 and 349 respectively on maths and science) did not bear out their optimism.

These young people (although in SA the average age of the sample was 20) presumably thought they were doing well because their teachers told them so. That points to several conclusions. Teachers' stan-

dards are low because they are not properly trained or equipped; they do not know what excellence is, or if they do, conditions are such they have despaired of aiming at it. In some cases they may feel intimidated by their pupils and dare not tell them the truth.

SA schools appear to be scary places for students. 37% reported having been the victims of theft at least once during the previous month, while 24% said they had recently been threatened with violence by fellow students on one or more occasions.

No other country posted numbers close to these, not even the US, where urban schoolyards can be rough.

The people who have to be really scared, though, are those responsible for higher education. Of the SA sample with an average score of 357, 75% said they planned to attend university, while only 11% were interested in vocational training. Just 6% said they did not intend to con-

tinue their education. Interestingly, this group had the highest average score: 390.

Some will argue that the test results call for massive expenditures on classroom computers. They can point out that the 81% of SA students tested who "rarely or never" had access to a computer achieved an average score of 345, while the 6% with daily access scored 420. However, the results of the other participating countries show no firm correlation between scores and computer access.

Far more robust is the connection between students' achievement levels and the number of books in their homes. In all 21 countries, the more books at home, the higher the scores.

In countries other than SA, the proportion of students reporting fewer than 10 books in their homes was 6% or less. In almost every country, more than a third of respondents claimed bookcases stuffed with 200 volumes or more. By contrast, 31% of SA students said they lived in households possessing fewer than 10 books. The score of the 6% of South Africans with more than 200 books at home was 413.

Of course, the number of books in a home is likely to be a proxy for parents' education levels, and here again the connection with children's academic performance is statistically rock solid. Students whose parents had degrees did better than those whose parents had only secondary school diplomas, who scored higher than those whose parents merely finished primary school.

Finally, it is difficult to look at the study's statistics without concluding that SA students are being betrayed. These children seem to be working hard. They do not watch a lot of television. They have little opportunity to fritter away their youth on computer games. They claim to put in an average 4.8 hours a day doing homework (the US average is 1.7 hours). But they do not seem to be learning basic stuff, even though SA spends a higher proportion of GDP on education than any industrialised nation.

This is something that has to be put right, and quickly, or else the idea will catch on that South Africans are inherently dimwitted.

Tell the US Agency for International Development to stop subsidising querulous nongovernmental organisations and the nice white boys and girls who make Sesame Street, and start paying for books, schoolrooms and the training of teachers, rather than bloodsucking educational bureaucrats.



SA's education system is turning out people poorly equipped in absolute terms for any job that requires an ability to manipulate and make sense of numerical information

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 matrics 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."

ARC 11/3/98
53

Paper proposes overhaul of curricula

Primarashni Pillay

A MAJOR overhaul of the curriculae of senior secondary schools and technical colleges, and a closer relationship between the two, has been proposed in the green paper on further education and training, which was released yesterday in Pretoria.

At the launch of the draft policy document, national education minister Sibusiso Bengu said the document aimed at fostering intermediate to high level skills for learners in the senior secondary school and technical college sectors; laying the foundation for higher education, and facilitating the transition from school to work.

The document also aimed at providing opportunities for lifelong learning through the articulation of learning programmes.

Ihron Rensburg, deputy director-general of general and further education, said further education followed after learners had reached grade nine

and after the compulsory phase of schooling with the age limit of 15 years. "It is not compulsory education and has no age limit since the goal of further education is to promote lifelong learning and education-on-the-job," he said.

Rensburg said there was a lack of coherence and co-ordination in SA's further education system, as well as poorly articulated programmes and a distorted labour market.

Furthermore, large numbers of learners left the education system with only a senior certificate qualification and little hope of productive employment, self employment or entering the higher education system.

The green paper therefore, proposed joint curriculum development between senior secondary schools and technical colleges; as well as with private and correspondence colleges in line with an emphasis on relevance to local and regional needs.

The document said that at a school

level, learners must choose fundamental subjects like communication (languages) and mathematical literacy as well as core subjects like arts and culture.

However, subjects selected in the core area had to be supplemented with a practical aspect that was typical of a work situation, said Rensburg.

Furthermore, learners would be taught a broad range of skills so that they could get involved in a cluster of occupations. "Young learners will be exposed to a range of learning options which cut across the traditional divisions between academic and vocational learning, and between classroom/college-based and workplace experience," he said.

Stressing that the document aimed to steer the college sector into a situation where qualifications and the curricula were "much more relevant, appropriate, of a higher quality and responsive to the needs of local industry and the community", Rensburg said

programmes at these institutions were currently narrow and "out of tune with local needs".

The document said that some colleges may choose to focus their energies on self-employment, small business and community development; while others may adopt a specialised role of providing intermediate to high level skills required by an increasingly export-competitive manufacturing economy.

Also, the state would embark on a programme-based funding approach to technical colleges as opposed to funding them on the basis of student numbers. "Programme-based funding will be sensitive to the short and medium term needs of the economy," Rensburg said.

In the longer term this system of funding may be extended to schools.

The current bureaucratic management of colleges would shift to state steering in response to socio-economic needs, Rensburg said.

(53) 16/4/98





Mathematical and scientific literacy is very low at schools, and less than half the country's mathematics and science teachers have specialised training.

SA lags far behind in promotion of maths, sciences

50

Southam 17/4/98

By Mashupye Kgaphola

A NOTABLE feature of our country continues to be the low levels of mathematical and scientific literacy among the general populace.

A study conducted jointly by the Foundation for Research Development and the Human Sciences Research Council in 1995 revealed that South Africans lag behind many nations in scientific literacy.

Our education system was found in the World Competitiveness Report of 1997 to be even less effective in the teaching of science, in general, than the education systems of 45 other nations.

This situation is unhealthy for several reasons.

Most importantly, evidence abounds that nations that have progressed economically are those with populations that are significantly scientifically literate and qualified, and who therefore are able to enter the technological milieu.

Accordingly, it is widely accepted that we must improve the general scientific literacy of our people in order to boost our overall productive fortunes.

A resounding illustration of the enormity of the challenge for South Africa rests in our schools, where even among teachers both mathematical and scientific literacy is still very low.

A study undertaken in 1995 by the Education Foundation and Pro-civitas Education Consultants found that only 50 percent and 42 percent of mathematics and science teachers respectively had specialised training in these subjects.

These figures are clearly an indictment of the teacher training regime during the wasted years of Bantu education.

It is now well-known that apartheid education created barriers to and a fear for mathematics and science among blacks. As a result, an unwarranted awe developed for these subjects.

Immediate challenge

Thus, the immediate challenge for our schools is to engender a culture of scientific pursuit and mathematical inquiry among teachers. For it is highly unlikely that we will enthuse young people to aspire to scientific pursuits unless we are first able to change the attitude of the majority.

In any event, the integrated teaching methodology that is implicit in Curriculum 2005 will also require a functional level of mathematical literacy from every teacher.

In this regard, we must realise that the most critical barrier created by the previous order has been at the level of attitudes. By effectively excluding black people from the pursuit of mathematics and sciences, there are very few role-models.

Equally, those who did seek to venture into these areas encountered mostly hostile learning environments, and thus many fell by the wayside.

In turn, such engineered failures were conveniently used and perceived as a validation that blacks did not have the intellectual acumen to handle such "complex" subjects.

This fallacy was passed on to generations of students through formal and informal channels. And, tragically, the fraud became an "established fact" over time.

It is therefore critical to have a holistic social approach to allaying the unfounded fear of mathematics and science among our teachers and the general populace, and hence the negative impressions of these subjects among our children.

The most readily recognised shortcoming of our education system has been its failure to make a connection between schooling and "real" life.

As a result, many teachers have lamented the burden of "students who do not appreciate" what they are taught, and learners in turn have felt bored with teachers "who just teach irrelevant material".

In so far as maths is concerned, one can use a few illustrations:

- **Mathematics in the kitchen:** The ability to follow recipes in cook books, to convert weights from pounds to kilograms/grams, litres to cubic centimetres and so on entails a certain level of numeracy and an understanding of proportionality;

- **Mathematics at the bank:** A sound personal finance management and especially an ability to function in a world awash with credit facilities, makes it increasingly necessary to understand interest rates, return on investment, accumulated interest, and so on; and

- **Mathematics in the store:** Many people today rely on credit accounts offered by shops and yet many are probably unaware of the actual cost of these concessions to them. While the cause here may be a general lack of economics literacy, this ultimately also feeds on mathematical illiteracy.

There are indeed many real-life situations in which some basic understanding and functionality in mathematics is an advantage, if not a necessity.

The myth that mathematics and science belong only to the "very clever" should be vigorously dispelled. In any event, not everyone in society should be a professional mathematician or scientist.

That scenario, in any event, is neither desirable nor attainable; after all, the world still needs its poets, philosophers and linguists.

What South Africa needs are innovative approaches to problem solving and policy formulation.

In this Year of Science and Technology, as proclaimed by the Government, we should aim to foster a technology culture within the teaching profession.

To this end we could set a target date, say three to five years, by which every teacher should attain a set minimum literacy in mathematics at least.

Orientation programme

In that case, the Government could work out a programme which will be fused into the orientation programmes of Curriculum 2005. Of course, there will arise other secondary challenges from such a broad-based initiative, but such challenges should not be regretted.

For the individual teacher, the benefits will be manifold. As illustrated, the first level of benefits pertains to the actual life functionality of every individual in today's world.

In so far as tackling the subject material is concerned, many good teachers are often hampered by their lack of mathematical literacy.

Those who teach such varied subjects as economics, accountancy, biology, geography and so on will no doubt readily admit the relevance of this statement to their own situations.

But this applies even to less obvious situations in language, literacy and communication, human and social sciences, life skills and others.

The challenge ultimately, therefore, is to empower all teachers so that they can fully engage their students in the synthesis of knowledge.

(Dr Kgaphola is a senior analyst in Science and Technology Policy at the Foundation for Research Development.)

Tension high at Vaal Tech

53
By Tseo MOTHIBELI

Star 28/5/98
The Vaal Triangle Technikon was quiet this morning despite threats that Student Representative Council (SRC) members would defy a court interdict which barred them from entering the campus today.

The student leadership was arrested and released on bail following protests, looting and damage last month which led to the closure of the institution.

Students were not happy with certain courses offered at the institution.

The provincial and national leadership of the Pan Africanist Student Movement of Azania is to accompany one SRC member to the campus today so that he can write his examination in defiance of the court order.

The restricted individuals run the risk of having their bail rescinded should they present themselves to the campus before the end of the case.

Pressure on science to deliver the goods

SA 'must seek research niches'

AKG 10/7/98 (53)

ANDREA BOTHA
EDUCATION REPORTER

Science and technology in South Africa will in future have to be useful, world-class and will be rated on its ability to address social and economic demands.

This is the view spelt out by Rob Adam, deputy Director-General of the Department of Arts, Culture, Science and Technology, when he opened the 43rd annual conference of the SA Institute of Physics at the University of Cape Town this week.

In a dark suit and flamboyant tie depicting bright planets and twinkling stars, Dr Adam addressed 325 scientists and students on the future of science in South Africa and the importance of developing niches for world-class scientific research.

He said that despite dwindling budgets for scientific research, the Government would always fund technology that was on the cutting edge and contributed to addressing social and economic needs.

Scientific endeavours would be judged on their global competitive edge, their sustainability, their being hard to emulate, having multiple applications and ability to attract international collaboration.

Such niches as astronomy, human palaeontology and

bio-diversity could become specialist areas with a local advantage.

Dr Adam said South Africa would always fund good science such as the SA Large Telescope (Salt), which, when completed, will be the largest in the southern hemisphere.

The Government recently agreed to pay half of the R100-million cost of the telescope, to be built at Sutherland in the Karoo.

Dr Adam said science had become more competitive globally since 1994, with a focus on service and quality of life. Before 1994, there was an emphasis on defence, and self-sufficiency in energy and food.

This re-orientation had caused fragmentation and confusion and could become a danger, he warned. Physics had become less popular worldwide and there was a shift towards cloning and genetic engineering research.

Dr Adam told delegates his department had drawn up four possible scenarios for the next 10 to 20 years.

It was important to suspend emotion when looking at these scenarios and to view them as possible outcomes without actually committing to them.

■ **The Global Home:** in this scenario there is a strong alignment with the World Trade Organisation

(WTO). There is a limited sense of national destiny and local government plays an important role. There will be minimal money to spend on science and most government laboratories will disappear.

■ **The Innovation Hub:** in this scenario there is a long-term national vision with a focus on regional values and a sense of attaining a powerful position in southern Africa. There is a long-term plan for economic development in the region. From this position, South Africa will have a technological gateway to the WTO.

■ **Siya'nyova:** This term dates back to the struggle years and means "doing things our way". In this scenario there is resistance to the WTO. Although there is global alignment, the country will insist on doing things on its own terms. There will be strong policing and relatively low crime. Technology will be transferred to defence research and there will be a strong emphasis on self-sufficiency.

■ **The Frozen Revolution** predicts policy misalignment and a consequent paralysis. Through wanting to do too much, too little is eventually achieved.

The old guard is replaced, but no real transformation takes place. Science takes a back seat and research depends on popular appeal.

Driving science in Africa

MTG 14-30/2/98

59

David Shapshak

South Africa's strength in science gives it a prime position to help drive scientific development and research in Southern Africa, says one of the United Nations's top science officials.

Professor Maurizio Iaccarino, assistant director general for science

of the United Nations Educational, Scientific and Cultural Organisation (Unesco), was in South Africa this week to launch the 1998 World Science Report, which is published every two years.

Unesco decided to launch the report here to support the Year of Science and Technology, a significant milestone for the country. "South Africa can become the leader in South-

ern Africa, and help its neighbouring countries with their problems, such as developing vaccines which are badly needed," says Iaccarino.

"South Africa is strong in biotechnology, health and molecular medicine, which are very much needed in all developing countries."

He praised the country for having "centres of excellence" in science and says South Africa is privileged

compared to other countries in Southern Africa.

The report identifies a number of trends in science, especially the cost involved in funding research and the dilemma this places on developing countries which have pressing social-spending concerns.

It also highlights emerging trends in science education and research, referring specifically to various coun-

tries and regions. "The rising cost of scientific activity is one of the causes of the seemingly ever-widening gap in knowledge and scientific capacity between the industrialised and developing countries," Iaccarino says.

But while the globalisation of scientific research in general has a major role to play in developing countries — by accelerating socio-economic development and enabling greater international co-operation — it also places pressure on science to be more cost-effective, sometimes to the detriment of basic research.

Iaccarino stressed the need for science education and praised the Year of Science and Technology, run by the Department of Arts Culture, Science and Technology.

Many developing countries are faced with the high cost of science education and university research, and the difficulties in renewing equipment and training skilled personnel, he says.

"It's very difficult for a developing country to develop its science. But this is not true of South Africa, which has centres of excellence that can feed into different parts of the education system. The big challenge is science education for the blacks."

But he acknowledges that the government needs to focus its resources on social spending. "These priorities are so urgent. The government may have to decrease expenditure in research in order give more to education."

The report's chapter, identifying trends and the state of science and technology in the country, was written by Dr Khotso Mokohe, president of the Foundation for Research and Development, who also sits on Unesco's executive board.

Iaccarino this week held useful meetings with the science minister, including Minister of Arts, Culture, Science and Technology, Lionel Mtshali and Director General Errol Jardine, partly to discuss policy analysis.

Iaccarino would also like to see South Africa aligned with world scientific standards, which Unesco oversees. In geological research, for instance, Unesco plays an important role in organising global standards by getting "scientists together and co-ordinating their work ... ensuring they use the same protocols and methodologies".

But because of the country's previous political order, South African scientists in several fields have had little contact with their colleagues in other countries, he says. Unesco can make the difference by enhancing the collaboration.

Canada invests \$3,5m in SA research projects

130 30/7/98 (53)
THE Canadian government has formally announced an investment of \$3,5m to help strengthen the SA information technology industry.

Canadian and SA officials have been locked in talks for months to determine exactly how the SA IT Strategy project should proceed. This week the final stumbling blocks were smoothed and the cash is about to flow.

Money from the Canadian International Development Agency will be channelled through SA's trade and industry department. It will chiefly fund research projects to identify sustainable ways of enlarging the industry, said Ian Grant, director of the DTI's Electrical and Electronics industries division.

That could include seed capital to fund research or manufacturing projects, assessing how rural hospitals could benefit from telemedicine, or how effective computer-based education is for schools.

The initiative could also provide capital for ventures which see several small companies unite to provide a service and create employment. Overall, the three-year project aims to increase employment and empowerment and develop intellectual capital for economic growth.

The department was aware that similar initiatives in the past had failed to create projects which continued after initial funds ran out. "This is one which I believe has a very good chance of reaching a sustainable level," said Grant. "It is not a question of the Canadians coming here and telling us how to run the IT industry. It is about funding and guidance."

Teachers are paid for doing nothing

(53) Souwain 5/8/98

By Charity Bhengu

TEACHERS at three technical centres in Soweto have been earning salaries for the past two years although they have not been teaching because of a lack of facilities and equipment at the institutions.

As a result, students – despite having allegedly been allocated marks for practical tests they did not write – have failed every exam over the two years.

The institutions, which receive students from more than 42 feeder schools, are the Summit Centre in Molapo, Nancecol Centre in Klipspruit and Mezodo Centre in Dobsonville.

Some of the 10 000 primary and high school pupils, who spend hours basking in the sun, still walk about 45 minutes every week for twice-weekly lessons to the centres “hoping that the situation will improve”.

Gauteng department of education deputy director Mr Ronnie Swartz said yesterday it was true that the centres had not been operating for various reasons over the past two years.

“We needed to transform the centres first.

“Also we could not afford transportation costs to these learning centres,” said Swartz.

“Yes, most pupils failed but it is not true that teachers were asked to



A frustrated group of pupils from the Summit Centre in Molapo, Soweto, bask in the sun during their technical practical lesson because of a shortage of materials and equipment. The pupils have been idling for the past two years and failed their practical subjects during that time. PIC: MBUZENI ZULLU

make up marks for practicals that were never done.”

However, he said the department's support services had conducted an audit of what materials were available and these would hopefully be delivered to the centres by the end of September.

Sowetan visited one of the centres yesterday and found frustrated teachers and pupils sitting in the staff-rooms and others basking in the sun.

Pretty Magegenene (17), a pupil from Mafori Mphahlele Secondary School, said: “For three years I have been walking for 45 minutes to this centre for nothing. I have failed my technical subject each year but I still come here, hoping that things will get better.”

Schoolmate Ingrid Mogosi said that pupils had held countless meetings and protest marches to highlight their frustrations to the Gauteng

department of education but each time received empty promises.

“Schooling has lost its meaning for me. This is affecting my interest and performance in other subjects as well.

“The situation has become hopeless. We are tired of toyi-toying. Our efforts don't mean anything to anybody. Nobody cares,” she said.

Equally frustrated principal of the Summit Centre Mr P Legodi said:

“Why are they (pupils) coming here? There is no material or equipment at the centre.

“They must remain at their schools until the department delivers the material. I can't do anything.”

A concerned teacher at Mafori Mphahlele, Mrs Margaret Hadebe, said: “The failure rate among these pupils was quite high. We appeal to the department to resolve the matter. The matter has been dragging on for far too long.”

A parent and member of the school governing body, Mrs Selina Thou, said they had held numerous meetings with the department over the years but the situation had not improved.

“Seemingly the education and the future of our children is not important to the department.”

Some teachers alleged that they were persuaded by members of the department to make up marks for practicals tests.

They did this by basing marks on pupils' theory assignments and test marks, thereby putting the pupils who excelled in practical work at a disadvantage.

Teachers alleged that there was a shortage of stationery and equipment; there were no buses to transport pupils to the centres and that a contract between the department and Afrox Gas, which provided the centres with gas cylinders, had been terminated.

Protec honours top contributors to science

By MOSES SHIBA

CP 9/8/98
53

THE Programme for Technological Careers (Protec), a non-governmental organisation, has honoured several companies that play a role in the development of science and technology in South Africa.

Protec gave awards to Telkom, Sasol, Amplats Limited, Zenex Foundation and Professor Jeff Binden of Natal University for his contributions in Science and Technology.

At a function held at the Johannesburg Country Club, Deputy Minister of Arts, Culture, Science and Technology, Bridgette Mabandla said the government was committed to redressing the situation of the past and helping the country and blacks to advance in the fields of science and technology.

"We should put our heads together and look at areas that need transformation," said Mabandla.

She said: "We must also keep on calling for partnership of government, civil society and the businesses."

She handed the awards to the four companies and Prof Binden and challenged other companies to follow suit "in working for the advancement of our country."

Protec was holding its first annual awards for companies and individuals who have contributed to the teaching of science and technology.

Cosatu chairperson Mbhazima Shilowa criticized black students who did not want to help the country.

Their companies sent them for training to get skills and when they had acquired them they sometimes thought they were better than others, he said.

Shilowa said it was unfair that companies spent money on training students who then decided to out-price themselves in the labour market.

Shilowa said: "Let us have stokvels and the provident fund that we get from our workplaces to plough back into the country for our children's future."

"The private sector companies that had technical training schools for whites which are closed now, should be open for other students of science and technology to get access in those places."

Shilowa said people should not be intimidated by machines and technology or fear them as threatening their jobs.

He said Cosatu disapproved of companies asking students who are fresh from high school or tertiary education what experience they had when entering the job market.

"It is also wrong to have headlines in our country that say Motaung is the first black train driver, or Motaung is the first black pilot."

"Let us have many Motaungs who are qualified and we will use this first one to qualify to get resources," said Shilowa.

At the occasion Mutle Mogase, the son of Greater Johannesburg Mayor Isaac Mogase, stepped down as the chairman of Protec (to concentrate on private business), handing the reins to Teboho Mahuma.

Mogase said the 16-year-old Protec had a pass rate of more than 80 percent and 90 percent for their first years who enrolled at institutions of higher learning.

Protec's Chief Executive Officer David Kramer said: "50 000 students are achieving good results in Science and Technology, and this will be very important in the 21st century."

The Buskaid Soweto String Quartet provided music for the guests, who included Dr Nthato Motlana, Palesa Tyobeka of the Education Department and her husband Dr Errol Tyobeka, Shilowa's wife Wendy Luhabe and Dimza Pityana among others.

Bengu, technikon council head for clash as deadline looms

Primarashni Pillay

EDUCATION Minister Sibusiso Bengu and the Vaal Triangle Technikon's council could be heading for a showdown after the council's refusal to accept the recommendations of an independent assessor appointed by Bengu to investigate causes behind the turmoil that has wracked the institution since last year.

Bengu has given the council until tomorrow to report to him on the progress made in the implementation

of the recommendations made by independent assessor Jaap Durand.

Two weeks ago Bengu warned the council he would withhold the technikon's government subsidy if the council failed to implement all of the recommendations.

The recommendations include the council changing the institution's statutes to bring them in line with the Higher Education Act, which means that the council will have to dissolve.

Durand also recommended that a CEO be appointed to administer the

campus and that investigations into suspended rector Aubrey Mokadi be expeditiously concluded.

Mokadi was suspended by the council last November. Allegations levelled against him are: staff favouritism; the purchase of a second car through a car scheme without the necessary authorisation; and procedural irregularities in salary increases.

The council appointed investigators to look into the case, but council members were later accused of squabbling among themselves.

The case has been prolonged, apparently by Mokadi's repeated requests for postponement.

Meanwhile, eight of the already divided 25-member council have resigned from their positions over the past few days. Two of those who resigned are students.

It is alleged that some of the non-student council members who have resigned may have done so out of fear that they could be implicated in the investigations being conducted into Mokadi's conduct.

BT 150 23 19 198 (27) (53)

Council slates Bengu's report

57
Mukoni T Ratshitanga

The Vaal Triangle Technikon council this week rubbished a report on the troubled institution commissioned by Minister of Education Sibusiso Bengu and announced it will challenge the minister's intervention in court.

The fight between the technikon and the minister was triggered by the council's decision to discipline rector Aubrey Mokadi, accused of inefficiency, abuse of technikon funds and nepotism.

In May, the Vereeniging Magistrate's Court ordered Mokadi to repay R32 000 to the technikon after he ordered human resource manager Chris Smith to hike his housing allowance from 8% to 14% last year.

Mokadi also bought a second car for personal use through technikon coffers without proper authorisation. The technikon has since repossessed the vehicle.

Other allegations against Mokadi include defrauding the technikon's international donors.

Bengu last month dispatched former deputy vice-chancellor of the University of the Western Cape, Professor Jaap Durand, to probe the technikon's troubles.

The report pinned the blame on the 25-member council rather than Mokadi, recommending the council be ousted and a new one decide Mokadi's fate. It suggested that the existing council's disciplinary hearing of the rector, chaired by Johannesburg advocate Ronald Sutherland, be ignored.

The council responded to Bengu: "If this recommendation is forced on to council by the minister, it will be seen as nothing short of a circumvention of justice."

The council said they rejected legitimacy of Durand's report, Bengu's handling of the report and the reasons behind Durand's appointment in the first place.

The council wrote to Bengu: "In terms of Section 45(b) of the Higher Education Act ... specific circumstances must first prevail at an institution of higher learning before such independent assessor may be appointed by the minister.

"Council has not been enlightened as to the prevailing circumstances necessitating the appointment by the minister nor when they first presented themselves at the institution."

While accepting the Mokadi

controversy fell outside of his terms of reference, Durand nonetheless devoted 16 of the 18 paragraphs of his report on the Mokadi matter.

The council told Bengu: "Council is left no alternative but to wonder how Durand managed to execute his terms of reference effectively when he spent so much time and energy focusing on Mokadi and his subsequent disciplinary inquiry."

The council's response to Bengu has savaged Durand's claim that the institution's woes began with Mokadi's suspension.

"To presume that all conflict in this institution arose after Mokadi's suspension and has solely to do with Mokadi shows a lack of insight into the complexities of student politics, institutions of higher learning and their individual nuances," the council said.

They claimed Durand's report

was "inconclusive and at best based on vague assessments, assumptions and perceptions. At worst it is completely void of any accurate facts."

How, they asked, could Bengu accept Durand's recommendations without affording them the opportunity to respond?

affording them the opportunity to respond?

The council claimed Durand's report was an excuse to address the issues of Mokadi and his subsequent suspension and disciplinary inquiry. "It is irregular in that it was not part and parcel of the investigation that Durand was mandated to complete," they added.

The council also hit at Durand's claim that it was meddling in the day-to-day affairs of the institution. For example, Durand criticised daily payments to members during times of unrest at the institution.

"Professor Mokadi, prior to his appointment as rector of our institution, was chair of our council. During that time, Professor Mokadi put in various claims against the institution amounting to R24 400 for a period of six months," the council hit back.

The outcome of Mokadi's disciplinary inquiry is due before the end of October.

Meanwhile, five members of the council who are believed to be close to Mokadi resigned last week, saying they believed Durand's report pointed to the lack of the council's credibility.

One of them, Winnie Johnson, had been accused of having a romantic affair with Mokadi.

'To presume that all conflict in this institution arose after Mokadi's suspension and has solely to do with Mokadi shows a lack of insight ...'

Maths, science 'must be relevant'

(57) ~~(58)~~
Primarashni Pillay

DD 30/9/98

GOVERNMENT had to put in place programmes for the retraining of teachers in maths and science so that the teaching of these subjects became relevant to the knowledge and experience of learners, said a team of experts discussing the role of science and technology in the African renaissance.

The experts were part of a delegation of academics and other key people from business and other sectors who attended a two-day conference in Johannesburg on the African Renaissance.

Dr Namane Magau, executive vice-president of human resources at the Council for Scientific and Industrial Research, said there was a need to develop science and maths teaching and learning materials in

African languages.

There was also a need to develop main African language groups for use in science and technology, such as the creation of glossaries and dictionaries of scientific terminology.

The experts called for programmes that encouraged science and technological involvement among females. "It was males who encouraged girls not to get into science and technology," Magau said.

The role of science and technology in Africa had to be redefined so that it reflected a commitment to peace, security, prosperity and a commitment to bridging gaps between "the haves and have-nots".

She said Africans had always been involved in science and technology and that indigenous technology

should be a starting point for scientific and technological development.

Magau said that there was a need to "reverse the African science and technology brain-drain" by transforming existing science and technological organisations and attracting and retaining African scientists and technologists.

Furthermore, there was a need to create high-tech projects in Africa which were attractive to African scientists and technologists and to establish exchange programmes for African scientists and technologists.

Magau said that there was a need to raise awareness of science among communities and to demystify it as people "are alienated from it and do not realise the positive impact of science and technology".

BD 26/1/99
 Govt to audit

struggling
 universities,
 technikons

(54) (53)
 Primarashni Pillay

THE education department and the auditor-general would audit tertiary institutions running huge overdrafts, Education Minister Sibusiso Bengu said yesterday.

Bengu was addressing a meeting in Pretoria attended by university and technikon principals, student bodies and unions.

Bengu said the education and finance departments would also establish a joint committee to conduct a detailed financial review of the higher education sector.

Bengu said this exercise would inform future medium-term expenditure framework projections for higher education.

"We hope (the financial review) will ... advise on steps which need to be taken to ensure the sustainability of the system," he said.

SA's higher education institutions are in financial crisis as they are owed about R500m in outstanding fees. The Medical University of SA (Medunsa) is owed about R52m in outstanding fees and the University of Zululand R61m.

The SA Reserve Bank website says that at the end of November, universities and technikons owed First National Bank R26,221m; while Standard Bank was owed R23,843m.

Medunsa, the Universities of Transkei and Fort Hare are believed to be running huge overdrafts.

Meanwhile, Bengu said that in some cases annual budgets had not been formally approved by the institutions' councils.

"This is not an acceptable basis for the running of institutions. Universities and technikons are expected to operate within their budgets," he said.

He said all institutions needed to re-examine their location in the higher education system and that staff restructuring may be unavoidable.

NATIONAL

Vera to head Vaal technikon

Educationalist to act as interim manager until dispute over Mokadi is resolved

BD 26/11/99

(53)

Primarashni Pillay

EDUCATIONALIST Dr Nodoro Vera has been appointed interim caretaker/manager by Vaal Triangle Technikon and will administer the campus until the dispute over the dismissal of rector Aubrey Mokadi is resolved.

Vera's appointment is in line with recommendations made by Jaap Durand, who was appointed by Education Minister Sibusiso Bengu last year to investigate problems at the technikon.

Mokadi was suspended by the technikon's council in November 1997 following allegations of favouritism and procedural irregularities in salary increases.

The campus was wracked by student and staff protests last year after the council appointed its own investigators to look into

the allegations against Mokadi.

However, the probe was delayed, reportedly because of in-fighting within the council and Mokadi's repeated requests for postponements.

In his report, Durand recommended that the council transform itself by aligning its statutes with the Higher Education Act.

This meant that the council had to set in motion a process which would culminate in its dissolution.

Durand said a new council would have to decide Mokadi's fate, regardless of the findings of the technikon's probe or the outcome of a disciplinary hearing which had been set up by the technikon to hear Mokadi's case. However, the council rejected Durand's recommendations and dismissed Mokadi in November last year on the grounds of misconduct.

Mokadi has appealed against the decision and the issue is still unresolved.

Meanwhile, Vera, who has almost 30 years' experience in lecturing and education management, assumed his new position yesterday.

He has a doctorate in government from the Union Graduate School in Cincinnati in the US and has conducted extensive research and comparative studies on education management at a tertiary level.

Vera was deputy registrar at Fort Hare University in 1991 when it was headed by Bengu, who went on to become education minister in 1994.

Most recently he was deputy vice-chancellor of administration at the University of Venda, where he played a leading role in the strategic planning and transformation of the university.

Study of technical colleges to help formulate W. Cape policy

PRISCILLA SINGH
EDUCATION WRITER

THE education and training unit of the National Business Initiative (NBI) has been commissioned by the Department of Education to conduct a situational analysis of Further Education and Training (FET) institutions in the Western Cape.

Institutions participating in the analysis include all the publicly funded technical and community colleges in the Western Cape, as well as a sample of technical secondary schools and the National Access Consortium.

The analysis will gather quantitative and qualitative information from these institutions to inform planning, funding and systems management decisions at the provincial level. The project was launched by provincial education minister Nick Koomhof earlier this month.

The situational analysis builds on earlier work done by the NBI in assisting the Department of Education to formulate FET policy. The NBI has already conducted an extensive survey of the technical college sector in Gauteng.

It takes place at a critical juncture in the history of technical and voca-

tional education in South Africa and key pieces of the national policy framework that will affect the technical and community colleges.

It is expected that this analysis, in conjunction with recent legislation such as the Further Education and Training Act, will impact significantly on a national policy implementation strategy for FET institutions.

The purpose of the analysis is to promote change in the Western Cape in accordance with national FET policy. The analysis aims to:

- Support the development of provincial policy.
- Inform the development of departmental systems and capacity.
- Promote the development of a sustainable management information system for FET in the province.
- Facilitate the development of high quality, responsive FET institutions in the province.

The Western Cape Education Department, the departments of Labour and Trade and Industry, the Cape Town Chamber of Commerce, community and teacher organisations, the college sector and participating institutions will be involved.

The collection of data on FET insti-

tutions will also assist with the planning of a national management information system. The analysis will begin to develop a relationship between national, provincial and institutional processes of data collection.

The Western Cape development organisation Wesgro will act as a research partner to the NBI. Their analysis will locate FET provision in the context of current and future skill supply needs and the demands of the Western Cape economy.

At the launch of the situational analysis, Brian O'Connell, superintendent-general of the Western Cape Education department, stressed the importance of FET institutions. He warned that the success or failure of the FET sector would have decisive effects on the province's future.

He urged participants in the analysis, as professionals, to "take back the control of their institutions" and become "joint partners in the enterprise of revising FET".

The situational analysis will be funded by the Danish International Donor Agency. The seven-month study will culminate in a conference in August, as well as a report for the department with recommendations for the FET sector in the province.

CT 24/3/99

54

53

CAPE ARGUS ISSUES

Abandoned stepchild of education Where have all the science teachers gone - and what can be done about it?

RRJ 6/15/99

(53)

A cycle of mediocrity marks technical subjects in our schools. MICHAEL KAHN lays out a five-point plan to reverse the decline

The lament about the dismal science (and mathematics) matriculation results grows louder. To this clamour are added voices concerned at the supply of science teachers (Sunday Argus, April 18). The public asks how the mess arose. What is the scale of the shortages? What should be done to rectify it? Who should do it?

Quality science education in black schools was a rarity. But the white schools did produce sufficient quality for the professions, government and industry. And today it is still the case that from the number entering the school system, the schools produce one black student with higher-grade passes in science and mathematics for every 50 white children who manage this.

Science teachers are low-paid compared with other science professionals, combine with the lure of the voluntary severance package, stir in large quantities of teacher politics, simmer gently with fiscal discipline, season with uncertain employment prospects, and finally roast over constitutional coals. Serve. It tastes lousy.

Low interest in becoming science teachers and continued dysfunction in science education in schools equate to long-term weakened economic performance. If this is the situation, who is to turn it around? Regrettably no champion for the cause exists at national level. Science education, though pronounced to be important, is a stepchild that sits on the white line in Schoeman Street, Pretoria, vainly hoping that the Department of Education on the south side or the Department of Arts, Culture, Science and Technology on the north side will adopt it.

'If students don't readily opt for science teaching as a career, make it an attractive choice'

But the departments are preoccupied with bigger things. Teachers' governance, Curriculum 2005, universities, science councils and cultural squabbles wear them down. In any case, the constitution says that schooling (and thus science in schools) is a matter for delivery by provincial education departments. A national attempt at redress, the System Initiative of the Department of Education, founded on the lack of ownership, resource constraints and the national-provincial divide. By now this initiative should have had more than a thousand trainee

science teachers in stream. The current figure is around 90. So we leave constitutionally gridlocked Pretoria and visit a fictitious province, Inequity. "How many science and maths teachers do you have on the books, what are their qualifications, and what is the expected demand?" we ask of the Department of Education. The answer: "We don't know." This despite the 1996 audit of seven provinces that estimated secondary level shortages in the two subject areas as between 4 000 and 12 000! The higher figure arises if the teacher-student norms are met. "Few Inequity science teachers took the package, but a shortage will appear in about four years. Oh yes, many of our temporary teachers who were laid off did cover the sciences. Our own audit is in progress. Come back in two months for the data. No, we have no data on qualifications, but our teachers do need in-service support."

At the University of Inequity the story continues: "Students with science find commerce more attractive, and anyway, there are no bursaries for science teachers." Vague and messy. So let us proceed stepwise to a solution, albeit based on insufficient data. Here is a five-point plan. ■ Assume that quality science education is a national priority. Give special responsibility for dealing with the school science crisis to a cabinet minister. ■ Recognise there is an unquantified shortage of science and mathematics teachers. This means that a demand for science and mathematics teachers exists. Quantify the demand. ■ If students don't readily opt for science teaching as a career, make it an attractive choice. For a start, give full fee remission to prospective science and mathematics teachers. Design an exciting course of study with sensible attainment levels that allows linkage to later career possibilities. ■ In-service support is needed to raise quality. Consider importing science teachers on fixed-term short contracts to release nationals for in-service development. ■ Seek community support to designate selected schools as specialists in higher-grade science and mathematics. Build the cadre of future teachers, scientists, engineers, technicians, citizens. Which comes first? National competitiveness or quality science and mathematics education? Some argue that the Asian tiger economies reached their levels of expertise by investing in their people. Are we so averse to science that we cannot do the same? Why the continued lip service? ■ Michael Kahn is professor of science, mathematics and technology education at the University of Cape Town and a former analyst of the Centre for Education Policy Development

By Blessing Manale

HE reads with amazement some of the ideas and assumptions raised by the Department of Education's Themba Mhambi in his article "Rocky road to learning" (*Sowetan*, June 29).

Firstly, he shows a narrow understanding of the real challenges facing higher education institutions. Secondly, he thinks transformation is a technical issue.

But the transformation of higher education institutions, and universities in particular, is taking place within a very complex political and economic paradigm - that of a transition from an apartheid state to a democratic state.

Central to apartheid state education was not only imbalances in resource allocation, but also undemocratic governance, suppression of student activism, exclusion of progressive academic ideas and research, and a marginalisation of progressive workers and middle management in decision making.

But, even worse, was its corruption, laziness and self-enrichment. The principles and values of a higher education system in a democratic South Africa are aimed at addressing these legacies.

Yet some of these principles and values have been resisted by rectors, senates, councils and law advisers in the Department of Education.

Funding: The student movement and the progressive education fraternity have for years called on the Department and the Ministry to conduct a thorough investigation into the financial management of higher education institutions; the reasons the student debt has been allowed to accumulate; and the nature of financial reserves which some of these institutions continue to accumulate and use to bankroll their senior managers.

The national redress fund will never serve its purpose if universities are allowed to spend in areas that are not academic and research intensive.

This fund will come to naught if universities are allowed to maintain two lan-

The higher education system needs a purg⁽⁵⁹⁾e



Florida Technikon students attend a lecture relating to campus security and their roles in a proposed student policing forum at the institution.

guges - even for administrative purposes - despite the changing student profile.

Management planning: Mhambi proposes that universities should acquire the services of consultants for technical assistance and advice. He presumes that this advice is ideologically neutral.

Even worse, their advice has resulted

in massive staff retrenchments and the exclusion of thousands of academically successful but financially needy students.

Their advice has also seen a decline in the provision of student social services conducive to learning.

Most institutions have the human resources to plan and produce the best organisational system. Unfortunately some personnel realise that better planning and organisation is in the interest of transformation - a bitter prescription for them.

So the solution to some of the problems facing our institutions may be purging reactionary principals and managers, and not expensive consultancy fees.

Sowetan 19/7/99

FIG: MAKGOTSO GULUBE

Governance: Those who served in the old governance structures under the old university acts and statutes manipulated the process and ensured that new councils and senates remain their domains.

For example, local staff associations and unions are excluded from the councils of almost all universities, partly because Department of Education law advisers have chosen to interpret the higher education legislation in a way that excludes such progressive structures.

This has created animosity towards workers and other university stakeholders, and thus reversed the gains made towards true cooperative governance.

In the past year, principals openly defied decisions of democratically elected councils because they were not used to the new idea of students and civil society governing their institutions.

Students were put on trial by improperly constituted university and technikon courts because they wrote stories and articles in student newspapers or for the mainstream press.

This happens because there is no commitment to change - a real threat to the transformation of higher education.

The survival of higher education institutions: The provision of higher education in South Africa has always been the responsibility of the state through public higher education institutions.

Unfortunately we have witnessed the mushrooming of private commercial higher education institutions during the last decade, whose quality of degrees and diplomas are not even assured.

Worst of all, the method of teaching has relegated the university to the status of a degree roadhouse.

It is no longer a place where you learn to take responsible decisions, communicate, understand your responsibility to society, play sport and acquire broad human skills.

These commercial universities have been allowed to grow in the name of mass provision of higher education.

To survive, the South African university needs a new set of moral values and principles.

It needs a new, committed rector and principal who understands that democratisation, consultation, transparency and accountability are not an option but a must.

It needs a new council and a new senate that understands that all university stakeholders have the interest of our country at heart.

It also needs students with access to basic services and rights that will enable them to study under conditions conducive to learning, and where they can express views without fear of arbitrary exclusion.

But, above all, the new university needs a Department of Education that understands its role is to be an effective agent of change.

(The author is national media secretary of the African National Congress Youth League.)

BRIDGING THE GAP BETWEEN THEORY AND PRACTICE

Asmal's cost queries must not put kibosh on this key subject

(59) M6/B199

Understanding how a car engine, a radio or a washing machine works and creating mechanical devices using pulleys, levers, cams and axles will be part of the normal school day if technology education becomes compulsory.

At a technology education workshop for teachers in Maritzburg last week, the participants were consumed by their project: to create an elastic-powered car using a tin can, some elastic and wire.

For only R5 an item they were introduced to some of the basic principles of mechanical engineering in a way that demanded inventiveness and attentiveness.

In line with its intention to produce pupils armed with relevant life-skills, Curriculum 2005 will introduce technology subjects from grades one to nine (sub-A to Sid 7).

Technology education has been received so well by schools in pilot projects that the Foundation for Research Development (FRD) recommends it be used as a springboard to introduce all teachers to the principles of outcomes-based education (OBE). It notes that purely theoretical introductions to OBE have turned many teachers off the new system.

However, Education Minister Kader Asmal is considering delaying the introduction of technology under the new curriculum because government can't afford to provide schools with the necessary teaching and learning materials.

This is despite the fact that the national Education Department has already spent R15,3m over the past three years on the Technology 2005 project that has trained the provincial support teams, equipped 119 pilot schools and trained their teachers, and conducted pre-service teacher training programmes in 42 education colleges.

In its report to the Heads of Education Departments Committee in March, the Technology 2005 project stated that the cost of equipping a school for technology could be limited to R13/pupil, compared

to about R400/pupil for textbooks.

It said sufficient support infrastructure had been developed to enable most provinces to extend technology training to teachers in all schools over the next five years. But the roll-out has been less than easy and in some provinces almost nothing has been achieved.

Last year, technology education was supposed to be piloted in all provinces. They received R1,1m-R2,3m to cover the cost of salaries for provincial task teams, training pilot school teachers and equipping 20 pilot schools each with simple hand tools and other basic equipment.

>> Industry wants people it can train. I think Curriculum 2005 will be better able to provide these kinds of human resources because of its focus on the application of knowledge and the demonstration of skills <<

Jan Randewijk, Technology 2005's Western Cape team leader

Through preparations for the pilot began 18 months in advance, some provinces experienced serious logistical problems delaying the equipment to schools. Eastern Cape, North-West and Free State absorbed the money straight into their

budget deficits and in the end only Gauteng, Kwazulu-Natal and the Western Cape took part in the exercise.

Most designated teachers have received no more than a week's training, if anything, in Curriculum 2005, not to mention the new area of technology.

Many educationalists say the pace at which Curriculum 2005 is being implemented is far too ambitious. They say SA must get the basics right first, for until a culture of teaching and learning is restored, how can Curriculum 2005 succeed?

Asmal admits that teachers have generally not yet grasped the essence of OBE but says a postponement is not on the cards, and to abandon Curriculum 2005 would be to return to the bad days of "apartheid education", which he characterises as authoritarian and learning by rote. He is fully aware of the constraints the new system faces, however.

"It is fully recognised that the success of the implementation of the new approach is entirely dependent on the extent to which teachers are properly prepared to facilitate it with understanding, and the extent to which appropriate learning support materials are in the schools," he says.

To this end he pledges a massive teacher training programme, is revising aspects of the new system to ensure that it provides for the proper and continuous evaluation of learners, and has ordered a comprehensive review of its implementation so far. But to press ahead with the Curriculum

2005 roll-out, excluding Technology, would fly in the face of the FRD's recommendation and waste a golden opportunity to prepare pupils for the world of business and industry. Last year, 150 pupils across four schools in the Western Cape sat a pilot grade nine (Sid 7) exam on technology. They had been prepared during the year through project work.

Among the practical tasks was to design and build a well-decorated scale model of a new classroom to be added to an existing school building, or to use knowledge of levers and linkages to build a prop with moveable parts to improve story-telling and amuse nursery-school children.

The pupils were given the question paper, fact file and a sealed resource pack containing model building tools a week earlier. The idea was that each pupil research their solution in advance but answer the paper and build the model from scratch during the five hours allowed. Each finished article had to be accompanied by a design portfolio setting out such information as the design specifications, its cost, a range of possible alternative design solutions, neat drawings, work plans, and an evaluation of the final product.

All this is a far cry from the days when all woodwork pupils were required to make identical tables (assisted on the side by their fathers) with no understanding of why the article had to be constructed to certain dimensions and no input on the design.

"Industry wants people it can train," says Jan Randewijk, Technology 2005's Western Cape team leader. "I think Curriculum 2005 will be better able to provide these kinds of human resources because of its focus on the application of knowledge and the demonstration of skills."

Industry agrees. Eskom is assisting six colleges of education to cover the costs of establishing technology laboratories, training lecturers in the subject and teaching technology to student teachers. Of these, the Dr W B Rubusana College of Education in the Eastern Cape is receiving R125 000 from Eskom for technology, maths and science education and a further R40 000-worth of technology resource materials from DaimlerChrysler SA.

The UK was the first to realise that the separation of education from training, of academic subjects from practical ones, was producing school leavers with gaps in their knowledge. It introduced technology as a subject in the national school curriculum in 1991. Australia and New Zealand soon followed.

"It takes the subject of technology much further than just handicrafts for boys," says

Technology 2005 project leader Rod Sherwood. He feels SA's technology curriculum, on which work was begun in 1996, is as good as in any other Commonwealth country. "Ours has a strong conceptual, developmental and problem-solving approach. The aim is to get children to the point where they can solve technical problems using science, maths and technological skills."

For instance, a question on a grade nine technology exam paper tests students' understanding of mass production techniques. Pupils are asked to design a production line to produce plastic packaging for a biscuit factory. A mould and diagram of the packaging are supplied and pupils must design a line that will produce 10 high-quality units for the least cost in the shortest time.

Sherwood says pupils who leave school at the end of grade nine with a background in technology "will be far more adaptable to the requirements of business and industry, more innovative and entrepreneurial, accustomed to problem-solving, and far less intimidated by science and maths."

In a comprehensive review of the year-long Technology 2005 pilot project conducted in three provinces last year, the FRD found that school principals generally supported the introduction of technology into the curriculum. They said it had already had a positive effect on teachers and pupils.

Teachers' dedication to the subject, inspired in part by the enthusiasm of their pupils, was one of the FRD's most consistent and impressive findings.

Exposure to technology proved a successful way of introducing most teachers to the principles of OBE. Many said they had begun to think about teaching and learning in new ways. "I now start re-aliasing how destructive the past was," said one. "We learnt without understanding. It was a challenge for me." Said another: "The course made me aware of the importance of self-discovery, because technology is a self-discovery subject and the children learn from their mistakes."

Technology has fired the imagination of the poorest rural schools, like Sivananda Primary outside Ulundi in Kwazulu-Natal, which has raised funds from local businesses and religious groups to create a technology centre out of five classrooms.

"If you've got a positive principal then you're away," says Ann van Wyk, one of the five members of the Kwazulu-Natal



Asmal... weighing the cost of the new subject

technology team. Her job is to train and support 40 schools and 80 technology teachers and her mood alternates between elation and gloom. She hoards scraps of waste like old tins and cardboard cereal boxes that she turns into learning materials, ever mindful of the lack of resources in most schools.

"I get so excited with teachers who are all so positive about technology and want to get involved and contribute ideas to lessons and projects," she says, but concedes that most want to be spooned the new curriculum. Some schools have refused to implement it, hoping that Asmal will abandon Curriculum 2005 altogether.

Randewijk admits there's resistance from schools and that his teams sometimes face a brick wall. "There are a lot of schools that aren't ready and will never be ready, according to them. Those individuals who want to move forward will be enthusiastic, but I think it will be difficult for those who are just doing the job for the sake of it."

Asmal is firm in his belief that Curriculum 2005 represents our best hope of reforming the education system, and that SA cannot delay in heading down this road. But if the aim is, as Asmal says, to prepare pupils for 21st Century, then to proceed without Technology would be tantamount to admitting defeat. Asmal should refrain from making any hasty decisions on this score.

Clare Bissher



Annaline Vermaak, Gawie Henning, Alwyn Felkers, Garth Fahriary... PE College of Education teachers being put through their paces

THE CITY DOES NOT KNOW ANY OF THE DETAILS OF THE DISASTER HAS TO BE CHANGED.

Thousands wait for sulphur fire payout

GOEN VAN KRANENBURG
SPECIAL CORRESPONDENT

AR 17/8/99

AECI still faces at least 13 000 and perhaps as many as 18 000 claims in connection with the 1995 sulphur fire at its Strand fertiliser factory, which spread toxic fumes across the Macassar and Stellenbosch winehlands.

The company paid out R24-million to farmers and residents after the incident. About R18-million was paid out to about 100 farmers in the Stellenbosch Valley and the remaining R6-million was spent on partial settlements to 8 500 residents affected by the toxic fumes.

Three people with breathing problems died and many others say they have suffered asthma and emphysema as a result of the fire. Mike Cotton, Crawford/THG loss adjuster for AECI, said between 13 000 and 18 000 residents still had compensation claims pending.

(53) AECI still probing compensation claims

He explained that uncertainty surrounded about 5 000 claims because they were duplicates, and the company was trying to find out which people had instituted more than one claim.

One of the claimants, Christine Johnson, 57, said she lost her dried-fruit business, car and health as a result of the fire.

She had received R85 000 in advance pay-outs for medical treatment, loss of income and trauma.

She was also due a final pay-out of about R30 000, but refused this. Mrs Johnson said the amount was not enough for a year's medical bills, as medication and treatment alone cost about R 35 000 a year. If inflation was factored in, this added up to R600 000 spent by the time she was 72.

Mrs Johnson said she suffered mild asthma before, but after breathing in the toxic fumes had to stop working as her asthma worsened. "Since then my husband and I

have been forced to sell our car, and we almost had to sell our house as well."

Taswel Papier, a lawyer representing 3 700 Macassar victims suing the company, said health problems had to be proven to be related to the sulphur fire. "I have to provide evidence that the victim's health problems were caused by the sulphur fumes," he said.

Another complication is that many of the victims, like Mrs Johnson, did not have formal work.

Mr Papier said: "AECI will only pay out for loss of income based on how much one was earning. Since many people did not pay taxes, that is very hard to prove."

The sulphur stockpiles were government property in the custody of AECI, making the company responsible for what happened to them. Later investigations showed the company had not taken proper safety measures to secure the sulphur.

EN INGRAM
TIMES



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 R43 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 to 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 833 pupils in 1997, 311 in 1998 and 187 this year.

Eaton said it was expected the number of reform schools 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.

(52) (53)
2/11/99

Schools want a decision

on technology for matrices

Government accused of dragging heels on vital subject

In Japan 74 out of every 10 000 university graduates are engineers. In South Africa this figure is just 4.2, yet despite the country's desperate shortage of technical skills teachers say they are struggling to get the government to make technology a matric exam subject. Special writer CAROL CAMPBELL reports

The national education department's commitment to technology education is being questioned by teachers who say decision-makers are dragging their heels over making technology a matric exam subject.

It's a course pupils love and the private sector has welcomed. Some officials say it should be taught as part of the maths and science curriculum. Pupils are taught to solve real problems and design solutions.

Boys lose their inhibitions about using sewing machines and where girls don't bat an eyelid about wiring an electric panel.

At present it is offered at some schools up to Grade 9 (Standard 7) level.

Brian Schreuder, the provincial education department's head of curriculum management, said it would take time before a complex subject like technology was ready for matrices.

"For a start, a higher grade curriculum has to be written, what's proposed now is not good enough."

Boy boffins scoop four places

STAFF REPORTER

The science boffins of Rondebosch Boys' High School have done themselves proud by scooping four of the final 18 places in the national Science Technology Olympiad.

The 12 winning boys from the Grade 10 (standard eight) advanced science class - these are the boys who are already ahead of the pack in the mainstream science class - are all in line for partial bursaries for first-year engineering at the University of Cape Town.

The Olympiad involved the construction of a useful machine that could grind, shred or cut substances that could be used to benefit the community.

The Rondebosch boys focused on their mechanical engineering skills and came up with a *paper matric* maker, a leaf shredder, a polystyrene shredder and a glass crusher. Teacher Graham Robertson said it was a delight to work with pupils so enthusiastic about their studies.

The National Curriculum Management Committee, which represented all the provincial education departments, had to be satisfied with the subject before it was submitted to a committee of all nine education department directors-generals.

While this was on the go, the Joint Matriculation Board would also be looking over the curriculum to ensure it was of a sufficiently high standard.

"A lot has to be done still. I can't see a decision being taken on this subject before 2001," Mr Schreuder said.

Alan Clarke, the principal of Westfort High School in Newlands, and a vociferous advocate of technology education in schools, said while the education department was quick to criticise the course material that had been developed, it had provided no criteria as to what was expected or advice on how to get it right.

He also pointed out that if the subject

was only approved for matric level in 2001 the first matrics graduating with the subject would be in 2004.

"In my conversations with business, I understood that there is a huge need for matriculants with technical knowledge."

Children who study technology learn how to do everything from producing packaging, building prototypes to marketing their inventions.

"I feel as if I'm learning something which will really help me when I finish school," said a Grade 8 pupil at Westfort, as she pored over her designs for packaging for an energy bar she had developed in the kitchen at home.

And a fellow pupil said: "It's making me think in a way I didn't know I could."

Proof enough of the subject's value for Mr Clarke.

"The pupils will eventually stop taking it if they can't see it through to

matric," says Mr Clarke.

Westfort's principal is one of several school heads who are becoming increasingly frustrated by the time it is taking to get the subject through the maze of bureaucracy in the provincial and national education departments.

At Parktown Boys' High School in Johannesburg teacher John Scott is equally frustrated about the tardiness in approving the course.

"It's being delayed because the government knows it doesn't have the capacity to give it to everybody. But why not let the schools who can do it get on with it?"

Alf Mlchney, a technology teacher at St Sithians in Gauteng, agrees: "There are problems. There is a shortage of trained teachers and you do need basic materials."

"They don't have to be expensive but it's no use trying to introduce it into a school when you can't even provide them with a pair of scissors."

A teacher trainer, who didn't want his name mentioned, said the rural schools in the Northern Province, where the subject was offered on a trial basis, were delighted with progress so far.

"I've seen children who have nothing find ways to refrigerate food or make toys that run by themselves."

Mr Clarke agrees wholeheartedly: "It's about teaching people to solve problems they face in their daily lives. It's about being resourceful. It doesn't have to be expensive."

For the time being technology education is thriving in a growing number of schools until Grade 9 but, if it's not made a matric subject soon, who knows for how long.

THE only thing that Dorcas Nchunu wanted to do after matric was mechanical engineering. But she didn't have the money to go to university or technician.

The only alternative was to go to a teacher training college — at least all prospective educators received a government subsidy for their studies in those days.

Nchunu obtained her diploma in 1992 and taught Kwazulu-Natal high school pupils maths and science, saving her salary for the day when she would have enough money to do a degree in mechanical engineering.

This year Nchunu enrolled as a first-year mechanical engineering student at Mangosuthu Technikon in Umlazi, Durban. The 28-year-old mother of two has no difficulty with maths and science, easily scoring 90%. At no stage did she consider giving up.

Nchunu's story is not only about her determination, but about the way SA's education system has been failing its people and its economy.

If SA had a solid Further Education and Training (FET) system, Nchunu could have reached her goal in half the time. She would have been able to afford a FET institution where she could have built up credits enabling her to gain a qualification relevant to mechanical engineering. At the same time her credits would have given her the ticket to enter a technikon.

Nchunu did what she set out to do, but there are 2-million young people in SA who face similar difficulties because of shortcomings in the education system: they don't have jobs and they don't have access to learning opportunities that will get them jobs.

What they need is a "ladder" after school — an in-between affordable education opportunity — enabling them eventually to enrol at a university or technikon or help them gain the skills to find employment or start their own business.

Last year, government created that "ladder" when the FET Act was passed — it came too late for Nchunu, but it emboldens hope for many others. Rose Jaff, a senior policy an-

Staring down a black hole in education

(179) (77) STCPT 14/1/99
SA needs a better system for vocational training, writes CORNIA PRETORIUS

abst in the education and training unit of the National Business Initiative (NBI), which has been closely involved in developing FET policy, says as a ladder FET is the "golden sector" in education. "It creates a very important niche for people looking for FET includes Grade 10 to 12 school education, and any other form of equivalent education outside the schooling system. As such, it is the critical link between compulsory school education from Grade 1 to 9 (general education), higher education, and the world of work.

The idea is to have an FET system which is as strong as it is in the UK. Young people there have many choices after the age of 16, when education is no longer compulsory. Some 70% stay in education, either at school or at further education colleges. Those who don't continue have access to work-based training in skills for a particular job.

Further Education in the UK caters for both young people and adults and offers academic, vocational and professional qualifications in most subjects; courses are available

full-time, part-time and through distance learning. However, Glen Fisher, the NBI's director of education and training, says in SA the bulk of FET students historically were white men and the sector traditionally focused on the needs of the youth instead of creating opportunities for everyone.

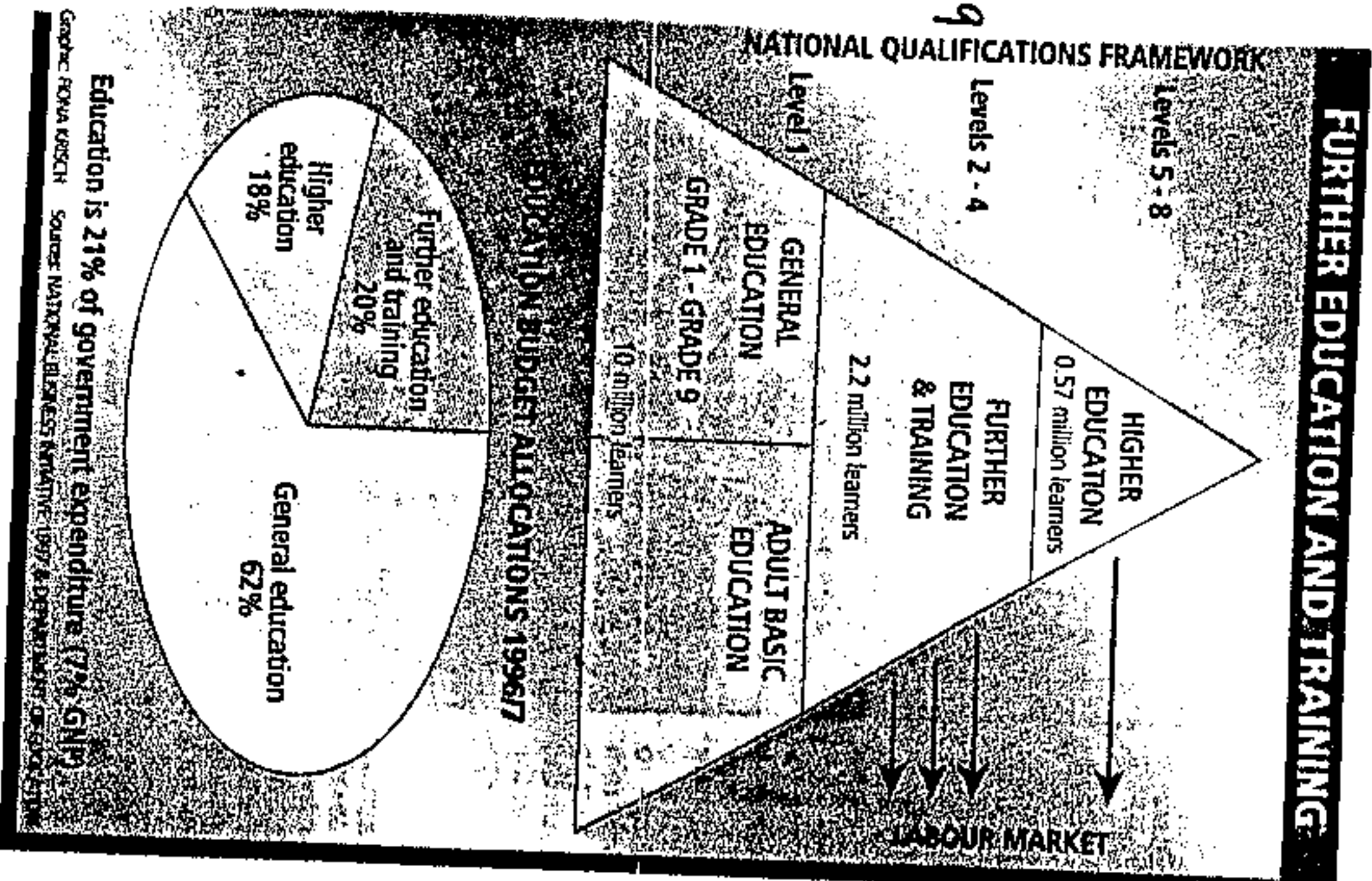
"By doing so, it failed to address the economic needs of the country. Of the 4-million unemployed, some 50% are aged between 16 and 27. Many of them have completed nine or more years of schooling, but never had a proper job," he says.

Now FET in SA is offered by 6 460 high schools, 152 technical colleges and a few private providers. With the overwhelming majority — 2.1-out of a total of 2.2-million learners in FET — in senior secondary schools, government spent just over 70% of all the money available for FET (that is 20% of the education budget) on schools.

But schools do an unsatisfactory job of equipping students for the workplace. The NBI says: "Unlike our trading partners, for example in Europe, our school system is overwhelmingly academic in

'Our system is academic in nature, with scant concern for vocationally relevant education and training'

Turn over to page 2 on how to telework



nature, with scant concern for vocationally relevant education and training. The poor overall quality of SA schooling underscores the irrelevance of the present system.

Technical colleges, on the other hand, don't meet the needs of the out-of-school youth, the unemployed and the employed either. Though there are colleges in almost every big town in SA and they provide a relatively affordable education, a study by the NBI of 33 colleges in Gauteng revealed the shortcomings.

The colleges in Gauteng offer about 150 programmes in five broad vocational areas — engineering, business, utility industries (clothing, manufacturing, food, hairdressing, tourism), social services (education, care of the handi-

capped and children, visual and performing arts) and general education (matric).

But, said the study, "innovations are the exception". In the past three years, no more than a dozen new courses have been introduced, only a few partnerships are being forged with employers to develop customised training and only a few colleges have introduced programmes to encourage people to set up their own businesses.

With this in mind, Education Minister Professor Kader Asmal has made it one of his top priorities for the next five years. He has the legislative muscle behind him in the FET Act, and he has joint initiatives between education and labour to link learning with the job market.