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EDUCATION

~~FINANCE~~ - GENERAL

1995

JUNE - SEPT.

# Low literacy levels in SA shocking — survey

BD 1/6/95

(58)

MOST black South Africans cannot read newspapers, according to a new survey which found radical racial inequality in literacy levels.

The first national literacy assessment, by the University of Cape Town (UCT) and Harvard University, showed 80% of black South Africans could not read Grade 7 (Std 5) writing.

The survey found huge gaps across racial groups in reading and maths skills.

Average literacy for whites was found to be double that of blacks, although 40% of whites were unable to read and comprehend Grade 7 writing.

Indians were on average more literate than whites, with coloured literacy being between that of whites and blacks.

"We were simply shocked when the basic numbers emerged," said Pundy Pillay, UCT professor and co-author of the study released in Cape Town yesterday.

Despite a rise from 50% to 85% in the proportion of black children attending school since 1976, the number of blacks passing matric had dropped from 90% to 40% of those who started school.

The apartheid government had boasted expanding education in black townships, but had not raised educational standards.

The low quality of township schools was illustrated by black literacy remaining lower than that of coloureds, despite blacks since 1976 having spent more time at school than coloureds, Pillay said.

Harvard's Bruce Fuller said the new government was left with a choice between quality and quantity in education.

Without the necessary resources and political will, education would continue to expand while inadvertently deepening inequalities in achievement, he said.

The survey found lower literacy in black families with more children, and that black female literacy was lower despite females spending more time in school.

Levels of literacy were significantly higher in middle-class black families.

"These figures are no surprise," said Suzanne Rees, head of the department of professional studies at Johannesburg College of Education.

Namane Magau of the Development Bank's Centre for Policy Analysis said more professional support for teachers and increased access to resources such as reading materials were necessary to upgrade education.

The SA Democratic Teachers' Union reacted with scepticism, saying statistics could easily be manipulated to serve sectoral interests.

"Nobody should use the question of quality at the expense of the majority who should have access to education," union spokesman Aubrey Matlole said.

The study, funded by the World Bank and Scandinavian donors, surveyed 2 407 South Africans in the nine months before national elections last year. — Sapa

# Soweto pupils stand firm on boycott action

(50) STAR 1/6/95

■ BY ABBEY MAKOE  
SOWETO BUREAU

The education crisis in Soweto deepened yesterday when pupils of the Mapetla-Tswana High School in Soweto expelled the headmaster and staff for "showing no interest in the renovation of the dilapidated school".

The expulsion was the second in the township. Last week, pupils of Selelekele High School in Orlando East expelled their teaching staff of about 40 for "taking part in a union protest during school hours".

A class boycott at the Almond Comprehensive School in Molapo, which started last week, contin-

ued yesterday. Pupils are boycotting classes in a bid to force the authorities to employ more teachers and a permanent headmaster.

Classes have also been at a standstill at the Fontanus High School in Emdeni, where pupils and teachers have agreed to press jointly for the school's renovation.

A pupil at the Mapetla-Tswana High School said yesterday the expelled teachers had been told to "squat" at the office of Gauteng MEC for Education Mary Metcalfe until pupils had been given an undertaking that they were "not going into the middle of winter with doorless and windowless classrooms".

# Shock findings in SA literacy

Star 11/6/95

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Levels of literacy were significantly higher in middle-class black families than in those families dependent on a subsistence economy.

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ewly proclaimed Durban 'trans-  
Metropolitan Council and its  
subcouncils.  
e appeal came against the back-  
of strong indications that In-  
a member Siphon Ngwenya would  
lected mayor after winning the  
ort of the NP, DP, PAC and con-  
ative councillors on the existing  
council.

(C KwaZulu/Natal local govern-  
head Mike Sutcliffe said the  
believed holding elections  
d lead to confrontation at a time  
co-operation between the ANC  
Inkatha was needed.  
e metropolitan council was pro-  
ned this week after months of  
igling between the ANC and In-  
a over the inclusion of tribal  
s. Five such areas were event-  
included.

should be shared between Inkatha  
and the ANC, which won the Durban  
metro area in the general election.  
"If there is not an ANC member in  
one of the two posts, there will be a  
problem of legitimacy and credibility  
on the ground," Sutcliffe warned.

Inkatha election campaign deputy  
manager Anthony Grinker said In-  
katha was willing to negotiate with  
the ANC, but believed any agreement  
should not exclude other parties.  
Inkatha had already decided to  
contest the mayor's post in the coun-  
cil and the four subcouncils. It also  
believed the post of executive com-  
mittee chairman should be filled by  
someone with the necessary exper-  
ience. Observers believe the NP is like-  
ly to secure the post.

The council will have two deputy  
mayors, and Grinker said Inkatha

dates has been finalised, but the ANC  
has not completed its list.

Grinker predicted that the council  
would be inaugurated next week. A  
working group representative of all  
parties would meet today to hammer  
out details for the inauguration.

He said among Inkatha's priorities  
in the council would be to beef up the  
powers of the city police to combat  
crime. "They are glorified traffic of-  
ficers. We want them to perform all  
the functions of a police force."

The old white-dominated city  
council had been "scared" to give  
impetus to development projects be-  
cause it lacked legitimacy. The met-  
ropolitan council would have to ac-  
celerate the upgrading of the Point  
Road area into a tourist attraction.  
The Esplanade also had to be turned  
into a drawcard.



In the new Business Day TV studio in Johannesburg, anchor Geraldine Bennett rehearses her presentation of Business Day Tonight, which will be launched on Monday. The programme will be aired nightly at 9 the next morning.

## Teachers to be hauled before probe into abuse allegations

Kevin O'Grady

BD 17/6/95

and principal, urging them to contribute to "restoring a climate of respect".

Meanwhile the Azanian Students' Movement, Azasm, said Metcalfe was only concerned with the wellbeing of "mainly white and Model C schools". She and premier Tokyo Sexwale sided "only with ANC-aligned students' organisations".

Azasm deputy president Kgomo Mosiselle demanded that 80% of the national government's budget for the upgrading of schools be ploughed into township schools.

Publicity secretary Aslam Tawana said government's plan to upgrade schools was "myopic" and contained figures that "are only there to deceive black people".

The movement accused ANC-aligned student bodies, Congress of SA Students and SA Students' Congress, of "hijacking" a code of conduct project that Azasm had played a large part in developing.

Tawana called on the SA Democratic Teachers' Union to take "strong disciplinary action" against the five teachers named in the commission of inquiry.

He warned that his organisation, "in conjunction with the black community, will institute strong corrective actions against them" including campaigning for their removal from the school.

## Schools pay offer refused

Kevin O'Grady

SALARY negotiations between two teachers' unions and the state headed for a stalemate after they resumed in Pretoria yesterday, with government telling the unions it would be "impossible" to amend its latest offer.

The SA Democratic Teachers' Union (Sadtu) and the National Professional Teachers' Organisation of SA (Naptosa) are in dispute and a strike looms if deadlock is reached.

Education department spokesman Corrie Rade Meyer said the unions rejected the offer in the bargaining committee of the Education Labour Relations Council.

The state's offer was a 5% increase for those earners in the lowest categories, with increases dropping to 4% for higher income earners. A higher increase would be given on the four lowest notches of the salary

## Govt draft paper moots public service overhaul

CAPE TOWN — Government has published a draft White Paper calling for an overhaul of the public service to make it more representative and root out inefficiency and corruption.

If these problems were not dealt with urgently "they will seriously compromise the ability of the new government to achieve its major goals of reconstruction and development", the White Paper said. Its recommendations included revised pay scales to promote professionalism and work ethics, a code of conduct, a special anti-corruption unit and a fast track affirmative action programme.

The White Paper also called for a new approach that laid less emphasis on rules and regulations and more on the "creative use of consultation and teamwork".

This, it said, would "reduce the annoying and wasteful delays which result from the old system of referring even the smallest decision to a higher authority".

Staff should also be retrained to be more responsive to the public's needs. The White Paper recognised the right of public ser-

vants to strike but said government would "expect unions to use this right responsibly, as a last resort rather than first resort, thus minimising the disruption of services."

The public service and administration ministry has called for comments on the draft White Paper by the end of June.

The White Paper said that the restructuring of the public service should start off with a comprehensive review of the structures and functions of all government departments. This should be followed by a concerted, phased affirmative action programme to employ more qualified blacks in what was still a predominantly white public service.

The White Paper said it was realised that any attempt to restructure the public service would have financial implications. Most of the extra costs should be absorbed within existing budgets through the re-prioritisation of spending and savings.

"Some of the costs will not be absorbed, however, and will need to be accommodated within the national Budget," the White Paper said. — Reuter.

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**NEWS** School masters 'expelled' as p

# Pupils 'fire' teachers

(50)  
Sowetan  
1/6/95

■ **VARIOUS DEMANDS** Cosas

and Paso support call for buildings to be renovated:

**By Russel Molefe and Bongani Mavuso**

**P**UPILS AT MAPETLA High School in Soweto fired the first salvo in a fight to have problems at several schools resolved when they "expelled" their 36 teachers yesterday.

The school is one of several in Soweto plagued by class disruptions because of various demands.

The pupils' demands include the renovation of buildings, extra teachers and a stop to child abuse.

The 36 "expelled" teachers at Mapetla were told by more than 1 000 pupils "never to set foot again" in the premises until the school has been repaired and renovated.

Their "expulsion" has been supported by the Congress of SA Students and Pan Africanist Students' Organisa-

tion, *Sowetan* was told.

Student representative, Mr Kenneth Sithebe, said pupils had been begging teachers to negotiate with education authorities to repair and renovate the school but in vain.

"It appeared we have been talking to stones and these teachers will only be allowed into the premises when the school has been repaired

## Empty promises

"MEC for education Mary Metcalfe visited our school twice since September last year and has been making empty promises.

"If the authorities don't want to resolve the problems, we have a way of making them do it," Sithebe said.

Education department spokesperson Miss Tshoane Mtshali said the authorities were aware of the situation at Soweto schools and more details would be released at a Press conference tomorrow.

# Parents will pay more as school fee dodge closes

OCT 21/96

**BRUCE CAMERON**

MANY parents could soon be paying more in school fees as the government moves to block a loophole that allows school fees to be deducted against tax.

Replying to a question in Parliament, Finance Minister Mr Chris Liebenberg said the exemptions from tax for donations was increasingly being abused by some schools converting school fees into deductible donations.

The system is used mainly in model C and private schools, which set up foundations or trusts into which school fees are paid.

"Since this problem cannot be satisfactorily overcome, other possible alternatives will have to be considered."

Mr Liebenberg pointed out that the Katz Commission into taxation had recommended that a new body be established to act as an accrediting body in deciding which institutions and organisations would qualify for exemption. All non-governmental organisations would be able to apply for exemption. (50)

Individuals can claim the greater of R500 or two percent of taxable income for donations allowable in terms of the Tax Act.

# Pupils 'acted irresponsibly'

BD 2/6/95

(50)

Kevin O'Grady

THE Soweto Education Co-ordinating Committee yesterday criticised pupils at a number of Soweto schools for acting "irresponsibly" by expelling teachers in support of their demands that dilapidated school buildings be renovated.

Committee spokesman Jolly Matongo also said it was unfair for teachers and pupils at the Mapetla-Tswana High School and the Seleleka Secondary School to blame the Gauteng education department for shortcomings that "should have been addressed by the old department of education and training".

He appealed to Gauteng education MEC Mary Metcalfe to "speed up the process of renovating the schools".

Pupils at the Mapetla-Tswana High School expelled the principal and teachers this week for "showing no interest in the renovation of the dilapidated school" and told them to "squat" at Metcalfe's office until an assurance was given that the situation would be improved.

Addressing a media briefing in Soweto yesterday, Matongo said the committee was "highly disturbed" by the situation in several schools that had led to "a total

breakdown of the culture of learning".

He supported parents of children at the Vezukuhle Lower Primary School in their concerns over allegations of child abuse but appealed to them to help the school to function properly "while justice is being done". Five teachers from the school were removed from their posts by Metcalfe this week pending the outcome of a disciplinary inquiry against them on charges of physically abusing pupils. Five others are facing charges including emotional and verbal abuse and exploitation.

However, Sapa reports Mapetla pupils said they would return to classes today because the provincial education department promised to start repairing the school on Friday next week.

Mapetla principal Nelson Ramoshaba denied teachers were expelled by pupils on Wednesday. Pupils had told teachers to inform education department officials about the state of the school, he said.

Metcalfe said yesterday that while pupils were right in highlighting problems, they were wrong to assume the department or teachers were responsible. "We can only come in and assist them when the community is united. We cannot come in and continually fix schools," she said.

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~~South African Press Photo Agency~~



# A rainbow nation of illiterates

(SD) WM 2-8/6/95

Barbara Ludman

**E**IGHTY percent of black South Africans and about 40 percent of whites cannot read or compute at a Standard Five level, according to a report released this week.

In the first-ever nationwide study of literacy, Indian respondents showed the highest average literacy levels. Coloured participants scored, on average, between black and white literacy rates.

The Harvard University/University of Cape Town literacy study was based on the Project for Statistics on Living Standards and Development undertaken by UCT's Southern Africa Labour and Development Research Unit (Saldru).

"We were simply shocked when the basic numbers emerged," says the Saldru project director, UCT economist Dr Pundy Pillay. "The magnitude of these racial inequities is enormous."

Among African participants generally, literacy levels were higher in townships than in rural areas; literacy rates were higher in families with few children than in those with many children; and there was a discernible link

between household income and literacy.

Participants sat a 14-question test set at Standard Five level to assess basic language comprehension and numeracy skills, both in English and, where relevant, in their mother tongue.

The study found certain patterns: literacy in mother tongue was "highly correlated with proficiency in English and basic numeracy"; and men in most cases scored better than women. One would expect the length of time spent in school to improve the participant's scores. However, while coloured men stay in school a half-year longer than women, and coloured men scored better than women did on the test, African women stay in school a half-year longer than the men — but female literacy was not higher.

The report finds "basic causal processes that we argue lead to unequal levels of literacy among individuals": family background, household characteristics, the number of years spent in school.

But it also notes that "blacks suffer from the lowest-quality schools" and although access to schools improved

after 1976 and black students stayed in school an average two years longer, results were no better than they had been before 1976. In fact, matric pass rates plummeted, from 90 percent to less than 40 percent.

"The study draws attention to the necessity for improvements not only in access and equity, on which there has been some movement in the past year, but also in quality of education," says Dr Linda Chisholm of the Education Policy Unit at the University of the Witwatersrand. "Obviously changes in teacher education, textbooks and other resources are critical here. The link between educational quality and adequate working conditions and salaries for teachers also needs to be appreciated more fully."

There were exceptions: Tswana, Zulu and Xhosa participants overall did better than other African groups; Tswana women scored the highest of any African participants.

The high scores of Tswana participants "could be rooted in their community context and in the historical policies of the old Bophuthatswana bantustan". In the early 1980s, Bophuthatswana experimented with a

of high-achieving boys to kin members who live in neighbourhoods with higher quality schools."

On the other hand, "girls' school attainment is higher when the father is present, stemming perhaps from higher income levels observed among father-present ... households". Among African families, the absence of a mother had no effect; but among coloured families, it pushed the achievement scores down.

Basic literacy in mother tongue was higher than literacy in English among groups whose mother tongue is not English; and, says the study, "mother literacy is strongly correlated with English literacy".

Overall, the report expresses dismay at the generally low level of literacy among all respondents. "For youth; and adults fully literate at the Standard Five level, a perfect score should have been achieved," the report notes, yet "basic literacy is not overwhelmingly impressive, even for the previously dominant (white) ethnic group.

"But inter-racial inequalities remain wide and deep-seated. This suggests that policies aimed at further enrolment expansion must be balanced against concerted efforts to raise school quality and to boost actual literacy levels.

primary school upgrading programme, drawing parents into the running of the schools, retraining teachers to adopt a child-centred approach, expanding and upgrading school buildings, dropping double sessions, and using materials based on the Molteno Project. The primary school dropout rate decreased significantly.

The study indicates that while staying in school longer is likely to improve literacy levels and the quality of schools is crucial, other factors also play a critical role.

There was, for example, a link county-wide between economic achievement and literacy, perhaps because students from families where someone was bringing in money could stay in school longer.

There was also an inverse link between male students' achievement and the presence of a father in the home: "Male youths residing in father-absent households scored slightly higher on the literacy test," the report notes. "This may stem from a tendency by mothers to invest more in schooling than do fathers. Part of this effect also may be due to fostering-out



# Internet seen linking schools with global teaching aids

THE Internet has the potential to be a great equaliser in education — bringing almost unlimited teaching resources from across the globe to even the poorest schools.

This is the view of James Norrod, president and CEO of Telebit Corporation, represented in South Africa solely by DataTec Networking and Communications, and a pioneer in the Internet arena and in establishing educational facilities for schools across the United States with its Edu-Net programme.

During his short visit to this country, Mr Norrod visited South Africa's first five local Edu-Net sites, which currently provide Internet access to more than 600 pupils, and which were established by DataTec and Pretoria University at some Pretoria Schools, including Mamelodi's SOS Children's School

Mr Norrod believes the forthcoming Internet explosion in South Africa will have a clear impact, not only in the commercial environment, but also in education.

(50) ARG 3/6/95  
"There are many thousands of

US educational institutions on the Internet, from the very large universities to secondary and even grade schools," he said

"In the US there is a programme called Consortium of School Networks (COSN), which aims to provide Internet access to all students by the year 2000."

Mr Norrod points out, however, that there are many similarities between schools in the US and South Africa, with the most profound being the number of schools that are very poor and lack access to technology, even of the simplest kind.

"Many US schools do not have telephone jacks in their classrooms," he added.

"In response, the US government has approved funding to update these schools so that they can improve their level of technology and technological skills. This funding also goes towards acquiring the right kind of communication tools, from telephones through to service providers."

Mr Norrod said one positive side effect of the imminent Internet boom was that it could mean that even the poorest schools

could afford to have Internet access.

"One simple connection can be made with just a modem, a phone line, and access to the Internet," he said.

"It obviously becomes more costly if a school requires a more sophisticated Internet infrastructure."

Mr Norrod warned about the possible downsides that need to be addressed when providing students with unlimited access to the Internet

"A recent survey in the US showed that many teachers are concerned, not necessarily about the adult material supposedly available on the Internet, but because students tend to spend their time 'surfing' the Internet, or just going from one site to another without really being productive," he said

"Their concern also is that the Internet could lead to a loss of interpersonal communications and skills. This is of course a problem even commercial institutions have to face, because they may find their staff using e-mail instead of resolving problems face-to-face"

## 'Near-anarchy' at schools condemned

(50)  
ARLT 3/6/95

JOHANNESBURG. — About R673 million was needed to renovate and build schools in Gauteng this financial year but only R313 million had been allocated to capital works in the education department's budget, department head James Maseko told a Press briefing here.

The department was hoping for R100 million from the reconstruction and development programme fund, he said.

"We discourage the near-anarchy we are witnessing," he added, referring to events at some schools. "Marches, demonstrations and class boycotts will not bring window panes and doors to schools."

Only 6.7 percent of the department's budget was allocated to capital works, Mr Maseko said. Allocating more would have meant retrenching teachers.

Corporal punishment, child-abuse and a shortage of officially sanctioned teaching posts were other problems facing the department, he said.

Peaceful ways of dealing with problems would have to be found and the public should help to restore order. A code of conduct for pupils, teachers and parents was to be introduced.

"The whole spirit of the reconstruction and development programme seeks to encourage communities to get involved and work together with the government to improve the quality of our lives," Mr Maseko said.

Claims of child-abuse would be investigated and disciplinary action taken against offenders.

The problems facing the department showed it had not inherited "a bed of roses" when the new government came to power 13 months ago. — Sapa.

# ET lauds 'brave' Ruyterwacht residents

(50) ARG 3/6/95

**ROGER FRIEDMAN**  
Weekend Argus Reporter

AWB leader Eugene Terre'Blanche has congratulated his followers in Cape Town suburb Ruyterwacht for trying to prevent black children from attending school in their suburb earlier this year.

Addressing a small and loyal band of less than 100 supporters on a chilly Stan Abbot rugby field, the charismatic Mr Terre'Blanche said Ruyterwacht residents had shown the government they would not be intimidated by "communists".

Three flags — a *Vierkleur*, an old South African flag and an AWB flag — hovered above him.

Dressed in camouflage fatigues and clutching a packet of 30 Lexington cigarettes, Mr Terre'Blanche was chauffeured

to the rugby ground in a gleaming white V6 Chev.

The band of the AWB's military wing the *Wenkommando* had been entertaining the small crowd with tunes such as "Marching to Pretoria" and "My Hart Verlang na die Boland".

They played "Glory Glory Hallelujah" when Mr Terre'Blanche stepped onto the podium.

The meeting was officially opened with a prayer delivered by a General Etsebeth.

Mr Terre'Blanche delivered a rousing address on the oppression "Afrikaners" had suffered, their poverty, and how they had been sold out by "the traitor" FW De Klerk.

Warming to his theme, he said Ruyterwacht residents had made world news by standing up to the communists in February during the showdown with black school children.

"You were not spared their

toyi-toying or the threats of their quasi leaders riding through our cities in Mercedes Benzes.

"They are scared of you, their nerves are finished.

"They ride in Mercedes Benzes and sit in the highest parliament but they are scared of a Boetie and the Boere around you."

Mr Terre'Blanche interrupted his speech to tell a photographer: "Will you make finished. I'm not busy with a pose here, I'm busy with a meeting."

He went on to encourage supporters not to vote in the forthcoming local election.

"If you take part, you legitimise the elections — and then you cannot complain afterwards," he said.

And Mr Terre'Blanche had the following message for President Mandela: "If you've got the guts, come and get me boeta!"



# It's a blackboard bungle

ST 4/6/95

**By RAMOTENA MABOTE**  
THE North West Ministry of Education is seriously considering introducing a quota system in teacher-training to match the number of teachers trained with the needs of the province.

Speaking to the Sunday Times this week MEC for Education, Mamokoena Gaoretelelwe, said the present situation was a mess because the old legislation was still in place.

In a move that could

save the province millions of rands a year, the ministry is looking at introducing a quota for students wanting to enter teacher-training and a further quota on those who want to study humanities.

"Even if we did not train any more teachers in the humanities for the next five years, we would still be covered. We would like to train people who will improve the economic and technical ability of our province," says Mrs Gaoretelelwe.

Her words come in the wake of talk nationally of revamping teacher-training in order to bring it up to par with international standards. Other provinces looking into revamping teacher-training are Gauteng and the Northern Transvaal.

Gauteng MEC for Education Mary Metcalfe is on record as saying her province has enough teachers — the priority was to deploy them where they were needed most. Meanwhile, her counterpart in the

Northern Transvaal, Dr Aaron Motsoaledi, is battling with unions who are demanding that he provide jobs to more than 11 000 unemployed teachers.

Teacher-training is costing the government millions of rands despite the fact that most of the teachers produced are of a low standard and that most of those who qualify find themselves without a job.

According to the Human Sciences Resource Council more than 78 000 students countrywide enrolled for

teacher-training in different levels last year at a cost to the taxpayer of R4 500 each. Figures for this year are believed to be more or less the same.

With little more than 5 800 students this year, the North West government is expected to spend more than R78-million to educate student teachers, many of whom will drop out or change careers once they have qualified.

However many students failed and others dropped out.

2 SUNDAY TIMES CAPE METRO, 4 June 1995

# R12,9-m boost for schools

(50) ST 4/6/95 (CM)

By **AYESHA ISMAIL**

**EIGHTY** schools are set to benefit from a R12,9-million presidential project, intended to restore a "culture of learning", which was launched this week.

The project is being funded by a R8,6-million cash injection from RDP funds, and R4,3-million from the Western Cape Education Department.

The money will be used to im-

prove the schools' "physical environment."

Mrs Martha Olckers, the Western Cape Minister for Education, said: "It is generally accepted that man is shaped by his environment and in return he shapes it."

"The influence of the school, its buildings and environment on the child cannot be ignored."

"In essence the objective of this project is to create a conducive environment for learning and teaching."

The allocation of funds to the schools was made after a team, consisting of officials of the former House of Representatives, House of Assembly and Department of Education, visited the schools.

In a separate announcement, Mrs Olckers said three new schools would be built in Langa, Philippi and Nyanga, while a further 20 schools were planned within the next five years.

● Underprivileged schools in the Cape Peninsula this week received a donation of more than R150 000 from the Japanese embassy. R50 000 goes to textbook publishing.

## Court still to rule on Muslim girl's dress

By **YVETTE van BREDA**

**THE** mother of a Muslim girl, who was expelled from a Cape Town school for wearing a scarf and long skirt, is to go ahead with a Supreme Court application despite an eleventh-hour backdown by the school.

Ayesha Richards, 12, missed five months of school after Eben Dönges High School in Kraaifontein refused to allow her to return unless she dressed in the regulation uniform.

Her mother, Mrs Faiza Richards, and the Islamic Unity Convention brought an application in the Cape Town Supreme Court against the school, demanding that the girl be allowed to wear "modest dress."

The school backed down this week and agreed to allow Ayesha to dress in accordance with her religion — but they maintained they had not acted unconstitutionally. In her application, Mrs Richards said she wanted the school to admit that their conduct was unconstitutional as Ayesha had the right to a basic education and freedom of religion.

The matter was postponed to November 13 when the court will rule on the issue.

Legal sources said the court's ruling would have wide-ranging implications on the issue of constitutional religious rights.



**AYESHA RICHARDS**



# Compulsory education for Gauteng in '96

(50) sowetan 5/6/95  
 ■ **NEW BEGINNING** Bill will repeal

*many racist laws governing schools:*

**By Claire Keeton**

**C**OMPULSORY SCHOOL education for children from the ages of seven to 15 years in Gauteng will begin from the first school day of 1996, under the province's new School Education Bill.

The bill was tabled to the Education Standing Committee of the Gauteng parliament on May 30, and the committee will facilitate a process of public hearings to discuss it.

Parents, teachers, students and all interested parties will be invited to comment on the bill, and their suggestions will shape the final law.

The bill will be amended when public hearings are complete and then debated in Parliament, where it will be adopted as law. The new law will repeal dozens of racist laws governing education.

Free and compulsory education, the parents' right to information (including financial statements), the establishment of school governing bodies and the abolition of corporal punishment are among the important issues covered by this bill.

## No discrimination

For the first time, school education will be compulsory for all children for nine years, with no discrimination on grounds such as race, culture, language or religion.

A tenth year of compulsory pre-school education will be introduced when pre-school facilities are in place.

Meanwhile, it will be compulsory for children to attend school from the age of seven to 15, or until the day he or she completes the ninth level (Standard 7).

Children may be admitted to school at an earlier age, but they *must* be in school by seven. Parents, who fail to send their children to school "without reasonable cause", will be guilty of committing an offence punishable by law.

The department may appoint school attendance officers with the powers to search a premise with a search warrant to ensure compulsory school attendance.

The implementation of compulsory education attendance may be delayed by the Gauteng MEC for education, with the support of the provincial parliament — if the department lacks the material or administrative resources to provide it.

But the bill's implementation cannot be put on hold any later than 31 December 1998.

The policy of compulsory education goes hand-in-hand with the policy of free education. School fees at state schools will take the form of contributions to a school fund established by the school's governing body.

The governing body and parents will

decide on the amount of the contributions. School fees for education above Standard 7 level at state schools may be determined by the MEC.

The bill states: "No learner shall be refused admission at a public (including state, state-aided and farm) schools on the grounds that his or her parent has not paid the school fees."

State-aided and private schools may charge their own fees, and parents may be taken to court if they fail to pay the fees. However, the learner may not be victimised by the school.

The bill allows educators and parents with children at state schools the right to request a copy of the financial statements, in order to prevent allegations of financial mismanagement and corruption.

In another step to boost the role of parents, the bill gives parents the right to information held by the department, a public or private school if that information concerns their child.

The bill recognises that parents have a crucial role to play in their children's education, and they are required to make up the majority of members of a public school's governing body. Students are represented on the governing bodies of secondary schools.

Every public school must have a governing body to determine the school's policy, and the body may describe itself as a school board, a parents-teachers association or a parents-teachers-students association.

The language policy of the bill protects the languages of all South Africans. "Language competence testing shall not be used as an admission requirement at a public school," it says.

Policy on religion emphasises the constitutional rights of freedom of conscience and states that religion shall be respected at all schools.

The shift in education policy towards tolerance and reason is reflected in the new policy on corporal punishment. It is banned from public and private schools, and to administer corporal punishment is an offence.

Any person who intentionally or negligently contravenes this rule shall be liable to a fine or imprisonment.

The department and the MEC's office are not expected to operate in isolation from the community. Instead the bill provides for an "Education and Training Council" to work closely with them.

This council will be a systematic forum for education development involving all major stakeholders in the province, and will replace the existing Gauteng Education and Training Forum.

Head of Gauteng education department Mr James Maseko said the bill falls well within the broad national policy framework outlined in the White Paper on education.

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# Education minister under fire

(50) CT 5/6/95

**STAFF REPORTER**

THE Minister of Education in the Western Cape has been accused by a teachers' union of "playing a dangerous political game that is sabotaging the advance to fundamental transformation and democracy".

Repeating its call for her to resign, the South African Democratic Teachers' Union (Sadtu) said Mrs Martha Olckers was holding the ANC-led government of national unity responsible for the mess she had caused in education in the province.

It criticised Mrs Olckers' recent statement that she was taking President Nelson Mandela at his word that there would be no retrenchments, so teachers posts were "safe for now".

The union called for the national Ministry of Education to intervene in education in the Western Cape "to put democracy back on track". It also wanted central government to play a greater role in education.

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# Gauteng education Bill strives for democracy

Nomavenda Mathiane

(50)  
20 6/6/95

THE Gauteng School Education Bill tabled last Tuesday in the provincial legislature was aimed at democratising and deracialising education in the province.

The drafting team from the Gauteng education ministry briefed the education standing committee on how different the Bill was from past Nationalist government policy and what effect it would have on civil society. The Bill would be succeeded by further Bills dealing with adult basic education and training, early childhood development, colleges of education and technical colleges.

Innovations in the Bill which carried implications for social change were that all schools in the province would be governed by a single law, which would replace school legislation based on racial segregation.

Human rights as they applied to education were given a central place in the Bill. These included rights relating to language; freedom of conscience; political rights of educators; rights to information, consultation and negotiation; and rights relating to administrative justice.

The right to free and compulsory schooling was established irrespective of race, and school fees would not be used to exclude learners. The Bill also prohibited unfair discrimination in the admission policies of schools.

Rural schools were given special attention, for example the right of physical access to farm schools for learners, educators and departmental officials.

Learners with specialised educational needs were given special attention in the Bill. Where possible, specialised education had to be provided in ordinary schools. The parents' right to be consulted was affirmed.

Invitations to stakeholders to prepare written and verbal submission had been issued by way of advertisements in the newspapers. These would be heard towards the end of the month.

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# GDP linked to knowledge

Kathryn Strachan

(50) BD 6/6/95

A NEW international survey on education has shown that the higher the proportion of technology education in the school curriculum, the higher the GDP of the country.

Eli Eisenberg, SA director of the ORT Institute — the largest education non-governmental organisation in the world — said technology provided a “short cut” to the developed and developing phases of the socioeconomic status of a nation.

The study showed that Germany, with its GDP of 40,8%, had a 62% technology content in its school curriculum.

At the other end of the scale, Egypt had a GDP of 6% and technology made up 9% of its curriculum.

Switzerland had a GDP of 35% and technology education made up 43% of the total. Argentina had a GDP of 16% and technology made up 15% of its curriculum.

Eisenberg said technology was “not just another subject” — it was a lifestyle which

equipped students with problem-solving and decision-making skills. With a greater understanding of technology, students were able to contribute more to the economy when they entered the workforce.

SA's isolation from the international education arena had left its mark on technology education.

He said a new mindset in designing and implementing a more appropriate education system in SA was required, and technology education acted as a catalyst to bring about social and cultural changes within a community which needed to raise its level of development.

The institute looked at the experiences of other countries, and aimed to find the most effective way of introducing technology education to SA.

It looked at the school curricula in other countries — particularly of the US and China where technology education was a national priority — and suggested changes in order to adapt them to SA conditions.



# Province to look at school land sales

Municipal Reporter (50) ARGT 7/6/95

THE sale of land to raise funds for Model C schools is likely to be taken up at provincial government level because the Cape Town City Council is powerless to prevent it.

This emerged from a meeting of the urban planning committee which has been asked to approve a subdivision of land belonging to Sea Point High School and the Westcott Primary School in Diep River.

Neither of the applications were advertised because the law does not require it. However, the urban planning committee has decided to seek public input on the matter.

The city council has already approved subdivisions for Camps Bay High School and Good Hope Primary School in Vredehoek.

Councillors have been informed by the city's legal advisers that they may only decide on subdivision applications from schools on town planning principles, and that they have no authority to stop schools from selling the land.

But the matter continues to be a bone of contention because councillors are objecting to the moral principle of schools being allowed to dispose of what should be a public asset to raise

funds for themselves.

Saleem Mowzer of the African National Congress asked that objectors to the Sea Point High School rezoning be granted an interview with the urban planning committee.

He was concerned that the money raised from the sale of the land went only to the privileged schools, whereas there were thousands of other schools without basic facilities.

Mr Mowzer said the matter should be treated as a political issue.

Mzukisi Gaba of the SA Communist Party said that while the Land Use Planning Ordinance did not require a public consultation process, he believed it did not preclude it. He also believed the interim constitution enshrined the right to consultation.

Llewellyn van Wyk suggested that the matter be advertised for objections in order to open up the debate. He said members of the provincial legislature who were concerned about the issue should seek an amendment to the ordinance because it laid down the rules by which the council had to play.

The urban planning committee is still awaiting a reply from Education Minister Sibusiso Bengu after asking for a meeting to discuss the issue.



**THURSDAY**  
JUNE 8, 1995 ★

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## Ruyterwacht needy but calm

(50) ET 8/6/95

**STAFF REPORTER**

RUYTERWACHT'S Esangweni High School is functional — but the headmaster believes schooling and discipline are being handicapped by a lack of textbooks, teachers and support staff.

The 540 pupils were relaxing in the playground and queueing to buy lunch when the Cape Times arrived unannounced yesterday.

The school was the centre of a bitter racial clash with white residents at the height of the education accommodation crisis in March, when 3 000 black pupils were bused to the school daily.

Residents no longer appeared to take any notice of the school and the situation was calm, said headmaster Mr Daniel Futwa.

However, there was no secretary or maintenance staff, double the number of textbooks were needed and discipline was suffering because there were too few teachers, he said.

"We lost the whole first quarter ... but we are trying to instil confidence in the matrics to work hard and not to give up," he said.

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DISTRIBUTE MONEY FAIRLY — ANC

# Schools 'shouldn't be allowed to sell land'

<sup>ET 8/6/95</sup>  
**CITY SCHOOLS** have no right to sell off for their own funds land given to them "at the last minute" by the previous government, the ANC claims.

**T**HE ANC has launched a campaign to stop Model C schools in the city selling off their land for self-financing, saying the money should be paid into a central fund and distributed fairly among all schools in the province.

ANC spokeswoman Ms Lyn Brown said although there was a moratorium on the sale of school property, several Model C schools have had property rezoned by the City Council before selling it to private buyers.

The City Council had already approved sub-division of land belonging to Camps Bay High School and the Good Hope Primary School in Vredehoek and the

urban planning committee has been asked to approve the sub-division of land belonging to Sea Point High School and the Westcott Primary School in Diep River.

Legal advisers have told councillors they may decide on the sub-division applications on town planning principles — but that they have no authority to prevent schools from selling land.

Ms Brown said objections were based on moral grounds, the fact that the sale of school land need not be advertised for objections and that there was community concern that developers would use the land for high density housing.

"The previous government

<sup>(50)</sup>  
gave the land to schools at the last minute, something which they had no right to do."

Ms Brown said schools should not be allowed to sell land which belonged to the community. If they did sell it, profits should be shared with disadvantaged schools which were not given property.

## Best interests

The request by Sea Point High to sell off some of its property was not in the best interests of the community which needed open space and land for recreation.

Deputy exco chairman Mr Llewellyn van Wyk suggested at a meeting of the urban planning committee this week that the matter be advertised for objection to open up debate. — Staff Reporters

# Matric language requirements to change

Tim Cohen

CAPE TOWN — Government is set to change the language requirements for gaining matric, possibly by changing the requirement of passing both English and Afrikaans to passing a number of the 11 official languages.

Education Minister Sibusiso Bengu said in the Senate yesterday his department was investigating as a matter of "extreme urgency" reports that inherited second lan-

guage requirements were causing otherwise capable students to fail.

He had directed the department to advise him on the measures available to him and the provincial education ministers to correct "this unacceptable state of affairs", he said.

Bengu undertook that the changes would not affect the integrity of educational standards but would ensure constitutional language rights were not breached.

Education department sources said the

BD 9/6/95 (50)  
requirement to pass English and Afrikaans to gain matric was probably unconstitutional. Alternative requirements were being formulated and a possible solution was to require a pass in any two of the official languages.

Bengu said the department would defend the constitutional right of language choice in education. All languages should be used in education to create greater mutual understanding and unity rather than to keep people apart.

## Complaints over Model C schools

PRIVATE companies have complained about commercial competition from Model C schools, the Competition Board has told parliament (50)

The board said complaints included Model C schools competing with the private sector in after-school centres, and in renting out facilities in competition with hotels and guest houses (53)

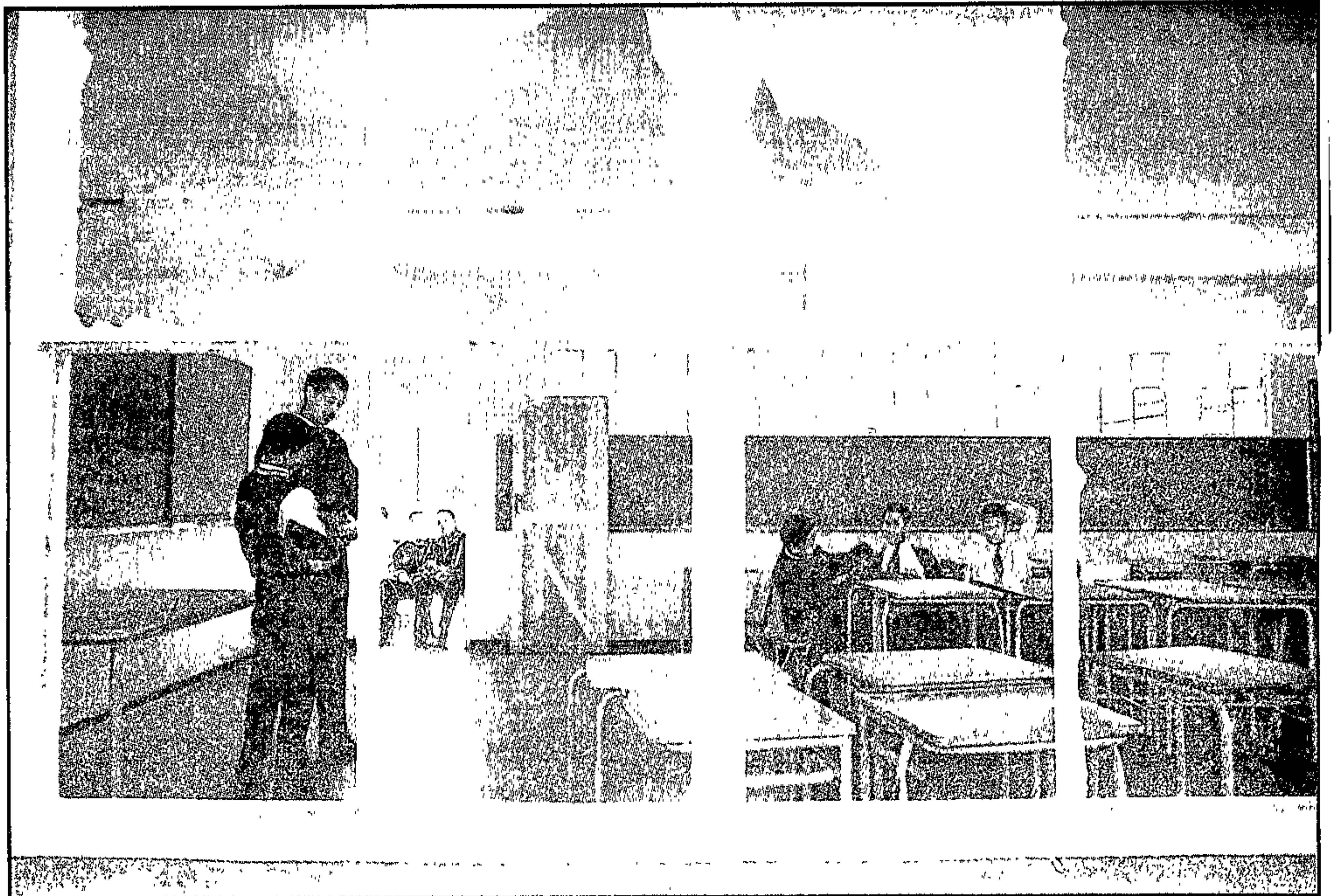
Complainants said schools used facilities and staff provided by the state, which gave them an unfair advantage.

The board said talks had been held with education authorities, but the matter had not been resolved.

— Political Correspondent

ARG 9/6/95





Shattered . . . pupils at this Eldorado Park school get on with learning despite the constant setbacks they have to overcome because of vandalism.

PICTURE: MOTLHALEFI MAHLABE

## Schools where vandals and thieves reign supreme

BY LEE-ANN ALFREDS  
EDUCATION REPORTER

White government bakkies laden with doors and windows arrive like clockwork at Eldorado Park's many schools every day to repair vandalised classrooms.

Despite the goods they carry, their arrival does not signal joy for the thousands of teachers and pupils in the sprawling "coloured" township. Here, vandals and thieves reign supreme.

Nothing is sacred — not fences, doors, toilets, desks, curtains, chairs, light fittings, fire hoses, tiles, zinc shelters or even windows — to the vandals who daily strip the school buildings.

Everything that is not bolted down, including rugby posts and netball poles, is considered fair game. Safes and alarms, armed security response and night watchmen do not deter them. And when they do not come to steal, they deface walls and build fires, urinate and defecate

in classrooms.

"Before I can teach in the morning, I have to go and get the remaining desks which I lock in the woodwork room every afternoon. Often I also have to clean up the human excrement the vandals leave behind," Klipspruit-West High School teacher Ashley Pienaar said.

But his colleague at Willow Crescent High School, Stanley Gibson, has given up trying to deter the thieves.

"We used to lock away our audio-visual equipment in the safe, but they just use a grinder to gain access. It did not help to lock away our desks either. We might as well make it as easily accessible as possible," he said.

"Investigations have pointed to people in our own community. They apparently sell the stolen equipment to the squatters who live near Eldorado Park. So we have started a campaign which is trying to show the community that the schools belong to them."

Star 9/6/95

(50)



# Schools fret over grants

Gauteng legislature accused of bias, reports Charity Bhengu

(50) soweran 9/6/95

**T**HE GAUTENG EDUCATION Department has come under fire from some Johannesburg inner-city private schools who have accused it of discriminating against them when allocating subsidies.

The principals have complained that their schools had been "selected" to be paid subsidies at the end of July while other schools had already been given theirs about three months ago.

They said the delay had disrupted the running of their institutions as they had run out of funds to pay for things like maintenance and salaries. As a result some schools were in danger of closing down.

The former Department of Education and Training, and Transvaal Education Department, still continued to function, although Gauteng MEC for education Mrs Mary Metcalfe had said the formerly racially-based education departments would be merged.

Principals said they were frustrated by the fact that the DET still continued to behave with the "arrogance of the past" when allocating funds.

They criticised the DET and TED of allocating funds to schools which formerly belonged to the departments before giving out subsidies to their schools.

Principals said they wanted these departments to explain and justify the discriminatory procedure when paying out subsidies.

Chief director of administration in the Gauteng education department, Mr Barend Wessels, said the inner-city private schools were billed to receive their funds at the end of July.

He said he would investigate if the former TED private schools had been paid earlier. However, he invited those schools in danger of closing down to present their cases directly to him.

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## New research council named

### **POLITICAL STAFF**

THE new council for the Foundation for Research Development was named yesterday by the Minister of Arts, Culture, Science and Technology, Dr Ben Ngubane.

The members were representative of the different sectors of South African society, he said.

The council, to be chaired by Professor A C Bawa, was approved by the cabinet yesterday.

The new members are: Mrs E le R Bradley, Prof David Woods of UCT, Mr J H van der Walt, Prof Nazeema Badsha of UWC, Dr D H Jacobson, Prof S N Mashego, Prof M M Zulu, Dr P Ngoepe, Prof E M Preston-White, Mr Brian Figaji, of Pentech and Ms Cynthia Mpati.

Dr Ngubane said the new council would face many challenges, including the restructuring of the foundation and resetting of its priorities.

(50) CT 15/6/95

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Y JUNE 15 1995

# Schooling disrupted as pupils, teachers demand better deal

BY LEE-ANN ALFREDS  
EDUCATION REPORTER

Schooling around Gauteng is being disrupted as disgruntled pupils and teachers march on the Education Department daily to demand improved conditions.

In an interview with The Star yesterday, Gauteng Director-General of Education James Maseko admitted his department was under enormous pressure to bring about much-needed improvements in black education.

He said the department desperately needed R10-million to make immediate, minor school repairs to placate the thousands of disgruntled teachers and

pupils who had taken to marching on the department's Braamfontein office daily.

Maseko also confirmed that he had approached the provincial finance ministry for the money.

Gauteng was forced to make do with a cut-to-the-bone education budget of R4,45-billion this year — 2% less than last year's and R260-million less than that needed for the creation of new posts and to establish and renovate buildings, said Maseko.

"The cut in the budget and our determination to avoid retrenching teachers means that we have had to cut down on capital expenditure. And now we are beginning to feel the conse-

quence of that decision. (50) STAR 15/6/95

"Now, daily, we have at least two marches to our office where students, teachers and the communities are demanding that their school buildings be repaired or that they get more teachers," he said.

The department was, therefore, "working around the clock" to find ways of raising money to deal with the crisis in the short term", Maseko said.

He said R10-million would only cover the "most urgent physical needs" like replacing windows and doors. More than R100-million would be needed to make real repairs and R260-million to build new schools.





**YOUTH DAY:** Welcoming ANC deputy secretary-general Ms Cheryl Carolus to Zonnebloem Nest Senior School for a Youth Day celebration are pupils Zanele Gxoyiva (left) and Nkateko Shisana. **PICTURE: CLIVE SMITH**

# 'Reach for the stars', Carolus tells pupils

**STAFF REPORTER**

ET. 16/6/95

STAY away from drugs, study hard and take responsibility for your life — this was the message from ANC deputy secretary-general Ms Cheryl Carolus to pupils of the Zonnebloem Nest School at a June 16 rally yesterday.

Ms Carolus and the Minister of Education, Professor Sibusiso Bengu, urged pupils to remember the sacrifice made by thousands of students, parents and teachers in their fight against apartheid, but at the same time to look ahead and "reach for the stars".

Zonnebloem school was "a living, shining example of the RDP",

she said and showed how a community could work together to tackle problems.

"The government can't solve every problem so each one of us must contribute."

Prof Bengu praised pupils, parents and teachers for the good work they were doing.

● Youth Day will be celebrated in the city today with a march by children and children's rights advocates demanding greater protection of children in the judicial system. The march will begin at the Grand Parade at 10am and end at Parliament, where the children will deliver a memorandum to the Minister of Justice.



# NEWS

## Language choice in education 'a right' <sup>(50)</sup>

27/6/95

THE lessons of the June 16 uprising should be used to defend the constitutional right of language choice in education, Education Minister Professor Sibusiso Bengu said yesterday in support of Youth Day.

The pupil uprising which began in Soweto was against the compulsory use of Afrikaans for instruction in black schools.

"Our languages in education should be used to create greater mutual understanding and unity rather than keep people apart," he said.

The RDP recognised that children and youth must be the foundation of new social relations in South Africa.

"Our education and training system will empower the children and youth to participate fully in all processes of a democratic society, economic activity, cultural expression and community life."

Unless a nation recognised each child as a valued citizen, a resource and a needed and respected member of society, its efforts to build prosperity would fail.

The government was committed to provide resources to the most needy areas in education because the lack of resources had contributed to the breakdown in schooling and the absence of a culture of teaching and learning.

Prof Bengu also said reports that second language requirements were being used to make otherwise fully capable students fail would be investigated.

He had directed the department to advise him urgently on the measures available to correct this unacceptable state of affairs.

"Language in education should never again be used to discriminate or put any one at a disadvantage." — Sapa, Political Staff

# Vow to defend choice of language in education

■ BY JOVIAL RANTAO  
POLITICAL REPORTER

Education Minister Sibusiso Bengu has ordered an investigation into discriminatory second-language requirements at schools.

Bengu said his department would do its utmost to uphold the constitutional protection and development of all official languages in the education system.

He vowed to defend the right of language choice in education to ensure that languages were used to create unity instead of division.

"I have directed the department to advise me urgently on the measures available to me, and/or the provincial MECs for education, to correct this unacceptable state of affairs, while maintaining the integrity of our educational standards and ensuring no breach of constitutional language rights."

Bengu called on students to use Youth Day to close a

(50) Star 16/6/95  
sad chapter in the history of South Africa's education system and declare that a new era had dawned.

"The rehabilitation of the school environment will go hand in hand with the restoration of the ownership of our schools to their communities through the establishment and empowerment of legitimate and representative governance bodies."

This was the only guaranteed way of infusing new social energy into education institutions and ending the chronic alienation of large sectors of society from the education process.

It would also enhance the development of a new culture of learning, teaching and management, he said.

Bengu said he was aware that the lack of essential resources had contributed to the breakdown of the schooling system, but the constitution obliged the Government to use all resources at its disposal to develop a learning nation.

## Preference for English rises 'with education'

Ingrid Salgado

(50) MD 20/6/95

RISING education levels in SA tended to coincide with a broadcasting preference for English and a decline in preference for home languages, Central Statistical Service head Mark Orkin told an Independent Broadcasting Authority (IBA) language forum yesterday.

Drawing on statistics used by the SABC in its submission to the IBA last month, Orkin said comprehension of English and Afrikaans among African language speakers stood at between 60% and 70%. But preference for broadcasting in Afrikaans had dropped to single digits, whereas preference for English stood at the 50% mark.

Across African languages, Orkin said, nearly one-fifth of respondents cited English as their first language preference for viewing.

The survey came under attack from other delegates, who said audiences' actual behaviour should rather be considered — stated preferences failed to give the "whole picture".

Meanwhile, delegates to a "Women and Media" conference yesterday resolved to establish a national forum to address women's empowerment. SABC board chairman Ivy Matsepe-Casaburri said a body to monitor women's portrayal in the media was on the cards.



# Devoted teachers keep strained rural schools afloat

500 Saw 24/6/95

While Majakaneng Primary is bursting at the seams, with a pupil-teacher ratio of 85 to one, the mood is positive, writes CHRISTINA STUCKY

Dust rises from the school yard where familiar scenes unfold. A bully punches a wall out of a scrawny boy half his girth. A show-off with his school tie wrapped around his head teases a leggy classmate. A cluster of girls sing and clap, pounding the sandy ground, while other girls pore over a magazine. What sets Majakaneng Primary School near Brits apart from the hundreds like it in rural southern Africa is its size — and the determination of its staff. It has 1 277 pupils aged six to 16 — and 18 teachers.

## Positive

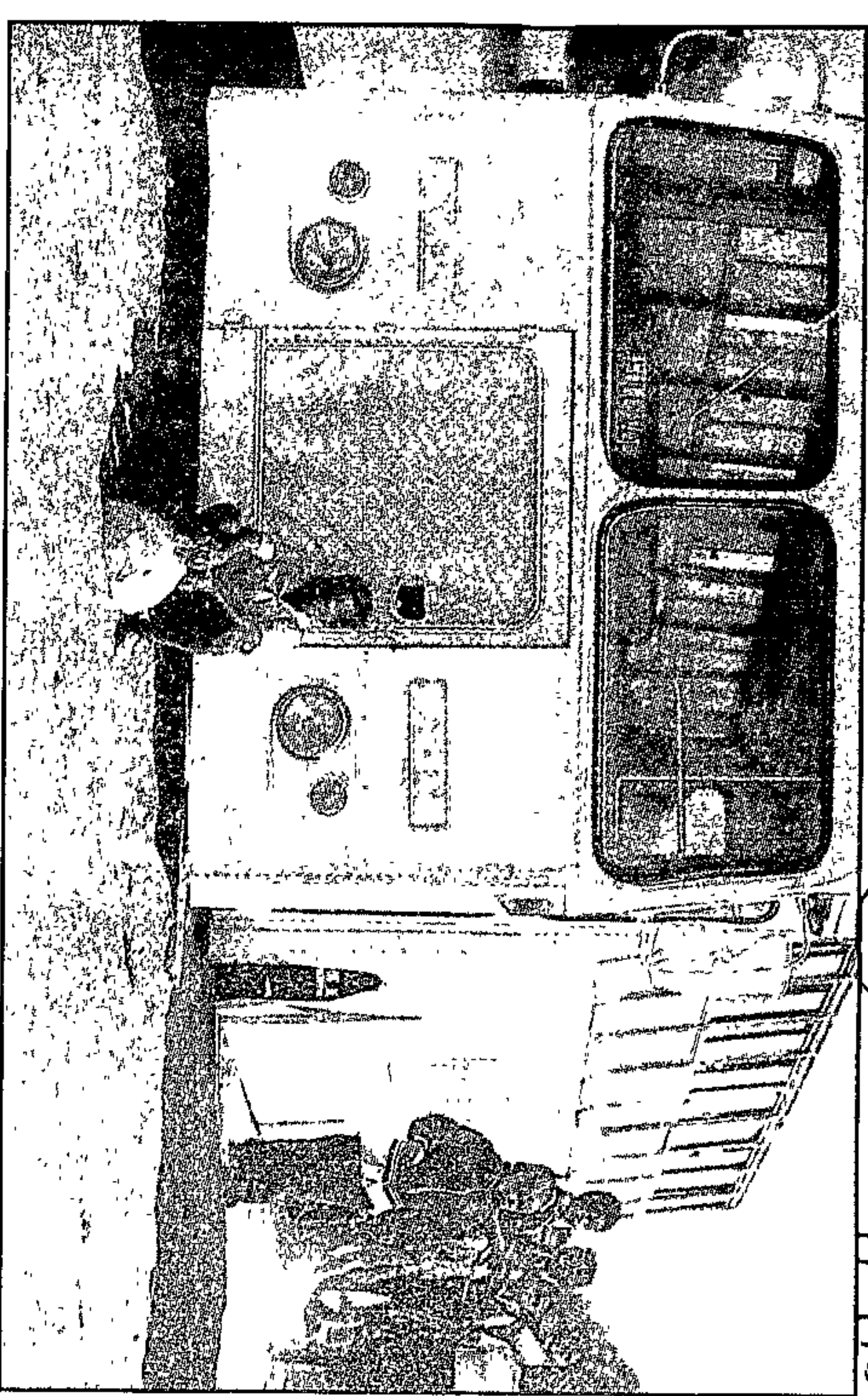
Majakaneng is an example of how some children receive at the very least a basic education in this country. And, as exams go, it is not altogether a negative one. "One cannot feel comfortable if things are running in this fashion, but the mood is positive here," says principal Peter Tabane. "We are trying to do what we can. At least at the end of the year we know some students will move from one standard to another." This is no mean feat, given the conditions under which the



**MAKESHIFT CLASSROOM:** With money and effort from the community, corrugated iron extensions were tacked on to the dilapidated hall to accommodate burgeoning classes

children are taught. The school has two buildings. One, completed recently, boasts solid brick walls, windows and cement floors. The other is a dilapidated hall with two corrugated iron additions. Because of the number of pupils, the school operates in shifts. The upper primary grades are taught from 8am to 11am, and the lower primary students from then until 1.30pm. "That is not effective teaching," says Tabane, who teaches

agriculture and geography. The student-teacher ratio is 85 to one. Standard 1 alone has 160 students. "At other schools, students get 10 periods of English each week. Here we are forced to offer English twice a week," says Tabane. The school falls under the auspices of the North West Department of Education, which is aware of the problems facing schools such as Majakaneng. Spokesman Keitumetse Se-makane says: "In terms of the



**SEATS OF LEARNING:** Old buses will be used to house lower primary classes. During break they are popular play areas

## The upper primary classes are taught in the first shift

number of teachers we have (in the province) and the number of students, we are not falling short of a teacher-pupil ratio of one to 45 at primary level and one to 35 at secondary level." The ratio varies from area to area. Predominantly black areas still have the highest

ratios. Given the Government's financial restrictions, changes occur slowly, but they are being made. Community attitudes are also changing. Semakane says parents not only send their children to school, but also co-operate with schools.

Majakaneng pupils' parents have contributed money, materials and time to build classrooms. Improvements are being made slowly but steadily, thanks largely to Tabane's talent as a fund-raiser. Two weeks ago, nine new teachers joined the staff. School books have been promised and three old buses are being refurbished as classrooms — as a temporary measure, Tabane hopes. "I do a lot of pleading with the community, even ask-

ing for tents. But what we need is 25 classrooms and 30 teachers. Then it will work." According to the government White Paper on education, there was a shortfall nationwide of more than 60 000 classrooms at the end of last year. If built instantly, they would accommodate only current enrolment and not take into account growing numbers of pupils. In spite of the handicaps, Majakaneng Primary seems to be functioning adequately. The

children playing in the yard are lively, alert and, under the circumstances, disciplined. For any teacher, facing a crowd of 85 to 90 pupils is nothing less than a nightmare, although teacher Lizzy Masinga finds other ways to describe her work. "It is very strenuous," she says, admitting she does not know the names of all her pupils, which exacerbates the problem of enforcing discipline. A teacher for 18 years, she has worked at Majakaneng since it started up in 1993. Her own children attended the school. Tabane asked how he would feel about his own children attending Majakaneng with 80 classmates each, shakes his head and whistles.

## Tough job

And yet, no one disagrees that this is better than no education, that even with the limited staff, the teachers are making some headway. "We are devoted. When you are devoted you find a tough job is easy," Masinga says. "We make do. One time, I had 133 students and there was no room for them. I took them under the tree with a chalkboard and I made it a point to have each child write something. Can you imagine? On the ground, under the tree?" Says Tabane. "This is a growing village. Next year when you come you will find more than 500 children in Grade 1."



Not only a social conscience but also financial plans inform this project

# School keeping hopes alive, farmers happy

(50) Jan 26/6/95

BY NIKKI WHITFIELD

It was all started by a bunch of farmers in the archly conservative northern Free State in 1991, long before words like "reconstruction" and "development" became banded around with great enthusiasm in South African business.

It involves more than 300 young black people rising before the sun to travel vast distances in rickety, draughty vehicles, only to go through it all again at the end of the day, often only reaching home when the sun has dipped below the horizon.

Yet they do it all willingly. Why? To get an education from a school that's in a different league to your average dusty farm school.

The Nampo Secondary Agricultural School, sprawling among the mielle fields on the flat plains outside Bothaville, has become a model institution.

But while it might have been set up with a certain degree of public-mindedness, the general manager of Nampo (the National Maize Producers Organisation) has made no bones about the real reason for the construction of the school.

"It all has to do with money," said Giel van Zyl, patting his back pocket meaningfully. "If farmers have no skilled labour, they won't be able to produce good maize. It was done more out of a business conscience than a social one."

Farmers, realising that few labourers could rise to managerial positions on farms because of poor education, began the

school with 125 pupils sheltered in tents.

Numbers have swelled and the tents have given way to an orderly row of pre-fabricated classrooms and workshops. Last year, the first batch of matriculants qualified, delivering a pass rate of 80% — the fourth highest in the Orange Triangle.

Two of the top pupils have gone on to study agriculture at the University of the Orange Free State in Bloemfontein.

But despite Van Zyl's businesslike words, the school fills a huge gap. No secondary schools are permitted to be built on private land, which means children would have to leave their parental homes and travel to cities to get a high school education.

And as much as money might have been the motivating factor, those in charge of the school work hard to keep the families together.

Petrus Pettit, the headmaster, explained how every morning three tractor-drawn buses collect the children from far and near and ferry them to school. Some children's daily round trip involves more than 200km. But when asked if building a hostel would not be a viable proposition, Pettit answered: "Then the families would not be together."

Subjects at the school range from the usual maths, science, biology and languages to practical agricultural science, farm mechanics and hotel and catering courses.

"The idea is to teach the children about farming and farm management, but also to give them something to fall back on if

they want to get out of agriculture," said Pettit.

The school is well-equipped, even though it is housed in pre-fabs. Gleaming stoves stand proudly in the home economics room and there is a television set and rows of books in the media centre. But money is scarce — no provision for funds for schools such as this has been made by the RPD for the first five years.

Money in the bank is down to R2 000. Fees per child are R20 a month — a sizeable proportion of a labourer's salary, but not much for the school's kitty.

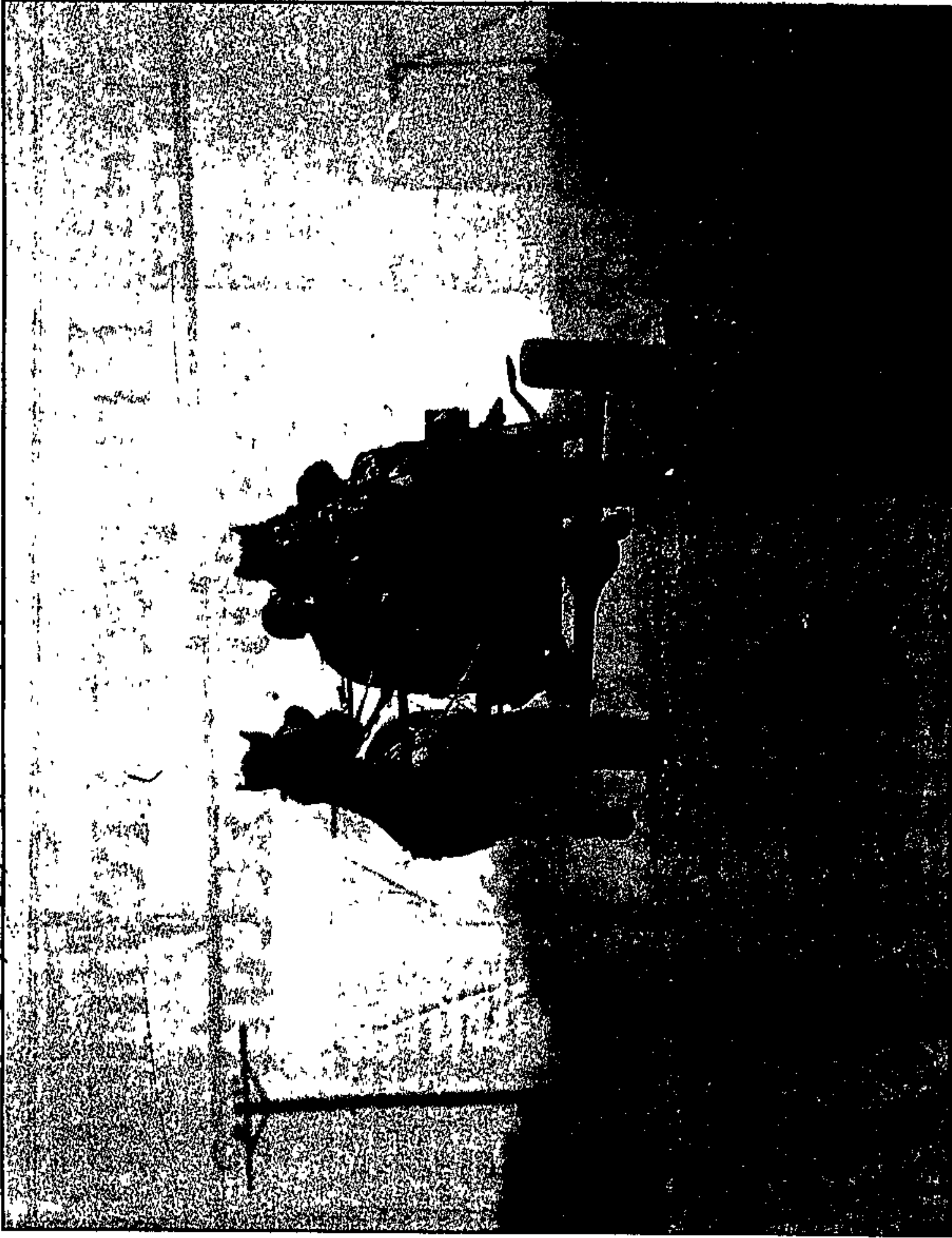
Pettit said petitions had been made to the Government for help, but although Free State Premier Terror Lekota has been impressed with the institution, and it has been visited by President Mandela, no money has been handed over.

"We desperately need computers for the children to be able to keep up with the times," said Pettit. "But we just can't afford them."

But they struggle on. The pupil/teacher ratio is excellent — 1:20 — and soccer and netball are played twice a week. But because of the vast distances the children have to travel, extra-mural activities are kept down.

The rising cost of diesel is also depleting cash supplies. It costs the school nearly R200 a day to transport the children, and the buses themselves are desperately in need of repair.

Before formal aid is granted, Nampo is coughing up to keep the school going.



Sometimes 200km ... a cart trundles down the road that leads to Nampo Secondary School outside Bothaville. PICTURE: THYS DULLAART

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## Pupils' conduct code criticised

ET 27/6/95 (50)

PRETORIA: The imposition of a Cosas code of conduct on all schools by Education Minister Prof Sibusiso Bengu was undemocratic and unfair, the Pan-Africanist Student Organisation said yesterday.

Paso said the code should be applicable only to Cosas pupils and not to its members.

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## Education supplies source examined

Farouk Chothia

DURBAN — An investigation had been ordered into the supply of books and equipment to KwaZulu-Natal education departments amid allegations of serious irregularities, provincial legislature education standing committee chairman Roger Burrows said yesterday.

(50) 00 29/6/95  
The investigation followed Press claims last year that R14,5m allocated for the purchase of library books was unaccounted for, and new claims made by Minority Front leader Amichand Rajbansi.

Rajbansi has said he understood that a "lady" from Kloof, near Pinetown, had received an order to supply school library books in

KwaZulu-Natal.

Rajbansi said he wanted to know whether the woman was a bookseller and on what grounds had she been given preference over other businesses.

The Mail & Guardian said last year new provincial library director Sally Ballard had had difficulty tracing R14,5m for the 1994/1995 financial year.

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## NEWS

# Education Bill 'probe' resumes

(50)

STAR 29/6/95

■ BY JO-ANNE COLLINGE

Public hearings on the Gauteng School Education Bill resume today against the background of a chorus of objections registered in the first round by various religious organisations.

Jewish, Muslim and Christian groups told the Gauteng legislature's Standing Committee on Education that they wanted changes to the provision governing religious practice at schools.

The South African Board of Jewish Education and the Association of Muslim Schools objected to the fact that the Bill's freedom of conscience provisions allow pupils attending state-subsidised private schools to refuse to attend religious education classes and religious ceremonies at school.

Although the Bill limits this right, both the Muslim and Jewish organisations felt the provision should be struck altogether.

"We take the view that schools established to advance the religious and cultural practices of the communities they form part of — such as Jewish day schools — must be entitled to require pupils who attend such schools to participate fully in the religious practices and religious classes stipulated by such schools," the Board of Jewish Education submitted.

The Muslim Association adopted a similar position. "In short, if a Muslim child refuses Islamic education and furthermore refuses to attend or to fulfil religious practices, in terms of Islamic law he ceases to be a Muslim.

"If every learner at any or all the schools affiliated to us exercised this right (of refusal), there would be no need for Muslim schools and the continuity of the Muslim community would be seriously endangered."

The Muslim Association also

took issue with the Bill's outlawing of corporal punishment, contending in their written submission that "the principle of corporal punishment is enshrined in Islam".

The association conceded that corporal punishment, as understood in Islam, could not be applied to non-Muslim pupils but that Muslim schools should be "allowed to enforce the law of the Quran ... in respect of violations by Muslim learners at Muslim schools against the law of Allah".

However, the Christians for Truth — who appear to have been associated with a campaign-by-fax against many aspects of the Bill — also argued that "the Bible states that a parent that does not administer corporal punishment does not love the child".

And the secular Independent Education Council of Pretoria pointed out that the parents at

the private schools which they represented wanted the option of corporal punishment to be retained.

When it comes to public schools, the Bill provides that the governing body of each school may determine its religious policy "subject to the approval of the MEC for Education".

## Principles

But it stipulates that this policy must take account of two principles: respect for the country's diverse cultural and religious traditions; and freedom of conscience and religion.

The Reformed Churches in South Africa have taken issue with the fact that the structuring of governing bodies does not give the churches a guaranteed input. They view the MEC's powers as extraordinary and excessive.



# Draft Bill gives teeth to language watchdog

Adrian Hadland

CAPE TOWN — Draft legislation establishing SA's new language watchdog, the Pan South African Language Board, was published in Parliament yesterday.

Deputy Arts and Culture Minister Brigitte Mabandla said the board would protect language rights in SA and encourage the principle of multilingualism.

The special Government Gazette in which the Bill was published was the first to be published in all 11 official languages.

The proposed board, which will be appointed by the Senate, will consist of 13 members including language planning experts and experienced language workers such as translators, interpreters and literacy experts.

Among the functions of the board would be the reception and acknowledgement of violations of language rights, monitoring the observance of Constitu-

tional provisions and principles regarding the use of language and checking new legislation, practices and policies.

The board may also request government to provide financial support to victims of "gross violations of language rights", Mabandla said.

The definition of what constituted such violations would be determined by the Constitutional Court.

Deputy director of language planning Anne-Marie Beukes said language was an economic resource to be treated as an asset rather than a liability.

Empowering people to understand, participate and communicate would have advantageous spin-offs for the economy.

Written as well as oral comments on the draft Bill would be invited before the legislation was formally tabled, probably by mid-September. The board would begin work once its members were appointed.

# Body backs abortion

CAPE TOWN — The ANC majority in a special parliamentary committee recommended yesterday that abortion should be allowed on request up to 14 weeks and, under "broadly specified conditions", up to 24 weeks.

However, NP spokesman Willem Odendaal said the ANC had bulldozed the recommendations through.

The NP would fight the recommendations.

The NP has proposed that there be legal abortions under the conditions allowed for in the existing Act — in cases of rape, incest, mental incompetence, foetal deformity and a few other specified conditions.

IFP committee member Sue Vos said it was "a matter of conscience" and that while some IFP members would support the recommendations, others would oppose them.

The health minister will refer the report to the parliamentary health committee to prepare draft legislation. — Sapa.

# Wide range of opinion sought on language issue

□ Minister invites written and oral comment

(50)  
ARC 30/6/95

**TYRONE SEALE**  
Political Staff

SOUTH Africans have been invited to make their voices heard on the enforcement of 11 official languages and on other questions of language rights

Brigitte Mabandla, Deputy Minister of Arts, Culture, Science and Technology, yesterday announced the publication of a special edition of the Government Gazette containing the Draft Bill on the Pan South African Language Board.

In terms of Section 3 of the interim constitution, the senate has to establish the board which will be responsible for the implementation and promotion of multilingualism, including the fostering of respect for languages other than the of-

ficial languages spoken in South Africa

Mrs Mabandla said parliament had decided that written and oral comments on the draft bill would be invited before the Bill would be tabled in parliament

Since language was such an emotional issue in South Africa, public hearings involving all interested parties would be held in Cape Town and in isolated rural communities at the end of July to consult as widely as possible and to afford people the opportunity to comment orally

Mrs Mabandla said South Africa would most certainly not benefit from its cultural richness if it failed to devise strategies to train language workers such as translators

and interpreters

"I am convinced that the establishment of widespread language services and the training of language workers should be one of the urgent matters that the board will have to find solutions for," she said.

To emphasise the point, the Department of Arts, Culture, Science and Technology had the draft Bill published in a Government Gazette translated into the 11 official languages

Mrs Mabandla said her department had encountered numerous stumbling blocks in its efforts to get the draft bill translated into the previously marginalised languages

"We were confronted by one of the serious legacies of apartheid which is still generally un-

derestimated in our country that is, the critical lack of suitably trained translators in the African languages"

She said the board would be able to provide financial support to groups who were victims of gross violations of language rights, but details of such a provision would have to be worked out

She said gross violations would include denying anyone the right to speak a particular preferred language.

"We certainly do not wish to repeat the mistakes of the elite language bodies of the apartheid era who worked in isolation without adequate consultation with language groups."

"We must harness and develop all our languages in the interest of our rainbow nation."

# Language board soon

CT 30/6/95 (50)

DRAFT legislation was gazetted yesterday for the establishment of a Pan-South African Language Board (PSALB) to act as the nation's language watchdog.

Deputy Minister of Arts and Culture Ms Brigette Mabandla said the 13-member board was designed to promote multi-lingualism and develop indigenous languages.

The PSALB will hear claims relating to language rights violations, monitor equality among the 11 official languages, formulate language policies and administer funding. — Political Correspondent



## Education Bill under DP fire

■ BY JO-ANNE COLLINGE

The groundbreaking Gauteng School Education Bill has come under fire for the sweeping powers it confers on the MEC for Education.

The provincial Standing Committee on Education, which is hearing submissions on the draft legislation, was yesterday urged by Roger Burrows, national spokesman on education for the Democratic Party, not to endorse this "blank cheque".

"The DP has grave misgivings over the over-riding powers reserved in many instances to the MEC for Education," Burrows commented.

He was asked by members of the standing committee whether concentrating powers in school governing bodies was not more dangerous.

"It may well be that the MEC has to have the powers," he conceded. But these should be exercised in consultation with some elected body.

(50) Star 30/6/95



# Guards to watch for school wreckers

(50)  
ARL/7/95

**GLYNNIS UNDERHILL**

Staff Reporter

SECURITY guards have been assigned to schools in the Western Cape as a temporary measure to deal with the dramatic increase in vandalism.

And plans are afoot to find a more permanent solution.

Dr F L Knoetze, acting-head of the Western Cape Education Department, said vandalism of schools in the Western Cape in 1994 amounted to more than R5 million.

"In order to combat vandalism in a positive manner the Western Cape Education Department is making a concerted effort to promote a culture of learning and to instil a feeling of pride and belonging among pupils and school communities," he added.

Dr Knoetze said a special project had been approved to restore and renovate 80 schools in the Western Cape this year.

It was hoped to do the same to many more schools over the next four years, depending on funds, he said.

"As this process will entail the mobilisation of all available resources in schools and school communities, it will promote a sense of ownership which should counteract acts of vandalism," said Dr Knoetze.

"Security guards have in the meantime been sent to schools in high-risk areas and those which have already

■ The Western Cape Education Department has been forced to employ security guards at schools hit by vandalism.

been repeatedly vandalised," he said.

"It is not possible to identify a particular group which is responsible for the damage. It appears that some people cause damage out of frustration while others loot school property for their own use or gain," said Dr Knoetze.

Two Northern area schools were recently damaged by vandals, who ransacked parts of the buildings and stole items worth thousands of rands.

Edward Primary in Elsies River was broken into last month for the ninth time in under three months.

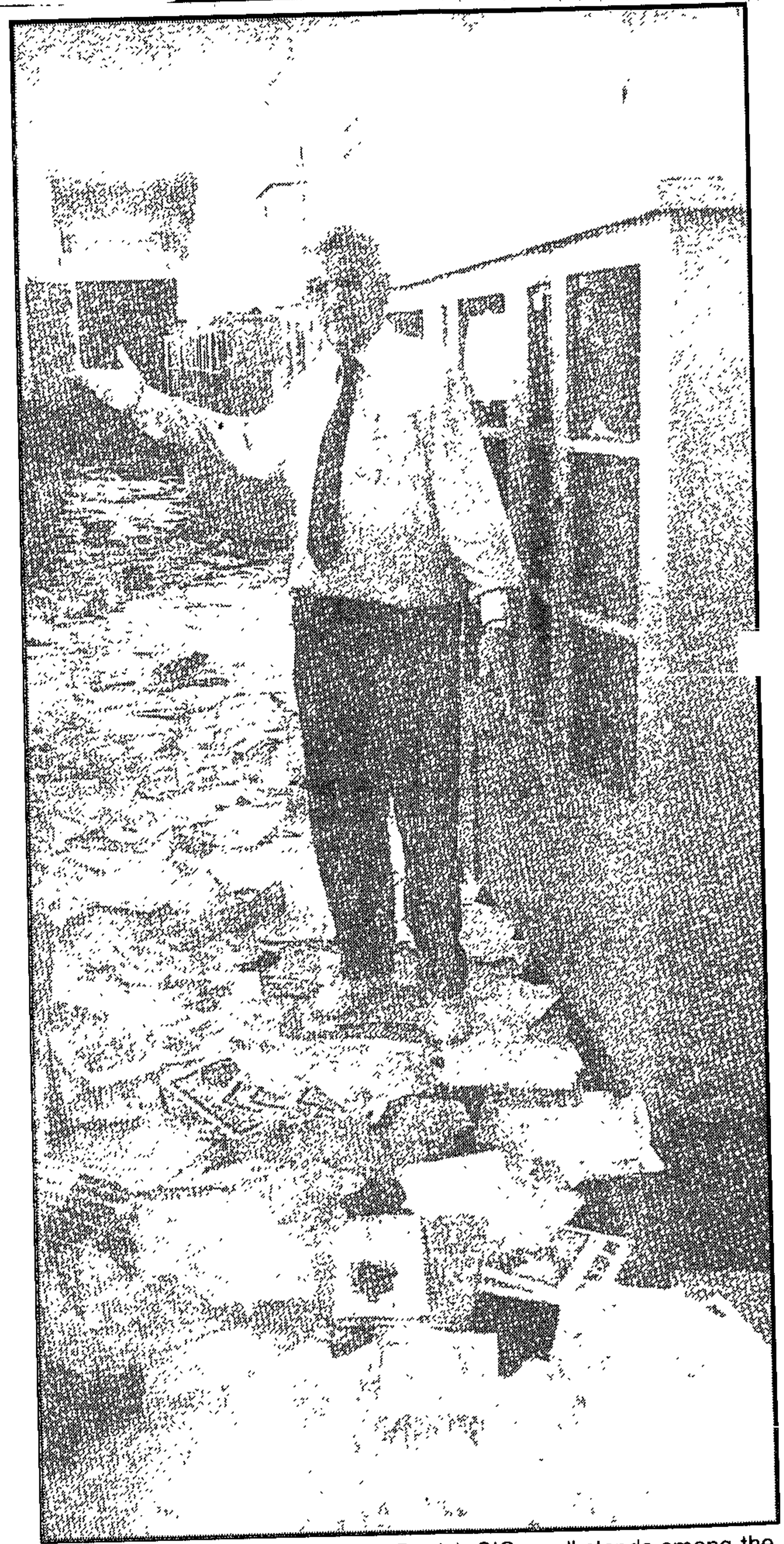
Vandals also caused damage estimated at R20 000 at Maitland High School — the second attack in a week.

Dilapidated and vandalised classrooms at Lotus River High School have led to a drop in enrolment figures at the school.

Belhar Primary School teachers are reported to be "sick and tired" of the theft and damage to their school.

It is no wonder — they have been vandalised and burgled more than 15 times this year.

Even the Nompumelelo School for the Handicapped in Guguletu was hit by vandals, who caused damage amounting to thousands of rands.



□ **FLASHBACK:** English teacher Patrick O'Connell stands among the contents of the cupboards which were strewn on the floor by vandals who ransacked part of a school in March.



## Call to subsidise early childhood development

JOHANNESBURG. — Only one in 10 South African children has access to early childhood development programmes (ECDs) and the government should amend legislation and provide subsidies to address the gap, an education spokeswoman has urged.

Special adviser to the minister of education, Sheila Sisulu, said ECDs could address inequalities rooted in poverty and social discrimination.

"Education and care of young children must be integrated with health, housing, welfare, schooling and economic development so that children's needs can be met in an integrated way," Ms Sisulu said at a graduation ceremony at the Sagewood Education Centre in Midrand.

"The various education Acts and the 1993 Child Care Act

must be radically revised to provide for the subsidisation of a wide range of ECD programmes targeting vulnerable communities (50) (248)

She also congratulated the Sagewood Centre on its education workers' programme, in which residents of disadvantaged communities in Ivory Park and Tembisa on the East Rand are taught to take care of pre-schoolers.

Every child had a right to comprehensive ECD programmes, she said.

"The task is awesome but we are committed to providing young children with all they need to develop and grow into healthy, well-adjusted and productive adults.

"By doing this we will ensure the future of our country." — Sapa. ARG 3/7/95



# Plea for (50) school

## autonomy

SHOW 4/7/95

BY JO-ANNE COLLINGE

The Transvaal Agricultural Union has made a passionate plea for governing bodies of schools in Gauteng to have absolute autonomy over their curricula, admission and language policies.

The TAU's Pieter van Ronge lodged the plea at the Gauteng standing committee on education, which is conducting hearings into the draft School Education Bill.

The TAU was unhappy with the Bill's requirement that "structures of democratic governance in school education should be constituted with due regard to the racial and gender demographics of the province".

It said this meant "no school in Gauteng can have a majority of whites on its governing body".

It viewed the provision as a deliberate ploy to dominate cultural minorities and warned it would lead to racial conflict.

The South African Democratic Teachers' Union has supported the Bill and the powers it gives Education MECs to override school governing bodies whose decisions do not accord with human rights principles set out in law.

# W Cape education 'ahead'

ET 5/7/95

(50)

## STAFF REPORTER

THE Western Cape is one of three provinces leading the country in education reform, a prominent educationist told a national conference on education in the city yesterday.

Dr Johan van Zijl, past executive director of the Education Foundation, said his recent survey had found the Western Cape, Gauteng and kwaZulu/Natal education departments to be far ahead of the rest of the country in revamping education systems.

The Northern Transvaal, North West Province and Eastern Cape were bottom of the pile and needed a massive injection from the Reconstruction and Development

Programme to get them on a par with the rest of the country.

"It is not that these provinces are doing a bad job; rather they have inherited poor infrastructures and, as in the case of the Northern Transvaal, severe poverty and illiteracy."

## Rural focus

He echoed ANC spokeswoman Ms Lyn Brown's comment earlier in the conference that the RDP should "forget about the city slickers".

"Young, black, rural women are among the most educationally disadvantaged people in the country — these are the people we, as educationists, have to reach."

Dr Van Zijl said talk that teachers could no longer be paid according to their qualifications because "a qualified teacher was not always a good teacher" was potentially very disruptive.

Of the country's estimated 300 000 teachers, 180 000 were underqualified and were not paid enough.

He suggested a process of "peer review" that would encourage the involvement of teachers in determining their own salaries.

On the issue of university involvement in the National Qualifications Framework, which advocates greater government control over university curricula and the criteria for issuing degrees, he said the debate was "only starting".

## Bengu wants innovation in delivery of education

Musi Khoza

(56) 6/17/95  
THE conventional three-tier structure of primary, secondary and tertiary education fell short of meeting SA society's needs, Education Minister Sibusiso Bengu said yesterday.

At the opening of a three-day conference on community education in Johannesburg, Bengu called for innovation.

Community enterprises, private colleges, and education and training innovations in the workplace were evidence of the strong demand for such services, which conventional education institutions did not seem to be able to offer.

However, these forms of education were still essen-

tial and every effort had to be made to improve the quality of the service.

There was an unlimited demand for learning, but the nature of the demand would depend on how well people understood and articulated it.

Bengu said this would in turn be determined by the information people had about learning opportunities and their capacity to access these opportunities.

Stakeholders had to develop appropriate models.

He said the education department and the SA Institute of Distance Education would establish a national open learning agency next year to provide a dedicated service for all education providers.



## Call to limit state control in schools

CT 10/7/95 (50)

### **STAFF REPORTER**

GOVERNMENT control in schools should be limited and more power given to school principals and their governing bodies, a British educator told a national conference of school heads last night.

Mr Michael Marland spoke at the launch of a national princi-

pals organisation in Somerset West. The new organisation has brought together school heads from all groups.

He said every detail of a school must be directed towards teaching and the child but at the same time a principal needed to encourage the involvement of parents and the local community.

# Bid to draw pupils to scientific subjects

(58) Sowetan 11/7/95

**By Claire Keeton**

SCIENCE, technology and mathematics education is under the spotlight at an international teachers' conference being held at the Johannesburg College of Education this week.

The director of the Primary Science Programme, Mr Peter Glover, said: "Most black pupils eliminate science or technology-based further education from their thinking by the end of Standard 5. This ultimately robs South Africa of a potentially motivated and productive labour force."

"We need to be thinking in a different way about education and technology," the acting president of the CSIR, Dr Geoff Garrett, said in the opening address yesterday.

Garrett said South Africa's GDP *per capita* had dropped over the past few years. He said studies had shown that the country's biggest weakness was a shortage of educated, skilled labour — particularly in the scientific field. Economic growth had been shown to be integrally related to technological and scientific development in a country.

At this week's conference, speakers from all over the world will be exploring activity-based science teaching methods as a way of exciting interest in scientific subjects.

Topics during the day would range from "Learning Science skilfully with Darts" to "Linking School Science to Life".

Interested persons and organisations can contact the PSP at (011) 339-4380.

# Too few pupils do science, technology

Kathryn Strachan

SA will never build a productive and competitive economy unless many more science and technology orientated pupils emerge from schools, says Primary Science Programme (PSP) national director Peter Glover.

Of the small number of black students who trained as primary school teachers, very few had taken science beyond the ninth year of schooling.

"One of the problems of poor and lacklustre basic science education is that most black pupils eliminate science and technology-based further education from their thinking by the end of Std 5," he said.

"This ultimately robs SA of a potentially motivated and productive labour force which requires both specialised skills and the perspective to see their daily work and personal actions in a broader scientific and technological context."

The PSP, a programme for primary level science teachers, aims to improve the quality of teaching and learning of science and related subjects by developing a core of competent primary school teachers empowered with the knowledge to deliver quality education.

Kevin O'Grady reports that technology could become a compulsory subject for primary school children by next year if a report by the Ort-Step Institute is accepted by Education Minister Sibusiso Bengu.

The institute — the SA arm of the World ORT Union, the world's largest educational organisation — would submit a curriculum proposal to Bengu within weeks, a spokesman said.

Ort-Step had already spearheaded an initiative to develop technology education curriculums for primary and high schools after Bengu established a special task force to investigate the introduction of technology education.

The initiative had been accepted by Bengu and was in various stages of implementation at high schools around the country.

The institute's deputy national director Iris Gershuni said it was important for primary school children to get a basic grounding in technology before studying the subject at high school.

Marc de Vries of the Eindhoven University in the Netherlands, who was a member of the local and international team of academics that drew up the technology curriculum for SA primary schools, said there was an international tendency to move away from craft.

(50)  
BD 11/7/95



## New centre for learning

Susan Russell (50)

A UNIQUE electronic learning centre providing Soweto adults and children with a range of courses, from literacy and school subjects to agriculture and business management, has been opened at the Ipelegeng Community Centre in Mofolo. *BD 12/7/95*

Sponsored by the SA Rail Commuter Corporation, it will be equipped with satellite antennae and up-to-date electronic equipment.

Manager of strategic planning and communications, Connie Nkosi, said the aim was to bring education closer to the people and give those who could not be accommodated within formal education structures a second chance.

The centre will use modern technology to meet basic and sophisticated educational needs.

Courses on offer include literacy and numeracy, agriculture, life skills and school subjects up to matriculation level.

A variety of business and management courses as well as a number of short courses will also be offered.

# Fishermen need to reel in democracy

Kathryn Strachan

*BD 12/7/95*

LITTLE progress had been made by most sectors in the fishing industry to recognise the true potential of fishing folk, Deputy Tourism Minister Bantu Holomisa said.

Speaking at the Food and Allied Workers' Union congress in Bloemfontein yesterday, he said the labour component had been abused and deprived of its right to negotiate an acceptable package at decision making level over the years.

This situation, which could no longer be tolerated, had contributed directly to violence and depressed fishing communities.

Both labour and fisheries legislation would have to be revisited to ensure that among other key issues such as registration of fishermen, codes of conduct, employment contracts, workmen's compensation and participation in decision making were addressed democratically.

This could be achieved only if the industry was restructured along affirmative lines, a move which would require a new and dynamic management approach.

Holomisa said a new committee had recently been appointed to reshape the industry and to implement new structures for orderly management of marine resources. This process had had its fair share of problems mainly due to the fact that communication systems between govern-

ment and grassroots were non-existent.

From the outset, various sectors were reluctant to participate and the process was further hampered by inadequate funding as his department was unable to contribute more than R250 000.

However, much work had been done in consultation with development trusts and foreign governments to access the initial budget requirement of about R1,7m.

In an effort to promote legitimacy, non-governmental organisations locally and abroad would be co-opted onto technical task teams to assist with the formulation of a representative fishing policy.

The policy would aim to address the imbalances of the past while promoting sustainable utilisation and development of marine resources in accordance with the objectives of the reconstruction and development programme.

He said that if communities were empowered, the policing of resources would be an easier task which would contribute favourably to combating the existing indiscriminate poaching of resources.

Fishermen would also have to be assisted financially to participate in decision making at all levels through area forums, which ideally should function through provincial legislators on structures such as the quota board and the Sea Fisheries Advisory committee.

Lead  
at Su  
and





Gauteng education MEC Mary Metcalfe voices concerns yesterday about petitions distributed in churches in the province recently that she says misrepresent the Gauteng School Education Bill. Picture: ROBERT BOTHA

## MEC slams petition on education (50)

Kevin O'Grady

GAUTENG education MEC Mary Metcalfe yesterday hit out at the anonymous distributors of a petition, which she says "misrepresents" the content of the Gauteng School Education Bill and had caused thousands of parents "needless anxiety".

The education department had received thousands of signed copies of the petition, which had been distributed largely in churches, and would now need to employ someone to respond to each petitioner and properly explain the content of the Bill, she said.

Despite attempts to broaden public information about the Bill, "some organisations or individuals are deliberately spreading distorted information and are preying on the fears of ordinary people".

"This represents a misguided and unscrupulous attempt to prey on the anxieties of ordinary people about the process of change in this country," she said.

She called on the authors of the petition, which includes references to limitations on religious freedom and on children's fundamental rights, to identify themselves and enter into a public debate on the issues.

The petition also called for amendment of the Bill to exclude the MEC's power to determine syllabi, schedule the school calendar and force children between the ages of seven and 15 to attend school.

Meanwhile, 200 additional mathematics and science teachers are to be trained and begin teaching by the end of next month to counter a shortage of qualified teachers in the subjects.

The "fast track" solution would give working or unemployed teachers the opportunity to obtain a diploma in the subjects from one of two colleges and to teach the subjects to standard six and seven classes.

## Public service changes remain 'on schedule'

David Greybe

CAPE TOWN — Rationalisation of the public service would be completed on schedule by the end of October, the Public Service Commission said yesterday.

Commissioner Yvonne Muthien said the commission was confident that, despite problems in some "volatile areas" like defence and police, ministers and provincial governments would meet the deadline.

She conceded it would "still take a few months" before all departments were "fully functional", but said this was to be expected because it was the most far-reaching public service restructuring undertaken in SA.

Muthien said the biggest problem departments had encountered was logistical, due to the large number of applicants who had responded to new and existing posts advertised since last year's elections.

However, "the process is well on track to meet the end of October deadline. Most departments are over the worst."

The Cabinet decided earlier this year to extend the rationalisation deadline by six months from April because certain ministers had been slow in finalising the process.

Muthien said a natural attrition rate of 5% would ensure the 1.2-million strong public service would not swell during the rationalisation process, in spite of steps to make the service more representative.

Public Service Minister Zola Skweyiya estimated recently that the public service would eventually be cut by up to 80 000 jobs — between 5% and 7%. He stressed this

was an exercise in "right-sizing", not "down-sizing".

Muthien said the first priority under the rationalisation plan, conducted under the auspices of the commission, was to form one public service from the previous 11.

The next task was to "fine tune" departments by "matching" the number of employees with the number of available posts. Management was dealt with first.

Surplus staff were either transferred to other posts, some in new areas, or offered redundancy packages.

She said a case in point was the health department, which was in the process of "provincialising a lot of people".

Muthien said another important part of restructuring was the establishment, usually in a phased manner, of functions and structures to ensure delivery of the reconstruction and development programme.

The process of transferring staff was running smoothly because of prior negotiations with trade unions in the central chamber of the Public Service Bargaining Council. A body to hear grievances had also been established.

The largest union, the Public Servants' Association, yesterday endorsed Muthien's view. Association GM Casper van Rensburg said his union, which dealt mostly with public servants at central government level, "does not know of a single serious case" resulting from the rationalisation process. He attributed this to a policy framework negotiated between government and the unions at the end of last year to act as a guideline.

## Duarte softens stand in row

GAUTENG safety and security MEC Jessie Duarte appeared to have softened her position last night on the provincial police commissioner's explanation for not acting against policemen alleged to be guilty of murder and torture.

Sapa reports Duarte met Gen Sharma Maharaj yesterday to have him explain why he said he would not act against Vaal Triangle policemen accused of misconduct in a report compiled by an advocate investigating the allegations.

After meeting Maharaj, she said it appeared the decision not to act against the policemen had been taken at national level.

Maharaj said on Monday he could not suspend the policemen because a decision not to do so had already been taken at "the highest national level".

Duarte said she intended to ask Safety and Security Minister Sydney Mufamadi today "to ensure some action is indeed taken against those linked to acts of murder and torture".

Duarte conveyed her concern to Maharaj that he had not suspended policemen in Gauteng against whom there was evidence of illegal actions. She planned to discuss the issue with Maharaj again.

Earlier, Duarte reacted angrily to his explanation.

the officers had been made after an independent investigation by former police commissioner Gen Johan van der Merwe, current commissioner George Fivaz and a deputy commissioner of police.

Independent board of inquiry officer Piers Pigou, who has been investigating police malpractices, said the commissioner of police had no option but to suspend policemen accused of torture and murder.

Pigou said the demand was not a police witchhunt, but that justice must be seen to be done.

Pigou asked Maharaj why the Vaal policemen guilty of malpractices had

# Bid to boost teaching of maths

(50) STW 12/7/95

■ BY LEE-ANN ALFREDS  
EDUCATION REPORTER

A 12-month diploma which will equip unemployed, qualified teachers to teach maths and science has been approved by the Gauteng Education Ministry in a radical move to try to alleviate the shortage of skilled technical teachers in the province.

The course, which will be offered at two teacher training colleges, will start at the end of August and will produce teachers qualified to teach maths and science to Standards 6 and 7 by the middle of next year.

Announcing the initiative yesterday, Education MEC Mary Metcalfe said the course could accommodate 200 students.

The candidates, who would be drawn from the ranks of both working and unemployed qualified teachers, would have to undergo a selection test which would be handled by the colleges, she said.

She declined to name the colleges, saying final details, including the curricula, were still being worked out.

The course will run in the afternoons only and last 260 hours. It will not be accredited nor qualify teachers for higher salaries.

It was proposed by the colleges themselves and would be funded by the Joint Education Trust. The programme would not be very expensive as only qualified teachers would get a diploma, she said.

"It is unorthodox, but we see this as a fairly decisive move to stop the cycle of mediocrity currently pervasive in maths and science teaching. We are looking at other ways to relieve the critical shortage, but this is a welcome first step," Metcalfe said.



# Metcalle states 'malicious' pamphlet

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5/13/75

tion of unilateral decisions  
Metcalle has denied all the

accusations, saying attempts to  
inform the public of the debate

surrounding the Bill had been  
sabotaged by "organisations or

individuals deliberately spread-  
ing distorted information".

She said that clauses in the  
Bill which gave the MEC the

right to determine details of the  
syllabus and programme content

and to schedule the school cal-  
endar, determine religious

school holidays and make edu-  
cation compulsory for all chil-

dren were all continuations of  
previous legislation.

"And the powers of parents  
are also greater than before ...

The claims made by those peo-  
ple who have been disseminating

this spurious document are de-  
monstrably false," Metcalle said.

She said the ministry hoped to  
respond to concerned parents' letters.

Legislature, were conclud-

ed last week and a decision on  
the Bill is expected when the leg-

islature reconvenes.

"The pamphlet — the authors  
of whom are unknown to educa-

tion officials — claims the draft  
Bill concentrates all power over

the minutest details of the edu-  
cation of children in the hands of

the MEC and Director-General of  
Education, determines the

school calendar of unsubsidised  
private schools, allows agents to

enter schools without warrants,  
limits reference to religion in all

schools and detains children in  
schools for many hours, "unrea-

sonably and unnecessarily limit-  
ing their rights".

It accuses Metcalle of "insult-  
ing the constitutional rights" of

children and parents by offering  
them token representation on

centralised governing bodies  
which can do nothing, except

delay by 30 days, implementa-

BY LEE-ANN ALFREDS  
EDUCATION REPORTER

A pamphlet smear campaign  
which accuses the draft Gauteng

School Education Bill of trying to  
"detain children from seven to

15 years" at schools and deprive  
parents of their rights has been

called mischievous by Education  
MEC Mary Metcalle.

Addressing a press confer-  
ence, she said the campaign had

tried to prey on the fears of ordi-  
nary people.

She said thousands of submis-  
sions from people had streamed

into her office and the Gauteng  
legislature following the distri-

bution of the pamphlet at  
churches and schools before the

deadline for public comment on  
June 19.

The Bill was gazetted for pub-  
lic comment on May 12.

Public submissions to the Edu-  
cation Standing Committee, Gau-

# 'Old guard' subverts syllabus changes

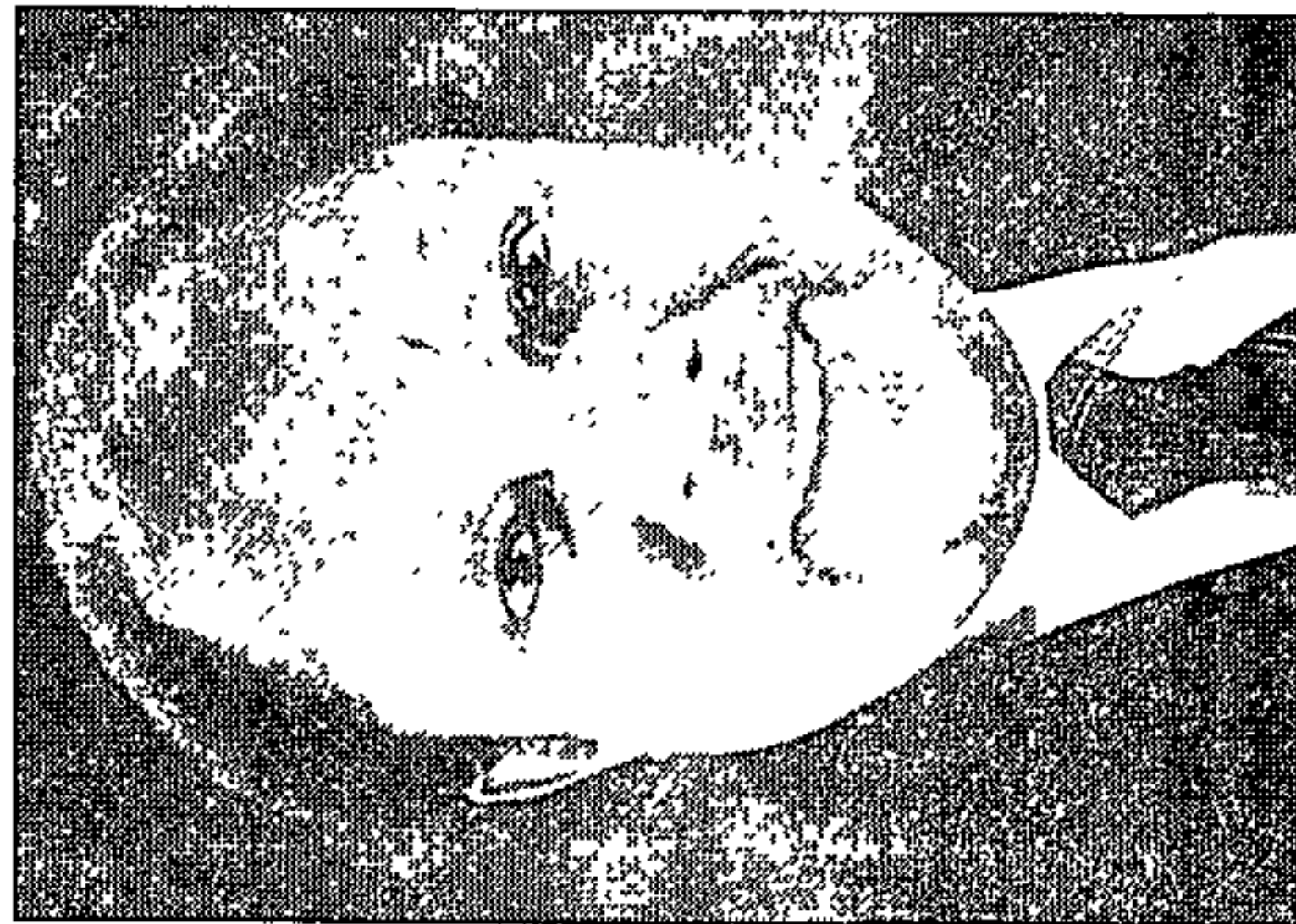
(50) WMM 14-20/7/95

Education Ministry bureaucrats are trying to prevent ideological changes to schools' history syllabuses, reports **Philipa Garson**

posed changes, attempting to rid history of its Afrikaner nationalist bias, had been made.

Now, the role played by Louis Kriel, secretary to the NETF's history sub-committee, in allegedly misrepresenting the recommendations of the committee, is being investigated. The Department of Education confirmed that "allegations against a curriculum committee secretary have been thoroughly investigated by a team involving outside experts".

Although the department refused to name the official, he is widely known to be Kriel. Findings of the investigation are expected shortly and director-general Chabani Manganyi may release a statement, according to media liaison official Corrie Rademeyer. Kriel has refused to comment on the allegations against him while the outcome of the investigation is still pending.



Education Minister Sibusiso Bengu: Must approve syllabus changes

necessitate new textbooks, until such time as entirely new curricula have been devised.

Stephen Lowry, convener of the social sciences (history and geography) sub-committee, said: "We produced what we thought was a very nice product in terms of the minister's brief."

"The syllabus was from an Afrikaner nationalist perspective. Our approach was that, in the short and medium term, we could change the syllabus round to be more African and less Eurocentric.

"What was eventually published of the Standard Two to Standard Seven syllabus was not a true reflection of our work. And only five to ten percent of our recommendations for the Standard Eight to Standard Ten syllabus were effected," said Lowry.

In a letter to the NETF in April, acquired independently by the *Mail & Guardian*, Lowry wrote: "I submit that the role Dr Kriel has played is far too interventionist and partisan. He has tried by various means to subvert the work of the sub-committee."

Meanwhile, the furore has fuelled further controversy around the interim syllabus committees, accused by some educationists of being hijacked by old guard bureaucrats and legitimated by "progressives" who participated in the process.

Furthermore, the entire process has been held up. Schools will only receive the amended Standard Eight to Standard Ten history syllabus after the committee sits again at the end of the month to redo the changes, and once the process of approval is completed. All other updated syllabuses have been received.

The NETF's field and phase committees were mandated to make short-term changes to existing curricula to delete offensive material and make other small changes which would not



# Scientists under scrutiny

WM 14-20/7/95 (50)

The science boffins are worried about whether the government will fund their research, or switch the money to RDP work.

**Jonathan Ancer and Fumane Diseko** report

**S**CIENTISTS are holding their breath while the government prepares a White Paper laying out plans for research and development.

With the new government likely to use its limited resources for tackling poverty, many scientists fear pure research — for which they have received international recognition — will take second place to research geared towards development.

The panic comes in the wake of a listing of institutions whose work is most-often cited, or mentioned in the work of other scientists, a standard measure of importance in the academic world.

Many of the citations are for work with no discernible development application, like the most-cited paper in the country entitled *The ecological role of water-column microbes in the sea*.

The ranking comes from the Institute for Scientific Information in the United States, which reveals that the University of Cape Town (where the paper was written) has managed the highest number of citations, followed by the University of the Witwatersrand (see sidebar).

Next year government funds to science councils will be allocated on the grounds that the research is beneficial to development.

According to Arno Webb, the deputy director of science and planning — a committee of the Department of Arts, Culture, Science and Technology (DACST), the government will fund scientific research which will help solve problems facing the country such as research into low cost housing, economic upliftment, agriculture and health.

Yet the survival of pure research has important educational implications, says Professor Jan Boeyens. In an office at the University of the Witwatersrand, Boeyens, an internationally celebrated scientist, is



**Boeyens: Fears losing government funding for pure research**

PHOTOGRAPH RUTH MOTAU

researching molecular modelling and the theory of molecular structure.

Boeyens acknowledges that his work has no immediate application. "If you ask me to apply my research to the food, petroleum or building industries ... I can't."

He argues that the value in his research comes from the fact that his students are being trained to assess and use new knowledge and when they go into industry they will know how to solve problems.

Boeyens believes that, through funding, the government is going to put pressure on science institutions to change the focus of their research.

"I don't think there is appreciation for the value of fundamental research. If the politics of the day demands that research for the acquisition of knowledge for its own sake will not be funded we are going to suffer. If money will only be available for research that has a direct benefit, and many research projects can not be described that way, then many of the best scientists will be deprived of research funds."

He also believes that it is the func-

tion of engineers to be involved in development and when a scientist takes over this role it ends in failure. "Scientists are trained in one thing only and that is research."

**P**rofessor Robin Crewe, Wits University's Dean of Science, argues that research institutions must maintain a balance between innovative research and applied research.

He also argues that it is a question of perspective and points out that the grant that the university gets for research would "probably only keep a corvette going for two days."

The Dean of Science at the University of Cape Town, Professor Cliff Moran argues that the government will be remiss to cut out pure research.

"If we are going to remain a viable country our researchers have to do long term strategic research."

The Foundation for Research and Development (FRD), a major source of funding for South African researchers, is planning to announce a set of programmes

which will reflect the priorities of the new government.

FRD President, Reinhard Arndt, states: "We support people and institutions for the research process to provide knowledgeable and skillful expertise. That expertise will enter the market and the market will focus on RDP objectives."

While some scientists do fear that Reconstruction and Development Programme-oriented research will mean that they can't explore things they are curious about, Jardine states, "We are acutely aware of scientists' concerns and this is reflected in the White Paper."

A vehicle, in the form of the Science and Technology National Forum, has been established for the department to interact with scientists.

Jardine explains that the White Paper, which is entitled *Preparing for the 21st Century* will shape and set out parameters for long term policies: "We hope to present a national vision on science and technology which will take us into the 21st century", he said.



# US textbooks for Flats school kids

A SHIPMENT of 75 000 new school textbooks from the United States has landed in Cape Town for free distribution by the Collaborative Education With South Africans Project to 70 schools in Mitchell's Plain and Khayelitsha on the Cape Flats.

The shipment was given a big send-off from Boston on May 10 by US co-ordinator Dr Wayne Dudley and Archbishop Desmond Tutu, to commemorate the first anniversary of President Nelson Mandela's inauguration, said spokesman Ben Sasseman.

However, funding at the South African end of the project was proving a problem.

"Dr Dudley has to come up with \$28 000 every time he sends a container of books. We only need R4 000 at this end, and we struggle to raise it."

"I've approached businesses all over Cape Town — this time I even went to the shops in Mitchell's Plain — and we really are struggling."

Friday's shipment included 300 school rucksacks filled with stationery and calculators, paid for by American school children for pupils at their Grassy Park sister school. — Sapa



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## Decision to drop Afrikaans slated

The Genootskap vir die Handhawing van Afrikaans yesterday said it noted with "anger, frustration and disappointment" the East London Transitional Council's decision to "do away with Afrikaans".

If other local authorities and state institutions decided to take the same route, members of the Afrikaans-speaking community who cared for their language "will be forced to take drastic steps", the GHA said in Pretoria.

The Government's hesitation to pursue those who committed anti-constitutional injustices against Afrikaans would motivate "any unconstitutional action" Afrikaans-speakers may take as revenge, it added. — Sapa.

(50) JAN 20/7/95

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## Teachers forced to pay for matric text books

(50) ET 2017/195  
A LEARNING centre in Zwelihle, near Hermanus, which was built by the community to serve as a high school, has been waiting for matric text books for nearly two years.

Western Cape Education authorities say there are "too few secondary pupils" for the school to register as a high school.

The learning centre, part of Lukhanyo Combined School, currently has 355 high school pupils, out of a total 889 pupils.

School principal Mr Morris Tshabalala said teachers were forced to buy high school text books out of their own pockets.

— Staff Reporter

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'GEOGRAPHICALLY MOST WIDELY SPOKEN'

# Appeal to keep Afrikaans official

CT 20/7/95

(52)

**IN A PLEA** to keep Afrikaans as an official language, the Language Board was told that geographically it was the Western Cape's major language. **EUNICE RIDER** reports.

**AFRIKAANS** is the first home language in most of the geographical area of the Western Cape, a fact that should be strongly borne in mind when the province chooses its official languages.

This was said in a submission to the Pan-South African Language Board which sat for the first time yesterday.

In his presentation to the language board, Professor Jzak van der Merwe, head of the Department of Geography at the University of Stellenbosch, said the inhabitants of over 99,4% of the Western Cape and of over 95,9% of the Northern Cape spoke Afrikaans as their first home language.

## Demarcation

Professor Van der Merwe, who assisted in the demarcation of the nine provinces as well as the boundaries of the Western Cape Metropole, and who has co-researched and written the illus-

trated book, *Language in South Africa* — Distribution and Change, said he had based his findings on the 1991 census results.

He acknowledged that facts gathered in the last census had been brought into question because of the political climate in which they were gathered.

## Sparsely populated

The figures were taken from questionnaires completed by 37,7 million people.

He also conceded that the Western and Northern Cape provinces were sparsely populated areas, but insisted that Afrikaans — along with Zulu and Xhosa — was one of "the three main languages" spoken in South Africa.

More than 8 million people gave their first home language as Zulu. More than 6 million listed themselves as being Xhosa speakers at home and nearly 6 million said they spoke Afrikaans at home. Less than 3,5 million listed

themselves as using English as their first home language. English was found to be the predominant language choice only in the metropolitan areas of Durban, Cape Town and Johannesburg.

Prof Van der Merwe told the board he was "prepared to guarantee" that on regional tendencies the first home language results of the next census, expected to be taken next year, would not differ too significantly from those he presented although it had recently become "more prestigious" to be seen to be an English speaker.

Afrikaans, slated as "the language of the oppressor", has recently been severely scaled down on the SABC.

## Television

According to recent reports a group of Afrikaans business people and judges could soon hire a television channel or satellite time to establish an Afrikaans television channel.

The government also hinted recently that the relaxation of Afrikaans as a second language requirement in schools, was imminent.

## HOME LANGUAGE: Afrikaans

% of the district total (1991)

- None
- 0,1 - 20,0
- 20,1 - 40,0
- 40,1 - 60,0
- 60,1 - 80,0
- > 80,0

Point of gravity

## DOMINANT HOME LANGUAGE: 1991

- is/Zulu
- Afrikaans
- Sesotho sa Leboa
- English
- isiXhosa
- Sesotho
- Xitsonga
- Setswana
- isiSwali
- isiNdebele
- Tshivenda

Cape Town

Port Elizabeth

Durban

Bloemfontein

Johannesburg

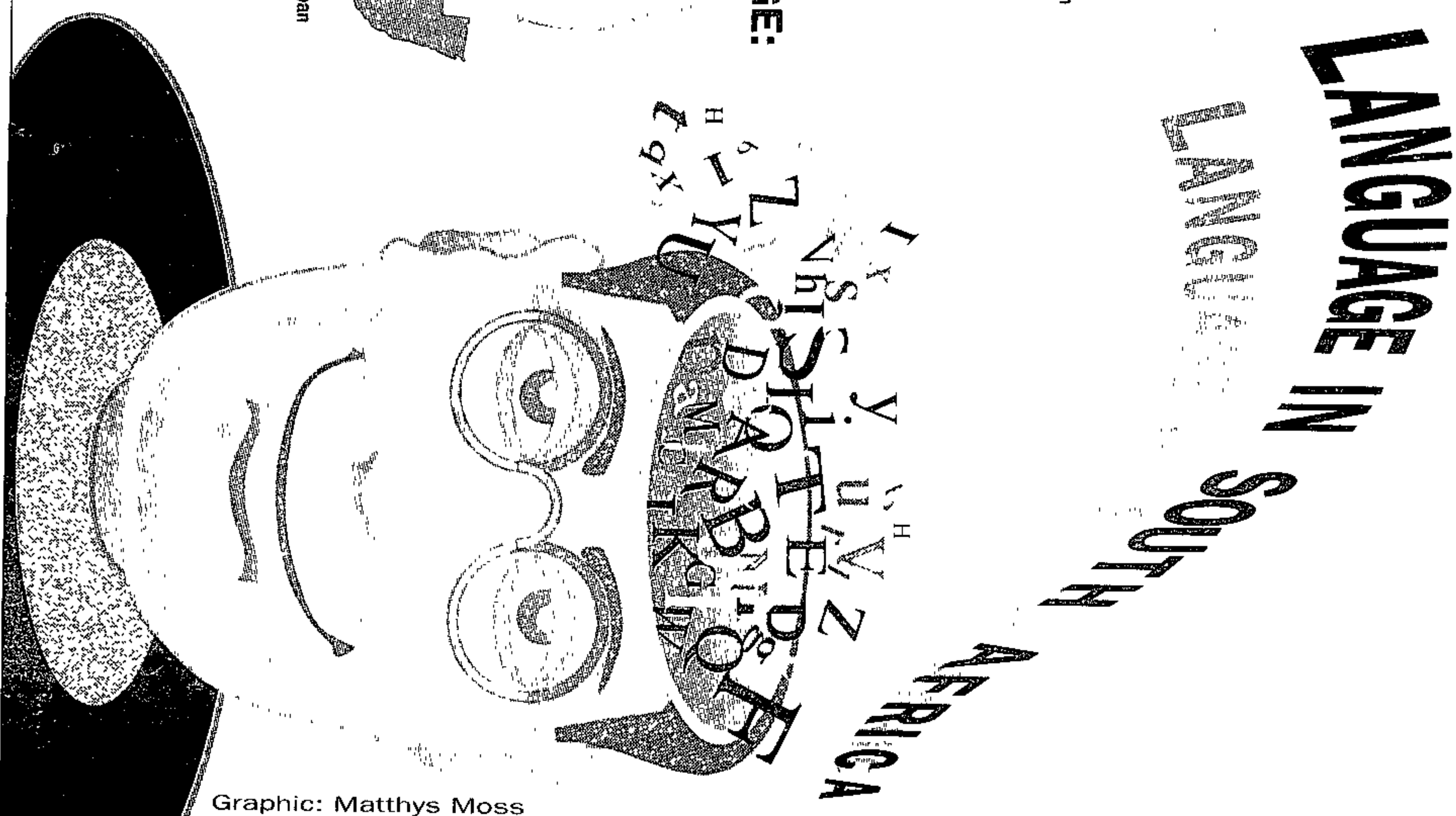
Pieterzburg

Port Elizabeth

Durban

Johannesburg

Pieterzburg



Graphic: Matthys Moss

**AFRIKAANS PLEA:** Residents living in 99,4% of the Western Cape and 95,9% of the Northern Cape listed Afrikaans as their first home language during the 1991 census. A Stellenbosch University professor said this should be taken into consideration when the nine South African provinces choose their official languages from the 11 available.

# Education transport subsidies are to be cut

Star 21/7/95 (21) (50)

## ■ EDUCATION REPORTER

A government transport allowance for about 7 000 pupils will be phased out over the next six months, Education Ministry spokesman Nkoana Maloke has confirmed.

The subsidy, which covers the travelling costs of pupils in the former Transvaal Education Department and Houses of Representatives and of Delegates, is believed to amount to at least R200 000 for

1995.

The subsidies, ranging between R900 and R1 300 per pupil, were awarded on a sliding scale to children whose parents could not afford the cost of their travelling to and from school.

Denying reports that the decision had led to an outcry by parents, Maloka said the ministry had decided to do away with the subsidy because it was discriminatory.

"The subsidy was never available to black scholars. This was

discriminatory and left our ministry with a problem. Should we continue, we would be discriminating against certain pupils and we could not afford to extend the subsidies because there is no money. So we decided to phase it out," he said.

Maloka said the subsidies would only be cut by 30% in the near future, although parents and schools had been informed of the decision to completely phase out the scheme. Another 20% cut would be effected in the fourth term.





MULTI-LINGUAL DANGERS

# English the best official language<sup>(50)</sup>

CT 21/7/95

**THE STATUS** of English as an official language and the need to develop languages which had been marginalised were discussed at the second session of the Pan-South African Language Board yesterday. **EUNICE RIDER** reports.

**ENGLISH** should be South Africa's official administrative language because it is the language of commerce and politics and the language most understood, the Pan-South African Language Board was told yesterday.

Prof Ampie Coetsee of the Department of Afrikaans at the University of the Western Cape said multi-lingualism could become "a disadvantage rather than an advantage" and English should not be ruled out as the administrative language because it was not the first language of most citizens.

Prof Coetsee said although he believed children should be educated in their home languages they should also be taught English to enable them to "help themselves" and to communicate in the business world. "Bosses are not suddenly going to allow 11 languages to be spoken — to them it's about money," said Prof Coetsee.

Board members criticised this proposal, saying English had been allowed to become the language of business and politics because African indigenous languages had been suppressed. This situation had to change in the interest of

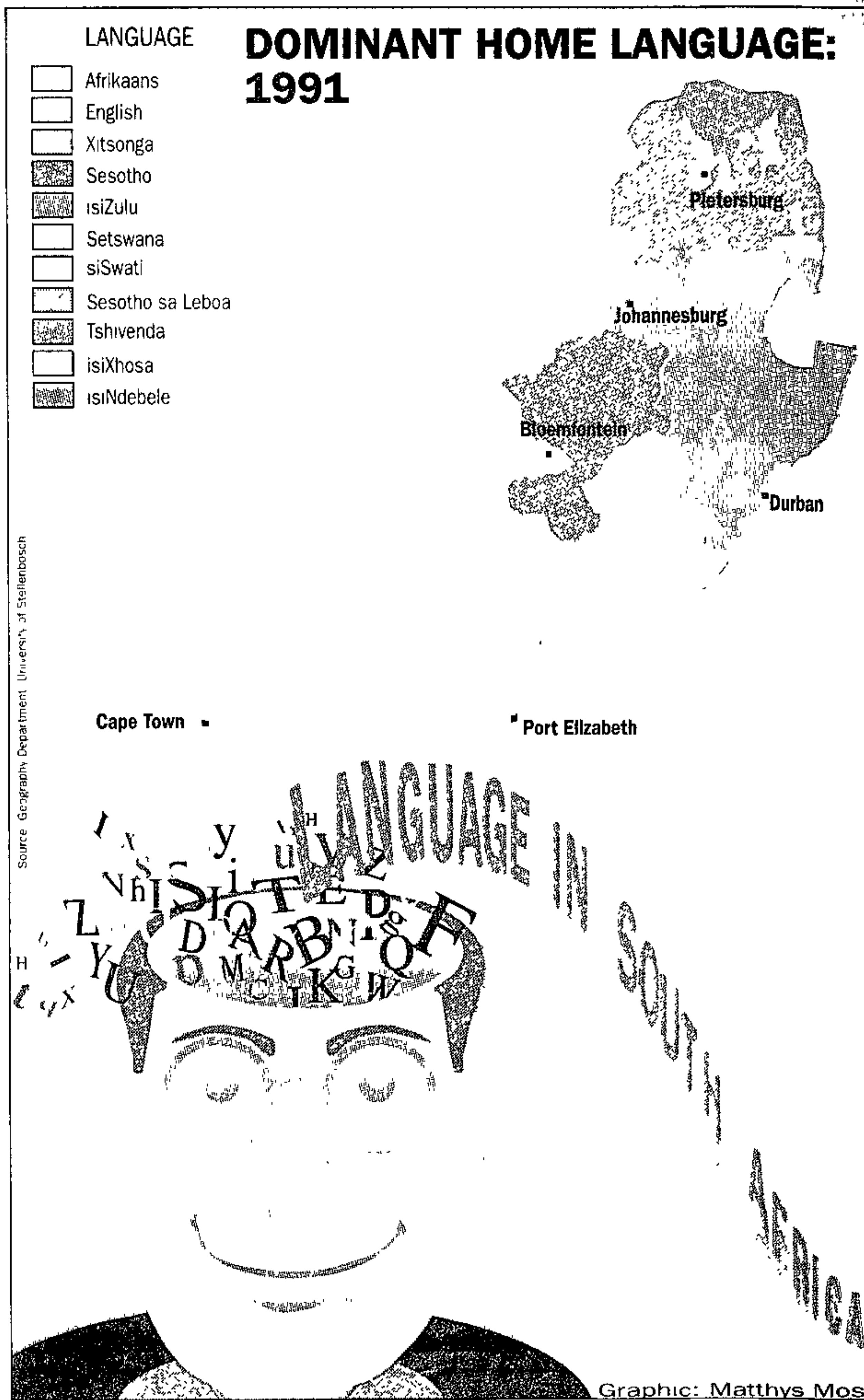
nation building, they said.

Mr Nigel Crawhall, director of the National Language Project but speaking in his own capacity, advised the new board to act as a human rights body by ensuring the fair and dignified treatment of people speaking languages such as Swati, Ndebele, Venda and Tsonga, which had become "marginalised" because so few people spoke them.

He said the board could facilitate the exchange of information between speakers of these languages, which were marginalised in SA but widely spoken and well-studied in neighbouring countries like Zimbabwe and Mozambique.

He said many speakers of these marginalised languages were returning to or settling in SA and were being mistreated by the police and the Department of Home Affairs as illegal immigrants, without proper representation.

Prof V N Webb, chairman of the Linguistevereeniging van SA, said the new board should be empowered to take the government or anyone else to the Constitutional Court if the language rights of minority groups were transgressed.



**DOMINANT HOME LANGUAGE MAP:** The key to a map showing the dominant home language distribution pattern in South Africa was incorrect in yesterday's Cape Times. In this corrected version, Afrikaans is the dominant language over more than 95% of the Western and Northern Cape provinces, while English is the dominant language only in small parts of Natal and in the metropolitan areas of Johannesburg, Durban and Cape Town.

GRAPHIC: MATTHYS MOSS



# Call for Islam founder's writings to be returned

CT 21/7/95 (50)

## **EUNICE RIDER**

THE writings of Sheikh Yusuf, the founder of Islam in South Africa and a political exile to this country under Dutch rule, should be returned to SA in order to preserve the traditional language of Cape Malay inhabitants of the Western Cape.

The language was in danger of becoming extinct, the Forum for Malay Culture told the Pan-South African Language Board yesterday.

Forum spokesperson Mrs Tasneem Kalam yesterday appealed to the board to repatriate Sheikh Yusuf's teachings and works in Arabic, Malay and Bughanese, which are filed in the Cen-

tral Museum in Jakarta, Indonesia, and in the library of Leiden University in Holland, where she said various autobiographies of Cape slaves were also kept.

Mrs Kalam said if it was not possible to repatriate the original documents the forum asked that certified copies be forwarded to them or that students be financially subsidised to study them.

She also asked that the new board assist the forum financially so that it could study and record the manuscripts.

In her appeal Mrs Kalam said the language of the original Malay slaves was at risk of extinction as "only a handful" of remaining elders could still speak it.

She said the preservation of the language was "the pride of our heritage".

# Malays want to 'restore' their language...

## Political Correspondent

A FORUM claiming to speak for 500 000 Malays wants the proposed Pan South African Language Board to help fund the compilation of the written and oral history of the Malay community.

It has demanded the repatriation of the community's historic documents from museums and universities in Indonesia and the Netherlands.

The Forum for Malay Culture in South Africa yesterday

gave evidence to a parliamentary committee on the proposed board.

Spokeswoman Tasneem Kalam said the forum wanted to restore the dignity of the term Malay, which under apartheid had become derogatory.

The forum wanted to ensure "our forebears are given their rightful place in South African history".

The Malay people had been the first to educate other slaves at the Cape.

Their language had been well-nigh eradicated by the establishment in the colonial era of English and Dutch schools, to which slave children were sent.

"Today there exists a handful of people who still cling to the language of their forebears, as this gives them a sense of identity. These are the people the state should include when determining matters on South African languages," Mrs Kalam said.

She said people in the community who were older than 40 spoke Afrikaans, while younger people who wanted to succeed in commerce spoke English.

"Our own language is near extinction."

She said there were manuscripts written by the 19th century religious leader Sheikh Yusuf which had been removed from the Cape by Dutch authorities to Indonesia and the Netherlands.

These documents could disclose further details of Sheikh Yusuf's achievements and day-to-day life, she said.

If originals could not be repatriated, certified copies should be made available, she said.

"Most of the people who still speak the language are respected elders and if they should pass on without disclosing valuable information, this would cause irreparable loss of our history."

(50)

ARG 21/7/95

# English 'top language' in SA

(50) ARG 2/17/95

## *Predominance in commerce, politics gives it the edge*

**CLIVE SAWYER**  
Political Correspondent

ENGLISH is the only true majority language in South Africa because of its predominance in commerce and politics.

This was said by Ampie Coetzee, professor of Afrikaans at the University of the Western Cape, in evidence to a parliamentary committee on legislation to set up a Pan South African Language Board.

The board, provided for in the constitution, is to promote respect for language rights.

These include promoting the status of all official languages, preventing the use of any language for exploitation of domination, and fostering respect for non-official languages.

Professor Coetzee yesterday told the committee that all languages in South Africa were minority languages, except English.

The definition of 11 languages in the constitution officially prevented the development of other, perhaps new, South African languages.

He said education should be in a pupil's home language, especially at primary level.

Legislation should provide for mother-tongue tertiary education.

He criticised the wording of draft legislation for appearing to mean that the eventual aim was for everyone to have to know 11 languages.

This should be amended so that the aim was for people to know the main languages of their region.

The language question should be addressed at provincial level, he said.

In his evidence, linguist Nigel Crawhall said the board

should be able to discuss language issues with other African states to ensure that Africans from other countries, who were often treated harshly by authorities, would be treated properly.

He criticised the home affairs office in Cape Town for not providing interpretation services for refugees.

Dealing with refugees from other African states was one of its tasks.

Language rights could not be separated from human rights, Mr Crawhall said.

Vic Webb of the Linguistics Society of Southern Africa praised research provisions in the draft legislation, and welcomed the bill's link with the government's linguistic vision for the country.

But the new body should not be called a board, because of the negative associations of the term with state institutions of the past.

Professor Webb cited the Maize Board as an example.

He said there was insufficient transparency in the way the board would be appointed.

Offering alternative criteria for appointments, Professor Webb said it should be made up of "wise" people who had an insight into the role of language in community life, and people who had a sound knowledge of constitutional law.

The emphasis should be less on the board being a watchdog on language rights, and more on research and developing language programmes.

Professor Webb said the board should be more directly involved in language policy formulation, and its independence should be guaranteed in law.



Star 22/7/95  
**Networks graft claimed**  
(50)

Cape Town — Serious allegations of corruption, nepotism and self-enrichment were levelled against members of SA's 10 African language boards during public hearings on the Government's proposed Pan South African Language Board yesterday.

Usiba Writers Guild co-ordinator Alpha Shange told a parliamentary committee that board members had misused their positions for personal benefit and should be suspended immediately. He claimed members had for decades prescribed their books and those of their friends and relatives as setworks for schools.

Some officials in the Pretoria office of the African Languages Department had the authority to change setbook lists "at will" to include books in which they had a share of the royalties.

Art and Culture Minister spokesman Dennis Baso said probing the allegations would be a matter for the new board, which is still to be set up. — Sapa

## Boesak's ex-bookkeeper doesn't have to testify

Cape Town — Freddie Steenkamp, the insolvent former bookkeeper for Dr Allan Boesak's Foundation of Peace and Justice, does not have to give evidence in connection with his financial affairs because it could be unconstitutional for him to make statements which could incriminate himself.

The Bellville civil court decided yesterday to postpone an inquiry into Steenkamp's financial affairs because it had to be established whether it was legal in terms of the interim constitution to interrogate someone who could possibly incriminate himself.

The Cape Town Supreme Court will have to decide within the next three weeks whether to refer the matter to the Constitutional Court or back to the Bellville civil court. — Sapa

## Networks graft claimed

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Art and Culture Ministry spokesman Bas-... said probing the allegations would be a matter for the new board, which is still to be set up. — Sapa

## Unions sign wage deal

The National Union of Metalworkers of South Africa and the Chemical Workers' Industrial Union yesterday signed a wage agreement with employers in the engineering industry.

Numsa and the CWIU said in a joint statement the agreement gave the majority of workers a wage increase of between 11 and 12%. In terms of the agreement, a task group would also be set up to develop a new wage model for the industry. — Sapa

## Host of RDP projects up and running nationwide

By KURT SWART

More than 5,6-million pupils are now benefiting from the Government's school feeding programme, says Reconstruction and Development Office spokesman Frank Meintjies.

Despite teething problems, departments and provinces were forging ahead.

There were new clinic services at upgraded and mobile clinics at 25 sites country-wide.

Contracts for building clinics had been signed at 83 of 173 planned sites.

Schools in all provinces had been identified for RDP delivery, Meintjies said.

School governance training was under way in Western Cape and had started in Northern Cape.

The community employment programme had been very active. Public works projects approved totalled 489, out of which 428 contracts had been signed. Funding had also been supplied to 320 projects.

In land restitution, restoration to communities was "in the pipeline" in relation to 354 properties, totalling 143 345 hectares. More than 4 000 families stood to benefit.

A further 2 400 families were to benefit from redistribution of 25 730ha.

Eskom was set to make 3-million connections this year, and had reached 89% of its target, he added.

22/7/95

BY LEE-ANN ALFREDS  
EDUCATION REPORTER

The lowering of pass marks at Gauteng primary schools from August will raise rather than lower standards, joint co-ordinator of curriculum development Sue Rees said yesterday.

Rees was responding to a newspaper report in which Gauteng MEC for Education Mary Metcalfe defended her ministry's decision to lower the pass mark at government and private primary schools.

### No Afrikaans

The new promotion criteria will come into effect next term.

In terms of the new criteria, Standard 2, 3 and 4 pupils have to obtain only an E symbol in English to pass.

Before, pupils had to obtain at least a D symbol. Afrikaans is no longer a prerequisite.

Rees, who was joint co-ordinator in drafting the new promotion criteria, said the move by the Gauteng ministry was in

## Lowering of pass marks set to 'raise standards'

(50) star 24/7/95  
line with national policy.

The interim curriculum, which allows Std 2, 3 and 4 pupils to have to pass only one of the 11 official languages, was approved by the Government last year.

A pass in examinations will also not be the sole deciding factor for progress to the next standard. For example, promotion to Std 3 requires only that pupils display "proficiency" in one language, maths and two other subjects.

Rees pointed out that the new guidelines applied only to the senior primary phase which had never had a uniform, objective standardised test before.

"I would defy almost

everybody to tell me what the standard for promotion in the senior primary phase was before. There was no objective standardised test. Every school determined its own standards and this was overseen by inspectors and supervisors," she said.

Rees said that people who considered the lowering of the pass mark to mean a lowering of standards, were short-sighted.

### Improve

"Before, all the education departments had different standards and I would wager that those at black schools were generally not good.

"With the new criteria, the child now no longer has to spend a year wasting energy by trying to master one subject.

"Holistically, therefore, this will lead to the improvement of standards over a long term. I believe the new criteria promise to improve the standard of education and improve the success of pupils across the board," she said.



# NP uproar over education budget delay

Drew Forrest

THE Free State's education budget was long overdue as a result of "one-sided and indiscriminate" affirmative action appointments in the education department, NP provincial leader Inus Aucamp charged yesterday after the party's weekend provincial congress in Bloemfontein.

Aucamp said provincial premier Patrick Lekota had set up an inquiry into the appointments in response to an outcry by opposition parties and educationists.

The row centred on the award of nine

senior posts — including chief director and deputy-director — to candidates without managerial experience. It was a major theme of the NP's provincial conference, at which "serious concern and dismay" was expressed over the loss of management expertise.

Aucamp said that three months into the financial year, the province's R2bn education budget had yet to be finalised. "Our understanding is that the new appointees cannot do the job and will not ask experienced officials for help"

The problem, Aucamp said, appeared to

originate with "radical people" working in the strategic management team advising education MEC Saki Belot. Neither Belot nor Lekota could be contacted yesterday.

Aucamp said the NP had helped convince Lekota of the need for an inquiry to establish whether the appointees were fit for their posts.

The NP also called on parents, teachers and communities to guard against the undermining of constitutionally guaranteed language and parental rights in schools. There had been some threats to these rights by governing bodies, Aucamp said.

# Thousands (56) lose Model C bursaries

M 25/7/95

**Draw Forrest**

THE Free State government has withdrawn bursaries from thousands of Model C pupils in the province, prompting charges that it is deliberately undermining the Model C school system.

Free State education department spokesman Steven Mokhitli said the provincial executive had decided last week to end bursaries for fees, transport and boarding with immediate effect. Financial considerations and reorganisation of education in the province lay behind the move. The government would continue paying Model C school teachers' salaries.

Mokhitli said schools had been told in a government circular to bring any difficulties they encountered as a result of the new policy to the attention of the education department, which would "consider individual cases on merit".

He could not say how many pupils were affected. However, Free State NP leader Inus Aucamp said as many as 10 000 pupils, many of them black, would lose bursaries worth R8m. At some schools, 60% of pupils needed state assistance, he said. The R8m was a "tiny sum" in the context of the Free State's R2bn education budget.

"The decision was taken in the middle of the year without any discussion with schools about where the money is to come from," Aucamp said. "We see this as an underhand attack on the Model C system by a department that is hostile to it. I told the premier (Patrick Lekota) that education is an emotional and sensitive issue; you can't deal with it like this."

Aucamp said the question of Model C

bursaries was a grey area in the Education White Paper, and that a national committee had been appointed to look into it. Free State had "jumped the gun", he said.

Bonile Ngqiyaza reports Western Cape education MEC Martha Olckers said yesterday "nothing of the sort" would happen in her province this year as the education budget had already been allocated. But a review committee set up by Education Minister Sibusiso Bengu was looking into "the question of governance of all schools", and a report was expected in September.

Gauteng education MEC Mary Metcalfe said there was "no chance" of such action being taken in her department.

The bursary issue was high on the agenda at the NP's Free State congress in Bloemfontein at the weekend. Delegates mandated Aucamp and the NP's only representative on the provincial executive, Louis van der Walt, to raise it with Lekota and education MEC Saki Belot.

Belot denied any attempt to weaken Model C schools in the Free State, saying "they were protected by the laws that established them".

Mokhitli said parents had been well aware that sending their children to "semi-private" Model C schools would entail the payment of fees.

The Free State NP accuses "radical" advisers of Belot of driving education policy in the province.

At its congress, it also took issue with "one-sided and discriminatory" affirmative action appointments in Belot's department, claiming they were undermining good administration and delaying the province's education budget.

# Stds 6,7 included in easy pass rate – claim

Star 25/7/95

(50)

BY LEE-ANN ALFREDS  
EDUCATION REPORTER

The Gauteng Education Ministry was planning to extend the easing of pass requirements for Stds 2, 3 and 4 to include Stds 6 and 7, DP spokesman Jack Bloom said yesterday.

Bloom made the claim shortly before he was to take part in a radio programme with Education MEC Mary Metcalfe to debate the lowering of the required pass mark at government primary schools.

The new promotion criteria, which are to be implemented from the beginning of the third term, stipulate that pupils in Stds 2, 3 and 4 need only obtain

an E symbol in English or their mother tongue to pass. Before, pupils had to obtain at least a D symbol. Afrikaans is no longer a prerequisite for passing

In an interview with The Star yesterday, Bloom claimed that some high school principals had recently received circulars indicating that the new criteria were to be extended to include Stds 6 and 7.

"These proposed new promotion criteria do not address the root causes of the problems bedevilling education, they only move children easily through the system until they reach Std 7," said Bloom.

The Gauteng education department was not available for comment yesterday.



*Free State scraps bursaries*

# Model C <sup>(50)</sup> schools <sup>STAR 26/7/95</sup> feel the heat

BY LEE-ANN ALFREDS  
EDUCATION REPORTER

Model C schools — which cater mainly for white pupils — are coming under increasing financial pressure, with the latest blows being the immediate withdrawal of bursaries in the Free State and the phasing out of transport subsidies in Gauteng.

Disadvantaged pupils at Model C schools in Gauteng will receive bursaries for tuition only from next month because a R1,2-million transport subsidy previously reserved for their use will be redirected to African pupils.

This was revealed by Education MEC Mary Metcalfe in an interview with *The Star* yesterday following the announcement by the Free State government that it would immediately withdraw bursaries for thousands of Model C schools in the province.

The Free State bursaries, to be taken away because of financial considerations, previously covered the costs of transport, fees and boarding.

The decision, which will affect 12 000 of the 262 000 pupils in the province, was taken after the Free State government examined the funding of Model C schools, education department spokesman Steven Mokhitli said.

The NP in the province claims mainly black pupils who attend Model C schools will be affected.

The move has prompted allegations that the Free State gov-

ernment is trying to undermine Model C schools and sparked speculation that other local executive councils will follow its lead.

But Metcalfe dismissed such speculation yesterday, saying Gauteng was waiting for the findings of the Review Committee on School Ordinance, Governance and Finance before taking a decision on bursaries to Model C schools.

She said 0,4% of the province's 1995/1996 education budget had been set aside for bursaries to cover the tuition of pupils at Model C schools.

## Phased out

"This money is to ensure that there is no discontinuity in the education of children of poor families while new policy is being formulated at national level. This new policy will lay the basis for a mechanism for school funding that will ensure equitable funding for all students and schools."

But Metcalfe added that a R1,2-million transport subsidy formerly reserved for pupils at former white, coloured and Indian Model C schools was in the process of being phased out.

The money would be redirected to African schools in rural areas to cover these pupils' travelling costs, she said. The subsidy would be cut by 30% in the third term and a further 20% in the fourth. It would be phased out totally from next year.

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NATIONAL NEWS

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**Cutting of funds  
is within policy**

(58) Sowetan 27/7/95

By Claire Keeton

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THE Free State government's decision to cut funding to Model C schools is not in conflict with national policy, a spokesperson for the Minister of Education, Mr Lincoln Mali said this week.

The National Party has objected to the withdrawal of bursaries for Model C schools — accusing the provincial government of trying to undermine this system and of pre-empting national education policy.

A school review committee appointed by the Education Minister, to investigate policy around the funding and organisation of schools, will report to him next month.

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# Schools overhaul planned

(50)

CT 27/7/95

**CAROL CAMPBELL**

A RADICALLY overhauled school system, in which exams will not be the deciding factor in whether a pupil passes, will be introduced into Western Cape schools next year.

In the new system pupils will be failed only at the end of a school "cycle" (the junior primary cycle, for example) and only in extreme cases. The decision will be up to the teacher, based on a "holistic" view of the pupil's progress.

## **Curriculum**

This was revealed yesterday by Dr Gert van der Westhuizen, who heads the province's Curriculum Co-ordinating Committee.

Next year's plan will involve pupils from Sub A to Std 7. Senior high school pupils will still follow the old curriculum.

Text books are being revised and the emphasis will move from academic subjects to practical subjects such as economics and entrepreneurship. Content will also be adapted to make it more relevant to pupils in the Western Cape.

Observers hailed the plan as a "brave" venture which puts the Western Cape ahead of other education departments.

Education analyst Dr Johan van Zijl of the privately-funded Education Foundation said, however, the new system had "definite risks and pitfalls".

## **Critical**

"There have to be checks and balances in the system so that standards are maintained."

● South Africa's university principals meet in Windhoek today, hosted by the University of Namibia, to discuss critical issues facing the country's tertiary institutions, including the quality of higher education.



# Township parents upset at ending of school caning

SABATA NGCAI  
Staff Reporter

TOWNSHIP parents are up in arms over the decision by the Western Cape Education Department to ban caning in schools.

The decision was taken after the Constitutional Court ruled last month that corporal punishment in schools was a breach of the interim constitution.

The court said caning showed that "an element of cruelty has been incorporated in the judicial system".

But angry parents have rejected the decision as "undemocratic".

Parents of children at Vuyani Public School in Guguletu accused the department of applying a "top-down" approach.

At a meeting at the school parents decided to collect signatures for a petition showing

their "objections and displeasure" at the decision and also to demand caning in schools be reinstated. It will be sent to the department.

The school principal said: "No child has been killed at my school because of caning."

Parents in favour of corporal punishment said that in their school days discipline was enforced by the cane.

"Even today we are still disciplined because we were caned in our school days," said a parent.

But not all parents are for the cane, some saying the department's decision represented the dawn of a new era. But they said they were afraid to voice their objections because those in favour had the full backing of the principal.

The decision has also caused controversy at other township schools. Teachers said they

feared pupils would become undisciplined.

Lizo Sokufudumala, deputy principal of Luzuko Higher Primary in Guguletu, said pupils would be caned when they broke the rules like stabbing each other with pens and knives.

"Now the pupils will do the same thing repeatedly knowing that they will not be caned," said Mr Sokufudumala.

"If a pupil inflicts pain on another, he must get the same."

Mr Sokufudumala said teachers caned pupils to instil discipline and prepare them for society.

Lwazi Junior Secondary School principal Nomakhaya Monakali said she feared alternative means of punishment would not be effective.

"It would be better if caning is left at least in the hands of a principal," Mrs Monakali said.

(50) (228) ARG 27/7/95

# Use print media, teachers urged

**Staff Reporter**

TEACHERS are being introduced to the possibilities of using newspapers and magazines to liven up dull and tedious lessons.

The Education Foundation, an independent trust, in conjunction with The Argus, has been holding a series of workshops during which teachers are trained and discussions held on ways of using the media in education.

The workshops are of a prac-

tical nature and focus on ways of making classwork more interactive and enjoyable. They focus on the strengths of newspapers and magazines in making the curriculum more relevant and interesting.

The workshops are being held in three provinces and those in the Western Cape are being sponsored by The Argus.

The list of venues and dates for this term's workshops are:

● TOPS Teachers' Resource

(50) ARG 27/7/98  
Centre, Mitchell's Plain: July 31, junior secondary teachers of geography and history; August 1, senior primary teachers; August 3, junior secondary teachers of language.

● Cape Town Teachers' Centre, Claremont: August 2, senior primary teachers; August 7, junior secondary teachers of language; August 10, junior secondary teachers of geography and history.

To book, contact the Education Foundation at ☎ 683 1307.

SCHOOLS

(50)  
**Chill wind**

AM 28/7/95  
The decision by the Free State administration to withdraw bursaries from some pupils at Model C schools may not be as dramatic as it seems.

These bursaries, each worth about R500 a year, were instituted by Piet Marais, the last Education Minister under National Party rule. When formerly all-white schools were moved on to the Model C system — meaning that parents would have to pay all running costs of a school except teachers' salaries — the bursaries were intended to help white families who could not pay the higher fees.

This was essentially a political rather than a financial gesture, as the bursaries have never made up more than a small proportion of the fees asked of each pupil at most Model C schools. As schools have become increasingly integrated, so more and

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**CURRENT AFFAIRS**

more black pupils have been beneficiaries.

The Free State schools concerned will now have to find that money elsewhere — a school of, say, 800 pupils with a mere 50 on bursaries will still need to find an extra R25 000 for next year's budget.

Other provinces have not withdrawn bursaries, but everywhere there is pressure on Model C schools to increase average class sizes; those who do not will have their complement of teachers reduced.

There is nothing inherently wrong with this pressure, as long as it is not taken too far. Class sizes of between 30 and 40 were not uncommon at white schools in the Sixties and Seventies.

It may be that equilibrium is imminent in the dispute over the future of Model C schools. Parents (white and black) will not pay fees if they end up with no control over their schools, while the provinces need to retain the millions of rand that these parents save the State in running costs.

The Model C experiment suggests that school communities — not only the formerly all-white ones — can show remarkable ingenuity in fundraising, if only they feel secure that they will be left alone in future by the politicians. The principle of parental control should be extended, not restricted. ■



## MORE FUN THAN HOMEWORK

# School pupils learn about big business

(60) ET 28/7/95

**PUPILS** are being given practical assignments to promote entrepreneurial skills in an innovative new approach to education. **CAROL CAMPBELL** reports.

**E**NTREPRENEURSHIP and economic skills are being taught in many Western Cape schools and pupils are learning that making money is much more fun than homework.

Next year the education department is to take the teaching of entrepreneurship a step further by introducing the promotion of productivity and a strong work ethic into the syllabus.

## Economy

Chairman of the curriculum co-ordinating committee Dr Gert van der Westhuizen said the new syllabus could have far-reaching consequences for the economy because children would be equipped to create their own employment when they finished school.

The new approach has the full

support of the Cape Chamber of Commerce and Industries which has advocated this type of teaching for a long time, said spokesman Mr Colin Boyes.

"The challenge now is to re-train teachers, many of whom have never worked in a business environment, so that they are in a position to show their pupils how to become entrepreneurs."

On Monday, Std 9 business economics pupils at Fish Hoek Senior High begin a new course which requires them to run a business for a minimum of 10 days and try to make a profit.

Deputy principal Mr Mike Edwards said: "This is the second year we have run this course — last year there were excellent results."

One of the biggest success stories was a coffee shop run during breaktime by a few of the girls —

one of whom is now considering opening her own shop when she finishes matric this year.

Mrs Jenny Lones, the business economics teacher at Herschel in Rondebosch, said her pupils had experimented with similar business projects and had learnt quickly that selling on credit was a dangerous way of doing business.

## Profits

In one project pupils were each given R20 and a month to make their small businesses profitable.

While many lost their capital, a group of girls who pooled their money to sell hot chips at school discos made the biggest profit.

The business has subsequently been taken over by adults.

Small Business Development Corporation spokesman Mr Fred Fehrsen said schools across all the old education departments were contacting the organisation to find out about available entrepreneurship programmes.



# Graduate earns pittance teaching at high school

By TEFO MOTHIBELI

In 1982 Louis Leboko abandoned his university studies and left South Africa to join the liberation struggle through the Pan Africanist Congress of Azania.

Now 41, he remembers dreaming of being hailed as a hero on his return.

He left the country for Lesotho before travelling to other parts of Africa for extensive military training.

While in exile, the softly spoken Leboko thought it best to combine military training with study.

The Sophiatown-born man continued his studies at Cape Coast University in Ghana, where he qualified for a teaching diploma and Bachelor of Arts degree.

"After acquiring these qualifications, I thought to myself that this would enable me to contribute positively in our country's educational sphere on my return home," he said this week.

But his return home has proved to be something of a bitter experience.

His problems began when he took up a teaching post at Ipelegeng High school near Schweizer-Reneke, in the North West province, in 1993.

Here, the conditions of his employment reduced him "from hero to zero" - from graduate to matriculant.

"They told me I was to be paid as a matriculant as my qualifications were questionable and had to be evaluated," he says.

## Re-evaluate

He took his papers to the Human Sciences Research Council and they were found "to be up to standard".

"After all that, they (the education authorities) said they wanted to check with my university. It has been about three years now that they have been re-evaluating my qualifications

while underpaying me."

The Standard 9 and 10 teacher says he is frustrated and angry after being "pushed from pillar to post when trying to find out how long it takes the Department of Education and Training to evaluate my qualifications".

"I have waited for three years and am tired of waiting," he said.

Leboko told the Saturday Star he had embarked on a "one-man strike twice but to no avail".

His life was in disarray. "What can one do in life when taking home R935?"

When contacted for comment, the North-West education director-general's office asked the Saturday Star to tell Leboko to furnish them with his particulars.

According to the RDT (Reintegration and Development Trust), Leboko's story's applies to many other returnees.

The Trust's executive director Mosoen Magalafa has said:

"Laws in South Africa may be changing to ensure democracy is a fruit that every citizen can enjoy, and a new flag may reflect changing times, but racism and distrust still remain entrenched and active in our society."

RDT facilitates the reintegration of returnees and ex-political prisoners back into the community.

## Experience

The organisation accused white employers of being reluctant to employ the returnees because of fear that they pose a threat in terms of labour relations.

It is also believed that most qualified returnees could not find employment because "they lacked South African experience".

"That is nonsense for a country that enjoys a surplus of foreign skilled labour. Their argument is illogical and ludicrous," the organisation believes.



**DESPERATE:** Louis Leboko a teacher at Ipelegeng High is paid at the rate of a matriculant.

PHOTOGRAPH TJ LEMON



# Another province takes aim at Model C subsidies

By RAMOTENA MABOTE

A MAJOR subsidy cut for hostels, funds and transport at Model C schools is likely to be announced by the Eastern Transvaal ministry of education next week.

Education authorities have announced similar cuts in Kwazulu Natal and the Free State.

(50) ST 30/7/95  
A senior Eastern Transvaal official said the MEC for education, David Mabuza, would announce the subsidy cut next week.

A spokesman for the ministry, Martin Mchunu, confirmed only that Mr Mabuza would make "a few announcements" at a meeting of stakeholders next Sunday.

Mr Mchunu said it was not certain Mr Mabuza would institute the cuts. Mr Mabuza would ask stakeholders for ideas to deal with financial constraints facing the province.

Kwazulu Natal's education ministry said the subsidies had been cut since the beginning of the financial year in April, while the Free State announced that it would immediately withdraw assistance.

The Gauteng and Western Cape ministries of education have indicated that they were considering reducing subsidies, but no decision had been taken.

The North-West Province has indicated there will be no cuts for the time being. Ministry spokesman Keitumetse Semakane said they were still looking at how they could "phase it (the subsidy) out in a more acceptable way".

The South Africa Federation for State Assisted Schools had earlier questioned the authority of governments to withdraw subsidies without permission from the national Department of Education or before the commission of inquiry appointed by Education Minister Sibusiso Bengu into governance and ownership of schools was complete.

The Northern Cape, Northern Province and Eastern Cape could not be reached for comment.



# A school's resurrection

Star 31/7/95

(50)

It is a school that refused to die. Tiger Kloof in the Northern Cape (just a few kilometres from Vryburg) was once one of South Africa's top black educational institutions.

It had a reputation for excellence and educated an array of famous people, including Botswana's best-known son, Sir Seretse Khama.

But when the Bantu Education Act was passed in 1955, black schooling suffered a severe blow. Independent mission schools were among the first to be eliminated and the London Missionary Society was forced to withdraw from Tiger Kloof.

It was a sad day for education. School records reveal that the pupils who gathered in the Tiger Kloof church for the farewell service were bewildered and angry.

Initially the school continued as a government institution, but in 1963 a reason was found to close it permanently: the government of the day decreed it was in the wrong group area.

Tenders were called for the demolition of all the buildings, but through a staff village on the property was razed, the beautiful stone school and hostels survived along with the church.

## Sold

Further destruction of the property was prevented in 1988 when Tiger Kloof was declared a National Monument and Deo Gloria (a youth organisation within the Dutch Reformed Church then in possession of the property), sold it to a local farmer. The organisation did not have the means to maintain the rapidly deteriorating buildings.

The institute, to all intents and purposes, was dead.

But, unlike many other schools destroyed by the old Group Areas Act, Tiger Kloof - like the legendary phoenix - has risen from the ashes. It is once again a place of learning - one dedicated to excellent education.

Classrooms which stood empty for nearly three decades are now in use. Children's footsteps again hurry along the corridors. There is laughter on the



Something to sing about ... pupils at Tiger Kloof School rehearse with their headmaster, David Matthews, and pianist Jonathan Gyurko. They are presenting excerpts from the musical *Oliver* in aid of Vryburg's street children this month.

playing fields and chatter in the dining room. The dormitories are occupied. Tiger Kloof has come into its own once again.

Its rebirth is something of a miracle. At the start of the '90s David

Matthews, headmaster of the famous Botswana school Maru a Pala had just retired. He felt in need of a new challenge.

For years he had driven past the empty Tiger Kloof buildings en route to Cape Town on holiday.

He wondered about the fine stone structures and thought they would make an ideal school.

He did not know then that in his heyday Tiger Kloof had comprised nine different schools and had been as famous as Michael

House, Hilton and St Johns College. It ranked with the finest black academies such as Healdtown, Clarkebury and Kilmerton.

When he learned the background, he wanted to be involved in its rebirth. Reunions of old

property when the government took over in the early '80s. Deo Gloria sold it for R30 000.

The restoration of the old buildings started immediately. Special arrangements had to be made to accommodate the girl boarders: their hostel was not included in the sale.

David Matthews was appointed principal and the first 75 standard six pupils enrolled. At the beginning of this year, the school bell rang again for the first time in decades. "It was a deeply moving experience for all of us," Matthews confesses. "It's quite something that Tiger Kloof's enormous inheritance has not been totally lost."

Just as the first principal of the school, WC Willoughby, armed only with his faith in God, once locally recruited apprentices to build Tiger Kloof, so Matthews has organised skills training for unemployed young men who are now helping to rebuild the school.

## Community

In time it will comprise a technical school, a commercial school, a secondary school and an adult education centre which will teach catering skills along with building skills.

It's not quite the institute it once was - yet. When the school was established in 1904, it took years to develop fully. When the London Missionary Society left, it consisted of a primary school, a high school, a teachers' training college, a Bible school, a metal workshop, a tannery and leatherworks, a carpenters' shop and a tailors' school.

Tiger Kloof has always played a major role in community life - an aspect which will be repeated. Already a variety of skills training courses, in-service training programmes and literacy projects are being planned.

David Matthews and his team are hard at work building new hostels to accommodate next year's intake. The atmosphere at the school is exciting.

Tiger Kloof has no qualms about the future. It has survived the worst. The best is yet to be.



(56)  
ARG 31/7/95

## Call for libraries to pay authors royalties

AUTHORS should be paid royalties for books lent by public libraries, the Arts and Culture Task Group recommended today.

However it said in a report to Arts Minister Ben Ngubane that this matter needed "further study", as public libraries were severely strapped for cash

Actag also said legislation recognising and protecting artists' rights to a healthy and safe working environment and to "appropriate" pay for their work was a priority.

Legislation for a royalty on works resold should be implemented, and copyright laws revised to give artists and photographers greater protec-

tion from unauthorised use of their work.

Copyright should be vested in the artist, not the owner of the work.

The right of artists to prevent work from being altered or distorted should be acknowledged in legislation.

A national children's jury should be set up to make annual awards to books for

children. There should also be a national award for children's literature, which would aim at helping children gain a better understanding of different language and cultural groups.

The councils should also consider national awards for senior writers who had made substantial and significant contributions to South African literature over a long period.  
— Sapa.

# Warrant for owner of bogus school

(50)  
Sowetan 1/8/95

By McKeed Kotlolo

A WARRANT of arrest has been issued against the owner of an alleged Pretoria-based "fly-by-night" nursing and dental school after students and tutors pressed charges of theft against him.

Spokesman for the Pretoria SAPS Captain A Homann confirmed that a theft docket had been opened against Mr Pitso Mofokeng, owner of the Institute of Unemployed and the Disadvantaged People in Vermeulen Street. The institute has since closed down.

Homann said the investigating officer in the case had collected enough evidence against Mofokeng and a warrant for his arrest had been issued.

Several other charges, including intimidation of student leaders, tutors, the investigating officer and the secretary-general of the National Allied and Workers Union, Mr Dan Moloto, were being investigated.

The school, which offered courses for nursing and dental assistants and community health, was closed on July 17, shortly after *Sowetan* had exposed it as a bogus institution.

Fees ranged between R800 and R1 500 a course. Students paid a minimum deposit of R150 and monthly instalments of between R60 and R150.

Moloto told *Sowetan* that he was accused of interfering in the school's affairs.

He added that seven people, including a woman, came to his office and threatened him.

A tutor and manager at the school, Miss Nomvula Mahlangu, was suspended for two weeks for telling students the truth about the school.

Investigations by *Sowetan* had revealed that the institution was not registered with the South African Nursing Council as required by law.

Mahlangu said cheques paid to her and a colleague bounced.

They later discovered that the school had no money left in the bank.

Sources told *Sowetan* that the balance on the bank statement was only R4.10.



# We are still beaten at school, say pupils

□ Teachers 'defying ban on corporal punishment'

ARG 2/8/95

**SABATA NGCAI**  
Staff Reporter

PUPILS at Peninsula schools are still being beaten in spite of a ban on corporal punishment by the Department of Education

This emerged during interviews with children at several high schools and in all classes.

While principals at a number of schools said they had obeyed the ruling after being informed of the ban, some pupils claimed they were still beaten for minor infringements such as being late or not being able to pay contributions to school funds.

The Department of Education said it had "suspended" caning to protect teachers and principals against potential lawsuits after a constitutional court ruling against corporal punishment.

Communications director Orland Firmani said the legal implication of the verdict had re-

sulted in the department "suspending all forms of corporal punishment in schools with immediate effect".

"In the light of the court decision, we are of the opinion that if a parent takes a principal to court over corporal punishment, there is a strong possibility the court will decide in favour of the parent."

Dr Firmani said the department was trying to protect teachers and principals until the matter was resolved.

It was "a temporary measure" and schools would be given further information "in due course", he said.

But reports of infringements came from Masiyile High School in Khayelitsha which has just sent its choir on a trip to Japan.

Pupils claimed they were sometimes beaten on the feet and were threatened with corporal punishment if they could not come up with financial con-

tributions for the school.

One pupil said they were asked recently to contribute R5 each towards the choir's trip to Japan and, soon afterwards, for R2 contributions to a pupil's funeral.

When they returned to school with the message that their parents could not afford the money, they were given a deadline.

"We know that once a deadline is set, when it expires those who do not pay will be beaten," said a pupil.

This was denied by the school's deputy principal, Vuyelwa Ratsibe. She said pupils used to be beaten on the hands and were never forced to pay money they could not afford.

Mrs Ratsibe said pupils were no longer beaten since the school got the circular.

But the pupils interviewed insisted they were still being beaten indiscriminately and a

teacher confirmed that corporal punishment was still being used, because "to us it's just hearsay, we have not received anything official from the department".

Mrs Ratsibe said the teacher who said this could not have been at school when the circular was read.

At Manenberg High School, which has stopped beating pupils since the circular in July, pupils claimed that in the past they were treated harshly.

A standard 6 pupil recalled being beaten by a teacher earlier this year after a quarrel with a classmate.

Pupils interviewed spoke with emotion about caning.

Most felt it should not be allowed because it was against regulations.

The South African Democratic Teachers' Union is still formulating an official statement on the issue.

# Huge education drive launched

CT 3/8/95 (50)

## **STAFF REPORTER**

A MASSIVE drive was launched recently to take quality education into poverty stricken schools around South Africa.

The Thousand Schools Project, funded to the tune of R30 million by the Independent Development

Trust (IDT), is working with non-governmental education organisations to improve teaching and learning in mostly rural schools.

The project's goal is to get 1 000 schools up and running, creating a core structure which could be replicated throughout the country.

Coupled with the project is a

commitment by the IDT to build more schools.

Out of its original government grant of R2 billion, the IDT has dedicated R750 million to education.

R300 of this is being spent on building and improvements to school buildings.

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## Prospects 'bleak' for education in )

SA - Nkuhlu (50)

Star 3/8/95

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### ■ EDUCATION REPORTER

The circumstances under which most black pupils learn will remain bleak in the next decade despite the Government's attempts to improve the quality of education, the chairman of the Development Bank of Southern Africa, Professor Wiseman Nkuhlu, said yesterday.

Speaking at the annual meeting of READ Educational Trust, Nkuhlu said limited public resources meant the education budget would not increase significantly in the next 10 years.

It was important that non-governmental organisations like READ continued and even expanded their work, but this would be difficult because of the funding crisis facing NGOs.

Nkuhlu said while a certain level of attrition in NGO activity might be a natural consequence of the transition to a democratic society, the "wholesale closure of the sector due to uncertainties would be a tragedy".

He called on Government and the donor community to resolve the problem of funding before irreparable harm was done.

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EDUCATION

# Set the schools free

Give parents more authority and ask all those who can to pay fees

(58)  
FM 4/8/95



**Government's** education policy has, not surprisingly, run aground. On the one hand it is committed to providing almost 12m children with 10 years of free schooling, with no racial or geographical disparities.

On the other hand, it wants to continue supporting adequately those parts of the system that work well. Realisation is dawning that it can't afford to do both.

Some months ago, Education Minister Sibusiso Bengu appointed a review committee to advise him on what kinds of schools there should be, and how they should be financed and governed. It will hand over its report in September.

The most important thing the committee should deliberate is whether to introduce user charges into schooling, while still keeping attendance compulsory.

The inescapable truth is that, because most of the population was kept uneducated and unskilled during the apartheid decades, SA's economy is small relative to the size of its population.

Given housing, health and other basic needs, the amount in actual rand that government can spend on each school pupil cannot meet the standards of provision demanded by poor, let alone middle class, communities. Until recently, Gauteng's superintendent-general of education, James Maseko, was daily confronting an average of two protest marches comprised of teachers, pupils or parents, demanding more teaching posts, higher salaries, more schools and renovation of existing buildings. Warily, he had to send them all away unsatisfied. Yet the proportion of government revenue going to education, even though it has shrunk during the past two years (see graph), is higher at 21% than in most countries.

Traditional white middle-class standards in education are not self-indulgently high. The large number of black children registered this year in Model C schools indicates their parents want them, too, and are pre-

pared to pay hundreds of rand per year

Peter Buckland, director of education and training policy at the National Business Initiative, believes there are many more black parents prepared to pay for education (as they did, he says, before political groups dissuaded them in the Eighties and Nineties). Together, he says, they can contribute "huge resources." What they are not prepared to do, he adds, is pour hard-earned money into a system that, lacking adequate regulation and management, fails to deliver quality.

The challenge facing government, therefore, is to persuade all parents that compulsory school fees, with due allowance for those who truly cannot afford to pay them in full, is the system's only hope of being able to deliver satisfactorily. Parents must be convinced that clear strategies are in place that will deliver what they want for their children. Paying for education, in short, needs a *Masakhane* ("let us build together") campaign no less than do township rents, electricity and water.

To make it work, though, ownership of the school system, so successfully developed among Model C parents because of the degree of control they obtained over what happened at each of their schools,

In researching what is happening at national and provincial level, the *FM* uncovered a woeful lack of progress. Despite the much criticised proliferation of education departments under apartheid and the many

NGOs created over the years to engage in educational policy-making and other matters, neither the national Department of Education nor any — we must suppose — of the nine provincial departments have yet filled their staff complements.

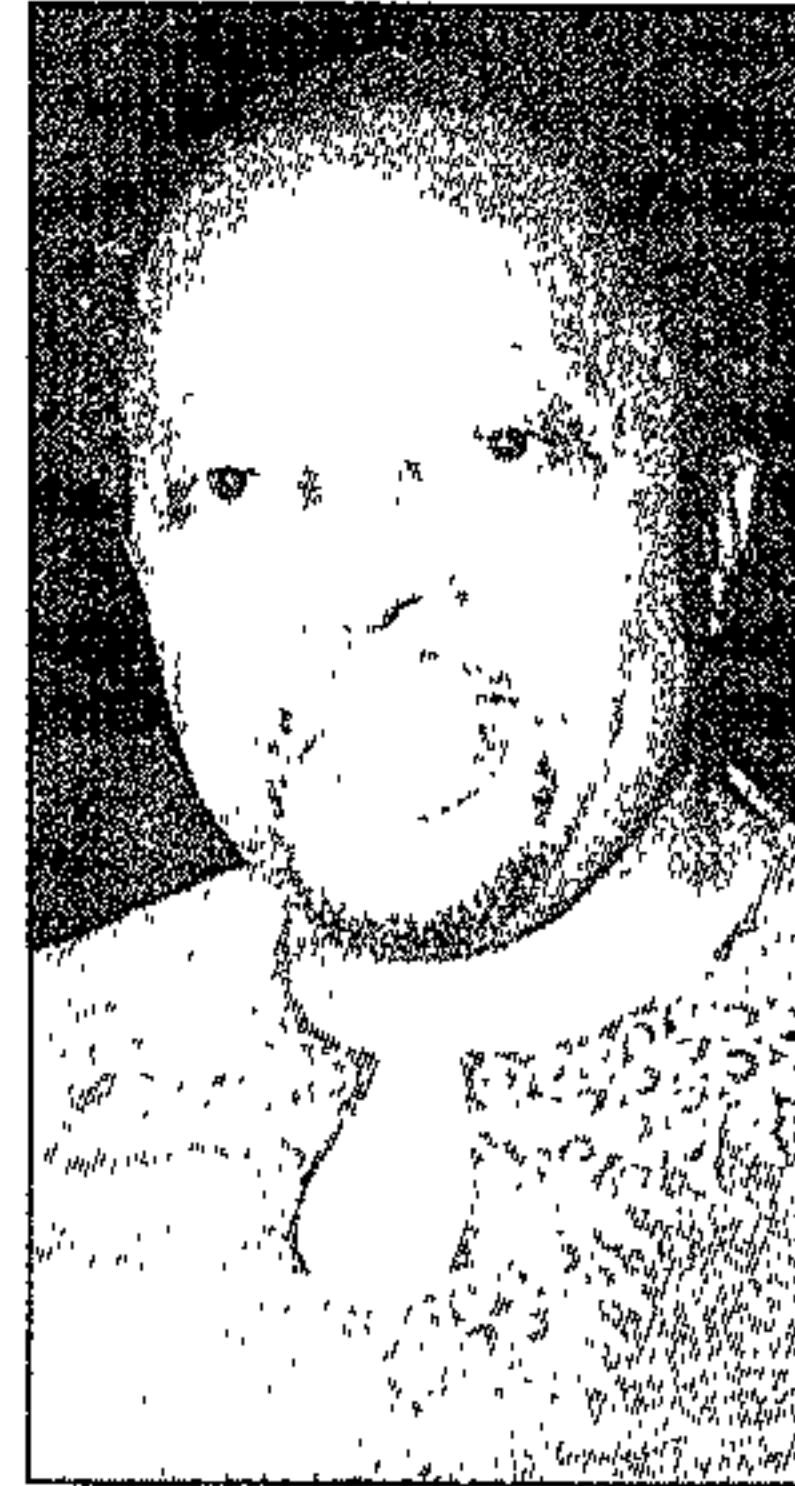
Though the national department acquired its director-general, Dr Chabani Manganyi, in August 1994, by late June it was still looking to fill one-third of its 340 posts, including nine out of 31 senior posts. By early July in the Western Cape, only an acting head of department had been appointed and other posts had merely "been recently advertised in the national press."

Gauteng was quick off the mark, appointing 31-year-old Maseko on April 1. But several months later he was still trying to fill some key posts, especially in the area of policy formulation.

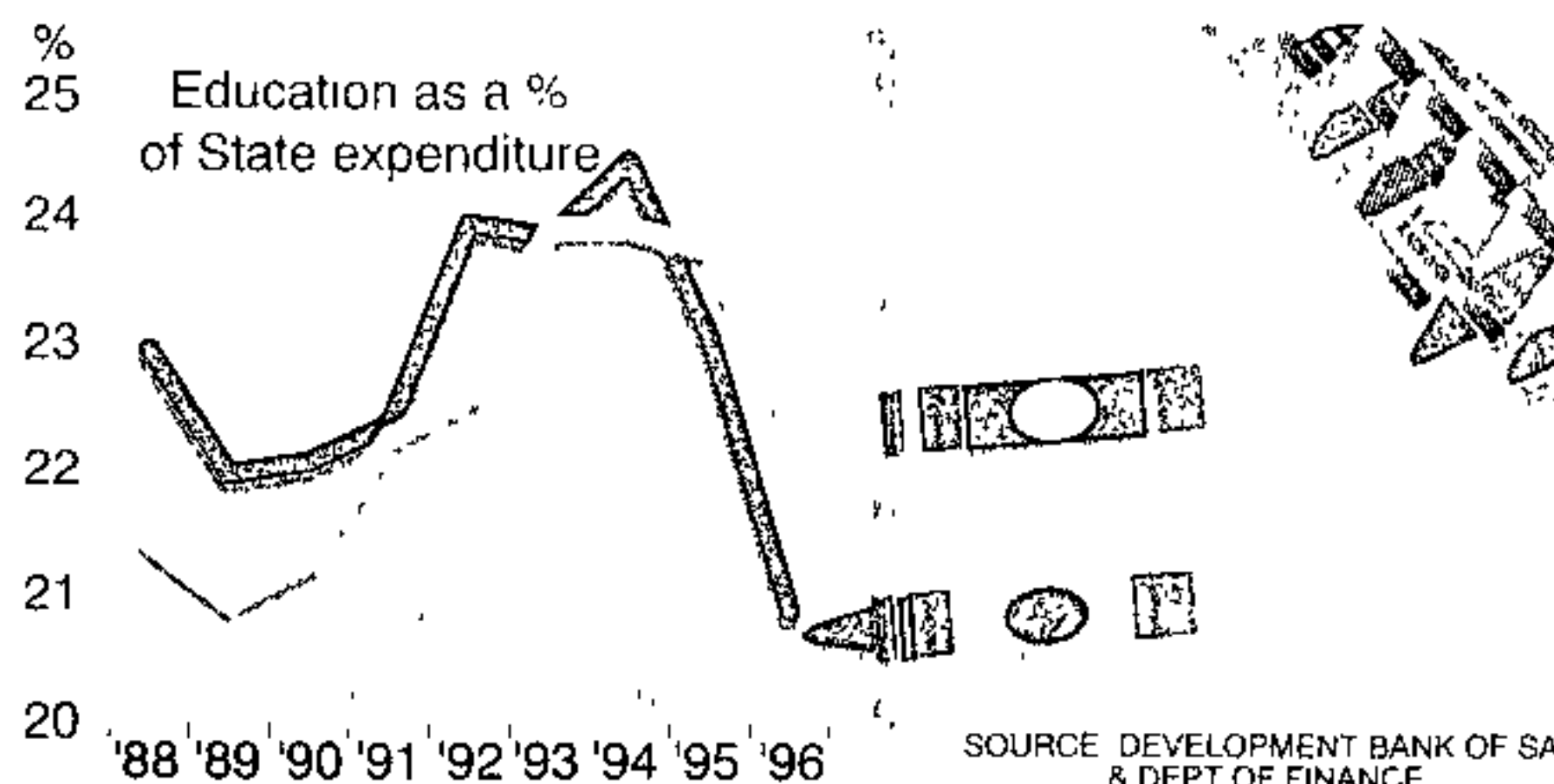
That matters were as bad as the Western Cape's in the remaining seven provinces is indicated by their failure to reply to our faxed questions.

So the previous departments of education continue largely to run things on a contractual basis while new provincial departments are forming. Why can't those working in them simply be transferred to the new departments? Says Maseko: "It's not that we don't want them — of the 33 people so far appointed to senior positions in Gauteng, 22 came from those departments. But the actual business of getting warm bodies from the old departments to the new one is painfully slow because of outstanding negotiations between the State, on the one hand, and staff associations and teacher bodies on the other. Still to be agreed is who will bear the cost of transferring people from Pretoria to Johannesburg."

Gauteng's education budget made no provision for that. Nor did it provide for carrying those employees of the former education departments who are sitting in Pretoria twiddling their thumbs, waiting to see whether they will be employed by the



Bengu



## EDUCATION'S SHARE

must be reclaimed by black communities. They will be convinced of the new education system's legitimacy, however, only if provincial and local government decisions and action seem sound to them — and if they are given real managerial control

*Continued on page 25*



Continued from page 20

new department or retrenched at the end of this fiscal year. The likely retrenchment cost, says Maseko, is R200m.

Even more important is the failure so far to create a national data collecting system enabling the department, in Bengu's words, "to determine national needs, encourage and evaluate innovation, and monitor delivery and performance." It will, he says, "probably be in place for the 1996 school year." It's unlikely, though, that it will be able to affect spending decisions regarding next year's school budgets, since they will have been taken before it starts producing information.

So decisions have been taken now solely on the basis of broad policy stances, the most important of which demands racial and geographical redistribution. Given uncertain information even about the number of school-age children in each province, let alone where they are situated, those decisions might well have to be reversed within the next year or so.

Both Gauteng and the Western Cape complain their education budgets for this year are inadequate. Maseko's comes in at R4,5bn — a real cut of 2% on what he has been told was spent within the region by various government departments last year, and R500m less than he reckons he needs to do the job.

The reason for the shortfall, apart from education's smaller share of fiscal receipts, is a decision to swing educational funds more towards the blacker, poorer provinces and away from the whiter Western Cape and Gauteng. That represented a loss to the latter provinces this year alone of 15% of the funds they would otherwise have received. Manganyi last week told an audience of black businessmen. "We don't have a problem with that in principle," Maseko observes, "but it must not undermine introducing equity within a province."

Implicit in that remark is an appreciation that State funding of middle-class schools must not be reduced so rapidly as to severely impair their efficiency. Yet the huge financial problems Maseko faces make it difficult to see how that could be avoided.

Bengu has said there is a national shortage of 50 000 classrooms that would, at current costs, take R5bn to build. Maseko, however, reports that this year's R500m shortfall in his budget means no capital works will be undertaken. There is no money even for

major renovation. Nor will any new teaching posts be created.

As for launching new programmes in early child educare or adult basic education projects — forget it. "The government has made a commitment to what it calls lifelong learning," Maseko observes, "but it is not yet affordable." Adds Buckland: "For government to announce a commitment to in-

knowledge that, again, poorer provinces will get proportionately more of whatever is offered education.

Meanwhile, he says that Gauteng's Model C schools this year will probably, taken as a whole, receive 25% less in real terms from the State than last year. Yet last year, he says, the average per capita State spending on black pupils in Gauteng had im-

proved to half that spent on whites (in the Seventies the difference was about 7:1).

The truth is that, with the large migration of black pupils from State to Model C schools, class rather than race is defining debate on educational expenditure. And class excites the Left quite as much as race.

At an educational conference held in Durban in April, several speakers called for

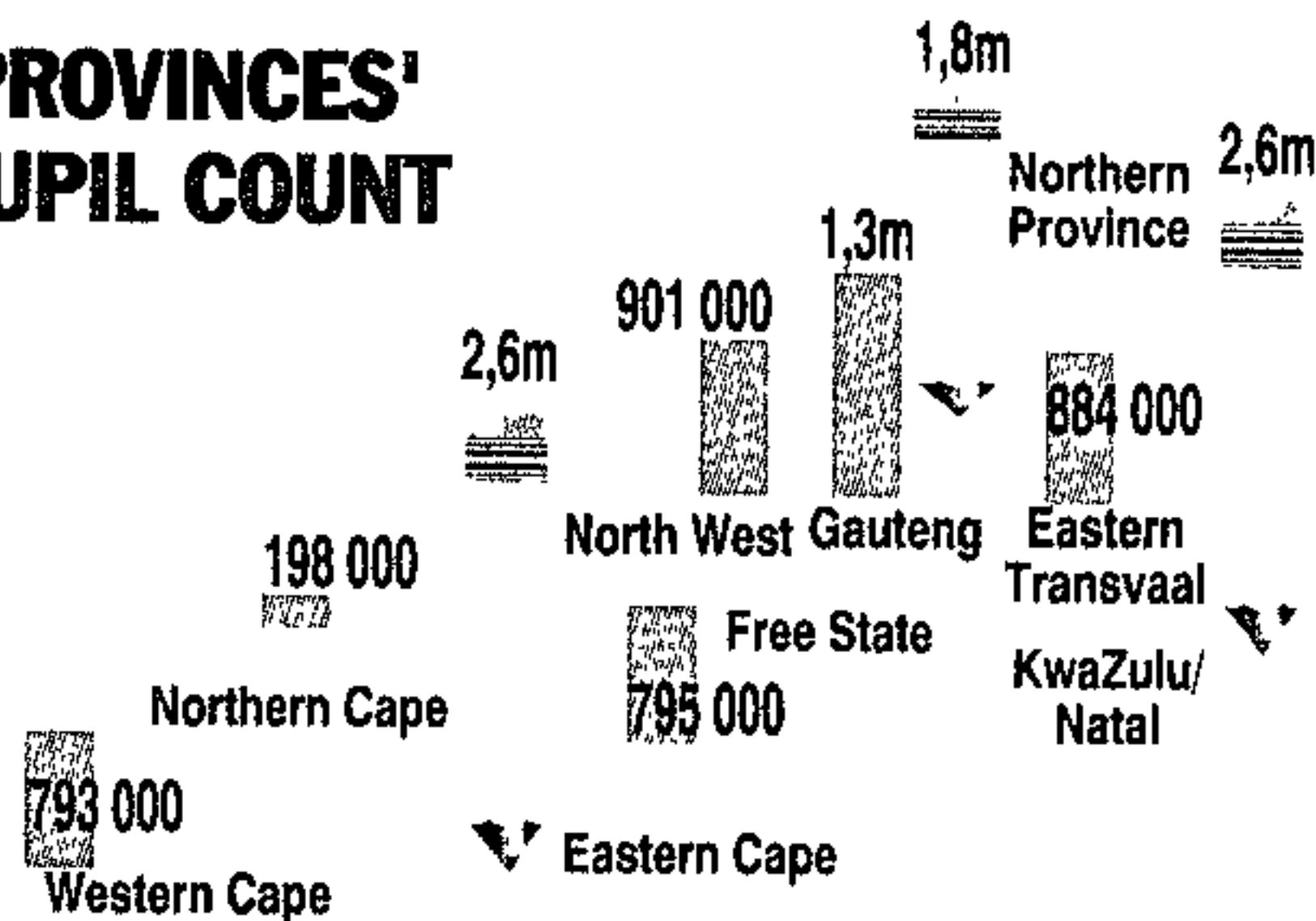
affirmative State spending in education: more should be spent on each poor pupil than on those considerably more affluent — a highly undemocratic principle. Some even suggested that affluent schools should be vigorously dissuaded from supplementing teachers' State salaries with private contributions since that meant they got the best teachers, though these would be most efficiently employed in poor areas.

What is forgotten in the debate is that, as government support for Model C and other State-aided schools declines, the ability of parents to make up the difference is also declining. The latest Budget took away from young parents the tax benefits of being married and having children.

It is probably a forlorn hope that government would even consider giving tax relief up to a certain level on school fees, even though it wouldn't cost a great deal (one estimate is that Model C fees total R700m, so the loss to the fiscus would probably be less than R300m). The only other hope is that black communities rally round their schools once more, so that they become efficient producers, with all that means for the economy.

For that to happen, the educational authorities, at national and provincial level, must move far more rapidly to become fully and effectively operational. If they don't, they risk becoming as illegitimate as the previous regime. Meanwhile as much power as possible should be devolved — however much this upsets the commissars — to schools that have the necessary capacity. Many will provide the tools themselves — if only they are allowed to get on with the job. Demoralisation is more a result of uncertainty than a scarcity of resources

## PROVINCES' PUPIL COUNT



SOURCE EDUSOURCE

roducing a pre-school year at State expense was rash, since it would add a further 8.5% to the school population. It will take years to get off the ground."

All this is demoralising for teachers, parents and pupils. Salaries have failed for years to keep pace with inflation, rising this year by only 5%, yet teachers are expected to cope with larger classes (or the same huge classes that have not been reduced); white teachers are also struggling to cope with many black pupils' lack of English

In the townships, says Maseko, "there are still kids sitting in schools without teachers, and thousands in schools without toilet facilities, let alone electricity." What really worries him is that failure now to improve schools' fabric could lead, not to *Masakhane*, but to students and communities embarking on "a campaign to destroy existing buildings, so that it will be even costlier to implement a renovation programme."

Yet on present showing, his financial straitjacket is likely to get even tighter "Central government has indicated," he reveals, "that over the next three to five years one third of Gauteng's and the Western

Province's educational budgets will be redistributed to other provinces. That will seriously hamper our ability to survive as a department." Even his hopes of getting capital from RDP funds are dimmed by the



Maseko

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## Govt starts adult education plan

ET 7/8/95 (50)

JOHANNESBURG: About 200 carpenters and bricklayers are participating in a pilot adult education project started as part of the Labour Ministry's five-year plan.

A Building Industries Training Board spokesman said the Recognition of Prior Learning project would enable people to acquire skills outside the classroom.

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# Govt helps 30 000 farm kids to school

*Sowetan 8/8/95*

By **Claire Keeton**  
Education Reporter

(2/5) (50)

ABOUT 30 000 farm school pupils in Gauteng will, for the first time, soon receive transport subsidies, the ministry of education announced yesterday.

And subsidies to less needy pupils would be cut.

The farm schoolchildren in 13 districts would receive the financial assistance to help them go to school safely, Gauteng MEC for education Mrs Mary Metcalfe said yesterday.

She added that education departments in the past had never assisted African children with transport or transport subsidies, although they provided these to white, Indian and coloured children.

She said: "Many thousands of African children, particularly those living on farms have had to walk extremely long distances (often up to 20km), in dangerous conditions, to reach a school. Many arrive at school several hours late.

"In this province, several Grade One children in rural areas have died in the last year crossing streams to reach school. Others have been killed walking along dangerous roads.

"Others are subject to sexual abuse as they have accepted lifts walking to school when they are tired and hungry

# Union pays R1,5-m for education

ARU 9/8/95

50

## Staff Reporter

SOUTH African Clothing and Textile Workers' Union contributed almost R1,5 million towards the education of members' children last year — and this year the figure will be much higher.

"At no stage does the union claim that we solve the problems of all our members. But we certainly feel that we are making a difference," said Sactwu general-secretary Jabu Ngcobo.

All union members' dependants qualify for assistance from the Sactwu Bursary Fund. The amount applicants get depends

on the institution at which they intend studying.

Last year, about 2 000 members' children got help.

Mr Ngcobo said the fund had been established by committing a portion of weekly union subscriptions.

During wage negotiations this year, one of Sactwu's major demands was that employers make a contribution to the "general upliftment of skills in our society".

The demand was "fairly well received", said Mr Ngcobo.

In the clothing industry, employers agreed to contribute 20c

a worker a week towards topping up the fund.

"Many employers in the textile and leather industries have also agreed to these contributions," he said.

"Because education costs are still so high we are mindful of the fact that the level of assistance we extend to applicants is miniscule. But we believe that for under-privileged students, every little bit of assistance does, in fact, count.

"Our vision is, in the foreseeable future, to ensure that our bursary fund becomes even stronger," said Mr Ngcobo.

# It's 'carry on caning' at Khayelitsha school

Parents have given us a mandate, says principal

ARL 9/8/95

SABATA NGCAI  
Staff Reporter

MASIYILE Secondary school in Khayelitsha will continue "to punish children and cane them if necessary", in spite of the circular to schools from the Department of Education suspending all forms of corporal punishment, says the school principal.

Principal Nozipho Ngele said the teachers "will continue to follow and abide" by the mandate given to them by the parents — "to punish and cane if necessary" — until the parents advise them otherwise.

"I won't say whether we are still caning the children or not, but I say we will continue with the mandate given to us

by the parents to punish the children," Mrs Ngele said.

"The people will decide because we are dealing with their children," she said. "The people shall govern and they will tell us what to do."

Education Department spokesman Orland Firmani warned that those who transgressed the suspension were "running a risk of prosecution".

He said the suspension was instituted to protect teachers and principals against possible prosecution.

Dr Firmani said the parents and children had the right to report any transgression to the police and the police would investigate the matter.

Mrs Ngele said caning was a "common form" of punish-

ment practised throughout the world.

Caning was "a culture of black children".

Mrs Ngele said the parents' decision was reviewed every year. Now that the circular had been distributed, the school would bring it to the attention of parents, who could make a decision.

A Parent-Teacher-Student Association meeting is scheduled for tomorrow, and the matter will be discussed further at a parents' general meeting on Sunday.

Mrs Ngele emphasised that the school would abide by whatever decision the parents took at the meeting.

● Masiyile Secondary School's choir is at present on a tour of Japan.

## Bursary named after late MP

Staff Reporter

A BURSARY has been launched in memory of Feroza Adams, 34, the youngest parliamentarian in the government of national unity, who died in a car crash last year.

The scholarship will go to a disadvantaged woman student of exceptional ability to study at the University of the Witwatersrand.

Contributions to the Friends of Feroza Adams Fund can be sent to Cheadle Thompson and Haysom, Box 308894, Braamfontein 2017. Cheques must be made payable to Cheadle Thompson and Haysom (in trust F Adams).



# Province considering school subsidy cuts

Bonile Ngqiyaza (50) BD 14/8/95

SEVERE budgetary constraints and an expected shortfall of R422m might mean a diversion of bursaries, hostel accommodation and transport subsidies — for both pupils and officials — to other projects in the Eastern Transvaal education department, education MEC David Mabuza has said.

A "repriorisation of needs" was essential this year to deal effectively with problems. A needs analysis in the province earlier in the year had indicated that R2,2bn would be needed by government. "However, the education guidelines vote was put at R1,7bn, a shortfall of R422m," he said.

Last month an announcement by the Free State government, that it had decided to withdraw bursaries from thousands of Model C pupils, resulted in charges from the public that it was deliberately undermining the Model C school system.

Mabuza said he realised the need to exercise tact in dealing with the "sensitive" issue, and reassured stakeholders that "fairness" would guide the move towards a new and equitable dispensation in the province.

His department had an "inescapable duty" — outlined in the interim constitution — to deploy state resources on an equitable basis to ensure all citizens were afforded the same opportunities, he said.

Mabuza said there was still room for more submissions on the issue of subsidies. These were to be sent to his office not later than August 21.

Mabuza said the former KwaNdebele homeland had — besides committing the new provincial government to capital projects before last year's election — overspent budgets and left huge debts that needed servicing.

"There is virtually very little money left for capital projects," he said.

# Govt told to fund research

Mduduzi ka Harvey

RESEARCH at SA institutions

of higher learning should aim to create job-makers, not work-seekers, and be directed at talented, innovative personnel who could compete internationally, UCT vice-chancellor Dave Woods said at the weekend.

Addressing the Foundation for Research Development seminar on "The role of research in SA amid uncertainties of transition", he said future research at technikons and universities should be funded by government and foster quality and capacity building.

Peninsula Technikon

rector Brian Figaji called for the integration of technikons into the higher education research system.

He said there should be a redistribution of resources to build a research infrastructure at technikons and historically black institutions. The state should grant technikons the same level of funding as universities.

The capacity for technikon research in SA was hindered by inadequate facilities, lack of appropriate equipment and a lack of qualified staff.

Policies should be formulated at universities and technikons which would influence the performance of teaching and research.

# Abortion plan is criticised

MARITZBURG — Christians for Truth have accused a parliamentary committee which recommended abortion on demand of ignoring submissions against abortion.

The group was reacting to reports that the ad hoc select committee on abortions and sterilisation, in its report tabled on Friday, recommended that women be allowed abortion on demand until the 14th week of pregnancy.

The report also recommended — after extensive public hearings — that the Act regulating abortions be repealed, and that a wider range of health personnel be trained and authorised to perform abortions.

Christians For Truth said the committee "has repeated the tactics of the task group for pornography by totally ignoring 99% of submissions which disagreed with their predetermined plan of action". — Sapa.

# SHAR

Highlights of the unaudited

Turnover
Income before tax
Earnings per share
Maiden dividend per ordinary share proposed

## Preliminary annual report

The board has proposed

Schools aren't  
given stick for  
six of the best

STAFF REPORTER  
CT 16/8/95

THE Western Cape education department appears to be turning a blind eye to schools that are ignoring its ban on caning — provided the schools are doing so with parents' blessing.  
Parents, teachers and pupils at Masiyile Secondary School in Khayelitsha have slammed the department for its "unilateral" decision in banning canings and say the ruling is bound to encourage bad behaviour.  
The department's decision follows a Constitutional Court ruling that corporal punishment is unconstitutional.  
Education department spokesman Dr Orland Firmani said yesterday that any complaint from a pupil or parents about corporal punishment would be investigated. "The action we take against a school will depend on the results of the investigation," he said.

# Model C land decision delayed

CAROL CAMPBELL  
AND PETER DENNHY

that public comment be sought on the application.  
In appealing to Mr Kriel, lawyers argued that the council had already exceeded the time prescribed for applications.  
The council had been trying for some time to arrange a meeting with the minister about the rezoning of school land. The meeting took place yesterday.  
Councillor Sivwe Matika said yesterday there were political and town planning objections to sales of school land.  
Mr Balaraman Parther, co-chairman of the city planning committee, said he believed the money from sales of school land should go into a kitty to benefit all schools.  
Mr John Muir said that by the time an application reached the town planning committee, the details were a "fait accompli" and usually had not been subject to public comment.  
In June, the committee decided MODEL C schools wanting to sell land to raise funds will not be given the go-ahead yet.  
In a statement after a meeting between the Cape Town City Council and the provincial and national ministries of education yesterday, Minister of Education Professor Sibusiso Bengu said a decision would be taken once the recommendations of the Model C review committee had been considered.  
He is expected to make the contents of the review committee's findings known on August 31.  
Meanwhile, the city planning committee was told yesterday that Western Cape Premier Mr Hermus Kriel had granted Sea Point High School's application to sub-divide its property.

# Thorny issue of

## School land sales

(50) ARK 16/8/95

## to come under review

Municipal Reporter

THE controversial issue of the sale of land to raise funds for Model C schools is likely to come under re-

view. This emerged from a meeting between a delegation of the Cape Town City Council's urban planning committee, provincial Education Minister Martha Olickers, and national Education Minister Sibusiso Bengu yesterday.

The planning committee and Mrs Olickers are to meet again to discuss the issue, but in the meantime, a national review committee will be submitting a report to Professor Bengu on the governance of schools within a fortnight. This includes the issue of how Model C schools run their business.

The Cape Town City Council has been battling to resist the school land sales because many of its members are opposed in principle to Model C schools raising money in this way.

Its urban planning committee has also been concerned that public participation is excluded from the process until the very end, when all it is competent to do is pass rezoning and subdivision applications on town planning grounds.

A number of councillors have suggested that proceeds from the land, which was made over to Model C schools, should be used to raise funds for education in poorer areas and not for a specific school.

Recent successful applications to

the council include the Good Hope Primary School in Vredehoek and Camps Bay High School.

An attempt by the council to call for a public participation exercise over a subdivision of land at Sea Point High School was also recently bypassed when the Western Cape Premier ruled that it could go ahead.

Another application from the Westcott Primary School in Diep River has raised concern because, while it has land to sell off, the nearby South Peninsula Secondary School has no playing fields for its own pupils.

Following yesterday's meeting, Mrs Olickers said the matter had to be dealt with at provincial level.

For this reason, a second meeting was planned, but would probably only take place after a review committee looking into the governance of schools reported to Professor Bengu within the next fortnight.

Mrs Olickers said the issue was "not as simple as it sounds" and it would be a matter of separating out procedural problems from a political argument.

She said the department had no say over land use, and if a school committee decided to sell land it was the same as a private person selling the land.

She said it was up to the city council to engage in a public process, but if it took too long to do so and re-

course was sought through the Premier, then that was the council's problem.



# Thorny issue of school land sales to come under review

(50) ARG 16/8/95

## Municipal Reporter

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# N1 closed at Beaufort West after pupils, police clash

ATL 17/8/95

(275) (50)

**ROGER FRIEDMAN, Staff Reporter**

**RUNNING** battles between township pupils and police have forced the closure of the N1 freeway at Beaufort West in the Karoo.

Although police said the situation was relatively calm early today, further clashes were expected as police intend moving in to clear the freeway, which has been blocked with stones and rubble.

Traffic has been diverted around the town.

Meanwhile, the ANC has condemned the police for "excessive use of force and organised brutality" after alleged injuries to 58 pupils and residents yesterday. Provincial leader Chris Nissen is at the scene to try to calm things down.

The violence follows the erection of a new school in the traditionally coloured area of the town, after black pupils attending Mandlenkosi High School had demanded their school be replaced.

Instead, provincial authorities have promised to renovate Mandlenkosi High.

According to the Human Rights Commission, 39 people were treated in hospital for birdshot injuries yesterday, and at least one — 16-year-old Arthur Qoqa — for injuries allegedly caused by live ammunition.

Police liaison chief Raymond Dowd said pupils had "gone on the rampage" on Monday, causing damage to shopfronts and cars estimated at about R150 000. About 30 people were injured that day.

The violence had since escalated. A petrol bomb was thrown at a police armoured vehicle yesterday, while there was an unconfirmed report of another petrol bomb being hurled into a shop.

Colonel Dowd said police were under instructions not to use live ammunition.

But it was possible that shopkeepers had fired live ammunition to prevent their businesses being looted.

Police had already launched a top-level investigation, under Colonel Boet Claasen, to investigate the situation.





INSPECTING THE DAMAGE: Western Cape Education Minister Martha Olckers takes a close look at the problems of vandalism and theft at a Delft school.

## Olckers calls on community to fight vandalism

Education Reporter

(50) ARG 18/8/95  
 THE fight against vandalism and theft in Delft schools can be won only in the long term through community involvement, Western Cape Education Minister Martha Olckers has told principals.

During a visit yesterday to four Delft schools plagued by vandalism and theft, Mrs Olckers said her department did not have the funds to keep replacing broken and lost equipment.

A change in attitude from the Delft community was required to help curb the problem. People, she said, had to become more involved and had to accept ownership of their schools.

Delft school principals promised the minister greater efforts to involve police forums, the community and Neighbourhood Watches, but called on the department to investigate short-term solutions such as army patrols at schools. They said police did not have the manpower to attend properly to the problem.

Mrs Olckers, who saw evidence of vandalism and theft during her visit, described the situation as "frustrating" and "very upsetting".

She said it was obvious there was no excuse for what was happening.

"This is pure, plain vandalism. It's not a case of theft to buy food or to make a living.

"If a nine-year-old kicks out a school window, it is criminal and there should be discussions with police about what could be done with such a child.

"It's no use if he is caught and simply released again."

Mrs Olckers called for better discipline from parents and schools and strong leadership to take firm control of the problem.

She praised schools that managed creative approaches to help curb the problem.



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## Over R2bn shortfall in school budget

(50)

**BARRY STREEK**

CT 18/8/95

THE estimated shortfall in capital expenditure in schools this year is over R2 billion, including R74 million in the Western Cape, Minister of Education Dr Sibusiso Bengu, said yesterday.

Although the figures for the Northern Cape were not available, the other eight provinces had budgeted a total of R891m in capital expenditure during the 1995/6 financial year.

Dr Bengu said in reply to a question tabled in the National Assembly by Dr Tertie King (NP) that R30,5m would be spent in the Western Cape on capital expenditure, R21,5m in secondary schools.

The estimated shortfall in the Free State was R266,4m, Eastern Transvaal R61,5m, Gauteng R163m, North West R310m, Eastern Cape R721m, kwaZulu-Natal R162m and North Province R381m.

Dr Bengu said in reply to another question, tabled by Mr Kobus Jordaan (DP), that 531 516 of the 832 039 pupils in the Western Cape were studying in Afrikaans, 244 626 in English, 55 496 in Xhosa and 401 in other languages.

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POLICE CAN'T COPE ON THEIR OWN

# Army for Delft schools?

(50) ET 18/8/95

**VANDALS HAVE "TRASHED"** Delft schools so many times that the Western Cape education department now wants to call in the army. **CAROL CAMPBELL** reports.

**T**HE Western Cape education department is to ask the army to patrol schools in Delft in an emergency move to stop vandals causing more damage to heavily battered schools in the area.

Department head Dr Francois Knoetze said police were stretched too thinly to cope alone and community policing was not working because gangsters intimidated individuals who became involved. In recent weeks there had been

a spate of incidents in Delft and virtually every school had been "trashed" several times, apparently by youths in local gangs.

Yesterday the provincial minister of education, Mrs Martha Olickers, visited the schools to assess the situation.

The biggest cause of vandalism was a lack of proper discipline in the home and society, she said.

The problem started when mothers became scared of their children.

She said the department would have to consider different ways of securing schools — including an armed response arrangement.

"It's got so bad that a little girl walking to the toilet alone could be raped in the school toilets.

"We need to consider putting panic buttons into classrooms which are linked to the police so that help can come quickly."

Schools needed to raise money for security systems because the department could not afford to keep renovating schools. Last year alone R5 million had been spent on repairing school buildings.

A teacher at Delft Primary

School, Miss Gallerna Amien, said she dreaded coming to school on a Monday because of the damage done by vandals at the weekend.

"The staffroom is used for parties and there are beer bottles everywhere," she said.

## Demotivating

Vandals had broken into the room where the feeding scheme peanut butter was kept and defecated into the jars.

"We can't carry on, it is so demotivating. Our pupils get cold in winter because there is no money to fix broken windows."



**SHOCKED:** Education Minister Mrs Martha Olickers surveys the damage at a Delft school. **PICTURE: NIC BOTHTMA**

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# Bid to end crisis in Beaufort West

(50)

**STAFF REPORTER**

CT 18/8/95

POLICE and community leaders met yesterday to try to resolve the crisis in Beaufort West following violent clashes between police and pupils in which 58 people were hurt earlier in the week.

Western Cape ANC provincial leader Mr Chris Nissen has condemned the violence and damage to property.

Mr Nissen, who is in Beaufort West in an effort to restore calm, said: "It does not matter which side was responsible, it must not be allowed to happen."

Fifty-eight students and residents from the Mandlenkosi township are said to have been injured in skirmishes with police on Wednesday.

Mr Nissen said there would be negotiations between police and students to try to secure the re-opening of the N1 freeway through Beaufort West.

Students have so far remained adamant that the N1 remain closed.

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# White bodies 'must be deprived of power' <sup>(56)</sup>

KABOKWENI — Eastern Transvaal education MEC David Mabuza said on Wednesday his department should take away all powers from white governing bodies to redress education imbalances.

"I know I have these powers in my pocket," he told students and education officials at the Mango College of Education in Kabokweni, near Nelspruit.

Mabuza said he had cut Model C school subsidies by 100% last week as he disapproved of "these subsidies enabling white schools to look like hotels".

"I came down hard on them (whites), talking to them, negotiating with them. I reserve the right to cut the cake the way I like, but I still decided to consult them first."

The MEC said he had also withdrawn all transport subsidies given to white teachers in the pro-

<sup>18/8/95</sup>  
vince, and some of them were now taking legal action against his department for unfair labour practices.

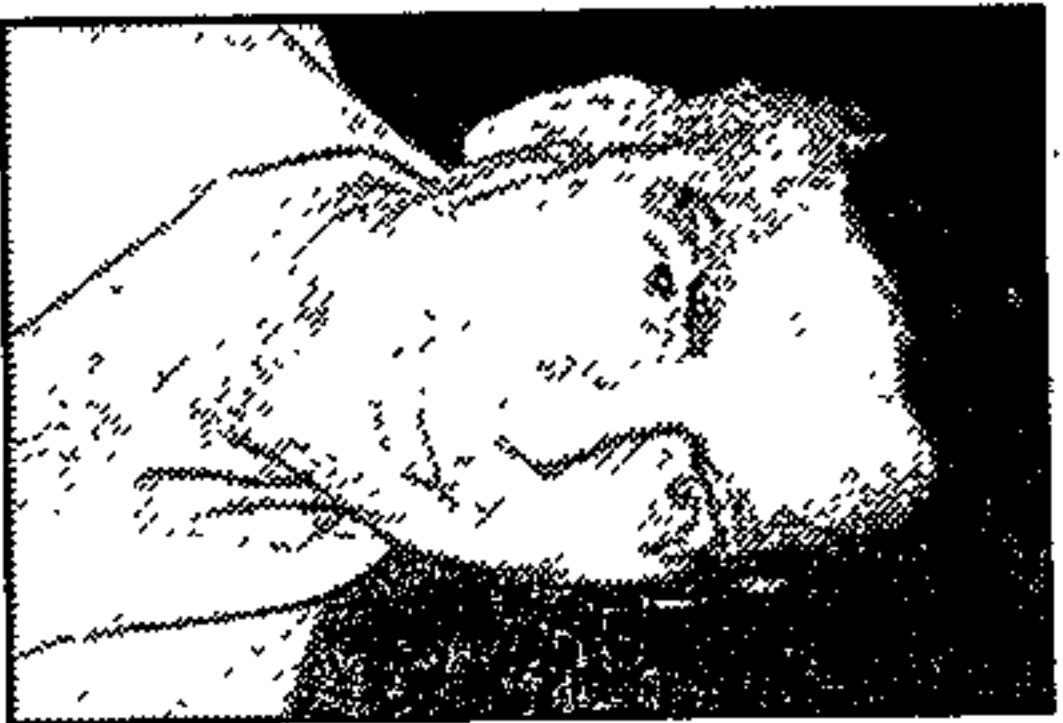
He berated black students who had marched to premier Mathews Phosa's offices this week demanding transport subsidies.

Phosa was to launch a school reconciliation tour today, stressing that there were other ways of solving grievances besides marching to government offices.

"I'm removing all subsidies to be fair to all communities. "I'd rather withdraw the subsidies than spend R12m of our R1,7bn budget on them," Mabuza said.

The subsidy cuts would create an additional R9m which would be used to supply toilets to schools without ablution facilities, build 400 schools and complete incompleated school buildings in the province. — Sapa, African Eye News.





*These principles are consistent with what is generally accepted in a democratic society, writes Frans Auerbach*

# Sparing the rod and the way to real freedom

*(50) Star 18/18/95*

In a recent article on this page, Ross Kriel explained that the Gauteng Education Bill — soon to be tabled in the Provincial Legislature — lays down principles "which form a framework for educational policy in the province."

After careful study I am satisfied that these principles are consistent with what is generally accepted in a democratic society. Some people will see something sinister in the most innocent wording: someone has actually stated that "promoting a culture of tolerance" is a "contravention of Christians' religious rights", but we can be confident that the objector represents a minority view even among those of his own religion.

The other principles are also non-contentious; the last one states that "the education process shall be aimed at fostering independent and critical thought".

Let us now look at the more sensitive aspects of the Bill — the sections on language, religion and the rights and duties of learners.

## Respect

As a framework for language policy, schools shall foster "a culture of respect for the country's diverse language communities", and learners "shall have the right to language choice within practicable limits". Schools should help learners to become competent in the school's language of instruction, and "where practicable, enable a learner to use his or her own language where it differs from that of the school".

But it asks that school language policies should be co-ordinated at district level and should take account of the availability of human and material resources.

And both the department and the schools are given the duty of ensuring that educators acquire the special skills necessary for teaching in a multilingual educational environment.

That will be difficult to implement, but it faces the reality of our complex language situation without blaming the learners for it.

To ensure learners are not to be "blamed", the Bill specifically prohibits the use of language competence testing as an admission requirement



The joys of learning . . . and of teaching. As a framework for language policy, schools will be asked to foster "a culture of respect for the country's diverse language communities".

in a public school.

There will be objections to this ("can't teach children who can't understand or use the school's teaching language"); but then we must admit that such tests have been used in the past by some schools as devices to keep out "outsiders" . . .

No doubt the teaching profession will acquire special skills and experience to cope with this problem with increasing competence as they begin to see the multilingual classroom not as a threat but as an enriching, if at times also a confusing, experience. Let us remember that integrating pupils from different language backgrounds into school communities using a main language of instruction is not a novel problem — certainly not in South Africa.

The Bill's section on religion states that religious policy "is to be made by the governing body of each school after consultation with the department, and subject to the approval of the MEC for education."

Two guiding principles are laid down: respect for the country's diverse cultural and religious traditions, and freedom of conscience and religion.

To ensure adherence to these principles, there's a clause stating that

"there shall be no indoctrination of learners into a particular belief or religion, and no denigration of any religion". Some people will object to the first part of that, but it means no more than that public schools shall not teach "My religion is the only true one".

Instead they should teach that believers in that religion are convinced it is the most acceptable path to God. Parents who want their children taught a more emphatic form of their religion will no doubt send them to private religious schools.

The Bill has some strong language about the learner's right not to attend religious education classes and religious practices in public schools. It also says that no one should be obliged or unduly influenced to take part in these.

Clearly, some rules will still have to be laid down about how non-participation is to be implemented — one must ensure that some pupils don't use this "escape clause" just to escape regularly from certain classes to gain free time.

However, one must realise that parents have always had the right to withdraw their children from religious instruction classes and from assemblies with prayers.

I remember seeing some pupils standing in the school yard during every morning assembly while I was teaching at a Johannesburg high school in the '60s.

The Bill makes the same basic point as previous legislation did: it just puts more emphasis on the learner not being discouraged from exercising the right not to take part.

Concerning the control of learners, the Bill doesn't spell out the procedures for the suspension and expulsion of pupils (these shall be "as prescribed"), because the new department hasn't had time to select, from the four existing sets of rules in the former ethnic education departments, which to accept or amend.

When it comes to punishment the Bill has, however, laid down one rule that has already drawn much flak: "no person shall administer corporal punishment to a learner at any public or private school".

And Clause 23 makes disregarding this prohibition a criminal offence, with a "fine or imprisonment not exceeding six months" on conviction.

Let's get some perspective on this. Almost all countries of Central and Western Europe and North America have had such a rule for a long time. But many South African parents and

teachers continue to insist that corporal punishment is an essential element in disciplining learners. Even the relatively enlightened rules restricting permissible corporal punishment indicate that "six of the best" can be good for you.

However, one needs to make two other points. Firstly, very few senior boys, and no girls, get caned in our formerly white high schools; secondly, a stop to corporal punishment has been a prominent item in the list of demands made by organised black high school students for the past 20 years — precisely because in black schools corporal punishment was not confined to junior boys and was apparently often carried out in front of other pupils.

I believe we should support this new rule, and rather debate other constructive ways of maintaining discipline. No one pretends this is an easy task — but it's not much easier with the cane than without it.

The Bill gives parents the right of access to information about their children held by the department or by a school — except where "withholding access to such information is justifiable in an open and democratic society".

## Unscathed

Clause 24, however, spells out that learners must respect school property, return it unscathed if it has been lent to them, and that parents are liable for damage or loss of school property for which their children are responsible.

The Bill also has sections on the governance of schools, on education and training councils, specialised education and rural schools, among others.

This article has focused only on some of the more sensitive aspects of the Bill, which in many respects — as Mr Kriel also pointed out — is a model law for a democratic education system. Those in control of it have to report regularly and in detail to the elected provincial legislature — something that used to happen long ago but was scrapped along with our former provincial system of government.

The Bill is a balanced and caring document; its drafter deserves our congratulations.



# Gangsters terrorise Cape schools

WJN 18-24/8/95 (56)

Teachers in the Western Cape are demanding proper protection from the gangsters disrupting their schools, reports **Rehana Rossouw**

**G**ANGSTERS prowl schools in the Cape Town suburbs of Belhar and Delft, shooting and stabbing pupils, disrupting classes and trashing the premises. At one school, teachers have downed chalk in protest against the authority's reluctance to provide security.

Almost every school in the two suburbs can relate incidents where gangs have caused havoc and grievous bodily harm, and all teachers there are threatening to join the strike if their safety and the right to teach is not protected.

Excelsior Senior Secondary teachers have been on strike since Monday in an attempt to force the Western Cape Department of Education (WCDE) to provide them with security.

In June a pupil was stabbed in a classroom while writing his exams when 12 gangsters stormed the school. Two security guards assigned to protect pupils and staff could not apprehend the assailants.

The school's principal, Graham Jennecker said staff were continually plagued by gangsters who strutted through the school, disrupting classes willfully. "The final straw came two weeks ago when the security guards told the staff their lives had been threatened by the gangsters and they were no longer prepared to remain on the premises," Jennecker said.

"Although one of the guards was armed, they said they were not trained to cope with the situation at the school. The teachers said without guards to protect them, they were not prepared to return to their classes and sent the pupils home with a circular explaining their position to the parents."

Excelsior staff appealed to the WCDE for trained, armed security guards who could deal with the gangsters. Four guards arrived at the

school on Monday, but failed to pitch on Tuesday. "We will not teach again until our pupils' and staff's lives are secured," said Jennecker.

The school has been vandalised countless times. It was recently restored by the WCDE, but two weeks ago vandals broke through the ceiling in six places and trashed classrooms.

When a child injured herself by falling into a manhole after thieves stole the covers over the weekend, teachers were relieved that it was the only incident that Monday morning, said Michael Fraser, a teacher at Belhar Senior Secondary.

"In May a pupil was shot at in the grounds while a soccer match was taking place a few metres away. The bullet missed its target, but it could have hit anyone who was standing in the way," said Fraser.

"For two consecutive days last month we had gangsters armed with guns chasing pupils through the school. We can't teach in an environment like that, and it is up to the department to take responsibility for our safety and for ensuring the educa-

tion programme is not disrupted."

Perseverance Senior Secondary is six years old, but has already reported more than 300 incidents of theft and vandalism. Principal Ralph Talamarkes estimates the WCDE has spent more than R150 000 repairing damage — money he believes would be better spent on hiring trained security guards.

Clements Reed, principal at Doctor Van Der Ross Primary said his school had been "plundered" by vandals. "The department gave us guards and the incidents declined. But then, for no reason we can establish, they removed the guards earlier this year and the plundering resumed.

"Our kindergarten classes suffer the most. On Monday mornings the children are greeted with the fact that gangsters used their classrooms as toilets over the weekend. It's no use putting in locks, they will just be stolen as well.

"My car has been broken into twice on the premises in broad daylight, as well as those of other staff members," Franklin Kleinsmith of Symphony

Primary said students were robbed after school, cars were broken into on the school premises and classrooms were trashed over weekends.

He said he was leaving Cape Town and returning to his rural hometown so that his children could attend school in a place where people respected schools, not trashed them.

"There's no respect for schools in the city. Once, the doors were removed from several classrooms overnight and the thieves contacted the school and offered to sell them back at R30 each," Kleinsmith said.

Teachers at schools in Delft and Belhar said they support Excelsior's stand to strike until their demands were met. If the WCDE did not not provide security soon, the strike could spread to other schools.

Department spokesman Dr Orland Firmani said Western Cape MEC for Education Martha Olckers would visit schools in the area to acquaint herself with the situation "so that necessary steps could be taken as soon as possible". He said the department alone could not solve the problem and believed the community should deal with the problem of gangsterism.

The department was, however, giving "serious consideration" to employing a private security firm to protect schools.



**'Guard schools  
or we'll strike'**

(50) ARG 19/8/95  
Education Reporter

TEACHERS from 17 schools in Delft and Belhar have threatened strike action in an attempt to resolve the continuing problem of vandalism, theft and gangster activity at the schools.

At a meeting in Belhar yesterday, teachers and principals demanded that "effective, trained, armed security personnel" be appointed by the Western Cape Education Department to guard their schools, or they would strike.

A spokesman for one of the schools said the demand would be put to the department this week and that it had until Monday to respond positively.

# Army could help combat school gangs

ST(ETM)20/8/95

(50)

By INGEBOURG LICHTENBERG

WESTERN CAPE education officials are considering asking for troops to be sent in to help fight gangsters who have vandalised four schools near Cape Town, a provincial government spokesman said this week.

"We are investigating the possibility of asking the help of the army to help guard the schools," Western Cape Education Department spokesman Dr Orland Firmani said on Fri-

day.

Police spokesman Lieutenant Andre Traut said three high schools and a primary school in Delft and Belhar had been repeatedly vandalised.

"The schools are being vandalised and teachers are being harassed by scholars, some of whom have links with gangs," he said.

Lt Traut said police had also been told that some school children were

being victimised by other scholars.

He said police had already deployed the Internal Stability Unit to guard the schools 24 hours a day.

But Dr Firmani said departmental security guards and the police alone could not cope and the problem was "getting out of hand".

He said two security guards recently left a school immediately when they were threatened by gangsters.

"They (the security guards) said they were not prepared to endanger their lives when they were outnumbered and threatened by gangsters armed with guns and knives."

Lt Traut said the culprits were disrupting the education system, but he could not say what their motive was for doing so.

Dr Firmani said the problem seemed to be linked to poor living conditions in surrounding communities.

"Not all the schools in Belhar and Delft are being vandalised. It probably depends on the community immediately surrounding the schools and the conditions of those neighbourhoods."

He said the department could not estimate the total cost of the damage yet, "but it's a lot". — Reuters

# Peace deal, but Beaufort West uneasy

**ROGER FRIEDMAN, Staff Reporter**

BEAUFORT WEST. — Regional ANC leader Chris Nissen has brokered an uneasy peace in this Karoo town after four days of bloody clashes and the forced closure of the N1 national road.

But after a relatively peaceful night, tension was rising again early today, sparked partly by an incident in which a four-year-old child lost part of his hand when a teargas canister exploded.

It was unclear whether the canister was fired today or during earlier violent confrontations.

Mhlangodezi Mafuya was playing in front of his parents' home in Mandlenkosi township about 8.25 am when the canister exploded.

He lost at least one finger and was rushed to hospital.

Members of the community gathered outside the house.

Earlier this week about 100 Mandlenkosi residents were injured in running clashes with police after protests about the poor condition of the local high school — the old tuberculosis hospital — boiled over into stone-throwing and the plundering of shops.

Most of the injured had birdshot wounds, but Mandlenkosi High School principal T J Pandle said at least 19 residents were wounded by live ammunition.

Damage to cars and property caused by stone-throwing is estimated at hundreds of thousands of rands.

At least two policemen were injured.

The ANC has condemned police for "organised brutality" and has demanded a commission of inquiry.

(50)BD 21/8/95  
Police said they were under instructions not to use live ammunition and the more seriously injured could have been hurt by shopkeepers protecting their property.

Police have begun an investigation into the violence and promised to take corrective action should it emerge that they used excessive force.

The N1 was re-opened at 11.20 pm yesterday after several hours of negotiation between Mr Nissen and the Mandlenkosi community.

Mr Nissen said a delegation from the national education department — probably including minister Sibusiso Bengu — would arrive in Beaufort West on Tuesday.

Police said the situation had remained calm after the road was re-opened.



# Parents to march after police action

Staff Reporter (56) (222) ARG 21/8/95

BEAUFORT WEST. — Angry parents are to march on the Beaufort West police station today after police opened fire with birdshot on a march of protesting schoolchildren.

The police in the town have withdrawn all stun grenades after a five-year-old child lost half his hand when he picked up one in the street on Friday.

The police, who have launched an urgent internal investigation, and parents will meet today to discuss laying criminal and civil charges against the police.

The parents also want police to pay for the transportation of children to hospitals in Cape Town and George.

A total of 41 Mandlenkosi High School pupils were treated in the Beaufort West hospital for birdshot wounds last week.

People from the Kwa-Mandlenkosi community said dozens more pupils were slightly injured in several days of mayhem last week.

ANC regional headquarters in Cape Town has condemned the police for allegedly using excessive force and of "organised brutality".

The parents planned to march to the Beaufort West police station today to demand that police pay the transport costs to hospitals in George or Cape Town.

Community organisations have demanded an external commission of inquiry in a letter to Safety and Security Minister Sidney Mufamadi and Justice Minister Dullah Omar.

National Education Minister Sibusiso Bengu arrives in Beaufort West tomorrow.

Last week's violence was a result of a march by township pupils who demanded a new school.

# RDP co-operation builds foundation for school project

Local workers will get to learn new skills

**ESANN de KOCK**  
Education Reporter

A PROJECT to build a new school in Philippi is testimony to the success of the reconstruction and development programme.

The Ntshonalanga Secondary School will not just be another school built by companies with little more than their own profit in mind.

It will be a venture from which everyone will benefit. The contract, awarded jointly to Grinaker Building, Cape, and Norman Boya's Siviwe Civil and Development Properties, forms part of the serviced land project of the RDP.

Therefore, community involvement and benefit is paramount, explains Grinaker managing director Pierre

Rousseau

Grinaker believes it has the financial muscle while on the other hand, the smaller Siviwe construction company owned by Mr Boya has deep roots in the black community, a firm status and the ability to draw on local expertise

Outlined by the government, the serviced land project requires maximum community involvement and for this reason Grinaker has pulled out all the stops

Mr Rousseau says extensive consultation on the school project took place with the people of Philippi to ensure the exercise had their approval

The result is that Grinaker and the Siviwe company have been able to draw on local

skills to such an extent that at least 50 percent of the total site work force will come from the local people — in compliance with RDP specifications.

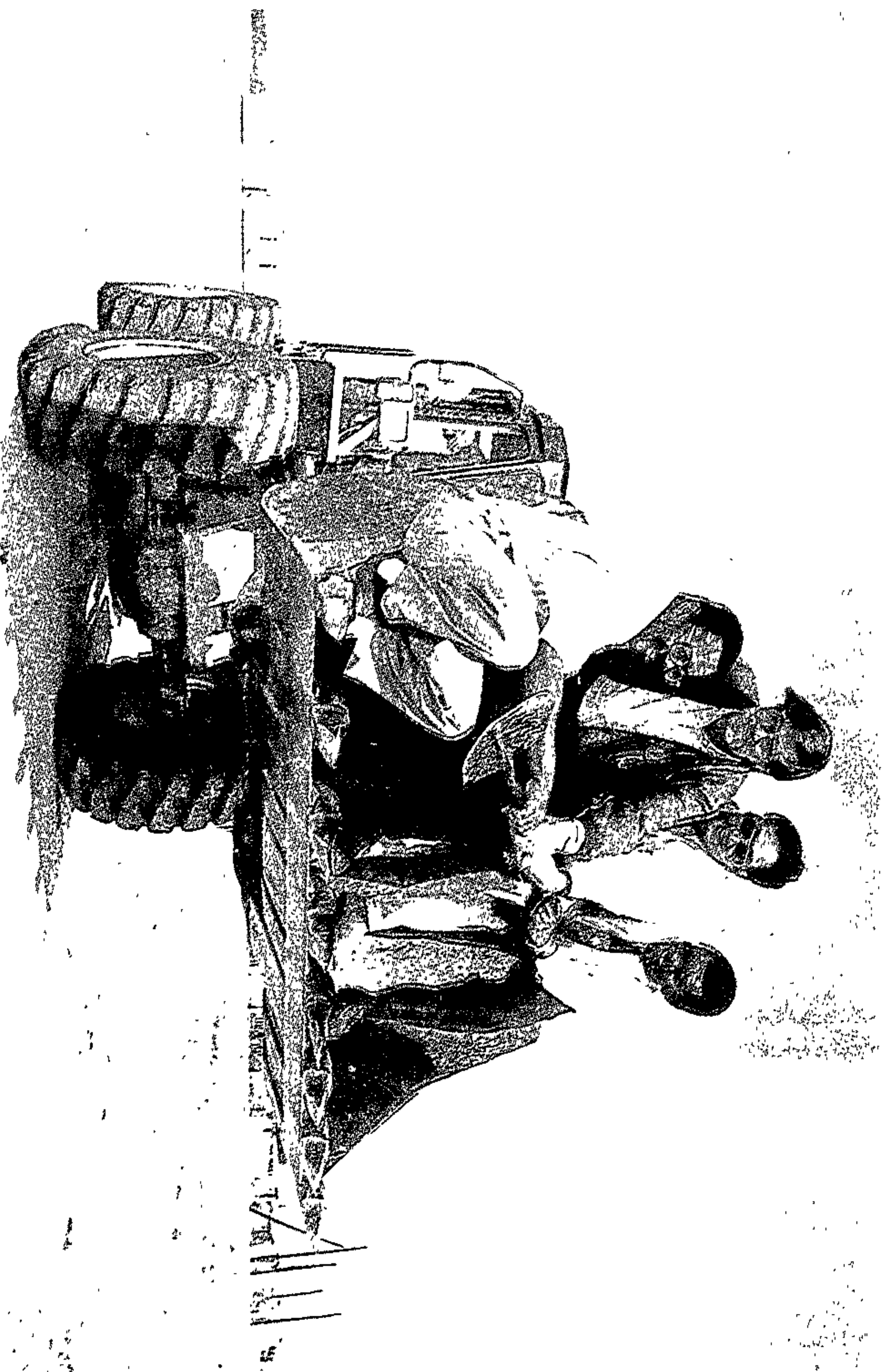
AKG 21/8/95 (50)

"The idea is to empower the people of the area and we have embarked on a huge skills training project for this purpose

"People from Philippi are now being trained in a variety of skills from construction management to brick-laying

"We have also insisted that our sub-contractors and suppliers become a part of the skills training programme, and the response has been excellent."

More than 1 000 children who will sign up at the new school currently attend a nearby primary school.



**SKY'S THE LIMIT:** Showing enthusiastic support for the Ntshonalanga Secondary School in Philippi are, from left, Norman Boya of Siviwe construction company and Alex Spence, Delmain Duthie and Eddie Matu from Grinaker Building, Cape. The school is the first of 32 schools that will be built in the Philippi, Langa and Nyanga areas as part of the RDP's serviced land project.

Picture DOUG PITHEV, The Argus





# New row in Beaufort West as Bengu sends delegation

ROGER FRIEDMAN, Staff Reporter

BEAUFORT WEST. — A new row is brewing in Beaufort West where pupils were expecting to be addressed by National Education Minister Sibusiso Bengu today, but he has sent a delegation from his ministry instead.

Western Cape African National Congress leader Chris Nissen brought four days of mayhem in the town to a halt last week when he said he had arranged for Mr Bengu to address pupils about their demand for a new school in the Kwa-Mandlenkosi township.

But yesterday they were told that Mr Bengu would not be coming personally and would send a delegation instead.

ANC leaders in Beaufort West said Mr Nissen had "raised the community's expectations", and trouble could not be ruled out.

The delegation was due to address pupils at 11 am.

"I don't know what the vibe will be,

especially among the radical students ... they were expecting the minister," said ANC legal adviser Thamsanqa Diamond.

Mr Nissen was unavailable for comment as he was meeting a Malaysian trade delegation at Sun City.

A spokesman for Mr Bengu's office said the delegation had not been sent to Beaufort West to "solve the problems" there.

He said Beaufort West fell under the Western Cape education ministry and was the responsibility of provincial minister Martha Olckers.

But the township residents, particularly the pupils and teachers, have rejected negotiations with Mrs Olckers.

● Early today a police bus was travelling slowly through the township collecting children allegedly shot by the police last week to be taken to George for a second opinion on removing birdshot pellets.

● Police to take birdshot children for treatment, page 6.

(50) ARG 22/8/95 (50)



# Police to take birdsshot children for treatment

MLA 22/8/95 (50)

ROGER FRIEDMAN  
Staff Reporter

BEAUFORT WEST. — Police have agreed to take township youths shot last week to the George district surgeon in a police bus.

This is to obtain a second opinion on removing birdsshot pellets from their bodies.

And national minister of Safety and Security Sydney Mufamadi has called on national commissioner George Fivaz to provide him with reports from both the police and the community so that he can consider the community's demand for the establishment of a commission of inquiry.

The events are a sequel to a week of drama here which started with a protest march by scholars for an improved high school and turned disastrously wrong last Monday.

More than 50 pupils were shot and charges of excessive use of force have been levelled against the police.

Pupils, and others, responded to the shooting by stoning cars — forcing the closure of a section of the N1 last Thursday.

Relations between Beaufort West police and Kwa-Mandlenkosi township residents has been at low ebb since, township residents say.

They hope the agreement by the police — after several rounds of talks — to transport the pupils to George improve that relationship.

Acting spokesman for the National Safety and Security ministry Peter Gastrow said the minister's priority was not to further "polarise" the relationship between police and township residents.

Mr Mufamadi would approach commissioner Fivaz.



Picture: LEON MÜLLER, The Argus.

**DEATH THREATS:** Thamsanqa Diamond of the ANC's legal desk taking one of the many death threats received by the party's constituency office after the protest march which went awry in Beaufort West last week. Callers referred to Mr Diamond as a "kafir" and threatened to blow up the offices. On the left is branch chairman Thembilizwe Hawker.

as a matter of urgency, with the purpose of obtaining reports from both police and community "as to precisely what happened", said Mr Gastrow.

This would be "so the different versions and perceptions as to what happened can be placed before him".

Mr Mufamadi hoped that

whatever course of action was followed after he got the reports of both police and community.

"The minister is very concerned but has very few facts before him," said Mr Gastrow. "He sees the need for this to be addressed as a matter of urgency but wants to avoid the situation where the community

and police are once again polarised."

The township community was to have marched to the police station yesterday to hand over a list of demands — including the resignation or transfer of senior members of the police — but, instead, concentrated efforts on seeking medical attention for pupils.

About 20 pupils have still not had birdsshot pellets removed.

A delegation which met senior police to ask for assistance in transporting the children to hospital emerged saying the police "do not seem to care about our children... their attitude would be different were the children white". The police, who have

launched their own internal investigation into the shooting, appear to be effectively shut-out of Kwa-Mandlenkosi — and have been since last week.

A detective investigating the incident in which a five-year-old boy had half his hand torn off in a stun grenade explosion on Friday, was overheard pleading with an ANC official for permission to conduct his investigation in the township.

The official responded that although the ANC would like the incident investigated, he could not guarantee the policeman's safety.

A lawyer retained by the ANC is expected in town tomorrow with a view to pressing both criminal and civil charges against police.

Official police comment on relations between themselves and the township community — given by regional headquarters in Cape Town yesterday — was at pains to point out the relationship was not that bad.

John Sterrenberg said that the two parties had set up a forum to meet regularly.

An agreement had been struck that township residents would report to the police. The police had been relatively free to operate in the area.

ANC branch chairman, Thembilizwe Hawker, said the relationship was "not improving at all".

Mr Hawker said a major problem was that the community police forum in Beaufort West was "not really recognised" by township residents.

"After this is all finished (the fall out from last week's violence), we need to come together with the police to establish a democratic and proper forum".





Pictures LEON MULLER, The Argus.

**FROM BODIES TO BOOKS:** Education advisers Nhlanhla Ngubani and Trevor Abrahams inspect a mortuary that has been converted into a bookstore at Mandlenkosi High School in Beaufort West. The school is in a converted TB hospital.

## School crisis — (50) ARG 23/8/95 Olckers slammed

**ROGER FRIEDMAN, Staff Reporter**

BEAUFORT WEST. — Advisers to National Education Minister Sibusiso Bengu have slammed the response by Western Cape Education Minister Martha Olckers to the township schooling crisis in Beaufort West.

And, they said she and her department still had to do "a lot of homework as to (their) racial policies".

Although provincial governments bore responsibility for education matters in their provinces, it was a priority of the national ministry to rid the country's education system of racism in all its manifestations, said Nhlanhla Ngubane, the head of Professor Bengu's office.

Mr Ngubane, accompanied by Professor Bengu's adviser Trevor Abrahams, visited Beaufort West yesterday in the wake of violence-plagued protests by the Kwa-Mandlenkosi township community demanding a new high school.

Mr Abrahams said the events in Beaufort West were of great concern to Professor Bengu, not least "the response of the police".

He was scathing of the manner in which Western Cape education authorities had responded to Kwa-Mandlenkosi's demand for a new school.

Mr Ngubane said he and Mr Abrahams were "deeply perturbed at the

way the whole matter has been handled".

Education had been disturbed for months and, with exams looming, pupils could not be expected to do as well as they should.

"One wonders, if this had happened to white students, if the MEC (Mrs Olckers) wouldn't have responded differently.

"It shows the Western Cape must still do a lot of homework as to its racial policies."

●Chris Nissen, the ANC's Western Cape chairman, will lead a delegation comprising MP Randall van den Heever and Beaufort West community and student structures to speak to Mrs Olckers within the next two weeks to start negotiations again.

Bongani Fass of the Mandlenkosi High School SRC said that, although pupils had recently rejected further negotiations with Mrs Olckers, it was conceded that negotiations were sometimes preferable to "always engaging in actions".

●Mrs Olckers apparently has offered R84 000 to renovate Mandlenkosi High School which is housed in a converted TB hospital.

The community has rejected the offer, occupied a disused school in a traditionally white area and demanded the building of a "decent" school in Kwa-Mandlenkosi township.

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# R294m for schools

**POLITICAL STAFF**

(50)

ET 23/8/95

THERE were 528 private schools in South Africa, 258 of them in Gauteng, 98 in kwaZulu/Natal and 70 in the Western Cape, Education Minister Professor Sibusiso Bengu said yesterday.

These schools, excluding those in the four former independent homelands, received R293,9 million in subsidies during the 1994/5 financial year, he said in reply to a question, which was tabled in the National Assembly by Mr Tembile Ntsizi (NP).

Prof Bengu said the various education departments divided the amounts between the registered private schools in their departments taking into account the pupil numbers and subsidisation category of every school.

Not all private schools received government subsidies.

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**QUESTIONS**

\*Indicates translated version.

*For oral reply: Hansard 24/8/95*  
*Questions standing over from Thursday, 17 August 1995:*

The PRESIDENT OF THE SENATE: Order! I was informed that the first question under this subheading was replied to last week.

**Model C schools: sale of parts of land**

\*7 Sen W F MNISI asked the Minister of Education:

Whether any parties have approached him in regard to the sale by certain model C schools of parts of their land, if so, (a) which parties and (b) what was his response thereto? S344E

The DEPUTY MINISTER OF EDUCATION:

Yes

(a) The following parties:

(i) Mr B Evans, concerning the sale of Sea Point High School Property;

(ii) Mr K Phillips, Acting Town Clerk of the City of Cape Town, concerning the sale and subdivision of school property.

(b) According to the interim Constitution, provincial education departments are responsible for the provision of college and school-related education. This includes the procurement of the necessary land and the erection of buildings as well as the sale of existing fixed assets. They were, therefore, advised to submit their request to the Minister of Education of the relevant province, in this case the Western Cape

**Members of Defence Force expelled**

\*9. Sen M P E MOGALE asked the Minister of Defence:

(1) Whether certain members of the Defence Force, whose names have been furnished to the SANDF for the purpose of his reply, were expelled; if so, (a) when and (b) for what reasons;

(2) whether he will make a statement on the matter? S347E

The MINISTER OF DEFENCE:

(1) Yes. Fifteen of the twenty persons whose names appear on the list provided by the hon Senator were dismissed from the National Defence Force.

Seven of the fifteen were dismissed for being absent without official leave for a period exceeding 30 days or absent without official leave on several occasions; seven were found unfit for service due to misconduct; and one was sentenced by court to a dishonourable discharge

Of the remaining seven on the list, five resigned from the force, one was declared medically unfit and one died of natural causes.

I will supply the hon Senator with a table in which the relevant details are spelt out next to each name

(2) I have nothing further to add to the information contained in the appended table

**Workers at Hoedspruit Air Force base expelled**

\*10 Sen M P E MOGALE asked the Minister of Defence:

(1) Whether any workers at the Hoedspruit Air Force base were expelled in March 1992, if not, what is the position in this regard; if so, what are the relevant details,

(2) whether these workers are to be reinstated; if not, why not; if so, when;

(3) whether any amounts are to be paid to these workers, if not, why not; if so, when? S348E

The MINISTER OF DEFENCE:

(1) Yes. During March 1992 the South African Air Force terminated the services of 356 civilian employees because of their participation in an illegal strike.

(2) No. The dismissed workers were not reinstated because the vacancies created were filled by new staff. No other vacancies

existed. The dismissed workers appointed a legal representative and a case against the Minister was instituted in the Supreme Court. The case was settled out of Court.

(3) The settlement amounted to R2 151 702,90 and was paid on 30 August 1994 to the legal representatives of the dismissed workers.

**Buildings falling under Rent Control Act**

\*15. Sen W F MNISI asked the Minister of Housing:

(1) How many buildings fall under the Rent Control Act, 1976 (Act No 80 of 1976);

(2) whether she is considering introducing legislation aimed at repealing this Act, if so, when; if not, why not;

(3) whether she is considering limiting the application of the said Act, if so, how? S353E

The MINISTER OF HOUSING:

(1) All six rent boards were approached but no information could be obtained. As rent control has been phased out to such an extent that mainly certain lessees qualify for continued rent control protection on the grounds of income and age, it is an impossible task to determine which premises are involved.

(2) I have approved in principle that a committee be appointed to investigate the relevance of the Rent Control Act, 1976 (Act No 80 of 1976) together with other related Acts

Due to the fact that certain provisions of the said Act have bearing on other Acts which fall within the ambit of responsibility of other Ministers, I intend to interact with all responsible Ministers in the near future in order to facilitate the process to institute such an investigation.

It is at this stage not possible to anticipate what the outcome of the investigation will be

(3) Possible limitation on the application of the said Act will depend on the outcome of the aforementioned investigation.

**Electrification of border fence separating SA from Mozambique**

\*16 Sen J SELFE asked the Minister of Defence:

(1) Whether the border fence separating South Africa from Mozambique is electrified; if not, what is the position in this regard; if so, what is the strength of the current,

(2) whether the current is switched on permanently, if not, (a) why not and (b) when is it switched on;

(3) whether any deaths through electrocution at the border fence were reported during the latest specified period of ten years for which information is available; if so, (a) how many and (b) when? S355E

The MINISTER OF DEFENCE:

(1) Yes. Although the border fence between South Africa and Mozambique is permanently in the non-lethal alarm mode it is electrified. The voltage in this mode is 32 volts

(2) Yes. Since 1990 the current has been restricted to the non-lethal alarm mode. This is necessary to detect illegal crossings from Mozambique. The current is periodically switched to the lethal mode for maintenance, however, only for short periods and over short distances. This is done with the strictest security measures to avoid accidental deaths

Cabinet approval is required for the current to be kept in the lethal mode.

(3) Yes. Deaths have been reported during the past ten years as follows:

1986—8

1987—32

1988—21

1989—12

1990—0

1991—2

1992—2

1993—0

1994—2

1995—0 (1 January to 1 August 1995)

Although the voltage in the non-lethal mode is only 32 volts, it was lethal in five of the six deaths recorded since 1990. In all these cases the victims were in poor

## 'Bumpy road ahead' for SA education

ARG 24/8/95

Education Reporter (50)

AFRICAN students make up 75 percent of the total school population but only 25 percent of higher education enrolment.

And of 800 000 African pupils who start grade one each year, not even one percent will pass matric — and only about 80 will pass with qualifications to study maths, science or engineering at university.

These were among the statistics given by Peninsula Technikon rector Brian Figaji to the annual meeting of the South African Institute for Race Relations yesterday.

Opportunities for an education that was both good and relevant had to be increased if people's quality of life was to improve, Mr Figaji said.

"Even though there are many challenges to grapple with, the bumpy road ahead must be smoothed by a reduction in joblessness, improved skills levels, improved social security and improved quality of life for all South Africans."

There appeared to be broad agreement on the magnitude of the education problem at secondary school level, Mr Figaji said.

The Foundation for Research Development had found that for every 10 000 African pupils who started primary school each year, only 113 passed matric and only 27 obtained a matric exemption.

Of these, only one got an exemption in maths and science.

From this data it could be deduced that of about 800 000 pupils who enter grade one each year, less than one per-

cent get a matric pass. Of the small group who passed matric only one percent gained the necessary qualifications to pursue careers at university in maths, science or engineering.

Mr Figaji said the National Commission on Higher Education, appointed by the minister of education, was a one-off opportunity to restructure higher education.

"And we had better do it correctly or we will suffer the consequences for many years to come."

The present level of institutional autonomy and the state's previous "hands-off" approach could result in institutions thwarting initiatives to bring about change to higher education, Mr Figaji said.

In general, African universities had relied almost entirely on state funding, with little or no financial contribution from students.

It would be "so easy" for the quality of education to be eroded in South Africa as demand increased and resources dwindled.

"We need to find the balance between the most effective and efficient use of limited resources, while at the same time responding to the need for redressing the inequalities of the past," Mr Figaji said.

He was in favour of a South African model of community colleges where students could enrol for a programme in which they would acquire career skills and also qualifications that would allow them to transfer to a university or technikon.

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# SA education 'easily eroded'

## **POLITICAL STAFF**

THE quality of education in South Africa could easily be eroded as the demand increased and the resources dwindled, Peninsula Technikon rector Mr Brian Figaji said last night.

It was necessary to find a balance between the most efficient use of resources and the need to redress inequalities, he told the annual general meeting of the Western Cape branch of the SA Institute of Race Relations.

Community colleges would best meet the needs of young peo-

ple who had been educated in South Africa's dysfunctional school system, second-chance learners who had dropped out of school and adult learners who wanted to acquire skills and improve their qualifications.

The colleges would enable learners to have careers and also to transfer to a university or technikon.

He was strongly opposed to a system that limited the choices of learners and placed them "in a rigid track".

The community colleges would only succeed if they had strong

CT 24/8/95 (50)  
links to the technikons and universities.

"Without this, the community college will just be another dead-end," Mr Figaji said.

In the medium to long term, improved quality of life for all South Africans would best be achieved by increasing opportunities for good, relevant education.

Research had shown that for every 10 000 African pupils who entered primary school each year, only 113 passed matric, of whom only 27 received a matric exemption — and only one obtained an exemption in maths and science.

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# Education council reworks priorities

(56) *Source: Star 24/8/95*

By Musa Zondi

**S**OUTH AFRICA'S transition to democracy has posed great challenges for many institutions

For a number of institutions, this has meant they need to either adapt or die. The Educational Opportunities Council (EOC) is one of those institutions that have had to readjust and rework its priorities in a way that continues to make them relevant today.

With this in mind, the EOC has been running a programme called Macro Economic Policy Analysis, which trains members of the various regional governments in fiscal policies, says Dr William Langerveldt, who manages the programme.

## Fiscal policies

The programme "empowers members of Parliament and other Government officials by equipping them with the necessary background knowledge and understanding to translate fiscal policies for use within Government", says the EOC.

The programme is divided into five modules. The first module deals with the macro economic framework, which covers basic economic relationships and public sector statistics.

**The course gave prospective leaders confidence to express themselves and to know what they are talking about**

Module two deals with budgetary procedures. Topics like the expenditure of public money, expenditure costs and budgeting are covered extensively in this course.

This part is particularly important when one looks at the Reconstruction and Development Programme, which involves large sums of money.

The third module is on fiscal policy and growth - how the two are tied to encourage growth through proper fiscal discipline. This is followed by the module on inter-governmental relationships - how the provincial governments relate to central government, and how the money is disbursed to all tiers of government including local authorities.

The last module deals with policy simulation and interdependence. Participants are given scenarios, and they role-play to see how they can handle the different situations.

"We are working towards the ultimate goal of developing with Government officials a culture of economic management that will create a sustainable and effective leadership in South Africa's public sector," says Langerveldt.

One of the basic things the organisation teaches these leaders is basic computer skills.

For people who spent their time in the

bush of Tazania, computers are a different field, and for them to be able to do their jobs properly, they need to understand technology.

These courses are for all leaders irrespective of which political parties they come from, says MEPA coordinator Dr Julius Nyalunga. He added that the response from various people in the new ruling structure who have been through this training has been very positive.

"In some cases they have come back to us and said the course made it easier for them to present their budgets, and they could answer questions quite easily," says Langerveldt.

"The course gave them confidence to express themselves and to know what they are talking about."

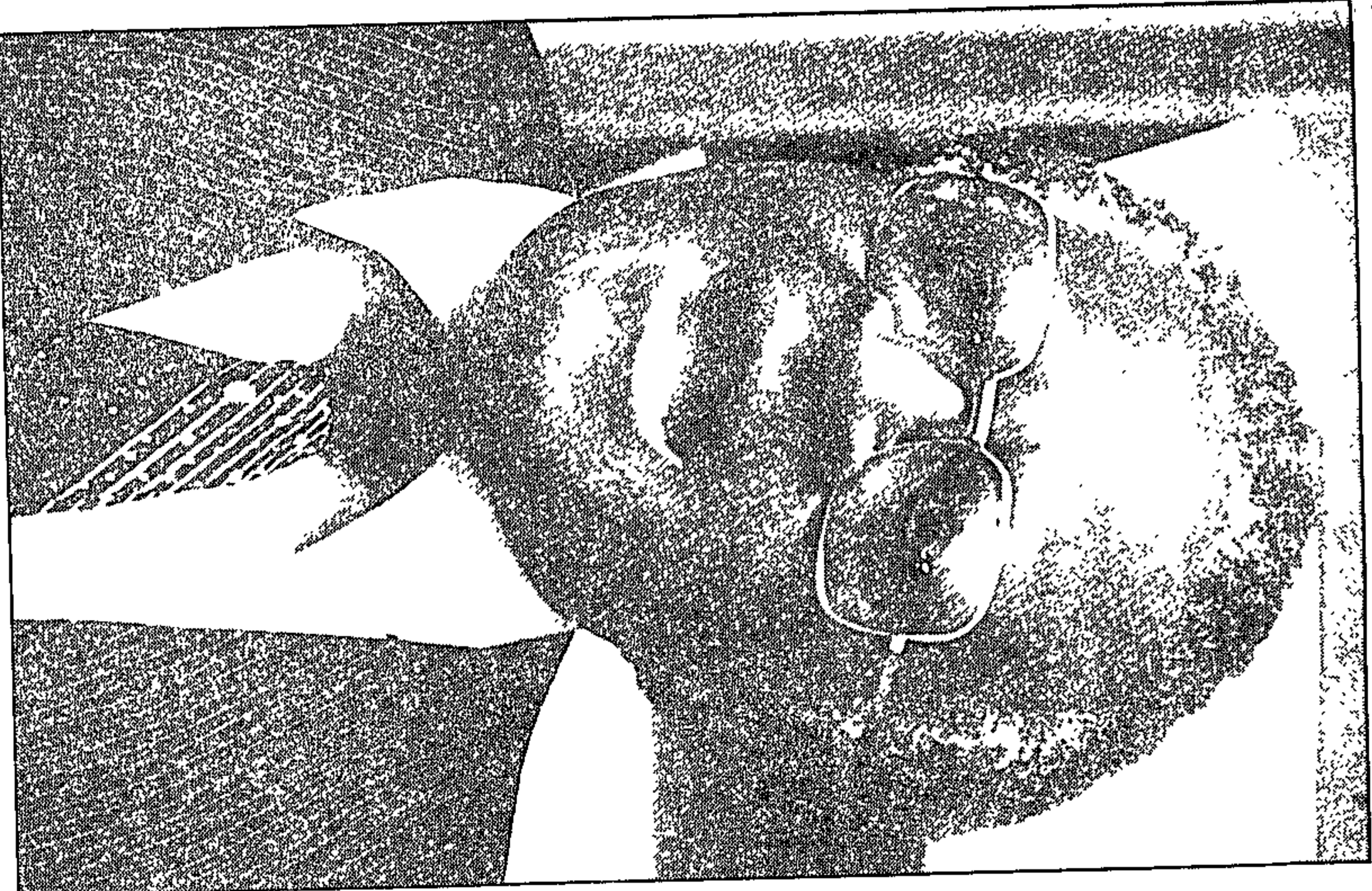
The EOC is clearly bold and believes it can adapt to any change. Its track record speaks for itself.

## National institution

Started in 1979 by eminent personalities like Archbishop Desmond Tutu, the EOC today boasts 3 000 graduates in different fields holding Bachelors and Masters degrees, doctorates and other qualifications.

Today the organisation has grown into a "national institution which has developed staff, organisational expertise and facilities to support a range of education and training programmes enabling South Africans to pursue study and research opportunities internationally as well as nationally."

Langerveldt says the priorities now are less on people going abroad, even though some programmes like the Career Development Fellowship still cater for this. In this non-degree programme, candidates are given opportunities to acquire skills and professional experience through attachment to other institutions abroad.



Archbishop Desmond Tutu ... helped to start the pioneering Educational Opportunities Council.



A trail of Logans debts were uncovered yesterday.

insurance companies were "on tenterhooks" since Logans collapsed.

## Beaufort West conflict probe

(50) ARG 25/8/95  
ROGER FRIEDMAN, Staff Reporter

CONFLICT in Beaufort West, when police shot more than 50 stone-throwing children with birdshot, is to be probed by a commission of inquiry set up by the ministries of justice and safety and security.

Education Minister Sibusiso Bengu said yesterday he had consulted Justice Minister Dullah Omar and Safety and Security Minister Sydney Mufamadi and they had agreed to set up an impartial investigation into "police brutality and excessive use of force".

The safety and security ministry had already commissioned an external team of investigators to compile

an urgent report. The team was in Beaufort West at the moment.

No stone would be left unturned in ensuring that justice was done, said Professor Bengu.

Resolving educational problems required authorities to show confidence in the negotiation process to avoid protracted turmoil. He was pleased that provincial Education Minister Martha Olckers had agreed to consult and negotiate with the community.

● The turmoil in Beaufort West last week revolved around pupils and teachers demanding that a new high school to be built in Kwa-Mandlenkosi township.

# Probe into 'brutality'

~~27~~ (50)  
AN impartial investigation into police "brutality and excessive use of force" during recent protests at schools in Beaufort West would be set up immediately, Education Minister Professor Sibusiso Bengu said yesterday.

He said he had consulted Safety and Security Minister Mr Sydney Mufamadi and Justice Minister Mr Dullah Omar, and they had decided to "leave no stone unturned in ensuring that justice is done".

The resolution of education problems required sincere negotiations, he said. CT 25/8/95

He said he had urged Western Cape Education Minister Mrs Martha Olckers to meet the Beaufort West community to seek a solution to the crisis, and she had agreed to do so.

Prof Bengu added he would monitor events closely to avoid any further injury, damage to property or loss of school days. — Sapa



# Curriculum blamed for unemployment

Own Correspondent

(58) AR 26/8/95  
PORT ELIZABETH. — The South African Democratic Teachers' Union (Sadtu) in the Eastern Cape has blamed the high rate of unemployed teachers and the lack of their absorption by the education department on the present curriculum, which perpetrates misdirected career choices.

Sadtu has also criticised the attitude of the Azanian Students' Movement (Azasm) in opposing the presence of white teachers in townships as racist, and contrary to the principle of non-racialism, which Sadtu strongly believes in.

Sadtu Eastern Cape regional secretary, M M Dimaza, said Sadtu's education policy conference had advised that admissions to colleges of education should give priority to subjects such as mathematics, science and technology, and those involving the promotion of practical skills.

"Bridging courses to assist pupils engaged in economically non-viable subjects should be introduced to re-direct their career paths and admissions should be proportionally scaled down on the basis of empirical data (statistics) in an attempt to eliminate unemployment of teachers and develop (an) economically viable education system," he said.

Mr Dimaza said the recent Sadtu education

policy conference in Aliwal North had noted the serious shortage of technical schools and the lack of motivation for pupils to go to technical schools, as there were no bursaries. It also noted that there was a need for more technical qualified teachers.

He said the conference resolved that more comprehensive schools should be built in the Eastern Cape Province and that the state should make bursaries or loans available to students at technical colleges.

Mr Dimaza said the union noted that in some of the former departments, teachers had been on probation for more than five years and that probation periods had been used to victimise teachers with regard to their benefits.

He said the union had recommended that the probation period not exceed one year, after which permanent posts should become automatic and that benefits for a teacher on probation should not be different from that of a permanent teacher.

On affirmative action, Mr Dimaza said the union had noted the imbalances in the qualifications of teachers, and that positions for management emphasised experience and certification at the expense of leadership skills.

## Task team to probe rural, farm schools in E Cape

Own Correspondent

A SPECIAL task team has been set up by the Eastern Cape Education Ministry to investigate conditions at farm and rural schools.

Provincial education ministry permanent secretary Ronnie van Wyk said his department had inherited the problems from its predecessors.

"They are our responsibility now. We have to manage and it will take time to solve them but we are working on it," he said.

"As soon as the report of the special task team is released to us we will look at it and, within the constraints of our budget, proceed to improve those conditions."

Dr Van Wyk said his ministry was to renovate 52 schools and build 72 new schools.

He was reacting to a resolution taken at Sadtu's education policy conference in Aliwal North last weekend.

Sadtu claimed farm schools were automatically run by the farmers and noted the gross exploitation of teachers. It said teachers were paid by the department, which had no control over the schools.

The union resolved that democratic school governance structures be put in place in farm schools and that the existing task team on farm schools be restructured.

# Shock changes for SA

# schools

A GOVERNMENT committee will this week propose a radical shake-up of the education system to achieve equal spending on all pupils by the year 2000.

Its proposals, if accepted, will mean that spending on children attending traditionally white schools will effectively be slashed by more than half. There will also be significant cuts in spending on children attending what were once Indian and coloured schools, while the amount spent on children at schools in the former homelands could double.

The Education Review Committee, chaired by Wits University Professor Peter Hunter, was appointed by Education Minister Sibusiso Bengu in February to make proposals on the way schools should be financed and governed. It will submit its report to the minister on Thursday.

To achieve equal spending on pupils as demanded by the constitution, the committee has proposed that:

● There be only two types of schools in South Africa — public and private. This would spell the end for model C schools, which would fall under the public school system;

● A ratio of one teacher for every 40 pupils at primary schools and one teacher for every 35 pupils at secondary schools be phased in over the next five years. This would compel schools to increase their intake of pupils. Alternatively, teachers could be transferred to overcrowded schools;

● A compulsory school fee based on the income of parents be introduced. All parents would have to declare their income on registering a child and fees would be levied on a sliding scale.

While the committee has not worked out the scales, high-income earners could pay up to R2 000 a year, while those who earn a stipulated minimum wage could pay R50 a year.

Parents who earn below the minimum would not pay fees. The fees would be spent on operational costs, like maintenance, water, electricity and telephones.

Schools would be able, with the permission of provincial departments, to sue parents for fees. However, they would not be able to stop a child from attending school because a parent could or would not pay.

● The grading of teachers' salaries, which make up the bulk of state spending on education, be changed to place more emphasis on a teachers' responsibilities than on their qualifications.

This is aimed at eliminating one of the major reasons for the big difference in per capita spending on white and black children. Most teachers at former Department of Education and Training schools are underqualified and paid low salaries, while those at former House of Assembly, Representative and Delegate schools are better qualified and paid higher salaries.

Under the committee's proposals, a teacher with fewer qualifications could be paid a higher salary for being a head of a department or for having a qualification in maths or science than a teacher who has a degree in biblical studies;

● A slice of the education budget be reserved for capital projects. Most of this budget would be allocated to townships and the former homelands; and

● A "redress fund" be created to which another slice of the education budget would be allocated. This would be distributed to schools on the basis of an "index of needs". The money would be spent on, for example, providing libraries, science laboratories or equipment, or on helping children who are learning in a second language or

To Page 2 ⇨

By EDYTH BULBRING  
Political Correspondent

P.T.O.



# Education is the key to a sound future

ARG 28/8/95 (50)

## □ A new chief takes reins

Peninsula Technikon acting vice-rector, **Brian O'Connell**, has been appointed the new chief of the Western Cape Education Department. ESANN de KOCK spoke to him about his own educational background and asked him about his vision for education in South Africa and the Western Cape.

THE broad perspective which Brian O'Connell hopes to bring to the Western Cape Education Department has its origins in District Six where he was born and lived for six years.

From there his education encompassed a Catholic high school in Athlone, a Fulbright scholarship to New York, a teaching career, an academic career and experience in student politics.

He explains his schooling at Holy Cross Primary in Athlone and St Columba's Catholic School helped to give him "a bit of a look into the world", especially at high school where he says the Irish priests brought another dimension to the school.

At the University of the Western Cape, he completed a BA degree and became a teacher at Florida High in Ravensmead, teaching English, history and attending to pupil guidance.

"Doing guidance was a very valuable experience. It teaches one to withdraw from one's own perspective to try to understand the world from the eyes of the pupil."

As someone who believes strongly in showing understanding and compassion, Mr O'Connell is a good listener.

He believes in "really, really listening" — not just to what's being said but also to the sense of what is being said. It is more than just a verbal thing, he says.

After holding the post as vice-principal of Belhar Senior Secondary and starting what is known today as Kleinvlei High, Mr O'Connell was granted a Fulbright scholarship to Columbia University in New York where he completed a Masters degree in history teaching and education.

He came back to South Africa two years later and took up the post of senior lecturer at the UWC education faculty.

A few years later, Athlone College in Paarl beckoned and, not able to resist a teaching post, he accepted

"I'm a teacher and I always say that with a great deal of pride."



**NEW CHIEF:** Brian O'Connell has been appointed education chief in the Western Cape. He takes up the position from the beginning of October.

His interest in teaching and teachers remains today and is the reason why he has always remained concerned about teacher training and development.

A few years ago he joined the Peninsula Technikon where he now holds the position of acting vice-rector for student affairs.

As new chief of the Western Cape Education Department, he hopes to bring to the department an extremely broad perspective from his experience in almost every sector of education.

"I bring a deep knowledge of the actual experiences of pupils, teachers and lecturers in this context.

Mr O'Connell believes the education system in this country should provide citizens "who are confident and wish to learn".

Hoping to speak to a broad range of

people to gain a clear understanding of the problems in education in the Cape, he is reluctant to express an over-confident view of the problem areas.

"I know money is major problem. The cuts for the Western Cape have been severe

"But the legacy of apartheid, the consequence of our having triumphed over apartheid, also means we now have to change. And change is extremely uncomfortable."

A shared vision and understanding between all role players on the nature of the problems in education and how they should be addressed is high on his agenda.

"Communication is very important. It is inevitable that some will be more affected by change than others. How one deals with that is important.

"Being understanding and helping people to accept change and to find their way through it is the human response. That means dealing with the people affected by the decisions you make"

He says the Western Cape needs a viable and sustainable education system where people are excited about what they are doing, where there is a sense of real partnership between the school community and the education department.

"We have to provide opportunities for people to learn and we must become a learning society and a learning nation — or we will not be able to compete in a global economy."

Facing up to the challenges, being brave in the way in which we reflect on ourselves and world is important, he says

His hope and vision for education in the province five years from now is one where all education institutions will be places of learning, respected by pupils and the community.



# Public 'will be consulted' on new education system

*ARG 28/8/95 (50)*  
The Argus Correspondent

JOHANNESBURG. — The public will have the opportunity to influence decisions on funding and structure of the new schooling system before it is implemented, an education ministry spokesman said.

Ministry spokesman Lincoln Mali was reacting to newspaper reports of proposals by a government committee outlining moves to bring about equality in spending.

He said the proposals were subject to public discussion before a final decision was taken.

The Education Review Committee had been given the task of drawing up plans for the funding and governance of schools.

In the report to be submitted to Education Minister Sibusiso Bengu and released publicly this week, the committee proposes measures to end spending trends which allocated more money to white pupils than to pupils of other races.

The new measures will result in spending on a pupil in a traditionally white school being cut in half, and spending being cut on formerly Indian and coloured schools.

The report proposes the phasing out of Model C schools, which would become public schools.

Another proposal is the introduction of a ratio of one teacher for every 40 pupils in primary schools, and one teacher for every 35 pupils at secondary schools.

A new compulsory school fee based on parents' income would also be introduced. Parents earning below a minimum would be exempted from fees.

Mr Mali said consultations would be "time-specific".

"The recommendations of the committee go far beyond just Model C schools... There are many recommendations which are ultimately beneficial to the country," he said.

# Bengu told 'deliver or else' — NP

(50)

**STAFF REPORTERS**

CT 28/8/95

EDUCATION Minister Prof Sibusu Bengu had been given an ultimatum by his ANC colleagues to deliver or be fired, the National Party's education spokesman Mr Piet Marais claimed last night.

The NP had heard that Prof Bengu had asked his critics to give him a few weeks so that he could give effect "to their wild demands", he said.

Mr Marais alleged that Prof Bengu, in his panic, had put pressure on the Education Review Committee to hand its report to him this week. "He hopes to use the committee's recommendations to justify educationally irresponsible political steps to satisfy his radical critics."

He was responding to a leaked report on the education committee's recommendations.

"The impression cannot be avoided that this was a deliberate leak of the findings of the Education Review Committee to satisfy political goals."

The committee's report, which will be submitted to Prof Bengu and revealed to the public this week, proposes new measures that halve spending on white schools, cut allocations to Indian and coloured schools and increase spending on black schools to bring about equity.

Discontent and apprehension were also expressed by Western Cape teachers yesterday following the failure to reach a decision on the teacher/pupil ratio for schools around the country.

## **Held over**

At last week's education "bosberaad", the Education Labour Relations Council deferred the teacher/pupil ratio issue until its next meeting on September 14, leaving teachers' organisations despondent and staff in the dark, as to whether they will have jobs next year.

Acting head of the Western Cape Education Department Dr Francois Knoetze said: "It is regrettable that this point has been delayed again."

Dr Knoetze said teachers were unable to apply for jobs as posts cannot be advertised.

The Western Cape Education Department had hoped to avoid this problem but "it now appears unlikely that posts will be abolished by December 31, but rather during the course of the next school year".

● See Page 5

PUBLIC CAN COMMENT ON EDUCATION PLANS

# Model C schools may go

CT 28/8/95

(50)

**MODEL C** schools will fall away if proposals to be put to the Minister of Education this week are accepted. **LOREN KOLEVSOHN** reports.

**T**HE public would have the opportunity to influence the final decision on the funding and structure of the new schooling system before it was implemented, an education ministry spokesman said yesterday.

Ministry spokesman Mr Lincoln Mali was reacting to news reports on the proposals by the Education Review Committee, appointed by Education Minister Professor Sibusiso Bengu in February this year.

The committee, which is chaired by Professor Peter Hunter of the University of the Witwatersrand, will submit its report to Prof Bengu on Thursday.

Mr Mali said the proposals were subject to public discussion before

a final decision was made.

He warned that the consultation would be "time-specific" as the ministry needed to move swiftly to start implementing the changes.

"The recommendations of the committee go far beyond just Model C schools," he said.

The committee proposes only two types of schools — public and private — which could spell the end of Model C schools.

To achieve equity, a ratio of one teacher for every 40 children at primary and one teacher for every 35 pupils at high schools has been proposed, the change to be phased in over five-years.

Schools would either be compelled to increase their intake of

pupils, or teachers could be transferred to overcrowded schools where there were insufficient staff members.

School fees could become compulsory, based on the income of parents, who would have to declare their income when registering a child.

The committee also proposes that the grading of teachers' salaries be changed to place more emphasis on a teacher's responsibilities than qualifications.

## Speculation

A proposal that a slice of the education budget be reserved for major projects stipulated that most of this budget be allocated to townships and former homelands.

The director of the SA Teachers' Association, Mr Mike Reeler, said the "shake-up was pure specula-

tion" until it was officially submitted in a report to the minister, as the issue of teacher/pupil ratios was still undecided.

An education spokesman for the Democratic Party in the Western Cape, Professor Richard van der Ross, said he saw no reason why the Western Cape, which is one of three provinces leading in its education reforms, "must be pushed into a position to accommodate the rest of the country".

"The idea of 40 children to one class is unacceptable as it cuts at the very root of educational quality," he said.

The secretary-general of the SA Democratic Teachers' Union (Sadtu), Mr Thulas Nxesi, said that although he was still waiting to see the official report, his union supported a public schools system and believed "Model C schools should be done away with".



(SB) Star 28/8/95

# Public input sought on school funding proposal

■ BY JUSTICE MALALA

Members of the public will have an opportunity to influence the final decision on the funding and structure of the new schooling system before it is implemented, an Education Ministry spokesman said yesterday.

Ministry spokesman Lincoln Mali was reacting to newspaper reports on proposals by a Government committee to bring about equality in spending on all race groups.

He said the proposals were subject to public discussion before a final decision was made. The Education Review Committee was set up in terms of the Education White Paper and was given the task of drawing up plans for the funding and governance of schools.

## Equalised

In the report, to be submitted to Education Minister Sibusiso Bengu and revealed to the public this week, the committee proposes measures that will cut ties with past spending policies which allocated more money to white pupils than those of other race groups.

The new measures propose that money spent on pupils in traditionally white schools be cut

by half, and subsidies to former Indian and coloured schools also be cut. The money spent per pupil would thereby be equalised for all races.

The report proposes that there be only private and public schools in the country, meaning that Model C schools would be phased out and become public schools.

Other proposals include the introduction of a ratio of one teacher for every 40 pupils in primary schools, and one teacher for every 35 pupils at secondary schools.

A new compulsory school fee based on parents' income, which they would have to declare upon registration of their child, would also be introduced.

The committee proposes that parents earning below a specified minimum figure would be exempted from paying fees.

Mali warned that the consultations over the proposals would be "time-specific" as the ministry needed to move swiftly to start implementing changes.

"What must be understood is that the recommendations of the committee go far beyond just Model C schools, as people have been thinking. There are many recommendations which are ultimately beneficial to the country," he said.

# ANC rejects NP claim of Bengu threat

(50)

**BARRY STREEK**

ET 29/8/95

THE ANC yesterday angrily dismissed National Party claims that it had threatened Minister of Education Professor Sibusiso Bengu with dismissal if he did not deliver.

It said NP education spokesman Mr Piet Marais knew the Education Review Committee was to hand its report in by the end of July — and that the committee itself had requested one month's extension.

"For Mr Marais to now claim that the report was rushed shows the extent of the bankruptcy and dishonesty of the NP.

"This also shows the desperation of the NP to survive as a political force is such that it is prepared to stoop so low and distort facts to try to block genuine transformation of education in our country," the ANC said in a statement.

The claim that the minister had been asked by the ANC to deliver or be fired had to be dismissed with the contempt it deserved.

The ANC had complete confidence in Prof Bengu. The Education Review report would hopefully bury the distortions brought about by decades of apartheid.

"Mr Marais' statement reveals the NP's true colours, that it is still essentially a white Afrikaner party whose sole existence is aimed at the protection of the accumulated privileges of the white minority."

Since the inauguration of the new Parliament, the NP had never offered a single positive suggestion on how to restructure education, the ANC said.



# Classroom 'minefield'

AR 30/8/95 (50)

(50) AR 30/8/95

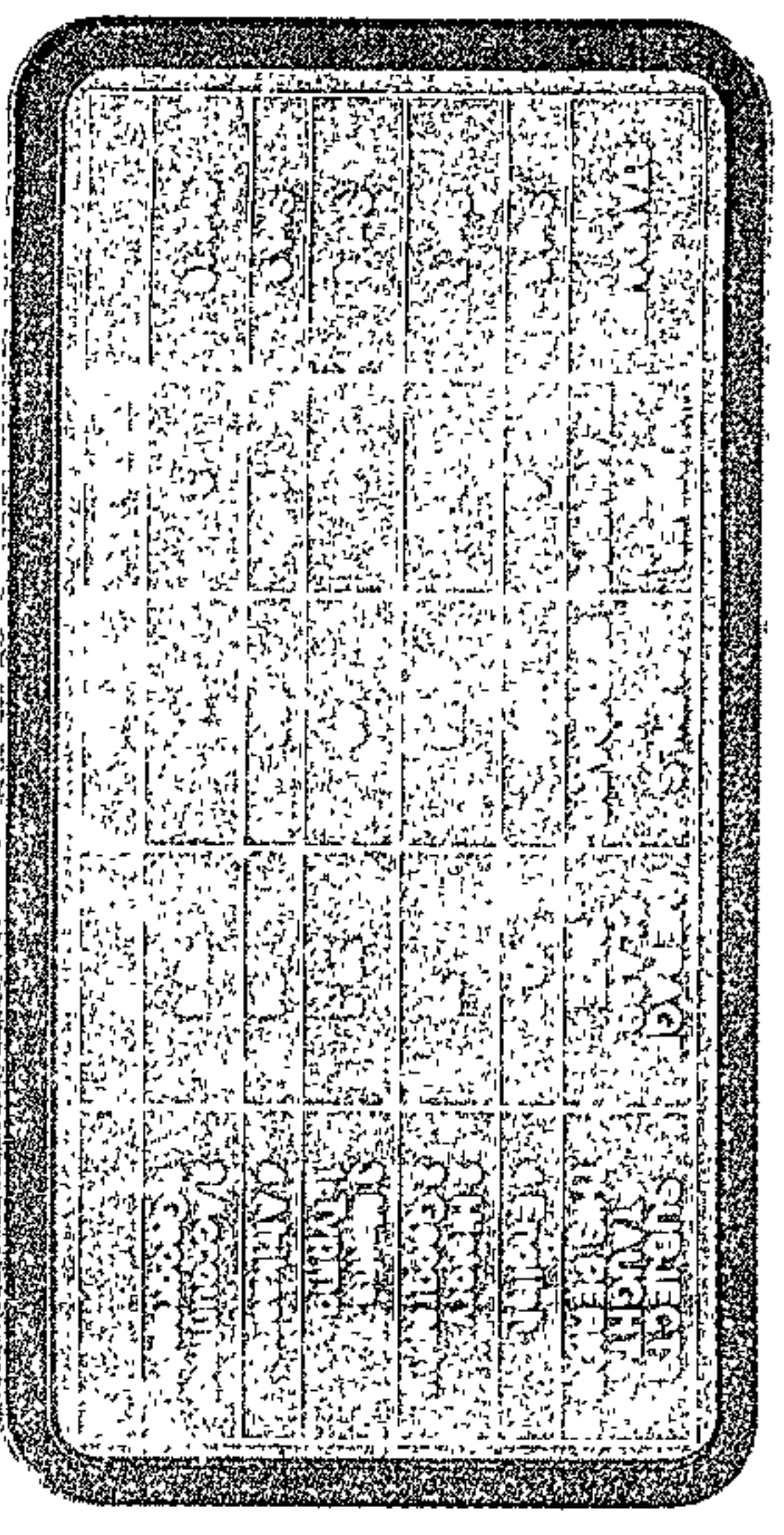
## 35:1 pupil-teacher ratio would hit quality of education and range of subjects, say principals

### Too few staff to cover basic subjects

ROGER COPE, principal of Milnerton High School

THERE are two key issues at which pupil-teacher ratio will equity be set? Secondly, over what length of time will it be reached — on the one hand by the previously advantaged schools, and on the other by the previously disadvantaged schools?

As an educationist, it is not difficult to understand why the teacher organisations have resisted a pupil-teacher ratio of 35 to 1 for secondary schools. (As a high school principal, I shall confine my comments to this sector.) The State is motivated largely



a 35 to 1 ratio — which cuts right across the projected trend for our education system. And quality Science and Biology teaching cannot take place as proper practicals will be impossible.

Thus, while 35 to 1 might be affordable in economic terms, it certainly is not educationally. To implement this ratio as the norm

available, but in many instances there would have to be a phased-in implementation as the State builds schools and adds classrooms.

What is a realistic ratio? An example of a range of subjects which caters for differing pupil abilities and interests is the following: two languages, Mathematics

ESANN DE KOCK  
Education Reporter

WHEN the bell rings for the Standard 8 maths class at Mondale Senior Secondary, the 46 pupils squeeze into their classroom, sharing desks.

At the same school, the 19 pupils doing matric Afrikaans can pick and choose where they want to sit and the teacher's voice echoes through the half-empty room.

Mondale is a classic example of a school with a teacher-pupil ratio of only 21:1, but where the subject-linked nature of the ratio either pushes up pupil numbers to 46 in some classes or down to 19 in others.

Principal Bernard Daniels says if reports on the findings of the Education Review Committee on School Organisation, Governance and Funding are accurate and eventually accepted, his school will face a severe accommodation problem. The proposals, subject to public



Pictures: BRENTON GEACH, The Argus.

**FULL-HOUSE:** Mondale Senior Secondary maths teacher, Carol Bailey, copes in her jam-packed Standard 8 maths class. Some pupils have to share desks.

### 'Emotional debate premature'

Education Reporter

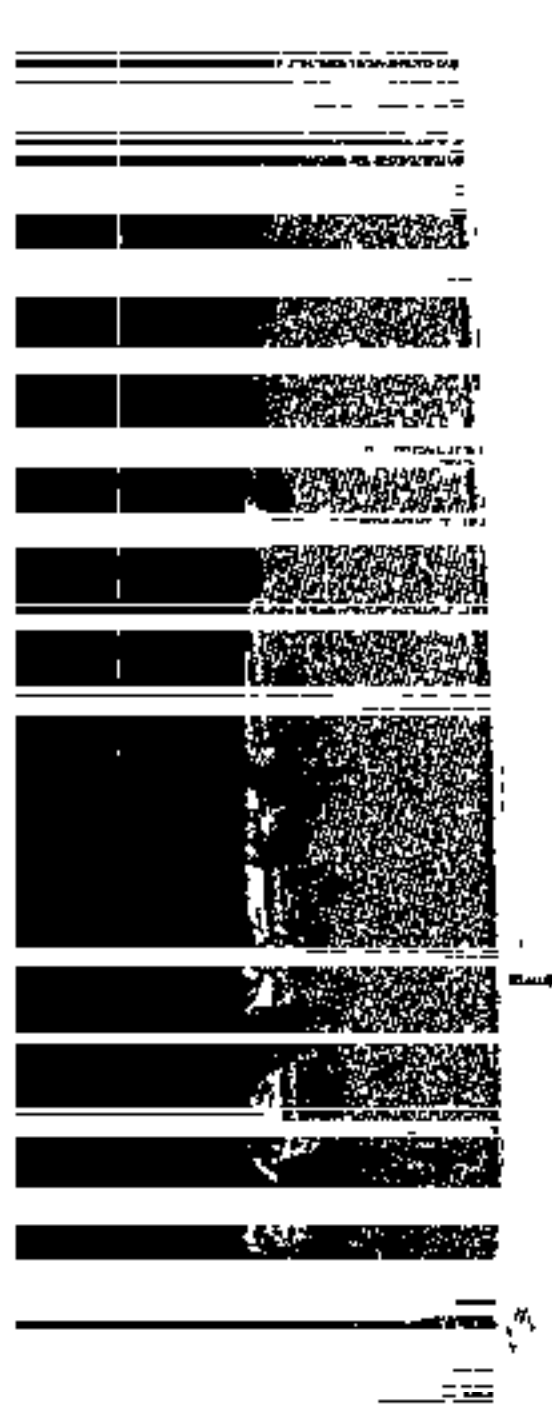
AN emotional debate on the findings of the Review Committee on School Legislation, Governance and Funding has been precipitated prematurely and has done education and the development of policy a grave disservice.

This is the opinion of deputy education minister Remier Schoeman, who has lashed out against the "presumed findings" of the committee published last weekend.

Mr Schoeman said the report had caused grave concern among individuals and groups.

He appealed for calm and for people to wait for the release of the report tomorrow before attempting to give commentary or criticism on its contents.

"In the negotiations that lie ahead, I will place strong emphasis on importance of the guidelines in the White Paper on Edu-





for secondary schools. (As a high school principal, I shall confine my comments to this sector.)

The State is motivated largely by financial considerations 35 to 1, they argue, is all the country can afford, and at 22 percent of the national budget, education is already getting a hefty slice of the cake.

While the State's argument might seem compelling, it is worth having a look at the implications of a 35 to 1 ratio. Applied to my own school and a projected enrolment for next year of 714, the number of teaching staff will drop from 32 to 19.

There could thus be only 19 classes, which could never be split up into sets of smaller size to allow for a range of subject options as is the norm now. Points such as classes too big for average-sized classrooms, too big for effective discipline, teacher overload, and so on, fade into the background in the face of the truth that even with every teacher teaching every period there would be insufficient staff to cover a basic range of subjects. The accompanying table illustrates this point. It reflects how staff deployment might look for a particular period of the school day.

With a staff of 19 there are insufficient qualified teachers for Mathematics and Accounting, and none to teach Science, Biology, Art, Woodwork, Home Economics, and Business Economics, as well as no Guidance and Phys Ed teachers, let alone a librarian. The subjects are listed merely as examples. The point is that a 35 to 1 ratio does not allow a high school to offer a reasonable range of subjects.

Furthermore, subjects which of necessity are taught in smaller groups, the practical subjects like Home Economics, Woodwork and Metalwork, and which are career oriented, cannot be offered under

Thus, while 35 to 1 might be affordable in economic terms, it certainly is not educationally. To implement this ratio as the norm would drag down those portions of our education system which are working, working well in many instances, namely in the ex-white, Coloured and Indian schools, to the best of the DET schools, to the level of the schools which are not functioning well, if at all.

We would then be throwing money away on education. At least some of the money being spent now is producing a return 35 to 1 uniformly implemented across South Africa would effectively destroy quality education everywhere in the state sector.

Mr Brian Figaji, the Rector of the Peninsula Technikon, has put his finger on what I believe is the key to solving this problem. He was reported as saying: "It is necessary to find a balance between the most efficient use of resources and the need to redress inequalities." The danger is that the relentless pursuit of equity, which will ironically only marginally help the worst off schools, will incapacitate the effective ones. (The ex-White, Coloured and Indian schools would change from a ratio of 20 to 1 and 22 to 1 respectively, to 35 to 1, while DET schools would drop from 25 to 1 to 35 to 1.)

A pragmatic approach would be for the State to settle on a pupil-teacher ratio which can realistically meet the needs of modern education and to aim for equity at this level. For the advantaged schools this could mean an immediate loss of posts to bring them to the correct pupil-teacher ratio. For previously disadvantaged schools there should be some immediate gain where classroom space and qualified staff are

ample of a range of pupil abilities and interests is the following two languages, Mathematics, Science and Biology, Accounting, History and Geography, Art, Woodwork, Home Economics, Typing and Business Economics. To offer these subjects at my school requires a 24 to 1 ratio — 29 teachers (excluding the principal). It is not possible with fewer teachers. Traditional standards in education like these were recently described by the Financial Mail, correctly in my opinion, as "not self-indulgently high."

The problem is that at current levels of funding equity across the country at 24 to 1 cannot be achieved. The truth is, however, that for many years equity even at 35 to 1 will not, for practical reasons, be attainable. There is a huge backlog of classrooms and also of qualified teachers in scarce subjects.

As I see it the State has two options. The first is to attempt to reach equity at 35 to 1 in five years — regardless of the disastrous consequences for quality education. The second option rests on recognising that countrywide implementation of a teacher-pupil ratio which is not financially wasteful and educationally destructive, such as 24 to 1, can only be a long-term goal, and can be achieved only through a combination of increased funds from the state and from parents.

The Government's opening bid unfortunately appears to indicate it is hell-bent on equity and not quality. The radical socialist goal of reducing all society to the same level seems to prevail. It remains to be seen whether the teacher organisations and the public can induce the State to adopt a more pragmatic approach.

will face a severe accountability problem.

The proposals, subject to public discussion before any final decisions are made, will be submitted to national education minister Sibusiso Bengu tomorrow.

The proposals apparently include recommendations that there should be only one teacher for every 40 pupils at primary school level and one teacher for every 35 pupils at high schools.

The committee is said to have suggested only two types of schools — public and private — which could spell the end of Model C schools.

Other possible changes are that school fees could become compulsory, based on the income of parents who will have to declare their income when registering a child.

And, the grading of teachers' salaries will place more emphasis on a teacher's responsibilities than qualifications.

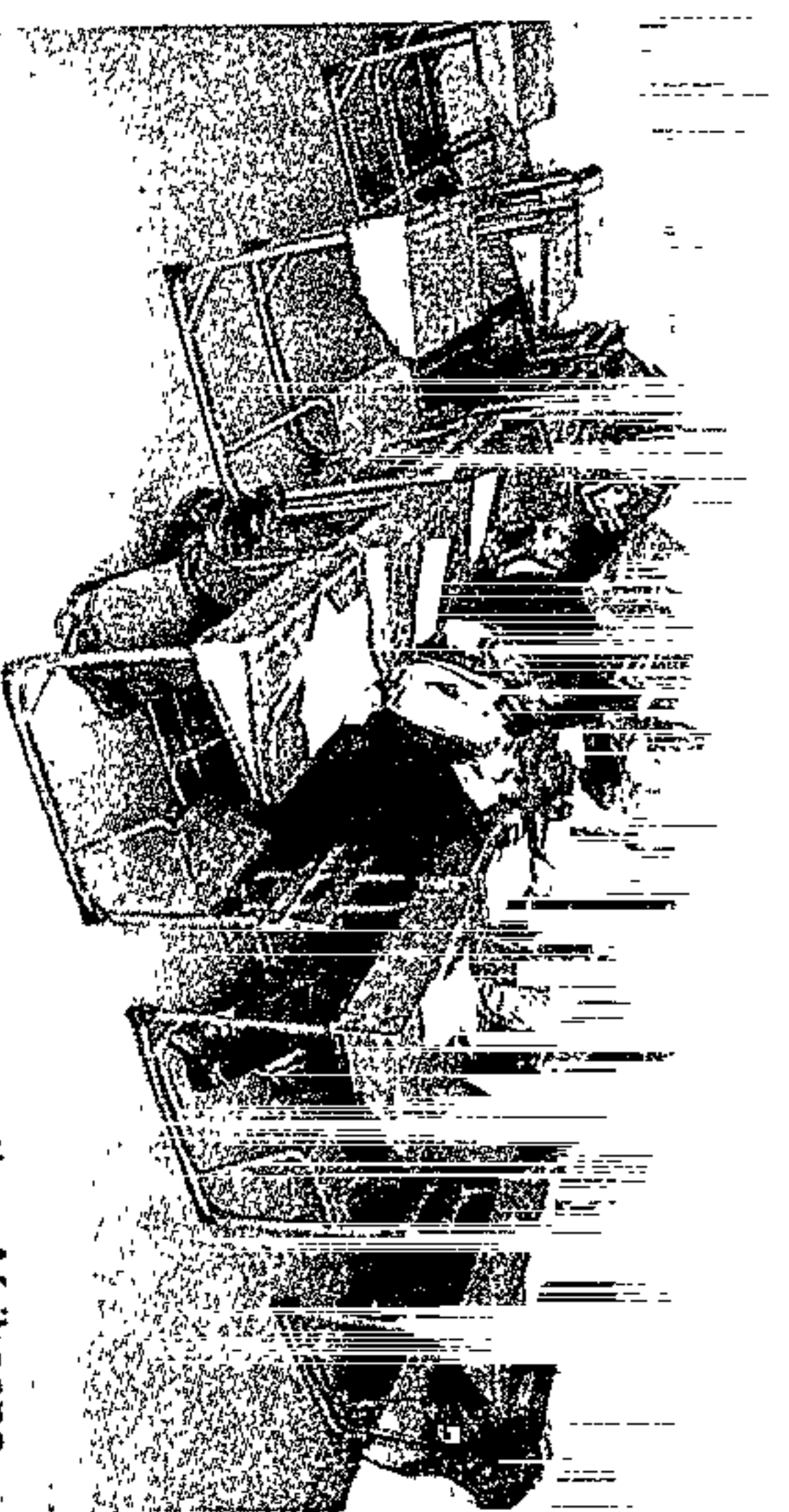
Mr Daniels says if Mondale loses teachers due to an unfavourable pupil-teacher ratio, the quality of education and range of subjects that the school offers, will be severely affected.

"Logistically, it's a minefield." Commenting on the idea that the changes be phased in over five years, he says "It will definitely take five years to get it right."

As far as school fees are concerned, Mr Daniels explains parents in Mitchell's Plain have a history of reluctance to pay school fees.

"We have always viewed education as being free and people feel they pay enough government taxes to cover the education of their children.

"Getting parents to pay according to their income will mean a whole new mind-set. We will have to educate the community."



**SPACE GALORE:** Space is not a problem in the Afrikaans class at Mondale.

Jan van Riebeeck High School principal, Andre Viljoen, says if the rumours about the proposals are true, it seems that people are intent on "breaking down, instead of building up."

He said Model C schools had proved their worth and popularity as many thousands of pupils from traditionally coloured and black education departments had enrolled at these schools and their parents had been prepared to pay up for quality education.

"If our parents will have less say over the education of their children and control moves to a more central position, then you are going to take away the independence of Model C schools."

He says control, financing and ownership of Model C schools has worked well and it has been very successful in other countries such as the Netherlands, Australia, New Zealand and Canada.

If the government takes back school property, parents will not be prepared to pay for the upkeep of property any longer, he predicts.

"What about school property

that was developed with money from our parents." I can see a lot of resistance and financial problems ahead.

A pupil-teacher ratio of 1.35 for high schools is also not attainable, he says, although there is nothing wrong with the ratio as such.

"It leaves you with practical problems on where to go with large classes. We simply don't have the facilities to accommodate big classes."

His sentiments are shared by Nancy Mathe, principal of Songeze Primary School in Guguletu. With a pupil-teacher ratio of 1-25, Mrs Mathe is worried she may lose some of her teachers.

"It will put me in a very difficult position, because all the teachers here have a role to play." She says getting parents to pay for the education of their children will be an almost impossible task in Guguletu.

"Most people here are unemployed and they can't pay anything for education as it is."

But, as far as the phasing-out of Model C schools are concerned, Mrs Mathe says she "can't argue with that".

lines in the 1971-72 year on education and Training, in terms of which the investigation was to have taken place.

"Selective quotations of certain suggestions and judgment from a narrow interest point of view without consideration of the broad interest of education can easily result in the premature out-of-context judgment of the report."

He said Education Minister Sibusiso Bengu was on record as giving the assurance that the report would be subject to thorough consultation before he submitted his recommendations to cabinet for final decision-taking.

"In the meantime I am appealing to all to give serious attention to the report after its publication and to provide input to the National education ministry not later than September 30. I will take a strong stand that such input will have to be given close and serious consideration when final decisions are taken."

Meanwhile, the Democratic Party has said if rumours on the new legislation were "only half true", there was cause for immense concern.

DP spokesman on education, Mike Ellis, said the crisis in education could well have been orchestrated deliberately by the ANC.

The DP said the ANC might use the present crisis "to impose their authority, with or without the consent of the minister of education."

It was clear the ANC was trying to centralise control of education either in the hands of the minister at national level or in the hands of the MECs at provincial level — especially in those provinces where they were in power.

"There is obviously conflict within the ANC as to where real education authority should lie."



# Campaign launched to 'save' libraries as book supplies drop

ESANN DE KOCK  
Staff Reporter

LIBRARIANS fear that rationalisation could be the death knell to the public library service in the Western Cape.

The old Cape library service is being divided between the three new provinces in the region: the Western, Eastern and Northern Cape, forcing a division of staff, assets and resources.

Staff cuts in the Western Cape service have forced a predicted 70 percent reduction in the book supply to public libraries.

A campaign to save public libraries will be launched on Friday when concerned librarians, friends of libraries and others meet at the Milnerton public library from 9 am.

A librarian, who asked to remain anonymous, said staff reductions, in particular, had affected the future services of the libraries.

She criticised the manner in which rationalisation was taking place and said assets, including staff, had been divided purely on regional population figures.

There had been little or no focus on the number of books printed and processed. No proper study had been done before measures on regionalisation of the library services took place, she claimed.

"What it comes down to is that public libraries will no longer be able to provide a service of supplying books.

"The provincial library services in the Cape used to be the biggest buyer of Xhosa

books. With fewer staff to process the books, fewer books will be bought."

A spokesman for the Western Cape provincial library service said with fewer staff, the region had to cut drastically on purchases of new titles.

A total of 12 600 new titles were purchased last year.

"Although statistics are still being finalised, the provincial library service predicts it will be able to buy only 4 000 new titles this year, "because we simply don't have the staff to process the books".

● The first meeting of the Save our Libraries campaign takes place at the Milnerton public library on Friday from 9 am to 12.30 pm. Anyone can attend

ARL 30/8/95 (56)

He said it was as difficult for

# Minister welcomes justice initiative

**ROGER FRIEDMAN**  
Staff Reporter

JUSTICE Minister Dullah Omar has welcomed the Cape Town Magistrate's Court's initiative in diverting minor cases involving juveniles from the criminal justice system to embryonic "community courts".

But Mr Omar has warned that anybody contemplating establishing "kangaroo courts" will face the full might of the law.

The Argus reported earlier this week that, in an advance for juvenile justice — and community access to justice — a group of street children who confessed to theft were "sentenced" by community leaders to attend classes and sleep at a shelter for three months.

*ARG 30/8/95*  
The so-called community court, made up of lay assessors and an attorney from the Kensington-Facreton area, has since heard two other cases. At this stage, the structure does not determine guilt and only sets sentences.

Mr Omar mooted the idea of establishing community courts at a meeting of lay assessors earlier this month, saying the best people to administer justice were "ordinary fair-minded people".

Yesterday, he said it was "very heartening that communities are organising themselves and are prepared to play a role in ensuring crime is combated and justice is done".

But, Mr Omar said, the setting up of structures in the community could only be done in conjunc-

tion with local magistrates and justice officials.

"We don't want to see the emergence of kangaroo courts where communities take the law into their own hands. That cannot be tolerated and would have terrible effects.

"There needs to be uniform criteria, a sense of justice and rule of fair play. Kangaroo courts have nothing to do with justice."

Mr Omar said the issues of lay assessors and community courts would "come under the spotlight" at the next national legal forum, which is to be held in Durban in November.

Mr Omar envisages introducing the systems involving lay assessors and community courts "in a systematic way, throughout the country".

# Racial strife at two schools

JOHANNESBURG. — Racial strife has erupted at schools in Gauteng and KwaZulu-Natal.

Two charges of assault were being investigated at a high school south of Johannesburg after racial clashes between pupils, a police spokesman said today.

The charges arose from fights at Mondeor High School on Monday.

A charge of assault was laid by a 17-year-old white boy who was allegedly stabbed by a coloured pupil armed with a screwdriver, the spokesman said. Another assault charge had been laid by a 14-year-old black against a group of white pupils who, he alleged, beat him.

Many parents had withdrawn their children from the school until the matter had been sorted out. A school official said about

400 pupils had not arrived for classes today.

Provincial Education Minister Mary Metcalfe ordered the Independent Mediation Service of South Africa (IMSSA) to investigate and make recommendations to prevent future clashes at schools.

Provincial government sources said Ms Metcalfe was in a cabinet meeting and was likely to raise the issue with premier Tokyo Sexwale.

Meanwhile Daleview Secondary School in Phoenix, Durban, was plunged into chaos yesterday as hundreds of pupils shouted at police for arresting a suspended black pupil who came to school with a serrated knife.

The standard eight pupil had earlier been suspended for allegedly stabbing an Indian pupil in class. But at 10am yesterday the

pupil again walked into the school with a knife.

The school's management called in the police, who arrested the youth. But chaos broke out as the pupil fought off police who tried to wrench the knife from him. The youth went berserk and kicked out the window of a police van.

More than 150 black pupils hurled abuse at the police and toyi-toyed. They demanded that the pupil be released.

The youth is to be charged with damage to state property and with being in possession of a dangerous weapon.

A source said racial tension had been brewing at the school, but management was doing everything possible to create harmony between black and Indian pupils. — Sapa and The Argus Correspondent.

**R1-m RDP office for Metro council**  
*ARG 30/8/95*  
Municipal Reporter

THE Cape Metropolitan Council is setting aside R1 384 800 to set up a reconstruction and development office.

An amount of R200 000 is being set aside to employ consultants and experts, a further R100 000 for public participation and R200 000 for a media campaign.



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# Schools proposals quickly run into storms<sup>(50)</sup>

STW 30/8/95

■ BY JUSTICE MALALA

The proposed changes to South Africa's education system have run into trouble before they have even reached Education Minister Sibusiso Bengu's desk.

The changes proposed by the ministry-appointed Education Review Committee were leaked to the press at the weekend and have drawn a storm of abuse from some political parties.

Those on the right condemned it as signalling the beginning of an ANC bid to lower standards and control education.

National Party education spokesman Piet Marais said Bengu had been given an ultimatum by his ANC colleagues to deliver or be fired — an allegation which the ANC later rejected.

Marais said Bengu had allegedly placed pressure on the Education Review Committee.

The ANC responded:

"Marais is making this statement knowing full well that he is lying. As a member of the Portfolio Committee on Education and the leader of the NP in it, he knows full well that this committee was supposed to have handed in its report already at the end of July 1995," it said, adding that the committee had then requested a month's grace.

The report will be handed to Bengu tomorrow. The ANC said it would respond to the proposals only after official release of the document.

Marais said the NP was bewildered over reports about the "shocking" changes being proposed in schools.

The Herstigte Nasionale Party said the proposals indicated that education was the main target in an attack on Afrikaners.

The party said parents and school governing bodies would be denied any say in organisation, management and financing matters at schools, and the financial burden on white parents would become heavier.

The Conservative Party said whites would have to pay more for poorer education should Government accept recommendations by the review committee.

## Subsidise

"This means that whites who make use of state schools will have to subsidise black scholars."

It said a system of paying teachers according to their responsibilities and not their qualifications would be detrimental to qualified educators.

SA Democratic Teachers' Union (Sadtu) secretary-general Thulasi Nxesi said that, although he was still waiting to see the report, his union supported a public schools system and believed Model C schools should be scrapped.

The report proposes new measures that will cut ties with past spending trends which allocated more money to white pupils than their counterparts in other race groups.

The money spent on each pupil, irrespective of race, will now be equal.

The report proposes that there be only private and public schools in the country, meaning that Model C schools would be phased out and become public schools.

Other proposals include the introduction of a ratio of one teacher for every 40 pupils in primary schools, and one teacher for every 35 pupils at secondary schools.

A new compulsory school fee based on parents' income, which they would have to declare on registration of a child, would also be introduced. Those parents earning below a certain minimum figure would be exempted from paying fees.

THURSDAY  
AUGUST 31, 1995

## Less Afrikaans on the airwaves 'from next year'

STAFF REPORTER

~~200~~ (50)  
ET 3/18/95

WHEN the South African Broadcasting Corporation relaunches its channels in February next year, viewers will see and hear less Afrikaans, according to the public relations department of the SABC.

Although research figures indicate large Afrikaans audience levels and a lucrative market, the necessities of "delivering programming in all 11 languages", on fewer channels, as recommended by the IBA, could mean less Afrikaans on the publicly-owned electronic press.

According to the TV1 public relations department, the amount of Afrikaans on TV1 has already been reduced and is no longer on a 50/50 basis with English.

Dr Daan van Vuuren, of the SABC's research department, concurred, but said he did not have the exact figures.

TV1, on average, is watched by 50,3% Afrikaans-speaking people, 30,4% English, 11% Nguni and 6,8% Sotho/Tswana, according to figures used by the SABC.



# Education tension

## simmers countrywide

(50) Star 31/8/95

### ■ STAFF REPORTERS

Racial tensions within the newly integrated education system forced two campuses to close yesterday and street demonstrations by teachers and pupils.

■ On Unisa's Pretoria campus, students clashed with police and troops after demonstrations were held against bursary schemes and the lack of holiday jobs.

Reuters reports police fired teargas and rubber bullets when about 500 students rampaged through the campus, destroying property. Principal Marinus Wiechers ordered the campus closed until Monday and said it might remain shut until the end of the year.

Students also demanded access to their examination papers once they had been marked, and the replacement of the university council.

■ At Umlazi's Mangosuthu Technikon outside Durban, lectures were suspended indefinitely and students were given until Saturday to vacate campus residences in an attempt to defuse a potentially explosive situation.

Sapa reports the campus was tense after students demonstrated to demand the dismissal of two lecturers they accused of racism.

■ In Ekurhuleni Park, pupils and teachers inadvertently thwarted a second attempt to remove five white teachers from a school there. Silver Oaks Sec-

ondary School held a march protesting against an Azanian Students Movement (Azasm) bid on Monday to force white teachers to leave.

Principal Anne Duiker said Azasm members were expected to arrive at the school at the same time as her pupils and staff were gathering at another school for the protest.

■ And at Mondeor High School in Johannesburg, parents and teachers last night held their biggest-ever PTA meeting after racial tensions there following a stabbing of a pupil on Monday.

Another scholar was injured during clashes between white and black pupils and nine others were later suspended.

Further trouble was averted on Tuesday when the Independent Mediation Service of SA (Imssa) was appointed to probe the causes of the clashes.

Principal Tom Price said there had been a noticeable decrease in attendance yesterday.

Parents who kept their children at home were "stupid" as pupils who came to school had enjoyed uninterrupted learning, he said.

Anxious parents crammed the hall last night. Some accused the school of lax discipline. Teachers replied that parents were failing to teach good race relations at home.

Police confirmed the two injured pupils had laid charges of assault against other pupils.

► Picture - Page 2

## 'Historic first' as W Cape education department gets ready to go it alone

Education Reporter

(56) ARG 31/8/95

THE Western Cape Education Department tomorrow becomes the first provincial education department to get full autonomy from central government.

Provincial Education Minister Martha Olckers today described the event as a "historic day for education in South Africa".

Addressing a delegation of representatives from the Cape Council of Teachers' Organisations in Cape Town, after they handed a petition to her outlining the grievances of teachers in the province, Mrs Olckers thanked teachers for their part in maintaining stability in education.

But she called on teachers to work together to finalise staffing tables.

Commenting on the delay in reaching agreement on this issue, Mrs Olckers said because the government gazette had not been finalised and posts had not been advertised, no teacher finishing his or her studies at the end of this year would be able to apply for posts from the beginning of next year.

These teachers, many of whom had bursaries to repay, would be able to apply for posts only from the second term of next year, "because there will not be a gazette in time".

Mrs Olckers called on teacher organisations not to get involved in powerplays which would paralyse education.

"I call on you to come to an agreement on staffing tables, so that work can go on."



# Minister given schools plan

Kevin O'Grady

PRETORIA — A government committee yesterday proposed wide-ranging changes to the education system that would consign Model C schools to a broad "public school" category and introduce income-linked compulsory school fees.

The 17-member committee, appointed by Education Minister Sibusiso Bengu to review the organisation, funding and governance of schools, presented its report to the minister yesterday. If it is accepted, SA's 15 inherited models of school ownership will end and, eventually, equal spending on all pupils will be instituted.

Bengu called on educational and political leaders to cool down the public debate on proposed changes. "I appeal to them to avoid the temptation to cash in on section-

al fears and stoke up the fires of passion," he said at a media briefing.

The committee suggested an overhaul of the way schools were funded based on the assumption that the "provision of quality schooling for all, at no direct cost to parents and communities, is not affordable".

It said "unnecessary" distinctions between schools which were wholly or largely state-funded should be avoided and all schools be categorised as either public or independent. Model C schools — about 94% of former white schools — should become public schools and all land and fixed assets ceded to them by the state since 1992 should revert to public ownership.

The governing body concept utilised by Model C schools should be extended, with

(50) 00 1/9/95 Continued on Page 2

## Schools

Continued from Page 1

curtailed powers, to all public schools by January 1997. The governing bodies should have "basic" powers of decision-making — including codes of conduct and school hours — rather than the "extensive" powers previously enjoyed.

The committee gave three options for funding public schools, but recommended one which it called the "partnership funding approach". This sought to achieve a balance between the demands of four key principles — attaining equity, redressing past imbalances, advancing quality and improving efficiency.

It proposed structuring provincial budgets in a manner that would achieve those ends and it envisaged gradual implementation of the plan over "four to five years".

An initial amount would be committed to capital development programmes and allocated to provincial authorities on the basis of an index of need. A second sum would be channelled to an education redress fund for reconstruction and quality improvement at disadvantaged schools.

A third allocation would consist of the funds necessary to ensure the provincial authority could provide essential core services while a fourth, the greatest part of the budget, would be calculated to meet salary costs. The fifth portion of the budget would cover the operating costs of schools.

The committee suggested a combination of voluntary and compulsory fees to assist in funding schools. However, it recognised policy commitments to free schooling and made the provision that no child should be excluded from the compulsory education

phase because of non-payment of fees.

Minimum household incomes to qualify for fee payment had not been decided, but surveys showed if it was R10 000, 46% of households would be exempted from fees. At R15 000, 60% would be exempted and 70% would be exempted at R20 000.

State contributions to schools' operating costs should be reduced proportionally according to their assessed fee income.

Although the partnership funding approach would not cause the least disruption and could be seen as compromising the commitment to free education, it would ensure free education was available to those who required it, the report said.

The report, which Bengu described as "honest, professional, principled and deeply patriotic", also recommended the continuation of subsidies to private schools. Bengu said he expected to bring a proposal to the Cabinet by next month.

Sapa reports that the Congress of SA Students welcomed the recommendation that there be only two types of school — public and private — but rejected compulsory school fees. It also opposed private school subsidies. It was concerned that compulsory fees be based on parental income. If parents were obliged to state their income, schools might discriminate in favour of the wealthy.

The Transvaalse Onderwysvereniging welcomed the report. Chairman PA Kruger said although the Model C school system would disappear, almost all its positive elements would continue.

"A gladdening breakthrough is that school fees will become compulsory for all parents who can afford them."

# Model C battle lines drawn

BY LEE-ANN ALFREDS  
EDUCATION REPORTER

The stage seems set for confrontation following the unveiling yesterday of proposals to abolish Model C schools and reduce parents' powers to decide how the schools should be run.

One exception to the generally negative response from white groups has been the Transvaalse Onderwysvereniging, which represents most white Afrikaans teachers in Gauteng.

The TO says while Model C schools would disappear, "their positive element would continue" but it warned that funding schools was a problem that had not been resolved.

According to the proposals, parents may not make improvements to school premises, de-

termine fees and admission criteria, and hire teachers without consulting government authorities.

Many parents with children in Model C schools — all of which are former white government institutions — have condemned outright the proposals to abolish them.

The committee to review the organisation, governance and funding of schools handed the report to Education Minister Sibusiso Bengu yesterday.

The committee was appointed by Bengu in February to analyse the existing structure of school organisation and ownership and recommend an alternative system.

Strong criticism has come from the federation of parents associations of Model C schools.

(50) SAW 1/9/95  
Dr Henrie van Deventer, chairman of the Federation of Parents Associations of South Africa, who served on the review committee and signed its report, said that while he broadly supported the proposals, he disagreed with the recommendation to limit the powers of governing bodies.

The report urged that only two categories of school should exist in future: public schools and independent schools, chairman Professor Peter Hunter said. This effectively abolishes Model C schools because they do not fit the new definition of a public school.

"This is not just another name for State schools. Public schools will be based on part

► To Page 3

## Model C battle lines drawn

(50) ARC 1/9/95  
◀ From Page 1

nerships between the State and the local community, of which the strongest constituency will be the parents. Unlike Model C schools, public schools will be funded either totally or largely by the State," Hunter said.

Independent schools are private schools.

Hunter said while governing bodies would be vested with basic and, in certain cases, additional "negotiable" powers, they would not be able to implement and undertake capital ventures.

A governing body's ability to make the final decision regarding the appointment of teachers would also be curtailed, with the final decision being vested in the pro-

vincial authorities.

The governing body would, however, have a "strong influence" regarding the appointment of staff. "We are not taking away all power from the parents."

The report also proposes that all parents be made to pay fees if they are able to do so. Poorer parents would be exempted from paying fees.

The funding approach is to be reviewed at the end of five years.

The document is still to be discussed publicly before being placed before Cabinet next month.

The Congress of SA Students said it opposed compulsory fees.

Bengu and Gauteng's MEC for education Mary Metcalfe described the proposals as "creative".



# Model C schools on way out

Education study group suggests assets revert to state

**ESANN de KOCK**  
Education Reporter

MODEL C schools as we know them have been given the boot by the Review Committee on the Organisation, Governance and Funding of Schools.

Chaired by Peter Hunter of the University of the Witwatersrand, the 17-member committee yesterday announced the results of their five months of investigations during which they considered almost 200 written submissions from the public.

The committee has submitted a 121-page report to Education Minister Sibusiso Bengu, containing proposals on a new structure for the school system in South Africa.

Among its recommendations announced at a press conference in Pretoria yesterday, the committee suggested assets of Model C schools be transferred back to the state and that only two types of schools, public and private, be accommodated. Model C schools, it said, comprised

about 94 percent of former white state schools, and the premises and assets which were "transferred" to these schools had been public property and developed with public funds.

The committee therefore thought it would be "in the best interests of all" if "these assets were to revert to the state".

To address concerns of communities which had invested community resources in the property, the committee suggested the school should negotiate with the state for certain rights to use the property.

In the case of movable assets acquired with school or private funds, ownership would remain with the school.

Professor Hunter said, however, that any public school could potentially have the powers of a Model C school if it had the will and capacity.

As far as the quality of education was concerned, he said the committee tried to balance the state's rights with the responsibilities of parents.

The committee's report further calls for:

- A system of compulsory school fees on a sliding scale, with parents at the lower end of the scale paying nothing. No child may, however, be excluded from education because of non-payment of obligatory fees;

- Some money from provincial budgets to be spent on an Education Redress Fund to channel resources to schools disadvantaged by past policies;

- Steps to be taken to reduce the disparity in average teacher costs between schools;

- An amount from provincial budgets to be spent on capital projects based on an index of need;

- Serious attention to be given to subsidies for transport and accommodation for rural pupils;

- For all public school governing bodies to have the same basic powers, and;

- That the final decision on the appointment of teachers should rest

with the provincial authorities, but for governing bodies to have a strong influence on staff appointments at their schools.

The committee said it was not in its brief to develop specific pupil/teacher ratios, since this would be a planning exercise which should involve employers and other stakeholders.

It recommended that all proposals be made subject to public discussion before final decisions were made.

It said the department should facilitate negotiations which would involve provincial authorities, key stakeholders and the public to reach agreement on the implementation of the recommendations.

Negotiations should include any discussions between governing bodies and provincial departments where governing bodies were dissatisfied with the proposed changes to their powers and functions.

The committee suggested that its funding approach be reviewed at the end of five years.

AR 5/19/95 (50)



# Balancing the scales

(50) Somerset  
1/9/95

**S**PENDING ON RURAL and township schools will be boosted in the next five years under a new single school system, while privileged schools will face cuts in state subsidies.

In effect, the standard of education at most of the country's 25 162 schools will be raised

This needs to be implemented as rapidly as possible to ensure that those disadvantaged by apartheid education receive resources that allow them to make up the backlog of the past, according to a key Government committee

Education Minister Professor Sibusiso Bengu appointed the School Review Committee after wide consultation in May to investigate school organisation, governance and funding.

The committee handed him its report in Pretoria yesterday with recommendations on the future of schooling in South Africa

The funding of education is identified by the committee as one of the areas requiring urgent attention, since gross inequalities still characterise the current education system.

Discrepancies in spending across the former white, coloured, Indian and African departments in the present system are around 4:3,2,6:1, which means white students benefit around four times more from state finance than black students.

The committee points out that there is a close link between repetition rates and matric pass rates and the amount spent per pupil. Far less money is spent on African pupils and their repetition rates in grades one and two are close to 20 percent. Their matric pass rate is unacceptably low.

"The inequities in per capita spending between departments are largely due to the skewed distribution of teacher qualifications, inappropriate linking of salary levels to qualifications and disparities in teacher-learner ratios," the report says

Teachers' salaries and personnel costs are the root of the problem since they consume over 80 percent of the education budget.

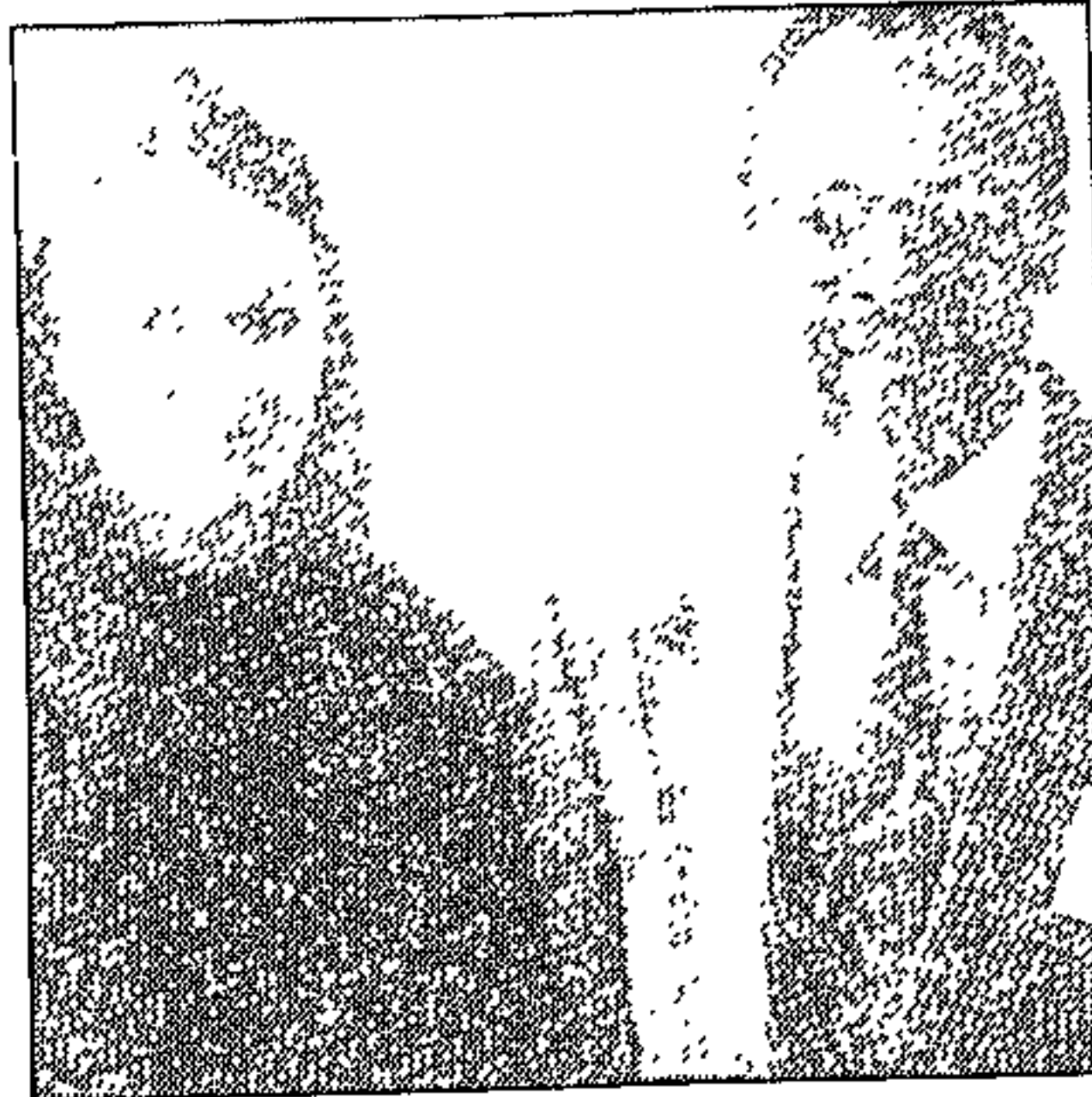
The education of students at predominantly white schools costs more since their teachers are frequently highly qualified. To combat this, the committee proposes restructuring the teacher salary scale "to reduce the linkage between qualification and salary".

It also recommends the teacher-pupil ratio to be standardised at around 1:40 for primary schools and 1:35 for secondary schools.

The overall national teacher ratio is below this, and it is estimated there is a teacher shortage of about 40 000 in African schools.

But a limited budget means it is difficult to raise the funding needed to correct these problems. The real public spending on education

While the Government is righting wrongs of the past, there are fears that standards at wealthy schools could drop, reports Education Reporter **Claire Keeton**



**Dr Chabane Manganyi with Gauteng MEC for education Mrs Mary Metcalfe**

showed less than one percent growth through 1994-95, and with inflation it will decline again slightly in 1996

The only viable solution is to redistribute resources among schools, reducing provisioning to well-resourced schools and increasing the levels in under-resourced schools.

The report proposes three options for change. However, the *minimalist-gradualist approach* is seen as unable "to deliver enough change fast enough".

The *formula funding approach* is seen as an ideal once the disparities in spending per pupil has been reduced as it is "fair, just and equitable".

## **Offers most advantages**

But the committee says the *partnership funding approach* offers the most advantages for financing schools in a period of transition - "from a disparate, inequitable and inefficient system to one in which the schools are integrated".

In this system schools will charge obligatory fees on a sliding scale based on family income, and this will be used to fund basic operational costs.

"While this could be interpreted as in some way compromising the commitment to free education, this approach will in fact ensure that free education is available to those who require it," the committee says.

No child will be "denied access to a minimum quality basic education, simply because of an inability to pay".

The sliding scale will mean, for example, that families earning below a minimum level of say R12 000 a year will pay nothing for their child's education, and those earning above R48 000 will pay an annual fee of R1 000

Money will be allocated to schools for personnel, capital expenditure based on an index of need and a Redress and Development Fund.

Financial subsidies for transport and accommodation of rural learners should also be given serious consideration, the report says

The committee recommends that this entire system be reviewed in five years time. The basis of the system will be recategorisation of schools into two categories - public or independent schools

The many categories of community, farm, model C, church-mine and state-aided schools will probably fall under the category of public schools, and private schools will be known as independent schools.

The public schools will vary in their legal ownership, funding, powers and governing bodies, but teachers will be appointed by the state at all schools on the recommendation of the school's governing body.

All schools will have basic powers such as control of finances and selection of subjects. They will be able to negotiate further powers, for example the maintenance of buildings or the purchase of textbooks.

Every school must have a democratic governing body by January 1997 at the latest, with representation by parents, teachers-professional educators, the community and students.

The recommendations on the powers and functions of governing bodies imply changes under the Constitution that will have to be negotiated with schools, the committee says.

For instance, in a controversial move affecting privileged schools, the land and fixed assets of public schools revert to the state and they can then negotiate around this

The first step following this report will be broad consultation by the minister on the recommendations

Legislation will then be drafted when the proposal is finalised and provincial authorities will publish guidelines for public schools.

The committee has adopted an approach which aims to transform the schooling system as swiftly as possible, so by the year 2000 an equal education will be offered to all children.



# Schools shake-up

(50) Source: van 1/9/98

## Parents to have more say in proposed partnership

**By Claire Keaton**

MINISTER of Education Professor Sibusiso Bengu yesterday announced major changes as the system moves towards democracy and equality for all South Africans.

He said the submission of the Government's Education Review Committee report to him in Pretoria yesterday was a milestone in this process.

Instead of the present fragmented education system, a public education system based on a partnership between

parents and the Government is proposed for the majority of schools in future – with an injection of funds into poorer schools.

Public schooling allows parents a strong influence in the running of schools, although the state, as the major funder and senior partner, would have the final say.

For example, the governing body – composed largely of parents – would recommend teachers for appointments and would determine the obligatory fees to be paid by parents.

Review Committee chairman Professor Peter Hunter said it was not yet realistic to implement free and compulsory education for all South Africans, since substantial funds were needed to make up for the desperate backlogs from the apartheid education system.

The committee suggested education should be free for low-income families but those who can afford to pay obligatory fees must contribute to the school's operating costs. All schools will have the same allo-

cation for operating costs and the state will pay the shortfall from parents' fees.

The state can set a limit to fees so that they cannot be made deliberately high to exclude members of the local community. The state can also implement a policy of zoning to correct previous discriminatory practices in schooling.

The report recommends that provinces should be made responsible for school education in a united national system, setting regulations on admis-

sions and other key aspects of schooling. The provincial budget will be structured to set aside money for an education redress fund, capital development – particularly building classrooms – core services, operating costs and teachers' salaries.

The second category of schools – independent schools – will be funded largely privately and will have a different relationship to the state. The committee recommended the whole system be reviewed again by the year 2000.

● See leader page.

# Sort out your own rules, says principal to warring pupils

star 2/9/95 (50)  
By BRONWYN WILKINSON

After fights and police action had pupils toying in the grounds of Mondeor High School this week, headmaster Tom Price handed the responsibility of drawing up a code of conduct to the pupils themselves.

Weary, and battling to contain his emotions, Price told the *Saturday Star* he had realised that it was time for a new set of rules at the school – ones which took into account the different backgrounds and cultures of his pupils, and one which the children could live with.

He got hold of the code of conduct of an Australian school, handed it to the Students' Representative Council, and told them to come up with one for their own school in southern Johannesburg.

"The code will deal with the rights and responsibilities of pupils and staff and set up complaints procedures," he said.

Price said he believed what were unfortunate fights between school kids blew up into serious battles because the pupils had no set procedures for dealing with their complaints.

The battles at the school are now the subject of an inquiry by an independent commission appointed by Gauteng MEC for education Mary Metcalfe. Members have spent three days at the school interviewing pupils, staff and parents.

Price refused to cancel last night's matric dance because of the disruptions, saying this would make matters worse. He added that teaching had continued at the school all week, although some parents had kept their children home. It is understood that the fight which set off the disruptions occurred when coloured girls sneered at a white boy who had shaved his head and bleached the stubble.

TO PAGE 2

## ◆ Class wars

(50)  
star 2/9/95  
After some other boys stepped in to stop the boy in question from pushing the girls, the boy was suspended. However, he returned to the grounds that afternoon and another fight broke out at a bus stop.

Price said the school had 1 330 enrolled pupils. Because they were not categorised by race, he could not say how many black pupils there were, but estimated the figure at about 500. Of these, about 60 took part in the protests on Tuesday, toying and demanding the sacking of a teacher they claimed had manhandled them on Monday.

"If we can set up a procedure for pupils to voice their complaints without resorting to protest action, we hope this sort of thing won't happen again," said Price. Hence the new code of conduct.

Other principals had been at a parents' meeting in the packed school hall on Wednesday night, and he hoped Mondeor's experience would educate other schools about handling similar situations. Other principals had told him they felt they were only one step away from similar disruptions and would also consider the code of conduct idea.



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# Mandela travels to Western Cape to discuss vandalism

STAFF REPORTER

(50) Star 2/9/95

In the midst of a growing crisis of discipline in education, President Mandela travelled to the Western Cape this week for a meeting on vandalism in schools in the Belville area.

Mandela, Safety and Security Minister Sydney Mufamadi and education officials met the principals of six schools in the area at the presidential residence, Genadendal, on Thursday.

During the meeting, Mandela assured the principals that the Government would not ignore continuing vandalism and gangsterism in schools.

He announced that a top-level meeting would be called next week to deal with the matter.

Security forces were tightly stretched in the nationwide crackdown

on crime, but the Government would try to find resources to help the schools, the President said.

Mufamadi, Welfare Minister Abe Williams, the provincial police commissioner and Western Cape premier Herinus Kriel would be asked to look at the issue at next week's meeting, he said.

After the meeting, one of the principals, Richard van der Ross, a former rector of the University of the Western Cape and current member of the Western Cape legislature, said the Government should reconsider the ban on corporal punishment in schools.

In July the provincial education department sent circulars to schools telling them to suspend caning after the Constitutional Court ruled in June that corporal punishment breached the terms of the interim constitution.

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# Plea for cool heads and less passion as

**BRONWYN WILKINSON**  
reports on upheavals in education across the land, touching many anxious parents, truculent pupils and insecure teachers

While racial tensions and discipline boiled over at schools and universities this week, education officials took the unusual step of appealing to the public to react calmly to the release of a report recommending the drastic over-

haul of the schools system. Education Minister Professor Sibusiso Bengu asked that education and political figures help cool down the debate and not to "stoke the fires of passion". Deputy Education Minister Renier Schoeman said some aspects of the Hunter report which were educationally unacceptable would have to be strongly disputed and that its positive aspects should be supported and encouraged.

"We have to take on the challenges that are placed before us by this report in a positive spirit, and continue working for excellence in education for all." He deplored the leaking of some aspects of the report to the press and made a "serious appeal to all interested individuals and organisations to stay calm and to wait for the release of the report before attempting to give considered commentary or criticism on the contents".

The report, compiled by the review committee on school organisation, governance and funding, was released on Thursday by committee chairman Professor Peter Hunter. It proposed the abolition of Model C schools and a reduction of parents' powers in decisions on the running of those schools.

The committee was appointed by Bengu to look into the structure of school organisation and ownership and recommend an alternative option. This week, he backed the committee in the face of an outcry against the proposed fate of Model C schools. A meeting has been set up for September 11 for Bengu, Schoeman and the nine provincial MECs for education to discuss the report.

## Partnership

The committee suggested that schools be divided into two categories: public schools and independent schools. Public schools would be based on a partnership between the community and the Government, with a strong parents' constituency. The schools would be funded largely by the State. Independent schools would be private schools.

Model C schools, where parents pay all running costs except teachers' salaries, do not fit into either of these categories.

The report said racism was embedded in schools.

The committee also proposed compulsory school fees on the understanding that no child could be excluded from school if their parents could not pay. Fees would be on a sliding scale according to the parents' earning power, which they would have to disclose. The premises and assets of

Model C schools, which make up about 96% of the old white government schools, should be returned to the State.

In a statement, Schoeman said: "The handling of the issue of the Model C-type schools is a sensitive matter, but should not dominate the debate. The macro challenges facing education must at all times remain the main focus."

The report was released in a week of disquiet in education. Two university campuses were closed, police were called in to

Mondeor High School after a series of fights between children of different races, and President Mandela met Western Cape principals to address the matter of vandalism and indiscipline.

In the Western Cape, teachers were told there may not be enough money in the education budget to pay their salaries for the first three months of 1996.

In Kimberley in the Northern Cape, five department of education officials were briefly held hostage by student leaders on Wednesday.

schools row heats up  
50  
1 Str 2/9/95



# SA schools in the crossfire

(50) CP 3/9/95

By JEFFERSON LENGANE

THE REPORT of the government appointed review committee on the organisation, financing and governance of schools has drawn mixed reactions from the mainstream political parties – while rightwing organisations have shot it down.

Among the report's proposals are compulsory school fees based on family income and the limiting of schools to two types – public and independent.

The ANC, predictably, welcomed the report, while the National Party supported it with reservations.

The Democratic Party declined to comment until it had studied it.

Student and teacher's organisations also took differing positions on the report, commissioned by Education Minister Sibusiso Bengu.

■ In a surprise move, the Transvaalse Onderwysvereniging (TO) welcomed the report.

Chairman PA Kruger said the TO supported the recommendation that governing bodies at secondary schools be extended to include parents, teachers and students.

He approved of school fees – saying it was a "fairy tale" that free and compulsory education was possible.

■ Although Cosas supported the recommendation that there be only two types of schools – public and independent – it opposed the recommendation that private schools be subsidised by the state and rejected obligatory school fees.

■ The president of the National Professional Teachers' Organisation

of South Africa, Leepile Taunyane, criticised the manner in which the report was handled – saying it was "scandalous".

■ Supporting the report, the ANC said: "Schools in this country do not revolve only around Model C schools, but on the provision of decent schooling to the millions of children in the squatter camps, the rural areas, farm schools and townships."

■ A leading light of the Black Consciousness movement, Magauta Molefe – an executive member of the South African Association for Adult Literacy and Education – said: "The review had to be done because past schooling organisation, finance and governance was based on racialist lines.

"I am only worried that people keep changing promises – we were promised free and compulsory education for all during the elections last year. Now we are told there will be obligatory fees for some families."

■ The PAC said they had not seen the report.

■ The report noted that financing schools was made difficult because population growth remained at about two percent a year – while pupil enrolment grew at about four percent a year.

It said publicly provided resources per pupil had declined by about 12 percent since 1992/93.

The committee said the implementation of free and compulsory education would necessitate a three to five percent growth in real terms in the education budget.

*NP lobbying furiously*

# Metcalfe's Education Bill still in the balance

50  
4/9/95

■ BY KARIN SCHIMKE  
GAUTENG REPORTER

The National Party is lobbying furiously to block the proposed School Education Bill which will come before the legislature this week.

The School Bill is scheduled on Thursday's agenda of the legislature, which sits again from tomorrow.

But if one-third of MPs put their signature to a document opposing the bill, legislation could be postponed until December, or even February next year.

If all their signatures are collected, the bill may be referred to the Constitutional Court.

NP spokesman Julie Killian said this morning she had received pledges from enough people to ensure the Bill was presented to the Constitutional Court.

The NP has been the main opponent of Education MEC Mary Metcalfe's School Bill, but it is believed the Freedom Front and the Democratic Party are throwing their weight behind the bid.

The NP and its provincial supporters are resisting legislation

that will allow the MEC to amend the religious and language policies.

The Gaming and Gambling Bill should be introduced tomorrow, unless last-minute disputes at committee level threaten consensus. The Bill was referred to the economic affairs committee for amendments.

The committee's view was that the Gauteng government should grant a limited number of "mega casino licences", rather than many licences for smaller operations, and that gaming machine licences should be limited.

Legal gambling would have far-reaching effects and the committee recommended that a gaming board be established; it added that the board take into consideration issues like greyhound racing, the dangers of "interactive gambling" and telecards which would undermine control and regulation, and the views of certain church groups.



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## Education bill defines rights

ET 4/9/95 (50)  
LEGISLATION put before Parliament on Saturday gives every South African the right to establish education institutions based on common language, culture or religion as long as there is no discrimination on grounds of race.

The National Education Policy Bill also prohibits corporal punishment or psychological abuse at schools. — Sapa

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MARCH TO MINISTER ON CARDS

# Angry librarians plan to protest against effects of cuts

**THE RESTRUCTURING** of the provincial library service has librarians up in arms. **PETER DENNEHY** reports.

**A**NGRY provincial librarians plan to cordon off parts of their libraries to highlight the disastrous effects of the division of the Cape library service into three provinces.

They are also thinking of holding a protest march to the offices of Education and Culture Minister Mrs Martha Olckers.

According to an information sheet circulated at a protest meeting of about 200 librarians at Milnerton on Friday, the Western Cape library service is expected to be able to buy only 3 500 titles next year — down from 12 600 last year, which is a drop of 72%.

Assistant director Mrs L de Villiers said it was expected the service would be able to supply 200 000 new books a year from next year — a 50% drop from last year.

Provincial Library Service director Mr Frans Van der Merwe, who addressed the meeting, said 57 of the 120 head office posts are being lost by the Western Cape because of the split into three provinces.

A month ago he was told no extra posts would be created and the service would have to "reprioritise its functions". He claimed the Western Cape was losing out. Altogether 28% of its population are

## Farewell freebee for chief denied

**CHRIS BATEMAN**

**AMID** the chaotic re-structuring of the provincial library services, the acting head of the Department of Environment and Cultural Affairs, Mr Niall van Wyk, denied yesterday his library chief was being given a "farewell freebee".

However, he confirmed "about R20 000" was allocated to Library Services chief Mr Frans Van der Merwe to enable him to deliver a paper at a Russian library congress in 10 days time — in spite of his post having been scrapped.

Mr Van Wyk said the post had been scrapped and replaced with a Western Cape Cultural Affairs post (including library and muse-

um services). Mr Van der Merwe has applied for this new post.

"If he doesn't get it, he will get the usual package with five years added on to his service — but the Russian trip is definitely on," Mr Van Wyk said.

He contended the trip was "fully justified".

Mr Van der Merwe said he would be reporting fully on his trip in the monthly Cape Librarian magazine.

He said a South African contribution at the Russian congress, which would be on "the challenges of a public library service in a multi-cultural society", would be appropriate.

Mr Van der Merwe said he had been invited by the Russians.

If his job bid failed, he had a

"private option", he said.

Against the background of cuts in the library service, several staffers view Mr Van der Merwe's overseas trip as a "luxury outlay".

Mr Van der Merwe said he agreed with the DP's education spokesman, Dr Richard van der Ross, that the local library outlook was dismal.

"I never thought this would happen because the Western Cape has 28% of the country's library membership, but just nine percent of its population. The national library membership figure is 8,8%", he said.

Admitting the situation after the cuts to library staff was "critical", Mr Van Wyk said an urgent probe was under way to try and create new library posts.

library users, compared with a national average of only 8,8%.

A librarian said at the meeting those who would be hurt most would be people who did not have money to pay for books and access to information.

● A huge row is looming over the future of Cape Town City Council's library service, the only independent one in the province.

Mrs Olckers was recently quoted as saying the provincial govern-

ment is considering incorporating the city's libraries into the provincial library service after municipal boundaries change. This could alleviate the cutback in staff at the provincial libraries head office.

Also, it is felt the future city municipality should be "brought into line" with the other future municipalities in the metro area.

However, those against the idea say amalgamation would mean spending about R5 million on com-

puters as the computer system of the city library service differs from that of the province's.

Also, the cost of city council staff redundancies in the event of amalgamation would outweigh any savings.

Libraries run by other municipalities receive a provincial subsidy which covers about 42% of their costs, but the city council's service gets only R4,5 million, which is substantially less than this.

They also took a matching part

... Librarians diver

ET 4/9/95

(56)



# Top-level meeting after Mandela urges action on school crime

(52) ART 4/19/79



**PRIORITY:** President Mandela, with Safety and Security Minister Sydney Mufamadi on his left, at Genadendal after discussing vandalism at schools with principals. The delegation was led by Richard van der Ross, next to Mr Mufamadi. From left, principals Esau Roman, Jacobus Cordon, Adri Lombard (obscured), Trevor Webster, Wilfred Lesch, Tony Adams and Graham Jenneker.

## Political Staff

SCHOOL principals from Delft, Elsies River, Belhar and surrounding areas meet senior cabinet ministers and top policemen this week in a bid to stamp out vandalism and gangsterism in their schools.

This follows an intervention by President Nelson Mandela, who last week summoned a delegation of school principals to Genadendal, his Rondebosch residence, to discuss the problem.

Mr Mandela said vandalism at schools should be treated as a matter of urgency by the highest levels of government.

Last week's meeting was brokered by former University of the Western Cape rector Richard van der Ross, a member of the Western Cape legislature, and was also attended by Safety and Security Minister Sydney Mufamadi.

The principals who met Mr Mandela on behalf of 60 colleagues were Jacobus Cordon, of Belhar Primary; Tony Adams, of Accordion; Graham Jenneker and Wilfred Lesch of Excelsior High; Esau Roman, of Vergenoeg Primary; Adri Lombard of Bellville High, and Trevor Webster, of Settlers High.

They presented Mr Mandela with two memoranda, one of which he studied during the meeting.

The second will form the basis of this week's meeting which will be attended by Mr Mufamadi, national Welfare and Population Development Minister Abe Williams and Western Cape police commissioner Andre Beukes.

Mr Mandela said the three main issues facing the communities were vandalism, gangsterism and the role the community could play in stamping out these problems.

He said the meeting had compelled him to "treat this matter as one of urgency".

"We think this matter should be handled at the highest level."

The solution partly depended on the extent to which security forces were already under pressure.

Professor Van der Ross said Mr Mufamadi had given the principals "some constructive undertakings" and he thanked Mr Mandela for his deep concern.

Mr Mufamadi said the details of how to combat vandalism at schools would be dealt with at this week's meeting but, he predicted, gangsterism would be discussed in the light of the nationally adopted community safety plan.

He said it was clear some of the existing safety measures were not adequate.



# Province accused of 'top-down' approach on issues

ANDREA WEISS  
Municipal Reporter

THE provincial government was accused today of adopting a "top-down" approach to issues such as library services.

This came up in a discussion in the health and community services committee of the Cape Town City Council.

The committee was discussing a news report quoting Edu-

cation and Culture Minister Martha Olckers, who said the provincial government was thinking of incorporating Cape Town's library service into a provincial service.

Joye Gibbs told the committee she was extremely concerned at the way all 10 ministries in provincial government were treating local affairs.

"This is top-down again," she said and cited tourism as an-

(56) ARC 2/9/95  
other example of provincial intervention.

The committee decided to make an urgent approach to Premier Hennis Kriel to ask that no restructuring take place until after local elections.

Chief librarian Heinrich Heymann said he found it totally unacceptable to read of these proposed changes in a newspa-

per. There should not be any decision until elections and to force through a change now would not be reasonable.

In a report, Mr Heymann said the 39 existing local authorities would change once demarcation was completed and the issue of whether the Cape Metropolitan Council or its substructures should take charge of libraries still had to be debated.



# School row: Olckers in Beaufort West

Staff Reporter

WESTERN Cape Education Minister Martha Olckers is in Beaufort West today to discuss the Kwa-Mandlenkosi community's demand for construction of a new school in the township.

Mrs Olckers was accused of "insufficient consultation" with the community by a delegation sent to Beaufort West by national Education Minis-

ter Sibusiso Bengu two weeks ago.

Professor Bengu's delegation visited the Karoo town as a sequel to the shooting by police of about 50 pupils in a rowdy protest march last month.

Immediately after the shooting, the community rejected any further discussions with Mrs Olckers, labelling her "arrogant and autocratic".

But, Professor Bengu's dele-

gation told the community that, in terms of the constitution, it would have to negotiate with Mrs Olckers as her department was responsible for education in Beaufort West.

He said the community had held a mass meeting yesterday at which it was decided that if Mrs Olckers wanted to talk to them, she should do so in the township — not the town.

NP expresses concern over Bill

# Broad powers for minister of education

(50)  
BA 5/9/95

Tim Cohen

CAPE TOWN — Legislation was tabled in Parliament yesterday which sets out sweeping powers for Education Minister Sibusiso Bengu to determine almost all aspects of education policy, raising fears about the legislation's constitutionality.

The National Education Policy Bill states that the national education minister will determine, among other things, how education is financed, how it will be organised, the teacher-pupil ratio, the length of the school day and curriculum framework. Whenever the minister wants a particular national policy to prevail over the whole or part of any provincial education law, the minister will inform provincial political heads of education.

In these instances, the minister will have to make a specific declaration of the policy instrument to that effect, the Bill states.

It says that in determining national policy, the education minister must take into account the competence of the provincial legislatures. But the minister shall determine national policy for planning, provision, financing, staffing, co-ordination, management, governance, programmes, monitoring, evaluation and well-being of the education system.

The minister will be required to consult "appropriate bodies", including the organised teaching profession, parents, students and other bodies. In each case the minister may decide who the representative bodies are.

Bengu said at a news conference he hoped the Bill would be passed by Parliament during its current session, due to end

in less than two weeks. The Bill gave legal effect to the policy directions in the Education White Paper and no new policy dimensions had been introduced in the Bill.

He conceded that there was some opposition to the Bill, but said it had been cleared by the Cabinet.

Education director-general Chabani Mangayi stressed the necessity for a national system to bring "coherence" to SA's education system, saying the provincial and national governments had to act in a "collaborative manner".

NP MP and Deputy Education Minister Renier Schoeman said the Bill had been cleared by the Cabinet, but this did not necessarily mean the NP agreed with the legislation. Although the Bill's overall objectives had been agreed upon, he was reserving his position because of "serious reservations" on the part of his party. The NP's reservations related to the extent of the minister's policymaking power, the nature of the council of education ministers created by the Bill and the minister's discretionary power to create and constitute advisory bodies.

The debate on the Bill would continue in the parliamentary education committee where "intensive discussion" would take place, he said. Asked about the short time for discussion on the Bill — which has to be agreed within a week — Schoeman said this was one of the NP's concerns.

Another concern raised was that the legislation overstated the national education minister's powers in terms of the constitution, which declares schooling a provincial

Continued on Page 2

## Education

(50)  
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Continued from Page 1

legislative competence.

Schoeman said the drafters of the Bill thought it conformed with the constitution, but he indicated its constitutionality was in question. It was too early to speculate about whether the NP would take the matter to the Constitutional Court.

The National Professional Teachers' Organisation of SA noted "with dismay that the Bill has been drafted, discussed and approved at political level" without the organisation being consulted. It said the

Education White Paper had promised a "transparent approach" to the drafting of education legislation.

Sapa reports the IFP said some of the education review committee's proposals, announced last week, infringed civil liberties. The proposals that central government should determine school fees on a sliding income scale, and the limitation of public schools to appoint teachers, determine language and admission criteria were cause for concern. However, the proposed equalisation of education subsidies was to be welcomed.



*Legislation attempts to restructure education*

# Row brews over the Bengu Bills<sup>(50)</sup>

*Star 5/9/95*

■ BY PATRICK BULGER  
POLITICAL CORRESPONDENT

**Cape Town** — A new political row is brewing over the future of schooling with the tabling in Parliament yesterday of legislation allowing Education Minister Sibusiso Bengu to set national education standards.

This new legislation is the Government's first concrete attempt to restructure education at school level and to implement the constitutional guarantee to equal schooling.

Introducing the national education policy Bill and the national qualifications framework Bill, Bengu told a media briefing the Bills would enable him to implement some of the findings of the review committee on organisation, funding and governance.

That committee has called for the virtual scrapping of Model C schools, saying their assets should be transferred back to the State.

Bengu did not say what as-

pects of the committee's report he would implement, but he did say that "some of the recommendations of the report of the review committee will need to be implemented as soon as we open schools next year and the sooner we implement some of the recommendations the better".

The legislation, which is the centrepiece of the Government's new education policy, is likely to be controversial for at least three reasons.

First, some of the review committee's findings are controversial in themselves; second Bengu has given himself so many powers at central Government level that provinces, especially the Western Cape and KwaZulu-Natal, might argue that he has gone further than the constitution allowed because education is a provincial competence; third, Deputy Education Minister Renier Schoeman of the NP said he had reservations about the extent of the minister's policy-making powers and reserved his position.

The education policy Bill gives the minister the right to determine national policy in issues like the ratio of teachers to pupils, curriculum frameworks and core syllabuses, finances, language and discipline.

The qualifications Bill establishes a South African Qualifications Authority to oversee the development of the National Qualifications Framework and to register bodies responsible for establishing education and training standards.

Introducing the Bills, Bengu said he regarded the policy Bill as an "important step forward in meeting national commitments.

"The Bill expresses our determination to provide leadership for the reconstruction of our national education system."

Bengu said that in determining policy he would not attempt to impose uniformity. There would still be scope for provincial governments to introduce their own curricula subject to the provisions of the national policy.

## Call to postpone (50) libraries decision

PREMIER Mr Hernus Kriel is to be asked not to take major decisions about libraries until after the local elections, a meeting of the health and community services committee of the Cape Town City Council decided yesterday.

In a report to the committee, city librarian Mr Heinrich Heymann noted the provincial government was considering taking over the council's library service.

At the same time, the provincial library service was considering cutting back on the number of new titles that it bought each year.

He argued it would not be possible for a big organisation to be fully responsive to the needs of 211 different libraries. — Municipal Reporter

CT 5/9/95



DEPUTY MINISTER CLAIMS 'SIGNIFICANT DIFFERENCES'

# Govt clash over schools

(50) CT 5/19/95

**A POLITICAL STORM** is threatening to erupt following the tabling of legislation in Parliament yesterday which would allow the Minister of Education to over-rule provinces on matters of policy.

**A** NEW political row is brewing over the future of schooling following the tabling in Parliament yesterday of legislation allowing Education Minister Professor Sibusiso Bengu to set national education standards.

Deputy Education Minister Mr Renier Schoeman said yesterday there were "significant differences" between himself and Prof Bengu on the extent of the policy-making powers which the bill vested in the minister, and the discretionary power he would have to create advisory bodies.

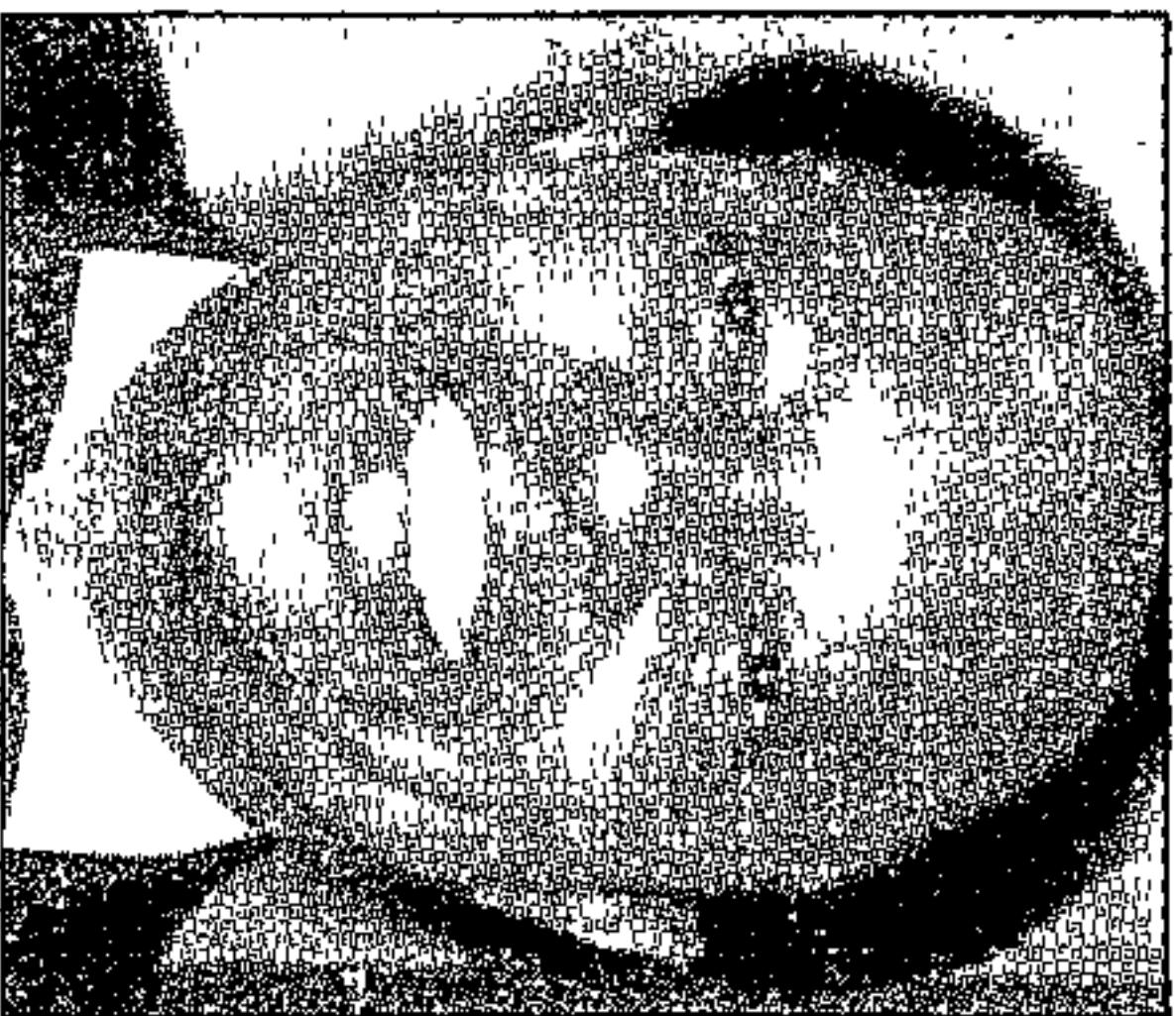
Also of concern was the nature of the proposed council of education ministers. These were among "a number of serious reservations" expressed by other NP members of Parliament. Mr Schoeman said he had reserved

his position on the bill subject to further discussions with NP members of the national assembly education committee.

Asked whether he intended resigning Mr Schoeman said previous conflicts within the government of national unity had not resulted in the resignation of other NP ministers.

Prof Bengu also conceded that there was not total agreement among the nine education ministers over all the provisions of the bill.

In addition, he said yesterday he wanted the bill and the less contentious National Qualification Framework Bill to be passed by Parliament next week. But the Portfolio Committee on Education will only meet today for the first time to consider the new bill — and the NP has already said it will object to the bill



**ON THE TABLE:** Education Minister Professor Sibusiso Bengu.

being rushed through Parliament.

The sweeping powers proposed for the minister to impose national policy over schools throughout South Africa includes a provision for him to over-ride the provinces.

It says: "Whenever the minister

wishes a particular national policy to prevail over the whole or part of any provincial law on education, the minister shall inform the provincial political heads accordingly, and make a specific declaration in the policy instrument to that effect."

The Education Policy Bill gives the minister the right to determine national policy on issues like the ratio of teachers to pupils, curriculum frameworks and core syllabuses, finances, language and discipline. At a press briefing yesterday Prof Bengu, however, denied the bill gave him unlimited powers which weakened the competency of the provinces to decide education policy at a provincial level.

"The bill expresses our determination to provide leadership for the reconstruction of our national education system in collaboration with our provincial colleagues."

Referring to possible controversy among the provincial governments, Prof Bengu said the provincial governments had "executive authority and

they will use it, but in terms of the policy which would keep the system together the minister has the right unrestricted by the constitution to provide legislation that would override provincial powers".

Prof Bengu said that in determining policy he would not attempt to impose uniformity. There would still be scope for provincial governments to introduce their own curricula subject to the provisions of the national policy.

Education director-general Dr Chabani Manganyi said provincial ministers still had the constitutional-ly-entrenched right to draw up their own educational legislation.

This was echoed by deputy director-general Dr Trevor Coombe who said provinces would be able to elaborate on the core syllabuses but not to "subtract" from national policy.

Professor Bengu said all parties in the government of national unity had agreed in the cabinet on the objectives of the bill. — Political Staff, Sapa

● See Page 5

# Protest at library 'division'

ARC 5/9/95 (50)

## Staff Reporter

PEOPLE will be asked to sign petitions in provincial libraries this week to protest against the effects of the division of the Cape library service into three provinces.

With the division of the old Cape Province into the Western, Northern and Eastern Cape, the assets of the library service are being divided among them.

A librarian said today more than 200 provincial libraries in the Cape would close certain sections such as periodicals and newspapers to highlight the potential problems and "to show them what things will be like in about a year or so".

She said the petitions would be handed to Education and Culture Minister Martha Olckers during a protest march later this month.

Last week, librarians announced their dissatisfaction with the restructuring of the provincial library service.

At a meeting in Milnerton last week librarians were told the Western Cape service was expected to be able to buy only about 4 000 titles next year — compared with more than 12 000 books bought last year.

This was the result of office posts being lost by the Western Cape service following the split into three provinces.



# New policy bill 'will not rob provinces of power'

ARG 5/9/95

(58)

**TYRONE SEALE**  
Political Staff

EDUCATION Minister Sibusiso Bengu says the wide powers given to him by the National Education Policy Bill will not be used to rob the provinces of their competence to run schools and colleges the way they choose.

At a media conference yesterday Mr Bengu and senior colleagues unveiled the bill which he hopes will be law by the end of next week, after multiparty agreement at cabinet level.

The bill, based on the education White Paper published earlier this year, provides the legislative details by which the country will break with apartheid education.

The bill, which deals only with colleges and schools, has yet to be scrutinised by the parliamentary portfolio committee on education before it is debated in the two houses. Universities and technikons are dealt with in separate legislation.

Yesterday Deputy Education Minister Renier Schoeman took, as he put it, "the far-reaching step" of expressing reservations about the bill, subject to further discussion with fellow National Party members of the portfolio committee on education and the government of national unity.

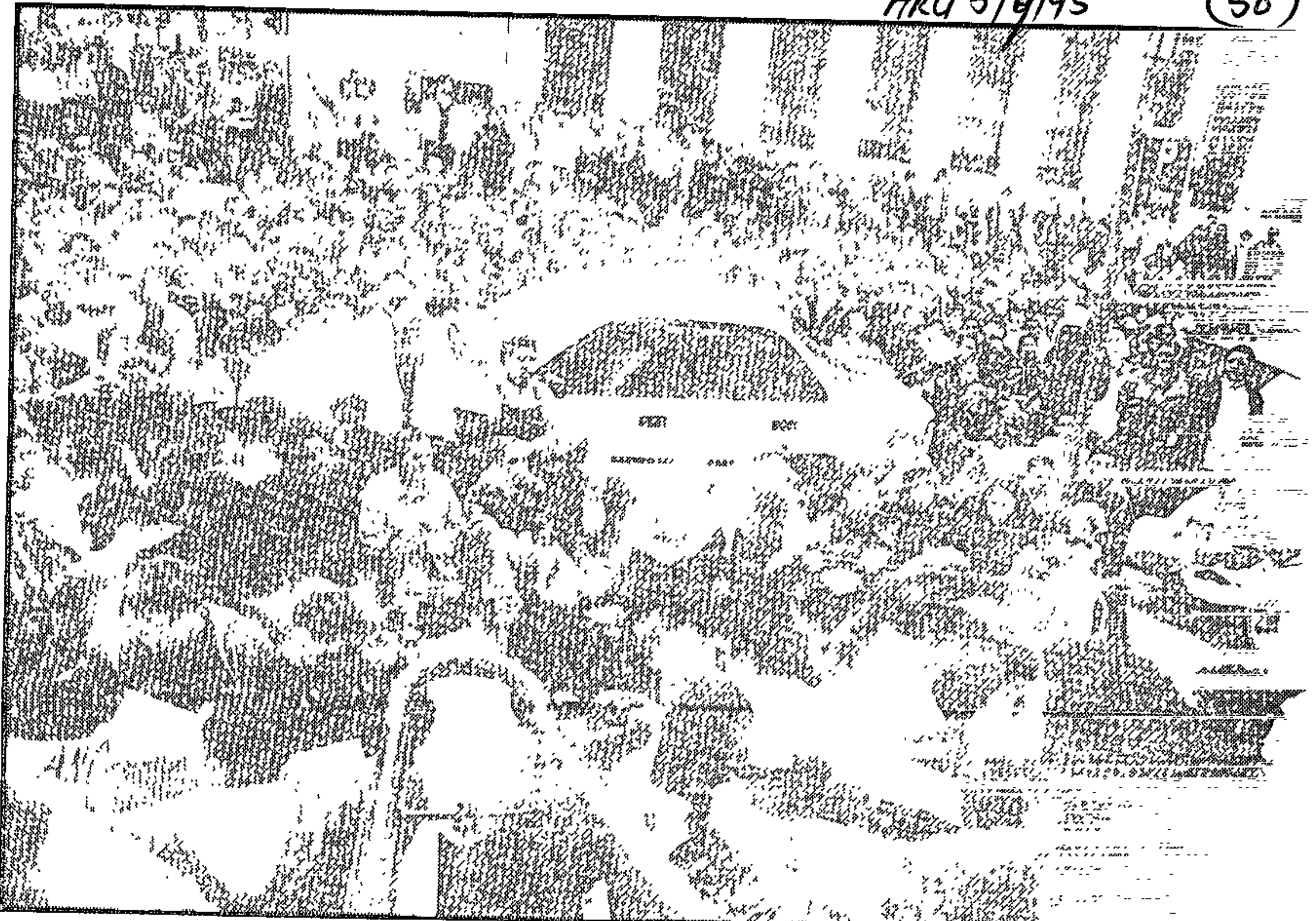
The bill charges the national minister of education with determining national education policy in accordance with the provisions of the constitution and, eventually, the National Education Policy Act.

In terms of the proposed legislation, the national minister has to take into account the competence of the provincial legislatures in terms of Section 126 of the constitution, and the relevant provisions of any provincial law relating to education.

Whenever the minister wishes a particular national policy to prevail over the whole or a part of any provincial law on education, he or she shall inform the provincial heads of education accordingly.

Apart from general responsibility for the planning, provision, financing, staffing and other aspects of education, the minister may determine national policy in matters such as:

- Innovation, research and development in education;
- The ratio of educators to pupils;
- Admission criteria for pupils, including determining the age of admission to schools;
- Compulsory school education; and
- The co-ordination of dates of school terms among provinces.



**CITY PROTEST:** Student teachers from several colleges of education gather in front of the provincial legislature in Wale Street to protest about the lack of response by Education Minister Martha Olckers to their demands. About 18 students have said they will go on a hunger strike from today until they get a "satisfactory" response from the minister.

## Measure aims to boost quality of education

**TYRONE SEALE**  
Political Staff

A NATIONAL qualifications framework that will improve access to education and enhance its quality is contained in proposed legislation which parliament is expected to consider within days.

The National Qualifications Framework Bill has been tabled in parliament by the Minister of Education, Sibusiso Bengu.

A 29-member authority established by the bill will ultimately address issues such as placing an academic value on prior work experience and the relative worth of South African qualifications in labour markets abroad.

Mr Bengu said yesterday that the tabling of the National Education Policy Bill and the National Qualifications Framework Bill were "major occasions in the process of transforming the nation's education and training capacity".

He said the National Qualifications Framework Bill, a joint effort of the ministries of education and labour, was a centerpiece of the national human resource development strategy.

"It will inspire creative work on learning standards, programme design and assessment

and will open doors to advancement in education which are now closed to many of our people."

The qualifications framework bill prescribes the creation of a South African Qualifications Authority consisting of people nominated by the education and labour departments, the National Training Board, organised business and the Committee of University Principals.

Also serving on the authority will be teachers, people from organisations representing the early childhood development sector and from bodies representing technikon and college rectors and other educationists.

Among other functions, the authority will:

- Formulate policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications.

- Ensure that standards and registered qualifications are internationally comparable.

In terms of the bill, the minister of education has to act in consultation with the labour minister as they are jointly responsible for the bulk of the national human resource development system.



# Bengu may receive widespread powers

LEGISLATION providing Education Minister Sibisi with widespread powers over the provincial education authorities was tabled in Parliament yesterday -- and objections were immediately voiced by his National Party deputy Minister.

While the Cabinet gave its support to the Bill in principle, the NP and Inkatha Freedom Party were expected to vigorously oppose a clause in the National Education Policy Bill -- giving Bengu the power to override provincial laws -- in the education standing committee which meets today.

It will give the Minister overriding powers over pupil-teacher ratios, the admissions

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policies of schools, the length of the school day, coordination of the dates of school terms, curriculums, core syllabi and education programmes, learning standards, examinations and certification of qualifications.

Bengu said he hoped the Bill -- together with legislation setting up a qualifications authority to set education standards -- would be passed by Parliament by the end of the session in a week.

NP Deputy Minister Renier Schoeman said in a statement that he had "serious reservations" about the extent of the policy-making powers of the Minister -- *Sowetan Correspondent*



# Obligatory school fees proposal slammed

(50) Sowetan 5/9/95

By Claire Keeton

THE popular demand for free and compulsory education is undermined by the School Review Committee report on the future of schooling, student organisations said yesterday.

But student and teacher organisations also welcomed many other proposals in the report, after its release to the public on Thursday.

The committee, chaired by Professor Peter Hunter, was appointed by the Education Minister Professor Sibusiso Bengu to review the organisation, governance and funding of schools – and lay the groundwork for a new national policy on schooling.

The Congress of South African Students and the Azanian Students Convention criticised the report's recommendation that parents who can afford it should contribute to their children's school fees.

The report proposes that families pay obligatory school fees on a sliding scale based on the household income, with low-income families exempt from fees.

The report clearly states no child may be excluded from school because of an inability to pay school fees.

"This is a total misrepresentation of our demand for free and compulsory education in South Africa," Cosas president Mr Songeza Mjongile said in

a statement.

Azasco president, Mr Moemedi Kepadisa accused the report of "backpedalling" on free and compulsory education.

National Party spokesman on education Mr Piet Marais said this system of funding would be a huge administrative burden and it would be difficult to ensure that it was fair to everyone.

The National Professional Teachers Organisation of South Africa and the South African Democratic Teachers Union supported aspects of the report.

Naptosa lauded the attention paid to the needs of rural schools and Sadtu said the union supported the "strong emphasis on public education."

## R33-m housing scheme for workers

Sowetan 5/9/95

By Mzimkulu Malunga

TRANSPORT giant Transnet yesterday launched a R33 million five-year housing programme on the East Rand.

Transnet said the project, to be sited on the outskirts of Tembisa, was part of an overall objective of ensuring that the company's entire

staff was fully housed by the turn of the century. (123/270)

"We want every Transnet to be housed by the year 2000," Transnet managing director Dr Anton Moolman said.

He said although the project had motives similar to those of the Government's Reconstruction and

Development Programme, it was founded on commercial principles. The company hoped to recoup some of the money it had invested through the sale of houses.

The occasion was opened by Public Enterprises Minister Stella Sigcau, who said the project reflected a change of policy by parastatals.

**T**HE National Commission on Higher Education, set up last year under the chairmanship of Prof JN Reddy, is receiving evidence. It has a daunting task on its hands.

The higher education system is in a poor state. It comprises 21 universities and 15 technikons. Some would include within it the 276 public colleges (and numerous private colleges) which train teachers, technicians, nurses and police officers.

These institutions vary enormously in scope and quality, and the system is filled with inequalities, inefficiencies and injustices inherited from the past and which have bred responses ranging from destructive-ness to flight. It is also outdated, unwieldy and poorly structured.

Wits University appointed a task group a year ago to develop ideas on how the tertiary sector should look in the 21st century, and how to reconcile myriad conflicting demands.

**F**our principal issues are addressed in the group's report:

- Equity: how can the system be geared towards redressing the imbalances created by racist social engineering?
- Development: how can it contribute to the economic development of SA in new ways?
- Academic freedom: how can universities pursue truth, knowledge and understanding without counterproductive interference?
- Social responsibility: how can higher education contribute to society necessary social elements such as graduates of quality, a critical intelligentsia, a free media and a richer cultural life?

All of these concerns need to be addressed. While the question of redress is undoubtedly the concern with the most popular resonance, a purely populist response on the part of the commission would be shortsighted.

Furthermore, higher education is not a closed system and cannot be considered in isolation from broader regional and international processes, including the poor level of basic education; the decline of educational subsidies; and the failures of

# How to keep the 'high' in SA's higher education

In the first article of a two-part series, BELINDA BOZZOLI examines the future of higher education

006/9/95

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The commission is also going to have to consider creating a system of higher education governance which balances two different concerns. First, university governance should institutionalise the answerability of these institutions to society. Second, it should protect universities from political interference in academic matters.

Universities need to recognise their responsibilities to society and to subject themselves to influence by outsiders.

They should accept and allow "influence" from the state (which partially funds the system) and from other institutions of society in matters of broad social concern.

But universities should make their own independent decisions on the four basic academic freedoms: who may teach; what may be taught; how it shall be taught; and who may be admitted to study.

**T**hey should also protect freedom of speech.

Wits suggests setting up two new institutions to allow universities in particular to permit and embrace "influences" while protecting their autonomy:

- A university and technikon commission, made up of representatives of the state and of university and technikon management, should plan and oversee the allocation of funding in three-year cycles, allowing for a greater degree of state influence over the broad evolution of the system; and

- The committee of vice-chancellors and principals, made up of the heads of technikons and universities, should — along lines operating in the UK, New Zealand and Australia — address broad problems of national governance of the sector, as well as handle the funding and monitoring of programmes primarily concerned with matters of redress and quality, including affirmative action, quality assessment and enhancement, regional co-operation and rationalisation.

— Bozzoli is a sociology professor at Wits and chaired the university's task group.

system should be able to absorb 500 000 additional students in the next 10 years. Nearly all these will be black, since white, coloured and Indian rates of attendance at tertiary institutions have reached a plateau, although the rechanneling of some of the latter away from universities is also envisaged.

The commission should be enthusiastic about colleges. It must endorse the growth, efficiency, productivity and modernisation of community, technical and private colleges.

The latter institutions are the mainstay of the highly successful Taiwanese higher education system, and universities and technikons should be drawn in to help with syllabus development and the provision of accreditation mechanisms.

Non-governmental funding of private colleges should be encouraged by tax concessions. The existing funding formula should continue to reward institutions which grow in scientific and mathematical areas; and huge efforts should be put into reshaping school and post-school education towards practical, scientific and technical education. However, this formula will need to be supplemented by other funds, to be discussed later.

growth was in the "arts". In 1988 there were 2,93 arts students enrolled to every science student. By 1993 this had risen to 3,27 to one. Even SA's technikons no longer fall within the category of "science" technikons. This is reminiscent of the pattern in early post-colonial Africa, where thousands of graduates were produced by expanding universities in areas of no direct relevance to developing economies, leading to graduate unemployment.

**T**his point will need careful handling by the commission. We should not seek to be even more culturally Philistine than we already are. However, overproduction in certain areas needs addressing.

The commission could tackle these distortions on the basis of a 10-year plan. While it should accept that growth in the overall size of higher education is necessary and desirable, it should recommend a firm limit on the expansion of university numbers, keeping growth at the current official (but not always operative) maximum of 2,5% a year.

Technikons and colleges — public and private — should be expanded far more quickly, at 5% a year. If these rates are adhered to, the

many universities elsewhere in Africa.

Wits suggests that the commission responds to these four challenges in four practical ways. The first two are discussed today.

First, the commission is going to have to make firm and potentially politically unpopular decisions about the size and shape of the higher education system in order to address issues of equity and economic development. The current approach has produced an extraordinarily imbalanced system.

For example:

- Of 676 000 students in the higher education system in 1993, no fewer than 347 000 were in universities. Only 138 000 were in technikons and only 191 000 were in public colleges. Public funding was thus directed at the most elaborate and academic institutions;

- The ratio of students in degree-awarding to non-degree-awarding public tertiary institutions (including universities and technikons) is 2.5:1. In Australia the ratio is 0.5:1 and in the UK 0.3:1. SA's setup is extravagant;

- The number of students at SA's universities and technikons grew by 100 000, mostly black, enrolments between 1988 and 1993. But an alarmingly high proportion of this



# Bengu to discipline his deputy minister

Tim Cohen

CAPE TOWN — Education Minister Sibusiso Bengu yesterday censured his deputy Renier Schoeman for objecting to aspects of the controversial National Education Policy Bill, suggesting that his NP deputy would be "disciplined".

Schoeman said on Monday, when the legislation was tabled, that although the NP agreed with the overall objectives of the Bill, he was reserving his position because he had "serious reservations" about certain of its aspects.

The Bill sets out broad powers for the national education minister to determine almost all aspects of education policy, which Schoeman said had sparked fears over its constitutionality.

He said the NP had reservations relating to the extent of the policy-making power of the minister, the nature of the council of education ministers created by the Bill and the minister's discretionary power to create and constitute advisory bodies.

Bengu said in a statement that it was the duty of deputy ministers to abide by the decisions of the Cabinet.

He said Schoeman had supported objectives of the Bill "as necessary and desirable", but had chosen to make public his personal reservations on the national education. "I regard this as a matter of ministerial discipline which I shall take up immediately with Schoeman."

Schoeman declined to comment but NP

MP Marthinus van Schalkwyk said Bengu's attitude was "unfortunate".

The NP in the Cabinet had reserved its right to differ with aspects of the Bill while Parliament finalised the legislation.

Schoeman had acted constructively, within the basic guidelines agreed by parties on how the government of national unity should operate and had the full support of the NP.

Meanwhile, Sapa reports that DP Western Cape education spokesman Richard van der Ross said the National Education Policy Bill was a "travesty of democracy and federalism".

The Bill, despite the frequent reference to democracy, people's rights and consultation, virtually gave the education minister full control over education policies of all schools, colleges of education and technical schools in SA, he said.

Bengu also had control over other matters such as curricula, student admission, language, discipline, the ratio of students to teachers, and a "host of other matters which should best be left to the provinces".

Against this background, provisions in the Bill on consultation and the consultative bodies set up became meaningless, Van der Ross said.

The Bill would also become an instrument for providing the minister with "severe and dictatorial powers" which could be used to suppress freedom in education and democracy.

● Comment: Page 12

## Unions settle clash at hospital

Kathryn Strachan

THE clash between rival unions that crippled Boksburg-Benoni Hospital during the past week was resolved yesterday, with both sides agreeing to work together to improve health services in the area.

Tension between the unions erupted into conflict in the hospital corridors last week when the Hospital Personnel Association of SA (Hospersa) tried to reinstate two security officials who had been removed from the hospital by National Education Health and Allied Workers Union (Nehawu) members earlier in the month.

The parties reached agreement after Gauteng health MEC Amos Msondo spent the day talking to Nehawu members, who agreed to the security officials' reinstatement and resumption of normal duties.

"We don't know what Msondo did to

convince them," said Hospersa official Mike Ryan.

Nehawu Gauteng regional secretary Oupa Makhuru said tension between the unions had been resolved at yesterday's meeting. "Both parties agreed to pursue the interests of health delivery rather than their own interests," he said.

The tension has its roots in the fact that Hospersa represents largely white workers and management, while Nehawu represents black workers and nurses.

Hospersa official Mike Ryan said Msondo won Hospersa members over by explaining the problems the department had had in setting up a new health structure for the province.

In restructuring, the department had only recently set up a labour section, so it was only now able to begin attending to Nehawu members' expectations of change.

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# SA can just get used to it

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## Model C schools

Some facts about Model C schools.

1. Model C schools were introduced in April 1992 after most white State schools were informed by the government of the day that their funding was to be cut. At the time, parents were told that they could maintain their existing levels of funding if they took over part of the financial burden and if the school converted to Model C status. The overwhelming majority of the schools chose this option, resulting in about 94% of the schools under the former House of Assembly administration becoming Model C.

2. The State only pays for the salaries of teachers at a Model C school according to a fixed learner/pupil ratio. This usually amounts to 75-85% of the operating costs of these schools. All other expenses are paid by the governing body of the school.

3. Governing bodies are elected by the parents and include the school principal as an ex officio member. Governing bodies exercise extensive and wide-ranging powers on behalf of the school. The title deeds of the school have been ceded by the State to the school.

The governing body:

- Determines the general thrust of school policy
- Sets financial policy and manages the funds of the school
- Determines: tuition fees
- May generate its own funds and resources
- Appoints, promotes and dismisses staff subject to applicable labour laws
- May appoint and pay additional staff members
- Decides on additional curriculum programmes.
- Has responsibility for maintenance of the school
- Determines the school's admission policy

These facts were included in the committee's report.

For years, up to 1994, millions of white South African children and black South African children lived, and learned, only kilometres apart.

But during all that time, and up to the present day, they might as well have lived, and learned, on different planets.

Because while around R5 403 a year was spent on every white child's schooling, only R2 184 was spent on every black child living within the "borders" of South Africa and just over R1 000 for children living in the homelands, according to the report.

And while both groups were taught, they were taught in vastly different circumstances. In spite of the gaping inequality, on paper white and black pupils were regarded as attending State or State-aided schools.

Faced with these grim realities – and despite the merits of Model C schools (previously white Government schools which partially opened to black children a few years ago), the report concluded that the current pattern of school organisation, governance and funding was racist because it was a product of apartheid and therefore had the racist philosophy embedded in it.

The report said it was also because of this racist philosophy that certain schools with particular patterns of ownership, governance and funding exist only in areas formerly reserved for particular race groups and still largely occupied by members of those groups.

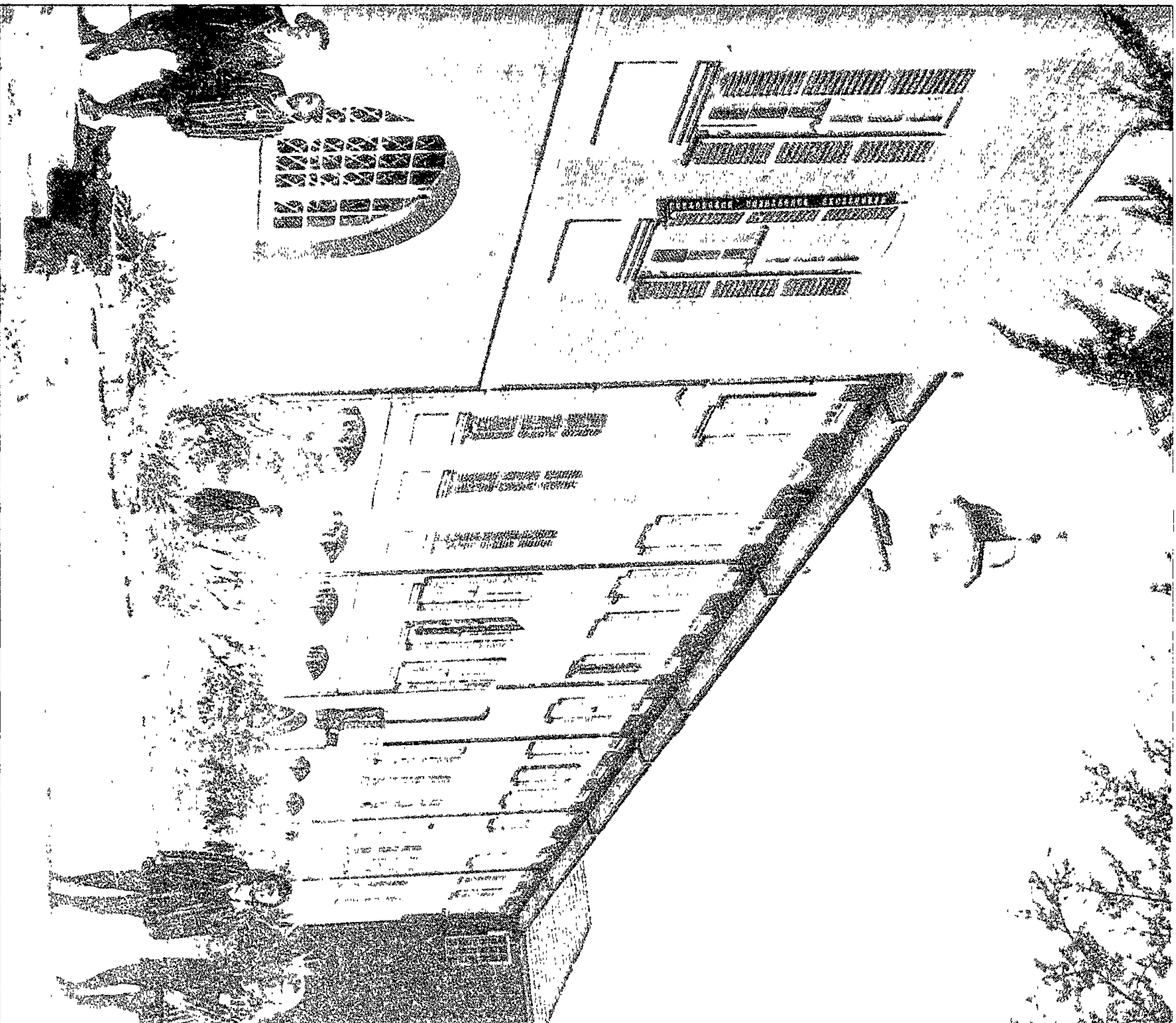
"This is true, for example, for both Model C schools and community schools," the report found.

The report said that racism was, and still is, evident and inherent in the organisation of the separate education departments.

"In short, despite the fact that some African children have been admitted to the schools formerly reserved for whites, coloured and Indians, in South Africa today, a child's race is still one of the major determinants of the educational opportunities available to him or her."

The report found inequality in terms of the funding and physical and human resources available to the different schools.

"It would thus not be sufficient to change the racial composition of the schools in order to bring



Falling into line ... Jeppe Girls High School will be one of those which will lose its Model C status if the recommendations in the latest report on education are adopted.

about greater equality of educational opportunity; to do the latter it is essential to reorganise the existing school types into a new system which will facilitate the growth of equity across the entire system," the report said.

The report found difficulties in establishing efficient administration under one single provincial education department.

"It is thus clearly necessary in the interests of managerial efficiency to develop a new model of school types," it stated.

The report found schools lacking in democracy because not all major stakeholders – like teachers, pupils and the broader community – were involved in the governance of schools under the old system.

Lack of quality was also identified.

"The racism, inequitable funding arrangements and the lack of democratic structures in the entire education system have all militated against the development of quality schools," according to the report.

The report found there were restrictions in terms of access to schools as former white, coloured and Indian schools, that is the better quality state schools, were not easily accessible to Africans.

"While white children whose parents cannot afford to send them to Model C schools either find alternative schools or are subsidised by the State, only some black children have received subsidies." It was in the light of these findings, together with the changes in the political and social arenas, that the committee found it "absolutely necessary to create a coherent pattern of school organisation, governance and funding".

So taking into account the significant differences in levels of resources, the differences in the availability of management skills, the willingness to participate in school governance and the access to parent committees, the need for a degree of uniformity, coherence and flexibility to accommodate widely different contexts and, finally, the need for a new look governance system, the committee proposed that only two types of schools, public and independent, be implemented.

In terms of public schools, the committee recommended that each school have a governing body – composed of representatives of the main stakeholders –

which is granted basic powers of decision-making, for example, to set codes of conduct, school times, and the community use of facilities.

The report also allowed governing bodies with the capacity to perform additional functions – like maintaining buildings, purchasing textbooks, materials and equipment – to be given further powers if they want them.

In terms of the proposals, governing bodies will be able to make recommendations on appointments of teachers, but the final selection of teaching staff will rest with the State.

These governing bodies will also be responsible for making school policy.

Other governing body roles include:

- Recommending school level curriculum choices to the education authorities;
- Recommending who to appoint to temporary positions;
- Subject choices and extracurricular curricula;
- Services and community partnerships;
- Appointment of administrative staff;
- School budget priorities;
- Methods of reporting to parents;
- Local co-ordination of services for youth and children;
- Development, implementation and review of governing body policies.

In terms of the financing of public schools, the report stated that "free and compulsory education will be abandoned in all but name, and access to it would in effect only be available in the poorest, lower quality schools".

The report, therefore, recommended that voluntary and obligatory parental contributions both be introduced and that the obligatory fee be set on a sliding scale with parents at the lower end of the scale paying nothing.

The payment of obligatory fees will be a legal requirement for those who can afford it.

A limit will also be set on the amount of fees which can be charged, but in special circumstances a school may apply to charge fees above the upper limit.

The report recommended subsidies for transport and accommodation for rural learners, and that the distinctive costs of education for learners with special needs be recognised in capital staffing and operating budgets.



*Bengu to warn NP deputy over public statement*

# Row looms over new education legislation

Star 6/9/95

(50)

■ BY PATRICK BULGER  
POLITICAL CORRESPONDENT

**Cape Town** – Education Minister Sibusiso Bengu yesterday warned of disciplinary action against his NP deputy, Renier Schoeman, after a public clash over new education legislation.

The row signals a looming disagreement between the ANC and the NP over the National Education Policy Bill which Parliament will be asked to pass next week.

The Bill gives the minister the right to formulate national policy in respect of issues like the ratio of teachers to pupils, curriculum frameworks and core syllabuses, language, discipline and financ-

es, even though education is a provincial competency in the interim constitution.

Bengu said yesterday that it was "completely misleading" of Schoeman to suggest that the Cabinet had not yet approved the National Education Policy Bill. Bengu introduced the legislation on Monday.

NP media director Marthinus van Schalkwyk said yesterday that Bengu's statement was "unfortunate" and that the NP in Cabinet had reserved its position on the Bill.

He said the Government of National Unity guidelines allowed for disagreement on policy among parties.

Schoeman had the NP's "full and unconditional support", he added.

Schoeman reacted to the Bill by saying there were "significant differences" between himself and Bengu and that he reserved his position on the Bill.

In response, Bengu said he regarded Schoeman's decision to make his reservations on the Bill public a "matter of ministerial discipline which I shall take up immediately with Mr Schoeman".

Bengu said the full Cabinet had approved the Bill at its meeting on August 2 "subject to the incorporation into the Bill, where possible, of the comments submitted (by ministers) to myself".

# NP hits back at Bengu

## Political Correspondent

THE National Party has hit back at the Minister of Education, Sibusiso Bengu, for saying Deputy Education Minister Renier Schoeman could face disciplinary action for criticising new education laws. *ARG 6/9/95*

A row erupted between the minister and his NP deputy about sweeping powers given by the new legislation to the national minister to set education standards countrywide in spite of constitutional provisions to the contrary.

Mr Schoeman said the cabinet had not approved the National Education Policy Bill and added that he and Dr

Bengu had "significant differences" on the bill. (50)

Dr Bengu said it was the duty of deputy-ministers to abide by cabinet decisions. He said he would discipline Mr Schoeman.

NP spokesman Marthinus van Schalkwyk said it was one of the basic guidelines of the government of national unity that parties could reserve the right to differ on policy or legislation outside the cabinet.

"Mr Schoeman acted at all times within this framework and in a constructive way," said Mr Van Schalkwyk.



## Education bill gives 'too much power to national minister'

ARG 6/9/95 (50)  
Education Reporter

THE National Education People's Bill could be seen as a travesty of democracy and federalism, a Democratic Party MP has said.

In a press statement, Richard van der Ross, criticised the bill "in spite of its frequent reference to democracy, people's rights and consultation".

He said it gave the Minister of National Education full control over the education policy of all schools, colleges of education and technical schools.

It also gave the minister full power over matters such as curricula, admissions, language, discipline, student/teacher ratios "and other matters which should best be left to the provinces".

Professor Van der Ross said the bill explicitly stated that "whenever the minister wishes a policy to prevail over the whole or part of any provincial law on education, the minister shall inform the provincial political heads of education accordingly, and make specific declaration in the policy to that effect".

Against this background, Professor Van der Ross said all the provisions regarding consultation became meaningless.

"There can be no doubt that this bill, if passed, will become an instrument for providing the minister with severe and dictatorial powers which could be implemented to suppress freedom in education and democracy in the country in the long run."

# Armed guards for schools

ARCT 6/9/95

(50)

**ESANN de KOCK, Education Reporter**

AT LEAST six security firms will start 24-hour armed patrols at 71 Cape schools next week, the Western Cape Education Department and police have announced.

At a press conference in Cape Town today, regional ministers for education, Martha Olckers, and police, Patrick McKenzie, said tenders for the work were being finalised and would cost the education department at least R4 million.

The decision follows a spate of vandalism, burglaries and gangster activity at several Western Cape schools.

Mrs Olckers said at least six security firms would be employed to watch school property. Two guards would watch each of the 71 schools at any time of the day — including weekends and holidays.

"The guards will work in shifts and one of them will always be armed.

"No single company had enough staff to supply guards on the basis we required. Therefore, several companies had to be employed at a total cost of more than R4 million to the education department."

Ms Olckers said the guards would cost about R11 000 a month.

The money would come from the department's security budget and the plan

would be reviewed after six months.

Mrs Olckers also gave the assurance that guards currently employed by the education department would be retained.

Mr McKenzie said police would remain a part of the strategy to protect schools.

A policeman has already been allocated to each residential area in the Western Cape with the sole task of liaising with schools to help protect their property.

"This does not mean they will try to solicit information from pupils. On the contrary, they will rather provide information to the schools and help with lectures on safety and security.

"They will regularly visit the schools and speak to the principals and pupils."

Mr McKenzie said it was not possible to employ more than one "school bobby" in each area, but gave the assurance that those employed would focus on the protection of schools and pupils and would have no other duties.

In the medium term, the police and education department would work closely together in the Western Cape, he said.

"We will do our part, but it is also essential for the community and parents to become involved and protect their schools."



# Cabinet row over the national education bill

(50) Sowetan 6/9/95

## Sowetan Correspondent

A NEW row erupted within the Government yesterday when Education Minister Mr Sibusiso Bengu threatened disciplinary action against his NP deputy, Mr Renier Schoeman.

Bengu charged that it was "completely misleading" of Schoeman to suggest that the Cabinet had not yet approved the National Education Policy Bill which Bengu introduced yesterday.

The Bill gives Bengu sweeping powers to set national education standards, prompting Schoeman to react by saying there were "significant differences" between himself and Bengu and that he reserved his position on the Bill.

Bengu hit back in a statement

pointing out that "it is the duty of deputy ministers to abide by the decisions of the Cabinet.

"I note that the deputy minister supports the objectives of the Bill as necessary and desirable. However, he has chosen to make public his personal reservations on the National Education Policy Bill. I regard this as a matter of ministerial discipline which I shall take up immediately with Mr Schoeman."

Bengu said that the full Cabinet had approved the Bill at its meeting on August 2 "subject to the incorporation into the Bill, where possible, of the comments submitted (by ministers) to myself.

"My officials and I have encouraged other stakeholders to make their views known to the Portfolio Committee. It is therefore completely mislead-

ing to suggest that Cabinet did not approve the Bill or had reservations in doing so."

In terms of the Education Policy Bill, the minister can determine education policy at central government level even though education is listed as a provincial power in the interim constitution.

The Bill gives the minister the right to make national policy in respect of issues like the ratio of teachers to pupils, curriculum frameworks and core syllabuses, finances, language and discipline.

Bengu said the Bill expressed the Government's determination to provide leadership at national level. The provinces had executive authority but the Constitution made provision for central Government to override this.

## (5b) Ministers resolve row

Cape Town - Education Minister Sibusiso Bengu and his deputy Renier Schoeman made peace yesterday following their public row over new education legislation.

Bengu had threatened his deputy with ministerial action after Schoeman publicly expressed reservations about the Education Policy Bill.

The two met briefly yesterday before attending a Cabinet committee meeting.

The Minister and Deputy Minister met in Cape Town and discussed the recent developments in a candid, cordial and constructive spirit and agreed that the current episode in their working relationship be regarded as closed, a brief joint statement said. - Sapa.

Star 7/9/95

## High visibility is RDP priority

Star 7/9/95

funds are remaining unspent because of too much emphasis on planning.

Among the visible projects on the table are two development corridors, the first linking Gauteng to Maputo harbour and the second opening up the Transkei Wild Coast for tourism.

The corridor projects are being led by the Department of Transport and will attempt to create hives of economic activity along certain designated zones.

Fanaroff denied that the RDP was dropping its "bottom-up" approach to development in favour of "top-down" high-profile projects.

He said the projects would still have to fulfil the requirements of fitting in with a

national strategic vision, reducing backlogs, promoting economic growth and reducing crime.

Other aspects of the high visibility projects included water and sanitation, classrooms and youth colleges similar to the one established in Gauteng recently.

The proposal to concentrate on the high visibility projects would come before the Cabinet shortly, according to Fanaroff.

The RDP would be reviewed by the Cabinet core group of ministers in the first week of next month.

Fanaroff said up to R2-billion of the RDP budget would not be spent in this financial year.

The process of redirecting

Government spending was proving more difficult than was first thought.

It was clear that "outsiders" were needed to help with the re-orientation because departmental personnel were reluctant to re-prioritise spending away from longstanding programmes.

MPs also had a responsibility to ensure that money removed from one department's budget and given to the RDP was not re-appropriated by that department.

Answering a question from IFP MP Farouk Cassim on whether RDP projects had in fact been begun, Fanaroff said of the projects: "There is a lot of progress, but SA is a big place and you don't necessarily see them in your area."



## Minister, deputy resolve dispute

**POLITICAL STAFF**

(58) ET 7/19/95  
EDUCATION MINISTER Dr Sibusiso Bengu and his deputy Mr Renier Schoeman made peace yesterday after a bitter row over new government education policies.

Earlier this week Dr Bengu and Mr Schoeman clashed publicly after Mr Schoeman accused Dr Bengu of taking too many powers in the National Education Policy Bill.

Dr Bengu then threatened to "discipline" Mr Schoeman.

A joint statement said the men had agreed not to deal with the matter in public since the bill was still being debated.

"The minister and deputy minister discussed developments in a cordial and constructive spirit and agreed that the current episode should be regarded as closed."

## 'No huge jump in Model C fees'

(50)

### **STAFF REPORTER**

SCHOOL fees at the old Model C schools are not expected to rise dramatically next year unless teacher cutbacks force principals to employ extra staff to maintain academic standards.

The Hunter report on school governance and funding released last week recommended the state pay for teacher's salaries, but it is not known how what the expected ratio of pupils to teachers will be.

If the ratio is one teacher for every 35 pupils most Model C schools will be forced to lose teachers because the current ratio in the Western Cape is one teacher for every 23 pupils. Should schools want to retain this ratio, additional teachers' salaries would have to be funded through school fees.

Yesterday, several city school heads agreed it was still too early to say what effect the Hunter report would have, but they did not expect a huge jump in fees.



# Anti-vandalism plan welcomed

**CAROL CAMPBELL**

THE NATIONAL Principals' Association yesterday welcomed the announcement that the Western Cape government was to implement a plan to stamp out vandalism in the province's schools.

Association spokesman Mr Leon Lederman, who is also the principal of a school in Elsie's River, said the steps were "better

late than never" and would do much to boost teacher confidence.

Cape Flats schools have recently been battered by vandals who sometimes break into schools several times over a weekend.

The provincial ministries of education and security announced a R4 million security drive yesterday — to be paid for by the Western Cape Education Ministry.

The initiative will see two secu-

CT 7/9/95 (50)

rity guards, one of them armed, stationed at 71 "trouble" schools around the clock, including holidays and weekends.

Western Cape Education Minister Mrs Martha Olckers said it would cost R11 000 a month to guard each school.

● Safety and Security Minister Mr Sydney Mufamadi said he would approach Mrs Olckers to discuss additional financing.

# Bengu and Schoeman make peace

(50)  
Schoeman  
7/9/95

**By Claire Keeton**

MINISTER of Education Professor Sibusiso Bengu and his deputy Mr Renier Schoeman yesterday played down the tensions that have flared up between them over the National Education Policy Bill

On Tuesday Bengu threatened disciplinary action against his National Party deputy for suggesting the Cabinet had not yet approved the Bill which he (Bengu) had introduced the previous day.

In a joint statement after meeting in Cape Town yesterday, Bengu and Schoeman said they had discussed recent developments "in a candid, cordial and constructive spirit".

They agreed that the current episode in their working relationship should be regarded as closed.

"Neither Bengu or Schoeman intend dealing further publicly with the matters raised there in view of the fact that the proposed legislation is currently being subjected to a very vigorous debate and scrutiny in the Parliamentary Portfolio Committee for Education," the statement said.

Bengu said the full Cabinet had approved the Bill on August 2, subject to the inclusion of comments submitted by its members.

He criticised Schoeman for publicly expressing his personal reservations on the Bill, saying it was the duty of deputy ministers to abide by Cabinet decisions.

The Bill gives the minister wide powers to set national standards for education.



# Education Bill a lifeline for vulnerable Bengu

(50) BD 8/9/95

ON THE face of it, the National Education Policy Bill sets out sweeping powers for the national education minister, to such an extent that even Deputy Education Minister Renier Schoeman was forced to set aside his normally convivial relationship with his senior, Sibusiso Bengu, to take issue with aspects of the Bill.

The legislation declares an open-ended list of issues over which the national education minister may make policy. This list includes, but is not restricted to, the ability to set national policy for the planning, provision, financing, staffing, co-ordination, management, governance, monitoring, evaluation and well-being of the education system.

The Bill goes on to say that without derogating from these categories, the national education minister may determine national policy on such apparently trivial things as the minimum length of school days and their number.

The only aspect which appears to take into account the possibility that others will have a say in the process is the section which states that the national department will set a curriculum "framework" and "core" syllabus.

National education department

officials strenuously contest claims that these powers extend beyond what the constitution allows. Furthermore, the policy was clearly set out in the Education White Paper in exactly the terms specified in the legislation, with no fundamental objections raised.

Deputy director-general Trevor Coombe argues that although the constitution declares schooling a provincial legislative competence, it also clearly specifies a set of overrides for the creation of national standards. The constitution not only vests this power in the national government, it positively requires the national government to exercise and enforce this power.

The Bill brings into focus all the ambiguities in in the constitution on the relationship between the centre and regions. Although the national government has the ultimate responsibility to enforce national standards, in practice the education departments are involved in a "constant collaborative effort", education director-general Chabani Manganyi says.

But the national education department has an additional problem. The minister is himself in a precarious position. Under pressure from elements in his own party and

stantive legislation, took 18 months to produce and the public will have had sight of it for little more than a week before it becomes law.

But the real problem is that many members of the national government have a complete blind spot when dealing with the issue of provincial power, particularly in education. Even while speaking about the necessity for diversity in an education system, Manganyi himself used terms like SA's "unitary" education system, stating as a self-evident fact that SA had a "single" education system.

ANC politicians particularly, but NP politicians too, just cannot conceive of a real provincial education system. The concept of a devolved education system, as in the US where curricula are set not even by state authorities but by schools themselves, is inconceivable. "How do you set national standards," is the retort.

The problems are more complex in SA, where the past education system was such a mess.

For example, because the House of Assembly and House of Representatives education departments had such a favourable teacher-pupil ratio, the Western Cape currently has a much more favourable ratio than

other provinces.

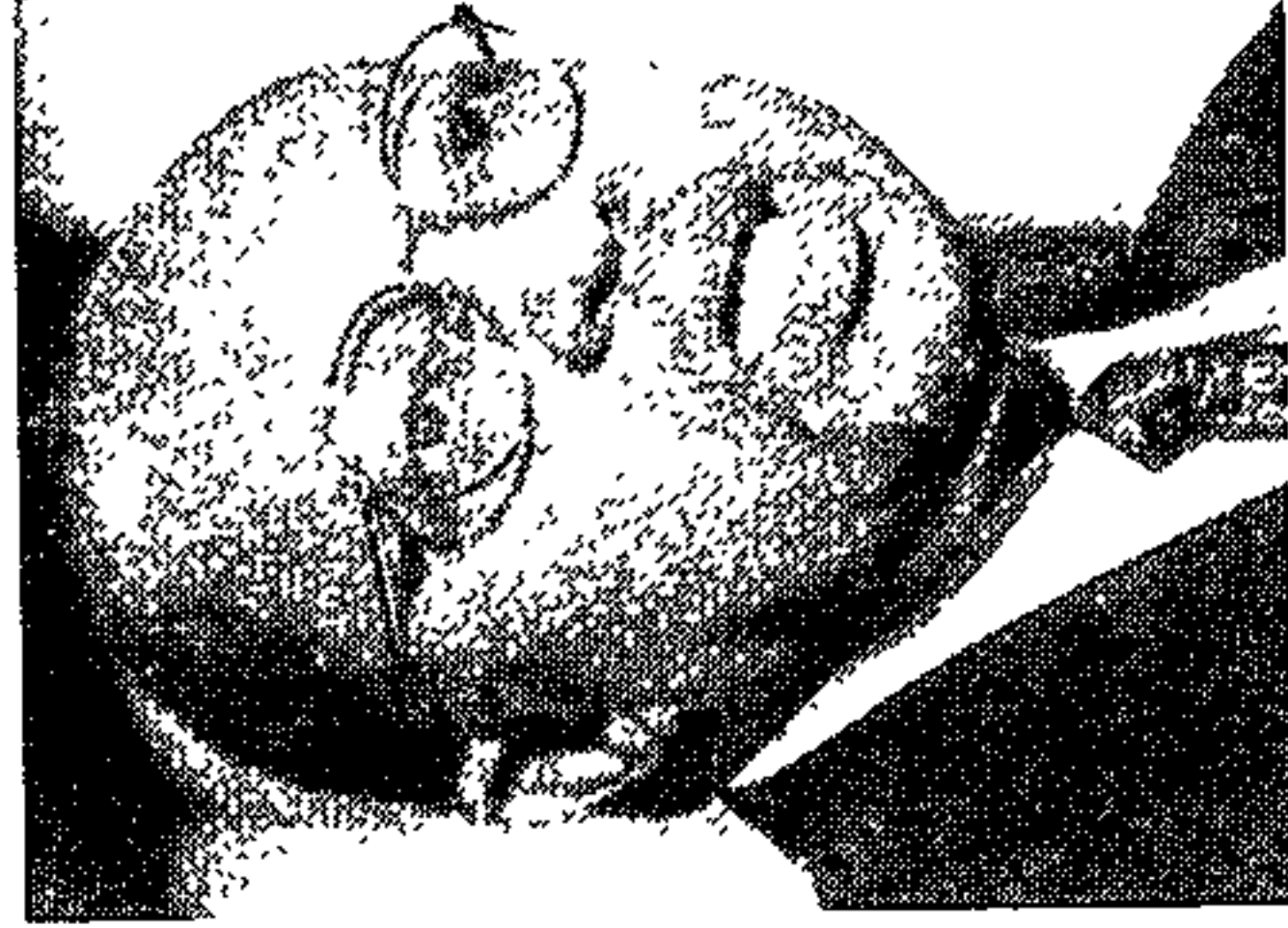
Coombe rules out the suggestion that the legislation is an attempt to force regional governments to decrease the number of teachers to abide by the national average. This has already been agreed on collectively and a five-year equalisation plan is under way, he says.

The issue of national and regional policy-making is complex, he says, using the example of the creation of a "curriculum framework". As the words imply, national government will only be setting out the core; the rest will be up to the provinces.

But despite the reassurances of the national education department about the necessity to have diversity in education, neither the minister nor his senior officials could answer a simple question clearly: what policy matters do the provincial education departments have jurisdiction over? In other words, what policy matters are not included in the National Education Policy Bill?

Until this question is answered, it is impossible to escape the conclusion that despite the constitution's apparent designation of schooling as a provincial competence, in fact the education system will emanate totally from Pretoria.

TIM COHEN



BENGU

not highly regarded by politicians from other parties, he seems vulnerable. Consequently, the legislation seems as if it is a last-ditch effort to take control of a system which seems to be running away from him.

Politicians are particularly scornful of the fact that the Bill, which is only about six pages of sub-

## LETTERS



EDUCATION

(56) FM 8/9/95

# Preserve enclaves of excellence

**Minister Sibusiso Bengu's** comment on the latest report on the organisation, governance and funding of schools was an approving "I asked them to be creative. Creative they have been."

But the only new thing in the report is a recommendation that all parents, except the poor, should pay whatever they can towards compulsory school fees based on their incomes. We suggested fees a month ago (*Leading articles* August 4), but not based on income, since that would produce not a user charge but a progressive tax applied to only one section of the population. Bengu's belated comment on our suggestion was that "the prescription of 'compulsory school fees' as the 'only hope' is not valid, not government policy and not in accordance with international conventions."

Despite that Damascene conversion, he still intends to equalise spending on pupils within five years. The report — which recommends the lesser aim of uniform teacher:pupil ratios — has not completely spelt out the financial implications of Bengu's intention. We'll fill in the missing figures for him.

In 1994, the report records, the average spent by the State on white pupils was R5 403, on Indian R4 687 and on coloured R3 691. The average spent on the 2.5m black pupils outside the homelands and falling under the Department of Education & Training was R2 184.

Equalised racial and regional spending (including all homelands, "independent" or otherwise) would have produced a per capita figure of R2 276. That is a 58% reduction of what was spent on white children, smaller reductions for Indian and coloured pupils and a mere 4% improvement for DET pupils.

What the report does not spell out is that almost all white children were attending Model C schools and that their parents were paying on average 20% of the total cost of their schools. Bengu's target therefore proposes a 58% reduction of the 80% that was last year being contributed by the State to white schools' total running costs. That would leave the State paying one-third of those costs as they were experienced until this year.

Larger classes would, of course, reduce per capita costs. It remains to be seen, however, what effect would be produced by swinging salary criteria somewhat away from formal qualifications, as the report recommends, to take greater account of responsibilities. It could produce no

more than a redistribution of the salary bill.

The report recognises there is little chance of education getting a larger slice of government's Budget "in the near future." It also warns that the school population is increasing by 4% a year. If the economy fails to grow as fast, government's real per capita spending on schools will steadily shrink.

The report's response to that situation is ambivalent. It wants parents to pay fees — but only to meet costs involved in maintaining buildings and in buying learning materials, which the report lumps together under the heading of "operating costs." If parents want to employ more teachers — or, indeed, provide anything above the quality norm set by government for "operating costs" — it will have to be out of voluntary contributions.

That is because the report fears polarisation in the school system: the best teachers employed by the most affluent and well-provisioned schools, leaving pupils from poor backgrounds still facing grossly inadequate facilities. The report does its best to prevent one school being significantly better provisioned than another.

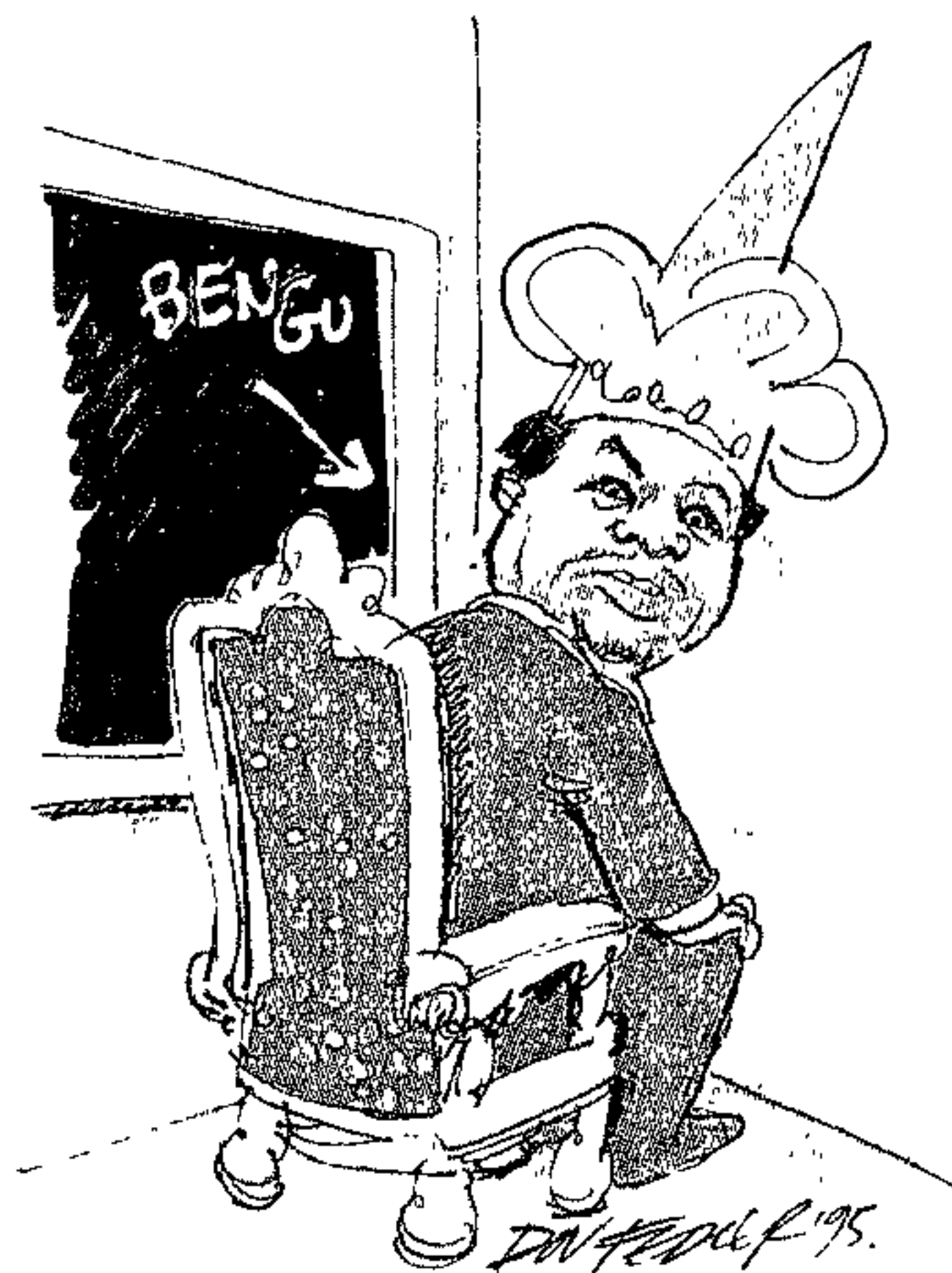
Well, we all want to see all children enjoying good standards of education — the debate is over how to achieve it. The dilemma in which education finds itself is that, because of apartheid, there are too few people capable of contributing to a modern, competitive, increasingly technology-based economy. Polarisation is preferable in those

circumstances to reducing the entire education system to an ineffectual level. The latter has a certain outcome — too few people to man power stations, engineering workshops and everything else that helps produce national wealth and jobs.

The report does, however, leave the way open for public schools to become independent and set their own level of compulsory fees and appoint as many staff as they can afford. The proposed conditions for their being allowed to change status are vague.

Nevertheless, alarmed by their fate at the hands of a centralist government, many Model C school parents are likely to be debating such a move. They are wise to do so, and they should be encouraged.

What Bengu and his advisers cannot seem to grasp is that equalisation of education will neither benefit the victims of apartheid nor serve as a foundation for the future. It will simply entrench poverty. ■





# Govt to give R50m for adult education

CT 8/9/95 (50)

UNEMPLOYED teachers will be retrained as adult educators as part of a R50 million government initiative to upgrade adult basic education programmes announced by Education Minister Dr Sibusiso Bengu yesterday.

The National Adult Basic Education and Training Framework was also released yesterday. The 60-page document sets national standards for education programmes and officially recognises adult education certificates issued by non-governmental organisations and employers.

The guidelines, supported by organised business and Cosatu, would serve as policy until the National Qualifications Framework had been developed and the SA Qualifications Authority had been set up, Dr Bengu said.

The R50 million would go to retraining teachers, designing new curricula and material for teachers, improving their working conditions and increasing enrolment in the programmes, Education Department chief director Mr Khetsi Lehoko said.

Cosatu's national training coordinator Mr Sam Morotoba said the



**GUIDELINES:** Education Minister Dr Sibusiso Bengu.

federation would issue pamphlets and memorandums to members to publicise the guidelines.

Cosatu would also demand that employers allow adult education classes to be held during working hours and that non-employees be allowed to attend. — Sapa

# 'Need to get SA reading'

ET 8/9/95 #

(50)

SOUTH AFRICA was in urgent need of a library and information service policy to address past imbalances, African Library Association of South Africa chairman Mr Arnold Khuzwayo said yesterday.

Libraries should be built and stocked under the Reconstruction and Development Programme, Mr Khuzwayo said at a press conference after addressing the national assembly's Arts and Culture Committee.

The country only had a five per cent readership, most of whom were newspaper readers, committee chair-

man Mr Wally Serote said.

The committee was investigating the possibility of a commission to investigate how many libraries and books were required so that people could have access to information.

"In Parliament we take this issue very seriously. Democracy is going to depend on whether people are informed or not," he said.

Illiteracy, awareness of libraries and making them user-friendly were issues that needed to be addressed, he said. Writers needed to produce more local books.— Sapa.



# NEWS

ANC DETERMINED TO PASS LEGISLATION

## Education bill causes opposition walkout

**OPPOSITION** parties vowed to contest the Education Policy Bill in the Constitutional Court, accusing the ANC of "bulldozing" the laws through Parliament. **CAROL CAMPBELL** reports.

**T**HE African National Congress vowed yesterday to push through legislation on the Education Policy Bill by next Friday despite a walkout by the opposition parties at a meeting of the Education Portfolio Committee yesterday.

The proposed bill will establish a framework for Education Minister Dr Sibusiso Bengu to determine policy on education matters.

At a joint press conference, MPs representing the National Party, Inkatha Freedom Party, Democratic Party and the Freedom Front said they would contest the legislation in the Constitutional Court.

The four parties accused the ANC of trying to bulldoze the legislation through Parliament.

They said the proposed legislation would give the Education Minister too much authority over the provincial departments.

DP whip Mr Mike Ellis said committee chairman Mr Blade Nzimande had refused requests to consult other parties involved in education. "It is appalling the way the ANC have gone about this — there has been no democracy or transparency."

Speaking immediately after the walkout, Dr Nzimande said if the bill was not passed in this session of Par-

(50)  
ET 8/9/95  
liament the current chaos in education would spill over into next year.

He said the bill could be "re-looked at" and amended next year.

"By delaying the passing of the bill we are delaying addressing the needs of the people who sent us to Parliament," he said.

### Universities

● The chairman of the Committee of University Principals Prof Jos Grobbelaar said yesterday the wording of the National Qualifications Framework relating to universities did not reflect their discussions with the education department.

He felt the current wording of the bill undermined the autonomy of universities.

# Education bills furore

(50) ARLS 8/9/95

## ANC unrepentant after walkout

**Political Staff**  
THE African National Congress will process two major education bills in spite of a walkout by minority parties in the parliamentary committees on education.

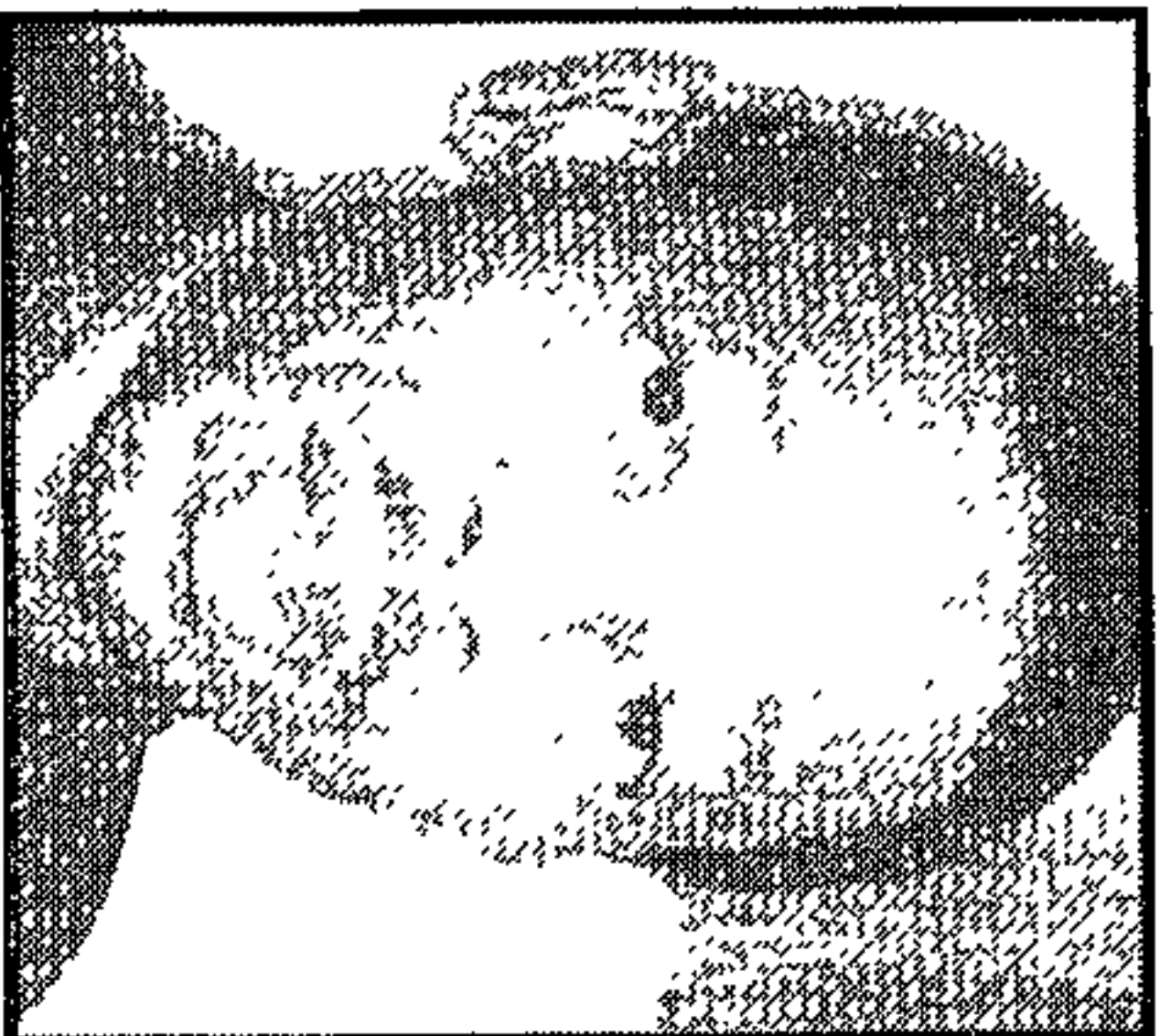
The ANC insists that the committees pass the bills without public comment now, and that public comment be invited once the legislation is enacted. The ANC dismissed protests as coming from white parties concerned only with stability in traditionally white education.

The National Party, Inkatha Freedom Party, Democratic Party and Freedom Front walked out of yesterday's joint sitting of the national assembly and senate committees on education to announce they were taking legal advice with a view to asking the Constitutional Court to rule on the bills' constitutionality.

At a joint media conference, party representatives accused the ANC of bulldozing the National Qualifications Framework Bill and the more crucial National Education Policy Bill through parliament.

At issue is the ANC's refusal to hear public comment between now and next week, by which time Education Minister Sibusiso Bengu hopes the two bills will be law.

The dispute first arose two days ago when the committees were considering the National Qualifications Framework Bill, which seeks to create an integrated framework for learning achievements, improve ac-



Blade Nzimande

cess to education and training and to enhance their quality.

ANC MP Blade Nzimande suggested that the bill be passed by the committee and voted on by parliament. After this, he promised, public comment would be invited and the law could be amended. The idea was shot down by minority parties and deliberations were adjourned.

Yesterday the ANC's insistence that the National Education Policy Bill be dealt with in the same way led to the walkout by the minority parties who felt provincial education departments were going to be subjected to extensive veto-like powers

vested in the national minister by the bill.

At the media conference representatives of the NP, the DP and the Freedom Front all said their parties were considering asking the Constitutional Court to rule on the issue.

Freedom Front spokesman Leon Louw said with a bill as significant as the National Educational Policy Bill there was no reason to rush it through parliament. The national assembly portfolio committee recently spent six weeks hearing public evidence on the Technikon Amendment Bill, a minor piece of legislation by comparison.

Piet Marais (NP) said the minority parties had offered to sacrifice two weeks of the parliamentary recess, which begins next Friday, to discuss the bill, but this offer had been turned down by the ANC.

It was totally ridiculous to expect any party to agree to passing a bill on the strength of a promise that the final legislation could be amended later, he said.

DP MP Mike Ellis said to know beforehand that imperfections existed in a bill and to insist that it be passed nevertheless, was "absolute nonsense".

Dr Nzimande later defended his position, saying the minority parties wanted to undermine transformation in education.

"We've always known that they are aiming to undermine the passage of this bill this year. It would have been good to have had more consultation and more time to discuss this bill but we will have to balance this with delaying (the bill) until next year."

"We can't do that because if these bills aren't passed, there will be chaos in schools next year."

He said stakeholders had already stated their positions at a three-day hearing in Pretoria.

Dr Nzimande said the minority parties represented white parents and students "and white education is stable".

"We know the overwhelming majority (of South Africans) will welcome these bills. We can't delay the legislation."

"With or without them we are going through with it."

● In a statement issued before yesterday's walkout, IFP MP and education spokesman Lionel Mtshali said several numbers of the major bills which the ANC was trying to rush through parliament this session were "excessively centralist".

The education bills had to be fought tooth and nail by all those truly interested in the best interests of education.

The National Education Policy Bill, he said, was draconian and in many ways "as pernicious as the Bantu Education Act".



# Desperate book-shortage gets attention in parliament

Political Staff

(50) AR4 9/9/95

SOUTH Africa's desperate shortage of libraries and books is being closely examined by the national assembly and senate committees on arts, culture, science and technology.

Wally Serote, chairman of the national assembly portfolio committee, said yesterday his committee was seriously concerned about what it could do to increase the "extremely piteous percentage" of readers in a country where almost half the population was illiterate.

The national assembly and senate committees were briefed yesterday by the African Library Association of South Africa.

It made representations on behalf of professional librarians and disadvantaged communities.

Dr Serote said at a press conference that a commission would have to be established to investigate the shortage of library services and to recommend ways to eliminate the problem.

Association president Arnold Kuzwayo said that in order to redress the imbalances of the past, information and library

services needed urgent government attention.

The Pan South African Language Board had to begin to enforce the distribution of information in the 11 official languages.

Association secretary Patience Maisela said libraries were cultural institutions and had to reflect cultural diversity by stocking more indigenous material.

Dr Serote said the call for the commission and the committees' undertaking to investigate the problem represented the beginning of a process that would involve all sectors of the community.



# Prudes threaten to city libraries

■ The Western Cape provincial administration wants to take over Cape Town's municipal libraries and is threatening to cut its subsidy.

**DAVID BREIER**

Staff Reporter

**RURAL** Mother Grundies will dictate what sophisticated Capetonians can read if the Western Cape hijacks Cape Town's independent municipal library service.

The provincial bid to take over the city's libraries follows a 48 percent cut in the Western Cape provincial library staff after the division of the old Cape into three new provinces.

And now the Western Cape is also threatening to cut its R4.5 million annual subsidy to Cape Town's city library service.

But librarians warn that if the province takes over the city's libraries, Cape Town library users risk becoming subject to the whims of plateland prudes who regularly object to "salacious" books in rural libraries traditionally run by the province.

Readers who use provincial libraries have long been regularly plagued by the menace of local Mother Grundies who scour their town libraries to find the juiciest extracts from books on the shelves.

The self-appointed guardians of public morality then contact their local politicians, demanding that the offending books be removed from the shelves forthwith.

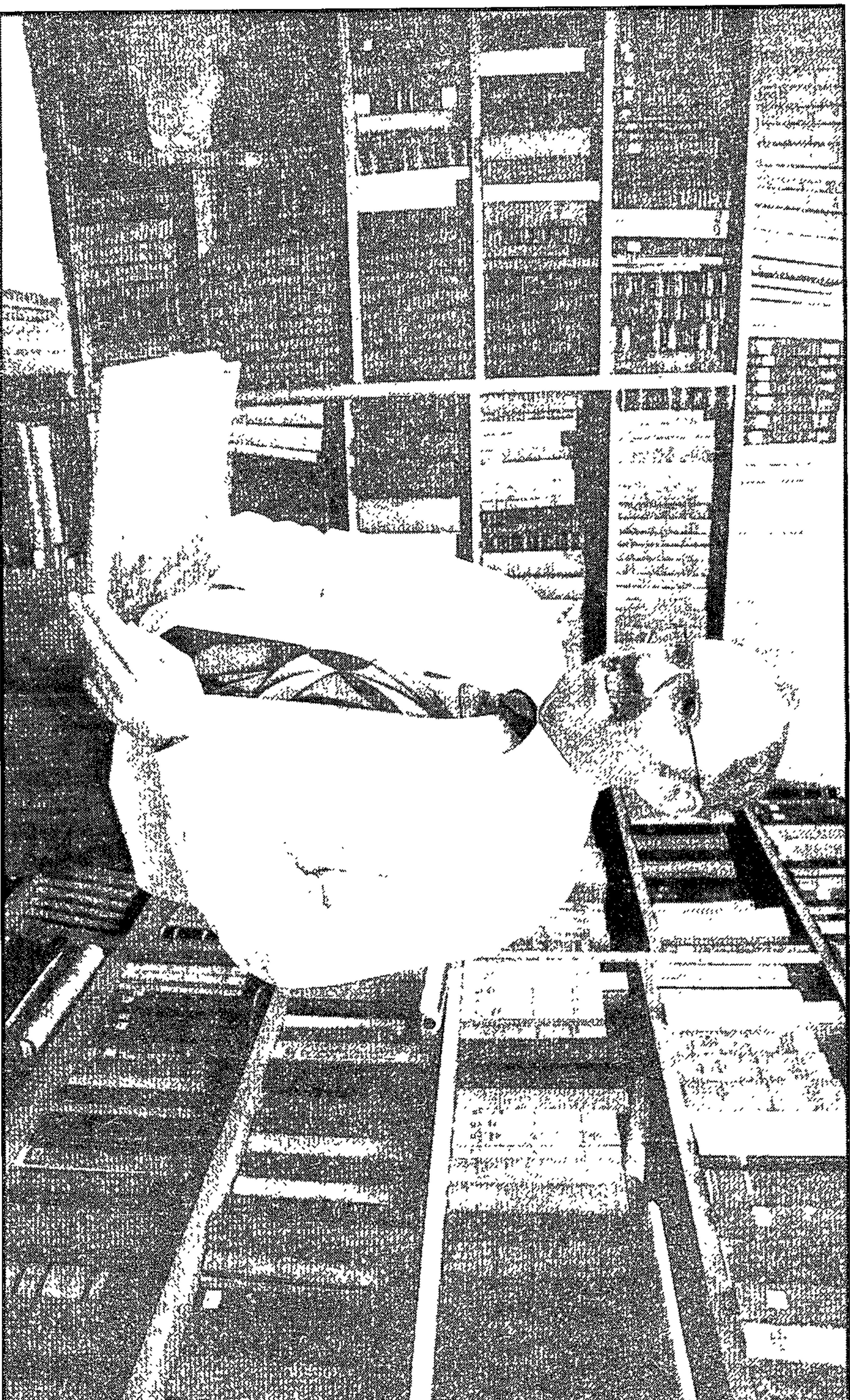
The politicians then see to it that the books are removed.

This means these books are lost to the provincial library service — and this could include Cape Town if the province has its way and incorporates the city's independent municipal library service.

Cape Town library users have never been subject to pressure from local politicians about what they should or should not read.

In addition, the province will also reduce book and magazine purchases "slightly" under the current budget in order to maintain staff, provincial education minister Martha Olickers confirmed this week.

But provincial librarians warned that far from a "slight" cut in new books that



**UNDER SIEGE:** Cape Town city librarian Heinrich Heymann. The Western Cape wants to muscle in on his libraries to make up for the division of the old Cape provincial library service into three new provinces.

Picture OBED ZILWA, Staff Photographer

would result from rationalisation, book purchases would be cut by at least 50 percent, certain material would be eliminated and magazine subscriptions would be in danger.

Librarians have closed off sections of libraries to bring home to the public the effect of the threatened cuts.

Cape Town's city librarian, Heinrich Heymann, appealed to the province not to

take decisions with long-term implications until new metro and local councils were democratically elected.

Cape Town's elections are likely to be held next year.

Mr Heymann also recommended a consultant be appointed jointly by the new Cape Metropolitan Council and its structures, to report on the future of the city's libraries.

He said it would be completely wrong for the province to try to take over the city libraries without referring the matter to newly elected councils.

Mr Heymann said it was recognised internationally that when it came to library services, "small is beautiful".

He said smaller library services catering for the city alone, would be far more

in touch with local readership than if the library was run by province.

"If you have a big service, you cannot be as responsive to people's needs," he said.

Mr Heymann said that if the province took over Cape Town's libraries, its large range of new titles would be reduced.

While the province says incorporating Cape Town would enable it to buy books

(50) RLV 9/9/95

more effectively, based on the economics of scale, Mr Heymann said the logical conclusion of this argument was that all the country's libraries should be run from Pretoria.

Of the 211 public libraries in the Western Cape, 33 are run independently by the city council, he said.

Mrs Olickers said negotiations between provincial and city library officials were continuing on a preliminary basis.

She said the province had lost some of its budget and its staff had been cut by 48 percent because the old service had been divided between the western, eastern and northern Cape.

"We must make ends meet, budget-wise. It depends how many services can be rationalised so we can keep more staff intact. The cake is only so big. If we can cut down slightly, let's say for instance we can purchase a few less books and cut down perhaps on magazines or whatever, and we can manage by doing that to keep a few more people in their posts until we know what our budget is next time — that seems like a sensible thing," she said.

Mrs Olickers said the province had lost a number of its staff who had scrutinised books coming onto the market, and it would make sense to use Cape Town's staff for this purpose as duplication was unnecessary.

"If we could combine our powers, we would have more people doing the work," she said.

Mrs Olickers said the province gave the city libraries a subsidy of R4.5 million a year, which could be reduced if there was no longer duplication of staff.

"We can't keep giving such a large subsidy. If we think that by rationalising staff we can do things a bit cheaper, we will have to do that," she said.

She said that far from closing any libraries, combining the two services could increase the service which would benefit from the economics of scale as a bigger service could buy books at a special price.

"We don't intend closing more libraries, if fact we would like to open more," she said.

Mrs Olickers said the Western Cape had nine percent of the country's population but 25 percent of readers, and its library service was "way ahead" of other provinces.

She said the readership in Cape Town's libraries was bigger than that of the Northern Cape and Free State combined.



**The opening salvos were fired this week as the battle over the reform of South African schools began. EDYTH BULBRING reports**

**E**IGHT months after being appointed deputy minister of education in the National Party government, Piet Marais addressed Parliament on the depressing state of black education.

"We will have to concentrate on giving all citizens of the country the same basic, generally formative education for a certain period of time," he said, appealing for haste and co-operation in designing a new model.

That was five years ago. This week, Mr Marais, who later became Minister of Education, watched from the National Party backbenches as his successor, Professor Sibusiso Bengu, tabled legislation that seeks to achieve what he promised in 1990 but failed to deliver.

Later, Mr Marais joined members from the DP, the Freedom Front and Inkatha in walking out of a committee which was discussing the Bill, arguing that the ANC was attempting to bulldoze the legislation through Parliament.

The National Education Policy Bill gives Professor Bengu the power to set national norms and standards on a wide range of issues. These include how schools are financed and governed, the admissions policy and the curricula.

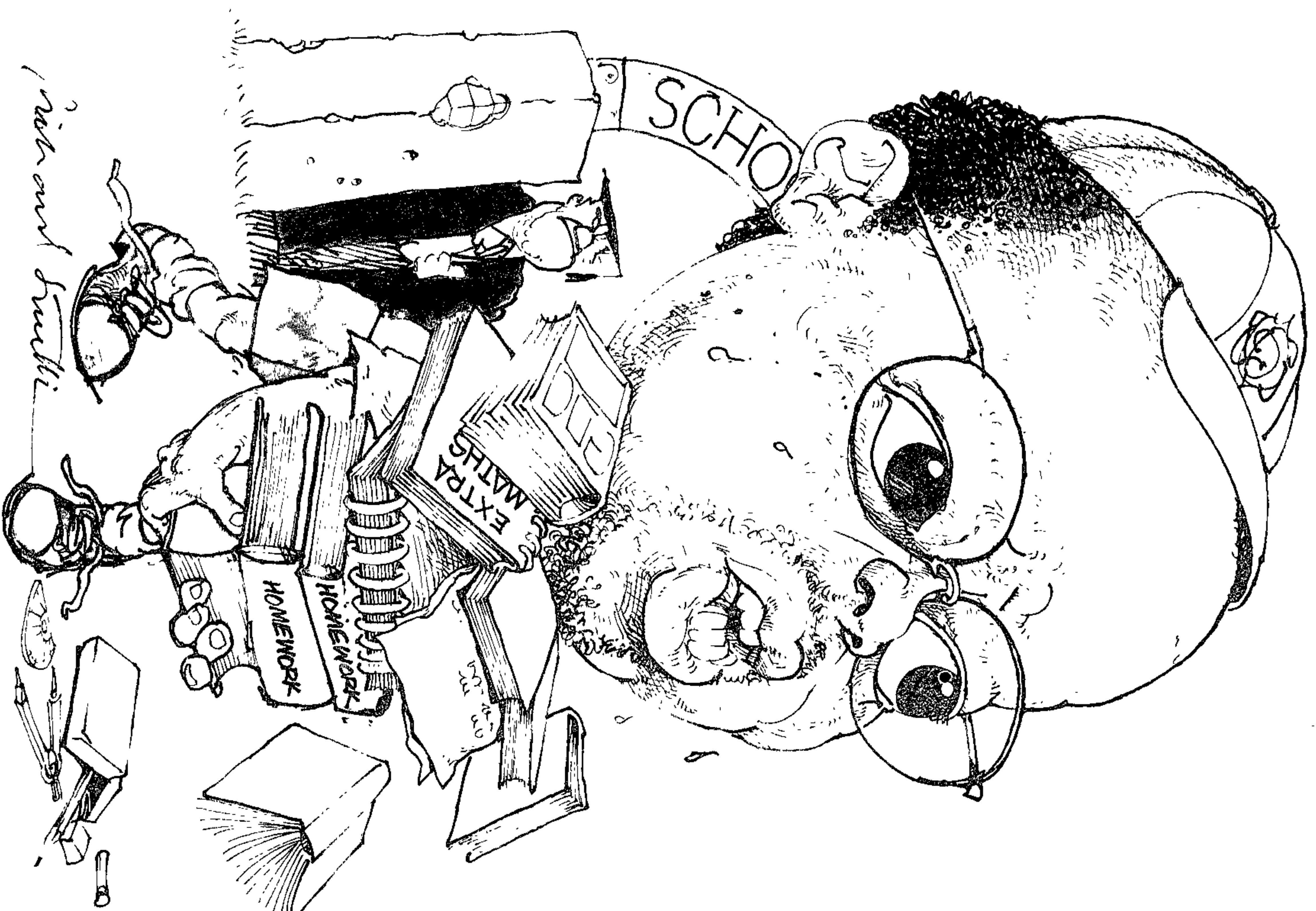
The four parties say the Bill is unacceptable, and possibly unconstitutional, because it reduces the powers of the provinces.

The ANC says the Bill simply allows the minister to fulfill his constitutional obligation to set a national framework to provide equal education for all.

While the four parties have legitimate concerns regarding the Bill's infringement of provincial powers, their attempt to preserve Model C schools in everything but name is at the heart of their outrage.

The reason they are so concerned to prevent the Bill being approved is that it will empower the minister to implement the recently released recommendations of the Education Review Committee.

The proposals, if approved, will take away the power of Model C governing bodies to



lock away assets, both human and physical, which the state wants to redistribute more equitably.

In terms of these recommendations, Model C schools will not be able to set compulsory fees or determine how they are spent.

The report recommends that fees be set by the state on

a sliding scale according to the income of parents, with exemptions for the poor.

These fees can be spent only on operating costs — like textbooks, and lights and water — and, if the fees paid by parents cover most of the costs, the school will receive a smaller operating subsidy from the state.

Those who favour this approach argue that it would allow the state to spend more resources on less privileged schools.

In an attempt to bring down personnel costs — which comprise 90 percent of this year's R32.2-billion education budget — the report proposes that the state set a standard teacher-

# The pluses and minuses on

## BENGAU'S

## BLACKBOARD

(50) ST 10/9/95

pupil ratio. The target is one teacher for 40 pupils in primary schools and one teacher for 35 pupils in secondary schools.

Dealing with the unequal costs of teachers at schools will mean redeploying teachers where necessary, and restructuring the way teachers are paid to place greater weight on practical experience over qualifications.

The state would not be able to do this if the Model C schools retained the power to employ and pay teachers, the reports' supporters argue.

All former state assets now owned by Model C schools will revert back to the state.

The eventual aim of the report is to achieve equal state spending on all pupils in five years. Based on the 1994 budget, this would mean a subsidy of R2 200 on each pupil.

That amount is only slightly more than the average spent on pupils attending schools that were administered by the Department of Education and Training.

The ANC's education spokesman, Blade Nzimande, who chaired the meeting on Thursday, envisages a process whereby district councils would be formed in the provinces to implement the guidelines provided by national government.

The districts would be demarcated to include both better resourced and less advantaged schools.

These district councils, comprising provincial officials, teachers, parents and members of the community, would assess the schools within the area and determine how the resources could be used more fairly.

The new salary scales for

teachers would be determined in the national bargaining chamber next year, and the district council would decide how teachers were deployed after negotiating with teacher unions.

However, the aim would be to balance teacher:pupil ratios and to spread more skilled teachers among the different schools.

In determining a spread of resources, a district council could decide that certain schools should change their language medium to accommodate other languages.

The district councils could also determine a zoning policy for schools, taking into account the principle that children should go to schools closest to where they live.

**B**UT this would be balanced by accommodating the needs of commuters' children, and inequities created by the Group Areas Act.

Dr Nzimande is of the view that people who want schools based on a common language, culture and religion should establish private schools.

Dr Nzimande, whose two younger children attend Model C schools in his neighbourhood, said the ANC's approach to education was not an attempt to lower standards at these schools.

"We have dwindling state resources and they have to be redistributed," he said.

"We are telling people to tighten their belts, not to lower their standards."

Mr Marais, who was interviewed in the heat of the education debacle, said he favoured one of the other financing models examined by the review committee. This model, called the

by attempting to secure a privileged education for an elite which can afford to pay, and for extra state subsidies for a small section of the poor that demonstrates academic excellence.

The DP's spokesman on education, Mike Ellis, said this week the DP agreed that there should be equal government spending on each child but that this should not stop parents from progressing beyond what the state provided.

"Model C schools should be the example of what we strive for. We must create models of excellence ... We have to strive for equality without sacrificing quality."

The principle of self-reliance is the cornerstone of the DP's policy on education. It proposes that the school, with the emphasis on parents, should control the school's assets, which should be owned by the school.

It should also control the finances, which should be made up of state subsidies and fees determined by the school. The school should be able to employ as many teachers as it wants at salaries determined by the school body.

In moving towards equal state spending on education, the state should provide an equal subsidy for each child, a fund to assist under-resourced schools, and another fund to provide scholarships for pupils to attend better schools.

**M**R ELLIS said all parents should make a contribution to school fees and, where parents could not pay, they should be subsidised by the state.

He said the DP's approach would, in the short term, create inequality in schooling but that, as the economy improved, a more equitable schooling system would be achieved.

Dr Nzimande dismissed both the NP and the DP models as attempts to preserve white privilege by locking away and privatising state assets.

"They are not interested in the genuine transformation of education. They just want to hang on to what they have," he said.

"They", in turn, have accused the ANC of behaving dictatorially and of being obsessed with the centralisation of power.

The ANC has the numbers under this approach, equal spending would be achieved in 20 to 30 years.

The DP's education policy is identical to the NP's on the principle that school committees should have maximum autonomy. But it goes beyond the NP



# No control over <sup>50</sup> spending by <sub>CP 10/9/95</sub> private schools

By **DESMOND BLOW**

A CITY PRESS investigation has found that under the new Education Bill there is no improvement for the thousands of children who attend so-called private schools in townships.

The State contributes millions of rands of taxpayers' money to the owners of these schools, but has little say over how the money is spent.

The Education Department demands a balance sheet before any further subsidy is granted, but the balance sheet gives only broad explanations of how the money was spent.

Teachers at the Matiwane Combined School in Orange Farm were not paid for five months earlier this year, but the Department of Education still provided R178 000 in subsidies directly to the owner, Steven Sangweni, on July 7.

However, at the urging of City Press an official from Pretoria visited the school to see that the teachers received their back pay.

The official, Truter Vogel, also told Sangweni to put away enough money from the subsidy to pay the teachers in future. He paid them by cheque on time at the end of July, but at the end of August they were not paid.

None of the teachers is fully qualified and Sangweni contracted each of them at R500 a month. In his estimates for this year Sangweni gives teachers' salaries as R920 a month.

Now, two months later, Sangweni has closed the school of more than 700 pupils for a week and threatened to close it down permanently because the teachers insisted they be paid their August salaries when they had not received them by September 6.

He eventually paid them on September 7 at the Orange Farm police station and then announced he was suspending classes for a week and intended closing the school.

This despite the fact that he had received more than R178 000 in subsidies only two months before, as well as fees from the parents of the pupils.

Sangweni's excuse for not paying the teachers on time was that he was hijacked on Saturday, September 2 and that the teachers' salaries, amounting to about R10 000, had been stolen as well as his car and his gun.

According to the record book at Orange Farm Police Station, where Sangweni made the report, only the car and gun were reported stolen.

However, City Press has not seen the police docket with Sangweni's statement and Sangweni insisted to City Press that he had reported the theft of the money.

He was supposed to pay the teachers by August 31 and refused to tell City Press why he was carrying the money in cash in his car two days later.

When Sangweni failed to pay teachers earlier this year he told Vogel and City Press that a number of cheques had been stolen at the school, but admitted he had never reported the matter to the police.

His auditors' report states that he claimed that cheques for R12 200 went missing and that school funds of R8 400 were utilised by the principal in an "unauthorised manner".

According to the school's balance sheet for 1944, Sangweni spent R161 131 of last year's subsidy of R351 005 on improvements to the school, plus R7 334 on furniture and equipment. But the teachers deny that improvements were made.

This week the new circuit manager for the area, Philip Mahasala, who only moved into his new position at the end of August, visited the school and recorded the teachers' complaints about conditions. He said he would submit a report to Mary Metcalfe, MEC for education in Gautang.

Sangweni, who has a senior position with an insurance company in Randburg, denied that he owned the Makometsi general dealer and Umqomoti beer hall in Orange Farm.

However the people who hire the premises say they pay him rent.





# Independent board to protect all SA languages

ET 11/9/95

(50)

**BARRY STREEK**

LEGISLATION to establish an independent Pan South African Language Board, with wide powers to protect and promote all languages in the country, has been tabled in Parliament.

It makes provision for a 13-member board to be appointed by the senate.

The Pan South African Language Board Bill says the new body would take "measures designed to achieve respect, adequate protection and furtherance of the South African languages".

The board would also advance

those languages which did not in the past enjoy full recognition.

The board, to be accountable to Parliament, would make recommendations, receive claims of alleged violations or threatened violations of language rights, monitor the observance of constitutional provisions about language, set standards for the rendering of language facilitation services and advise the government on financial support to groups which were "victims of gross violations of language rights".

The board would also publish its findings and recommendations at least once every quarter.



# Libraries' campaign slammed

**EUNICE RIDER**  
STAFF REPORTER

CAPE FLATS and township librarians are unhappy about the "Save Our Libraries" campaign run by city librarians, saying it is a "smokescreen" to make it appear there is mass public support for the privileged libraries and to hide inequalities which should urgently be addressed at much poorer ones.

In a statement signed by representatives from eight Cape Flats and township libraries and the South African Municipal Workers' Union, a spokeswoman slated the campaign in which city librarians have demonstrated against expen-

diture cutbacks of 72% by cordoning off large sections of their libraries as "a misnomer and a smokescreen to retain library services directed mainly at privileged, literate sectors in the Western Cape".

The librarians from Crossroads, Elsie's River, Melton Rose, Delft, Goodwood, Belhar, Ravensmead and Bellville South said the campaign is not supported by all public librarians.

They said news of the proposed amalgamation of Cape Town City Libraries and Provincial Library Services should not have come as a "surprise" to city librarians as it had been tabled in March.

CT 11/9/95 (50)

"Financial cuts were expected on all services.

"Against this background, opportunities should be created for implementing the principles as upheld by the RDP, such as redressing historical imbalances and democratising library services," they said.

Spokeswoman Ms Nazeema Isaacs said many developing communities in rural and urban areas had no library services whatsoever or had inadequate facilities.

She said lobbying strategies would have to be devised for their upgrading and upliftment instead of trying to maintain the status quo in existing, privileged libraries.

# Bengu's Bill (50) Sowetan 11/9/95 gets support

By Claire Keeton  
Education Reporter

THE South African Democratic Teachers Union has thrown its weight behind Education Minister Professor Sibusiso Bengu and his controversial Education Policy Bill.

The union commended Bengu for taking "a swift and bold step" in presenting the Bill to Parliament.

This comes at a time when Bengu is under fire from opposition parties who protest that the Bill concentrates power in the hands of Bengu and the central Government.

Last week, a row erupted between Bengu and his deputy over the Bill and MPs representing the National Party, Freedom Front, Democratic Party and Inkatha Freedom Party, walked out of a key education committee, demanding

the Bill be tested in the Constitutional Court.

"We support the stance taken by the Bill in so far as it confers powers of setting and monitoring education policy at national level," Sadtu spokesman Mr Mxolisi Nkosi said.

"Objections raised by right-wing parties and teachers' organisations are indicative of their complete disregard for the setting of national standards. It is clear they want to retain the privileges of the past at the expense of the transformation of our education."

Sadtu also harled the National Qualifications Framework Bill as a framework for the recognition of prior learning and accreditation for those wishing to study further.

Sadtu broadly agreed with the proposals for a school system with two categories of schools.



# Contentious education Bill bulldozed through

Tim Cohen

CAPE TOWN — The controversial Education Policy Bill was approved by the National Assembly's education committee yesterday in the absence of NP, IFP, FF and DP members.

The passing of the legislation marked the first occasion on which major legislation was cleared by a parliamentary committee without the participation of major opposition parties. Present with ANC members were representatives of the PAC and African Christian Democratic Party.

The legislation will probably be put to the National Assembly today before being passed to the Senate education committee and the Senate later this week.

The four opposition parties walked out of the committee last Thursday to protest at the way the bill was being "bulldozed" through parliament.

Committee chairman Blade Nzimande said it was "unfortunate" that opposition parties were not present, but he renewed his pledge to hold public hearings on the legislation once it was passed.

He said the parties had raised "red herrings" about public hearings to disguise the fact they did not care about black education. The bill would empower the education department to make changes to normalise education, which could not be delayed.

The opposition parties regard the legislation as an attempt by the national education department to grant itself powers which constitutionally ought to rest with the provinces.

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# Expulsions solve school race tension

(50) Star 12/9/95

■ BY TARYN LAMBERTI

Six boys, five white and one black, who were expelled from Mondeor High School following racial tension were disliked by staff and pupils alike, regardless of their race, an inquiry has found.

Parents expressed satisfaction with the report by the Independent Mediation Services of South Africa (IMSSA), which was presented to them at a Parent-Teachers Association meeting last night.

The inquiry found the school did not have major racial problems and that small racial incidents were bound to occur in circumstances of transition. In the past three years the pupil composition has changed from 100% white to 40% black.

Three other boys were suspended after the incidents, and four more reprimanded. A teacher, who was asked to stay away from school when he "pulled a boy off a fight" was asked to return.

Parents were pleased the offenders were severely punished and urged principal Tom Price to reintroduce corporal punishment. They believed corporal punishment would be a better alternative to expulsion.

"As parents we are very grateful that the teachers and principal of Mondeor High School have obviously had the interests of pupils at heart," a parent said.

Ronnie Schwartz, director of Education for Gauteng, Zone Two, explained that corporal punishment could not be reintroduced because it was unconstitutional.

The parents expressed concern that the largely white prefect body had been accused of being racist.

Price said a pupils' representative council was being formed and that it would be elected by pupils and therefor reflect the pupil body. He said the pupils would also play a bigger role in electing prefects.

The staff resolved to attend a three-day workshop on "multicultural sensitivity" in the October school holidays.

The report recommended facilitating plans for the transformation.- Staff Reporter.



hour in a cell while her colleagues to continue today.

# Pupils angry at school closure

(50) star 12/19/95

Hundreds of pupils marched on the offices of Gauteng education MEC Mary Metcalf yesterday to protest the closure of their school and demand that promises to rebuild the school be met.

The protest by pupils of Hlangiwe Secondary School in White City, Soweto, disrupted traffic in the city centre as pupils, parents and teachers congregated outside the provincial offices at 30 Simmonds Street, refusing to leave until their grievances were addressed.

A representative for the demonstrators, Tshepo Mahange, said the school had opted to

march on the provincial offices because previous discussions with the education authorities had come to nothing.

He said nobody knew why the education authority was closing the school when they were supposed to be rebuilding it.

"Education MEC Mary Metcalf personally promised us in February that between R1-2-million was being allocated to rebuilding the school. That is why the children willingly submitted to being divided amongst four other schools in the area. But a few weeks ago, we were told that the school was to be closed,"

Mahange said. Metcalf's personal assistant Flick Asvat said yesterday the pupils were to be housed at an empty school till an investigation in Soweto was completed.

She said the school had frequently refused to attend meetings and to co-operate with the education authorities to resolve the problems.

Asvat also denied that Metcalf had promised to allocate millions to rebuild the school, saying the MEC had been misunderstood when she referred to the renovation programme. — Education Reporter.

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NP CONSIDERS LEGAL ACTION

# Committee approves Education Policy Bill

CT 12/9/95 (50)

**DESPITE** a boycott by four political parties, the Education Policy Bill was approved by the education committee yesterday and will be referred to the national assembly today.

**T**HE controversial Education Policy Bill was approved by the national assembly's education committee yesterday — despite a continued boycott by four parties.

The National Party said it was studying legal opinion on the constitutionality of the bill.

The bill was approved and will probably be voted on by the full assembly today, although the only parties present were the ANC, the African Christian Democratic Party and the Pan Africanist Congress.

The NP, Democratic Party, Inkatha Freedom Party and Freedom Front delegates walked out of

an education committee meeting last week in protest against what they said was an attempt to push the bill through Parliament without consultation.

But committee chairman Mr Blade Nzimande of the ANC said the process would continue.

He said the bill was the first real attempt to ensure a non-racist, non-sexist education system.

"They should not behave like cowards. If they have sensible amendments we will listen to them ... to say that there have been no hearings is a red herring," Mr Nzimande added.

He said the bill was based on a

white paper released last year, which had attracted more than 600 written submissions and on which a three-day public hearing had been held in October.

"There is not enough time (to hold hearings) and we cannot start the next school year without a clear signal from the Minister of Education setting standards."

Mr Nzimande indicated he would try to persuade the FF, DP, IFP and NP to return. "I will leave no stone unturned, but at the same time we have a responsibility as elected officials not to allow parties to hold us to ransom."

NP education spokesman Mr Piet Marais he had received the lengthy legal opinion on the bill yesterday afternoon and could not comment until he had studied it.

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— Sapa-Reuter

*Heated debate in Gauteng legislature*

# School Bill to be passed amid row

(50) STAN 13/9/95

■ BY LEE-ANN ALFREDS  
AND KARIN SCHIMKE

A controversial school Bill which outlaws language competence tests and compulsory religious instruction while vesting final authority for schooling in the education MEC is set to be passed tomorrow, after it was tabled and debated in the Gauteng legislature yesterday.

But the imminent passing of the Bill, which has been hailed by many as a major step for education, was overshadowed by the walkout of the Democratic Party, National Party and Freedom Front shortly before the Bill was tabled for discussion.

Late yesterday, NP and DP members raised the possibility of bringing an interdict against Speaker Trevor Fowler for allowing discussion on the Bill to proceed despite a peti-

tion being lodged with the House on Thursday contesting certain clauses.

The petition requested that Fowler, in his position as Speaker, have the constitutionality of clauses relating to the powers of the MEC, language requirements and religious instruction tested by the Constitutional Court.

This, the parties argued, implied that the Bill should not be tabled and debated at this sitting of the legislature before the court made its ruling.

In a flurry of heated discussion, during which the ANC prevented any of its members from leaving, spokesman for the NP Julie Killian argued that the Speaker had no discretion to allow the Bill to be discussed and accused him of delaying tactics.

She said he had no right to enter into discussion with petitioners, but

was obliged to submit the Bill directly to the Constitutional Court.

Peter Leon (DP) said Fowler was holding the court in contempt.

But Fowler dismissed the objections, arguing that the Bill was not yet sub judice because it had not been registered with the Constitutional Court.

He also argued that while a third of the members of the House had to put forward their objections to the Bill in writing, only three had done so.

His stance was applauded by the ANC, IFP, African Christian Democratic Party and PAC.

The decision to allow the debate to proceed was also welcomed by Education MEC Mary Metcalfe.

She proclaimed yesterday a "historic day for education" and said passing of the Bill would not be delayed by minority parties.



# Parties fan race tensions in education row - ANC

ARG 13/9/95

(50)

**TYRONE SEALE**  
**Political Staff**

THE African National Congress has accused minority parties of using their opposition to the National Education Policy Bill to fan racial emotions and fear among minority groups.

The ANC hit out today at the walkout last week by most of the minority parties from the national assembly portfolio committee on education. It also criticised the parties' decision, announced today, to refer the Bill to the Constitutional Court if it is passed by the national assembly this afternoon.

The parties' decision came as ANC MP and education portfolio committee chairman Blade Nzimand and ANC secretary-general Cyril Ramaphosa addressed a media conference at parliament.

The National Party, Inkatha Freedom Party, Democratic Party, Pan African

Congress, Freedom Front and the African Christian Democratic Party were due to hold a joint Press conference this afternoon to elaborate on their decision.

Mr Ramaphosa said the parties' threat to go to the Constitutional Court was an empty one and an attempt to delay the passing of the legislation.

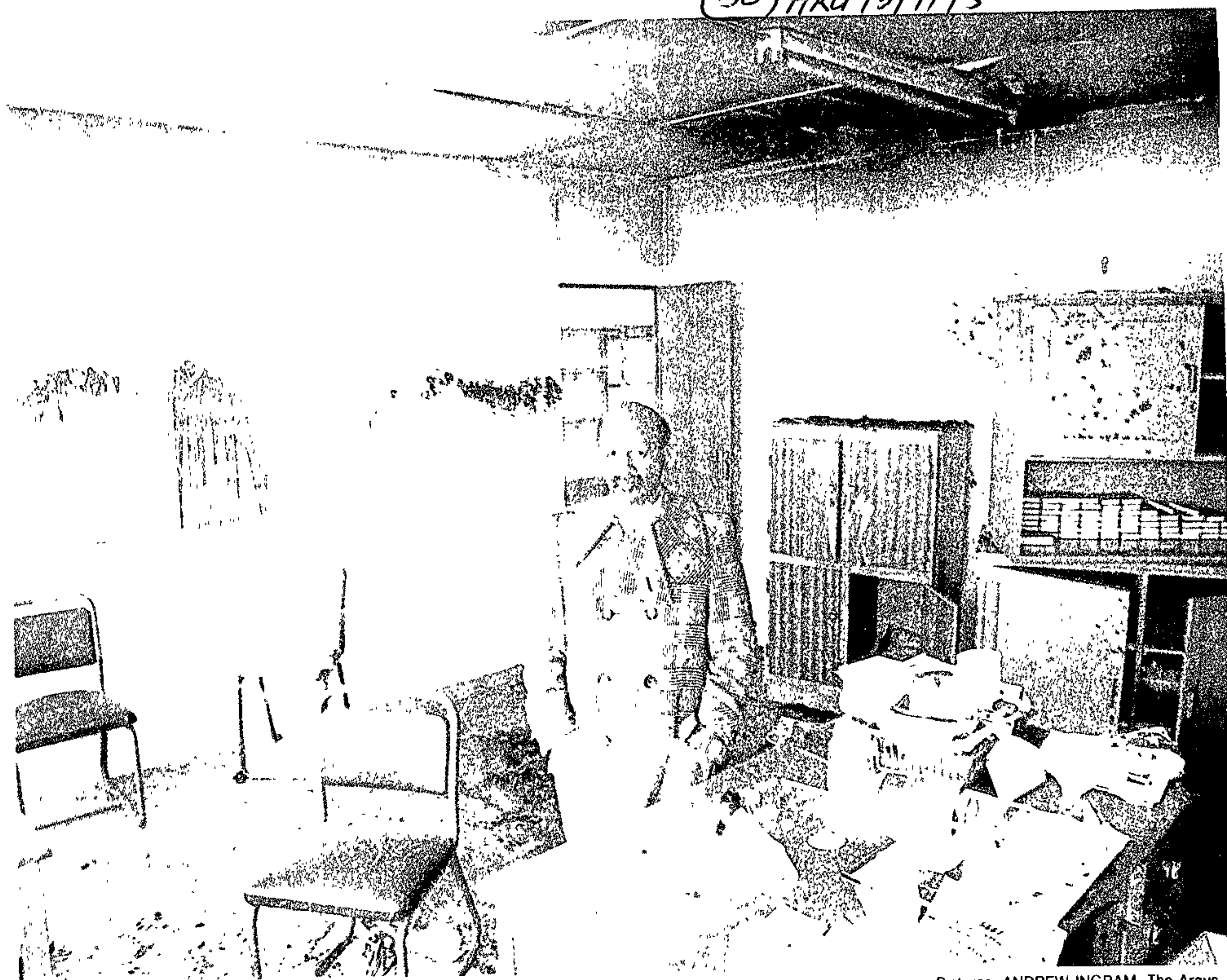
Parties that had vested interests in the way education had been structured previously were feeling threatened and were trying to protect the privileges they had had over many years.

Mr Ramaphosa said the Bill provided the first legislative framework for a democratic, non-racial, non-sexist and equitable education system.

The Bill was urgent, given that education was still characterised by enormous inequalities as reflected by, among other things, the continued disparity between per capita funding of black and white pupils and students.

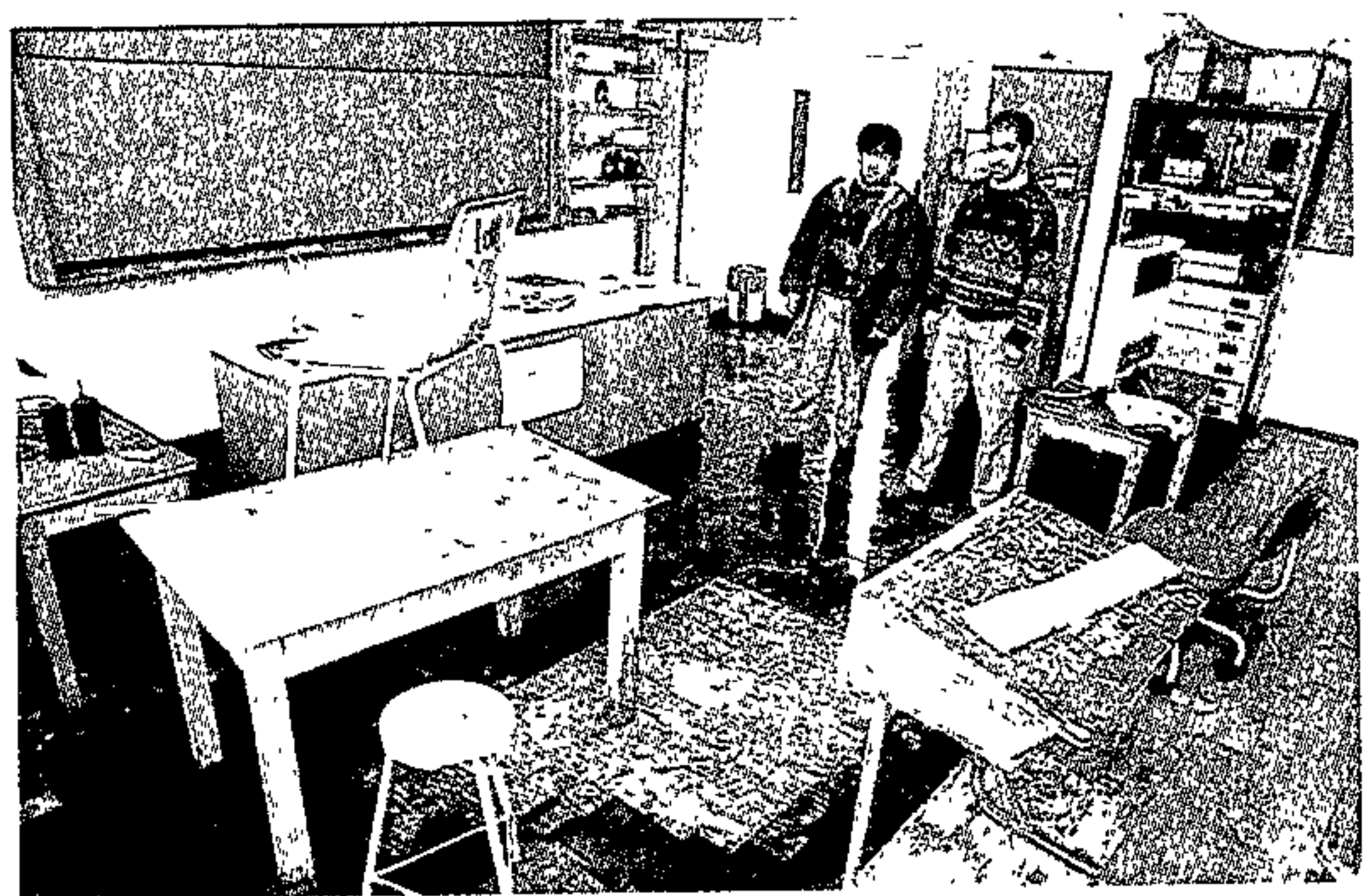
# THE CAPE

(50) ARG 13/9/95



Pictures ANDREW INGRAM, The Argus.

**BURNT OUT:** Disappointed principal Eghsaan Berhadien cannot find an undamaged corner to carry out his daily tasks.



**FLOODED:** Teachers Zameer Kumandaan, left, and Abubakar Kerann in the flooded classroom that cannot be used until it has been dried out and cleaned.



## Bengu to act on W Cape dispute

### Education Reporter

NATIONAL intervention has been called for in the dispute over rationalisation of administrative staff in the Western Cape education department.

Members of the Joint Workers' Forum, the Public Service League and the National Education, Health and Allied Workers' Union met Education Minister Sibusiso Bengu yesterday to discuss their concerns about the Western Cape department's rationalisation process.

Workers said afterwards Dr Bengu would try to set up a meeting with Public Service Minister Zola Skweyiya to address the crisis.

ARG 13/9/95

# Caning: 'All in SA will never agree'

ARG 13/9/95.

## *Banning the rod contentious issue*

### Political Staff

OUTLAWING corporal punishment at educational institutions was in line with the development of a culture of human rights and observance of international conventions on the rights of children, said Chabani Manganyi, director-general of education.

Even so, it was doubtful whether South Africans would ever agree on the outlawing of corporal punishment, he said at a meeting of the National Assembly portfolio committee on education.

The African National Congress was joined at the meeting by only the Pan Africanist Congress and the African Christian Democratic Party as other minority parties continued their boycott in protest at

the ANC's refusal to invite public submissions on two controversial education bills before these were enacted.

Committee chairman and ANC MP Blade Nzimande said yesterday that he would make every effort to contact the protesting parties to see if they would take part.

One of the bills under discussion is the National Education Policy Bill which provides for outlawing corporal punishment at schools, in line with a Constitutional Court decision earlier this year.

ACDP MP Louis Green said his party did not support the bill's blanket outlawing of corporal punishment and physical and psychological abuse.

While the bill should retain the provisions on physical and psychological abuse, corporal punishment should be excluded as this did not necessarily rep-

resent physical abuse.

There were times when parents, wishing to express love for their children or wishing to demonstrate their concern for children overstepping discipline, had to be able to "spank" children.

As parents transferred this authority to schools by sending children to school, corporal punishment should be made discretionary.

Dr Manganyi said there were people in certain communities who believed corporal punishment was important in the upbringing of children.

But the department had adopted its particular view in line with the new human rights culture.

"But I doubt very much if it will ever be possible to have complete unanimity about whether this approach is the one that should be adopted."



Constitutional Court to rule (50)

# Opposition bid to block Education Bill

Tim Cohen

CAPE TOWN — Opposition MPs yesterday forced a Constitutional Court decision on controversial new education legislation and made an unsuccessful bid to stifle parliamentary debate on the topic.

More than a third of MPs from all parties other than the ANC signed a petition calling for a Constitutional Court decision on the legislation, which parties claim infringes on provincial powers. The PAC and the African Christian Democratic Party joined the petition, even though they supported the National Education Policy Bill. They argued that although the legislation was not objectionable, constitutional and parliamentary rules had to be respected.

The petition was handed to National Assembly speaker Frene Ginwala, who acknowledged that she was obliged in terms of the constitution to forward the legislation to the Constitutional Court for a ruling.

The move is a sequel to a debate in Parliament about the legislation,

which resulted in all parties other than the PAC and ACDP pulling out of the parliamentary education committee.

After submitting the petition, the parties attempted to halt discussion of the Bill, arguing that in terms of parliamentary rules, the Bill could not be discussed because it was sub judice. NP MP Petrus Matthee, supported by the IFP and the DP, said Ginwala had to suspend the debate on the Bill.

Water Affairs Minister Kader Asmal said the parties were committing "parliamentary terrorism" by trying to obstruct the passage of the Bill.

ANC MP Willie Hofmeyer said the opposition parties were right — each section of every Bill could be taken to the Constitutional Court. "We could go on like this for the next 10 years."

ANC MP and education committee chairman Blade Nzimande said the Constitutional Court rules allowed the court to take into account, among other things, the debates in Parliament.

Ginwala disallowed the plea that there should be no parliamentary de-

Continued on Page 2

## Education (50)

Continued from Page 1

bate on the Bill. It was conceivable that agreement could be reached on the Bill and opposition parties could be satisfied by the explanations, making the court ruling unnecessary.

The parliamentary rule that no discussion should take place on the pending matters should be understood in context. "I do not believe (the parliamentary debate) will offend this rule."

But pointing out that she had been presented with the petition only a few hours earlier, Ginwala did not decide whether the rule would prevent the Bill being voted on. She said she would

consult legal experts on whether voting should be held over until the following session of Parliament next year or whether it could be voted on, and whether the President's assent should be withheld until the court had ruled.

However, opposition parties declined to take part in the debate, arguing that they considered it sub judice, despite Ginwala's ruling.

Education Minister Sibusiso Bengu said the only real issue in contention was the proper relationship between the national and provincial legislatures in education.

He said some MPs were "living in their own federal dreamworld", but the Education White Paper had specifically said the education system should be a single national system.

# Schools Bill still faces crucial test

(50) Star 14/9/95

■ BY PATRICK BULGER  
POLITICAL CORRESPONDENT

**Cape Town** - In dramatic scenes in Parliament early this morning, the National Assembly passed bitterly contested school reform legislation which will now face a crucial test in the Constitutional Court.

The 216-5 vote in favour of the National Education Policy Bill clears the way for its passage through the Senate today. President Nelson Mandela will not be able to sign it into law, however, until the Constitutional Court hands down its ruling.

The Bill gives Education Minister Sibusiso Bengu far-reaching powers to reform education at school level by deter-

mining norms and standards, including funding, at national level.

The minority parties - the NP, the IFP, the FF, the DP and the PAC - earlier mustered 139 votes to compel the Constitutional Court to rule on the Bill. However, their attempt to stop the debate and later the vote on the Bill failed. Because the constitution is silent on whether a vote can be held on a Bill that has to be considered by the court, Speaker Frene Ginwala spent several hours conferring with Parliament's legal advisers on how to proceed.

When she delivered her ruling, she said because the constitution did not say whether a vote should be disallowed if a

Bill had been referred to the court, she had decided to ask the assembly itself to rule on whether a vote should be held. In the face of objections by the minority parties, a majority of assembly members decided a vote should be held.

The NP, the FF and the IFP said they would not take part in the vote. When it was held, five members of the DP voted against the Bill and the three PAC members, who had earlier opposed it, appeared to have abstained from the vote.

The minority parties have argued that because education is a provincial competency, the national minister of education has no right to set policy at national level.

Earlier, Bengu said he was satisfied the Bill was constitutional.

The action by the minority parties drew a scathing reaction from ANC secretary-general Cyril Ramaphosa, who said they were using the legislation "to fan racial emotions and fears among the minority groups of our country".

"The Bill is urgent given the state of education in our country which is still characterised by enormous inequalities."

Ramaphosa said he was confident the Constitutional Court would find the Bill constitutional. He argued that it did not give Bengu more powers than were already guaranteed in the constitution



## EDUCATION BILL PASSED

# Vast powers for Bengu

(50)

CT 14/9/95

**THE NEW EDUCATION BILL**, giving the minister sweeping powers, was passed early this morning, despite heated dissent by opposition parties. **ANTHONY JOHNSON** reports.

**A**FTER a dramatic and heated debate, the National Education Policy Bill was put to the vote and passed soon after midnight.

The vote was taken after Speaker of the national assembly Dr Frene Ginwala had ruled that the house should decide whether it should vote or not.

The bill gives Education Minister Dr Sibusiso Bengu control over education funding, the determination of the ratio between teachers and pupils, curriculum frameworks, "core syllabuses" and certification of qualifications. It also empowers him to "prevail over" any provincial law on education.

Following outcries of "mob rule" from opposition benches, the NP, FF and the DP registered their protest by saying they would refuse to participate in the vote. The bill was passed by 216 votes to 5.

Opposition parties earlier joined forces to stage a Constitutional Court challenge to what they claim is an ANC bid to allow the government to undemocratically "grab" provincial education powers.

The unprecedented action capped a day of high drama in Parliament which saw the continuation

of the rush to pass 36 pieces of vital legislation in three days before the end of the session tonight.

This will bring to 94 the number of laws passed in 1995.

The rebellion by minority parties at an ANC attempt to "unconstitutionally bulldoze" the legislation into law resulted in the Speaker, Dr Frene Ginwala, being presented with a protest petition signed by more than a third of all MPs.

The document — signed by members of the NP (including Deputy Education Minister Mr Renier Schoeman), the IFP, the Freedom Front, the Democratic Party, the PAC and the African Christian Democratic Party — obliged the Speaker to refer the contentious legislation to the Constitutional Court.

### 'Terrorism'

But Dr Ginwala overruled attempts to block debate on the measure following a lengthy and heated dispute during which ANC and opposition parties accused each other of "parliamentary and political terrorism".

She delayed her decision on whether MPs should vote on the bill to taking further advice.

Legal experts said last night that allowing lawmakers to vote on the legislation could be seen as an intrusion on the Constitutional Court's duty to reach an untainted decision on the matter.

At a joint press conference yesterday, education spokespersons from all opposition parties expressed "grave concern" at what they said was an attempt to flout the constitution and centralise education in the hands of the minister.

Parties said the constitution intended that the control of schools and training colleges be in the hands of the provincial education authorities.

Strenuous objections were also voiced at the refusal to hold public hearings before voting on the education legislation.

Dr Bengu last night accused critics of the measures of "hysteria", and said public hearings and amendments to the legislation could be considered next year.

ANC secretary-general Mr Cyril Ramaphosa earlier accused parties opposed to the swift passage of the legislation of attempting to "whip up racial emotions" among minority groups, and of delaying the removal of inequalities in education caused by apartheid.

Opposition parties rejected the racism tag and said they all supported education reform — as long as it took place in line with constitutional provisions.

## New row on Education Bill

Political Staff

(50) ARG 14/9/95

THE senate will consider the National Education Policy Bill today, less than 24 hours after it was referred to the Constitutional Court and passed in dramatic fashion by the national assembly.

The bill, which deals with the norms and standards the national minister of education can set for the provinces, was the subject of a fierce political battle that saw the African National Congress in a 216-5 victory moments before the house adjourned shortly before 1am today.

The National Party registered its "strongest objection" to Speaker Frene Ginwala's "abdication of her responsibilities" when she referred the bill to the Constitutional Court.

NP chief whip Hennie Smit said after Dr Ginwala had referred the bill to the court, as requested by more than a third of the MPs, that she had been obliged to rule on the question of voting on the bill.

During yesterday's drama in the national assembly, Education Minister Sibusiso Bengu missed the vote as he was not in his seat when the bells signalling the division, requested by DP MP Douglas Gibson, stopped ringing.

Professor Bengu had to leave the national assembly while colleagues voted.

The decision to vote on the bill was ordered by Dr Ginwala after the minority parties, including members of the National Party, Democratic Party, Inkatha Freedom Party, Pan Africanist Congress, Freedom Front and the African Christian Democratic Party, petitioned her not to call for the vote before the bill had been referred to the Constitutional Court.

The parties said in a statement that they had all agreed the constitutionality of the bill should be put to the test before the matter was taken any further.



# No money for illiterates

(50) Sowetan 14/9/95

**F**OR THE FIRST TIME in South Africa, adult education will be integrated into the overall education system as one of the pillars of education and training.

However, at the same time, adult education is facing a severe crisis with the withdrawal of international donor funds.

The lack of money means successful organisations are scaling down their work and may not exist by the end of the year.

This could affect millions of adult learners and frustrate the implementation of adult basic education and training (ABET) policies.

Around 15 million people in South Africa are functionally illiterate (without the literacy and numeracy skills of a Standard 5 pupil).

Education Minister Professor Sibusiso Bengu released *A National Adult Basic Education and Training Framework: Interim Guidelines* in Cape Town last Thursday.

The framework confirms the Government's commitment to adult education. However, budgets are not yet in place to implement these policies and finance to sustain existing ABET organisations is not secure.

When he released the framework, Bengu encouraged the donor community to join the Government and other non-government organisations in adult education to forge a constructive funding partnership.

The National Literacy Cooperation, an umbrella body representing over 100 literacy projects, welcomed the guidelines as a basis for future legislation on ABET.

But NLC spokesman Mr Qadaffi Sedibe said, "The NLC is dismayed that the Government has made a political commitment to ABET without specifically resourcing existing ABET delivery throughout the country."

## Allocation of resources

"While ABET enjoys the status of a Presidential Lead Project, the very absence of direct state funding has a negative impact on sustaining or adding to existing delivery capacity."

In spite of these problems, organisations represented by the National Stakeholders' Forum, will develop implementation plans for the framework and allocation of resources jointly with the Education Department. The framework was drawn up by the Education Department in consultation with parties directly involved in ABET.

Bengu said: "The declaration of policy in this area is indeed a milestone as it will, for the first time, provide for setting national standards and improve the quality of education provision."

The framework will assist in standardising provision and ensure that adult learners throughout the country receive training of equal quality and accreditation.

Bengu said the guidelines would serve as

The Government is to provide R5 million for adult education but nothing for organisations doing the teaching, writes Education Reporter **Claire Keeton**



**NLC director Kumi Naidoo ... the NLC has cautiously welcomed the Government's guidelines on adult education.**

interim policy until the South African Qualifications Framework was established and the National Qualifications Framework developed. The NQF Bill is before Parliament during this session.

ABET will be coordinated within the NQF to ensure links between the different parts of the education and training system, including the formal education sector.

The national ABET programme will consist of four levels in a continuum of learning, with for example Level 1 equivalent to the end of the present Standard 7 and Level 8 equivalent to a higher education degree.

Bengu said the guidelines would allow the Education Department, together with the forum, to restructure curriculums to promote adult learning within a national framework. These guidelines will be monitored during the implementation process and evaluated after a year.

Bengu announced the Government would allocate a total amount of R50 million from the 1995-96 budget to ABET. However, Sedibe said this money would not be allocated to sustain organisations directly involved in the delivery of adult education.

On the eve of International Literacy Day on September 8, adult learners appealed to President Nelson Mandela to intervene personally in the funding crisis to prevent the closure of literacy organisations.

Around 3 000 learners from Gauteng held a

candlelight demonstration at Pretoria's Union Buildings to support their demands.

Meanwhile, deputy director-general of policy and administration Mr Enver Motala announced the establishment of the Gauteng Advisory Council for ABET last Friday.

Organisations that are key to the success of ABET are represented on the Council, which will brief the provincial MEC for education on ABET. The Council will concentrate on a rapidly developing implementable plan, preparing for mass delivery within a comprehensive strategy," said Motala.

The Council will consist of working groups to focus on short term campaigns, planning, large scale delivery and long-term provision; transforming the existing system of provision; financing the ABET, and setting up an information management system.

The present departmental budget will be used to continue the work of the 76 adult education centres or night schools, which are spread evenly across Gauteng.

Motala said the Council hopes to transform all the adult education centres in the province by the end of this year. They will be introducing new curricula for learners and training teachers in the centres.

The Council intends to set up an accreditation system which recognises learning outcomes.

## Opening pathways

Council member Mr Zakes Moloko said Gauteng's vision is to enhance the principle of "multi-site delivery", which means getting ABET as close as possible to the communities where it is needed. Schools, technical colleges and even churches can be used for ABET classes.

Workshops will be held in the 18 districts of Gauteng with elected representatives of ABET. They will participate in determining changes to the curricula and driving a rapid transformation process.

The Council decided the existing examinations of the former Department of Education and Training should continue for May and June 1996 until the new system is finalised. The closing date for registration of candidates will be October 31.

The department will meanwhile use around R100 000 to assist in opening pathways to delivery and will concentrate on raising additional funds to support the work of the hundreds of ABET organisations in Gauteng which do not have funds beyond the end of this year.

# Lekota faces music today

*(50) Sowetan 14/9/95*

By Mpikeleni Duma

FREE STATE premier Mr Patrick Lekota today faces critical test over the appointment of 13 officers in the management of the provincial department of education and culture.

Lekota, as the head of the province, has to respond to the controversial appointments by his education MEC Mr Sakhwo Belot. These appointments have now been challenged by a commission appointed by the Free State government.

On the other hand, he has to look over his shoulder and also pay allegiance to his organisation, the ANC, from whose ranks these appointments were made.

The predicament is that he has to portray the image of a clean administration, free of irregularities and corruption as well as nepotism.

On May 11 Lekota instituted a commission of inquiry to look into the appointments.

This followed an uproar from the National Party, white officials and disgruntled black school inspectors who claimed that the appointees were under-qualified and the procedures followed had been irregular.

Last week, the commission, headed by retired academic Professor Eskia Mphahlele, published its report and virtually echoed the sentiments of the disgruntled officials.

The commission found that the entire process had been irregular and recommended that all the relevant appointments be declared null and void.

It also called for all probationary



**Free State education and culture MEC Sakhwo Belot.**

appointments to be cancelled and that all the posts be re-advertised. It said provision had to be made for public service as well as educators' posts.

The commission said the advertising and the subsequent processing of the posts should be conducted in accordance with the applicable laws and directives, and with the assistance of the Public Service Commission, where necessary.

According to the findings, the process of short-listing does not seem to have gone according to the PSC's stipulations and norms.

A number of candidates who qualified were not short-listed, even though they qualified.

Some candidates were interviewed once for more than one post, while others were interviewed more than once for different posts.

In the case of Mr TB Seroto, who has a Master's degree in education

plus experience as a teacher, principal and most recently circuit inspector in Ficksburg, he was never called for an interview although he applied simultaneously for four positions, all at directorship level.

According to the commission's report, a number of people testified that it was known – even before the publication of the advertisement – that certain people were going to be appointed.

The nomination and appointment of Professor Ben Khoali as deputy director-general was also seen as a foregone conclusion, as the professor had been a member of Belot's task team.

However, the interviewing panel had recommended Mr TP Masihleho, but this was overturned by Belot, the commission found.

It said Sadu and the SACP had told the commission the appointments were in order and that "reactionaries who had failed to secure the posts for themselves" were disgruntled.

They also warned the commission of a public outcry should the appointments be tampered with. The ANC also came out in support of the appointments.

When Lekota released the commission's report last week, he said he would pronounce the provincial government's position today.

Although the commission found Belot responsible for the appointments and the NP proposed that he be dismissed, this appears unlikely at this stage as this could split the ANC in the province right down the middle.



# MPs sworn in to

# look after spooks

**T**HE PLEDGING PARLIAMENTARY committee on intelligence will have to walk a tightrope between transparency and secrecy, says chairman Lindiwe Sisulu-Guma.

She was speaking shortly after the multi-party committee was sworn in by acting Cape judge-president Mr Justice J J Fagan at a ceremony at Tuynhuys yesterday. Members swore to be the guardians of all South Africans by keeping effective control of intelligence services.

Sisulu-Guma, who for six years was an intelligence operative for the African National Congress and subsequently served on the Transitional Executive Council sub-council on intelligence, said the committee would

ensure accountability of intelligence services regarding their activities and use of taxpayers' money.

She emphasised that the establishment of the committee was a bold step towards the creation of a new culture. Few countries even admitted to having intelligence services, let alone taking steps to ensure accountability to parliament. The committee will have to submit a report to parliament within five months of its establishment, and will then report quarterly.

Guidelines have been laid down about what the committee will be able to disclose in the report. The next step in increasing democratic scrutiny will be the appointment of an inspector-general of intelligence, who will have access to information even wider than that of the committee. Applications are to be invited in the next week. An appointment may be made only by the president at a joint sitting of parliament.

Unless parliament returns for a short session in November, in accordance with current speculation, this means the inspector-general will be appointed only next year.

**By Johannes Ngcobo**

**THE** Inkatha Freedom Party, the African National Congress and police have agreed to deploy more policemen in Zonk'izwe to quell the violence that has claimed at least four lives since Sunday.

East Rand police spokesman Sergeant Hampie de Kock confirmed

that two houses had been burned down and several people injured.

Police said three of the dead were killed when petrol bombs were hurled into their homes.

The ANC claims that those killed were its members.

ANC official Mr Moses Maseko said one of the people killed was a student who belonged to a structure

aligned to his organisation.

Both parties agree that the violence was triggered by their supporters wanting to hold meetings at the same venue simultaneously. The meetings were to plan for November 1 local government elections.

Both parties have committed themselves to help restore peace and stability in the area.

# Pass Bill

## now -

# Gosatu

*Power for*  
*14/19/95*

**By Claire Keeton**

**THE** Congress of South African Trade Unions called on Parliament this week to ensure the National Education Policy Bill is passed into law during the current session.

The controversial Bill, which gives the Education Minister powers to set national standards, came under fire in the education standing committee last week and several parties walked out of the meeting.

"Cosatu supports the Standing Committee for passing the National Education Policy Bill on Monday even though the NP, DP and IFP were not there," said Cosatu spokesman Ms Nowetu Mpati.

The organisation said it would be irresponsible for Parliament to waste another year before enacting the Bill.

"Any delay in passing the Bill will hinder preparations for starting the 1996 school year on a better footing."

Mpati said most parents, teachers and students were expecting decisive action to undo the apartheid education system.

"The same parties that are blocking the passage of the bill, will be accusing the ANC for lack of delivery next year," she said.

# Education Bills on hold

STAR 15/9/95

(50)

■ BY KARIN SCHIMKE AND  
STAFF REPORTERS

Two controversial education Bills - one in Parliament and the other in the Gauteng legislature - hit further hurdles yesterday, stalling the education reform process and sparking bitter exchanges between the ruling and opposition parties.

The Gauteng legislature was prevented by a Supreme Court interdict yesterday from tabling, debating or discussing the School Education Bill after it was argued it had been tabled only in English.

And in the Senate in Cape Town, the Education Policy Bill, which was passed amid furore from opposition parties by the National Assembly yesterday, stumbled over the final hurdle when the Senate debate stalled in the early hours of today.

## Standards

Senate president Kobie Coetsee suspended proceedings until 10am today to consider argument on whether it was constitutional to debate it. The Bill enables the setting of national standards and removing of racial imbalances but opposition parties say it takes away powers, given by the constitution, to the provinces.

The Bill was referred to the Constitutional Court yesterday morning by National Assembly Speaker Dr Frene Ginwala after she received a petition from a third of the members of that house.

## PUBLICATION in English only, and bypassing of the provinces, cited by angry opponents

On Wednesday night and early yesterday she overruled opposition pleas to stop debate on the Bill because of the parliamentary sub judice rule pending consideration by the Constitutional Court.

The Assembly debated it without the opposing NP, FF, IFP and DP taking part, and voted on it early yesterday. Of the opposition parties, only the DP voted. It was passed and progressed to the Senate for it to consider last night.

While controversy raged in Parliament, a temporary order preventing the tabling of Gauteng's School Education Bill was granted in the Pretoria Supreme Court yesterday after an urgent application by the Afrikaner Kulturbond which claimed the presentation of the Bill in English only contravened the Gauteng legislature's language policy and section 3 of the constitution.

There was an outcry in the legislature after it was discovered that the advocate acting for the applicant was Danie Bisschoff, Freedom Front leader and member of the provincial legislature, who last week put his name to a petition to have the Gauteng Bill referred to the Constitutional Court.

The petition, signed by the NP, DP and FF was in protest at clauses relating to schools' language and religious policies, and the MEC for education's powers over governing bodies.

The ANC, with education MEC Mary Metcalfe, yesterday brought a motion to withdraw the offending clauses. Metcalfe added in a statement later the motion was in no way to be seen as a retreat as the ANC stood firmly behind the Bill.

Gauteng ANC chairman Tokyo Sexwale said the ANC was outraged by the order and called it "a deliberate ploy to block legislation necessary for effective governance and transformation of education".

## 'No sanction'

FF's spokesman Christo Landman told reporters that Bisschoff had had no sanction from his party to act on behalf of the applicant.

But he accepted "under the circumstances" his bona fides to do his job as an advocate of the Supreme Court.

The NP's Olaus van Zyl called the Afrikaanse Kulturbond's action an "ill-informed" one which "derailed a major breakthrough in the interests of education in Gauteng and South Africa as a whole".

The NP believed the application was political posturing by "individuals in the FF together with other right-wing structures" and in fact had very little to do with the issue of the language in which a Bill was published.



# NEWS

UCT PRODUCING MOST ACADEMIC PAPERS

## SA research in decline

(50) (124) CT 15/9/95

**SINCE 1987** there has been a steady decline in the volume of major research being produced at South African universities. **CAROL CAMPBELL** reports

**T**HE University of Cape Town is producing nearly 25% of all the major academic papers produced in the country, but research at South African universities generally is in rapid decline, according to an audit by the Foundation for Research Development.

UCT academics published 632 papers in recognised international and local journals in 1992 — down 22% from 817 in 1987.

The University of the Witwatersrand, which has more academic staff than UCT, published 22,5% of the country's research papers between 1987 and 1992. Pretoria, Natal and Stellenbosch together published about 30%. The Universities of the Western Cape, Zululand and the North together published less than 2%.

Foundation spokesman Dr Peter van Eldik said increasing pressure on academic staff to

spend more time teaching, as well as budget cuts for research work, accounted for the decline.

"The brain drain is a very real crisis for universities. At UCT alone five or six top academics have left the country in recent years."

Poor salaries accounted for a large number of academics moving to the private sector.

The foundation was campaigning for a "brain gain" in a bid to entice expatriate university staff back to South Africa.

"We need to encourage guest professors to South Africa because any major work they produce during their time at a particular uni-

versity will be accredited to the university," he said.

But continuing violence and the high level of crime made this almost impossible.

UCT deputy vice-chancellor Professor Dave Woods said the university was "very proud" of the research work it had produced in recent years, but full-time researchers had not been employed for some time.

● The National Commission on Higher Education, chaired by Prof Jairam Reddy, is currently considering making some universities "research bases" and having others specialise in teaching.

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CT 15/9/95  
Education Bill (50)  
stalled in senate

THE Education Policy Bill debate was stalled last night when senate president Mr Kobie Coetsee adjourned the house at 11.30pm to receive legal opinion.

The bill was earlier referred to the Constitutional Court by national assembly Speaker Dr Frene Ginwala, after she received a petition from a third of the MPs.

Senator Mr Ray Radue (NP) argued that no debate could take place because "the matter is now sub-judice". — Sapa

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# ATC opens College for Bridging Education at Brits factory

By Staff Reporter

In a move to overcome the legacy of poor educational standards in former Department of Education and Training (DET) schools in the Brits area, ATC — a manufacturer of communication cable — has opened the College for Bridging Education at its Brits factory.

Fifteen students enrolled for the year-long course which concentrates on improving their knowledge and understanding of maths and science to enable them to cope with technically orientated courses at tertiary level. They are also given an opportunity to broaden their life skills to enable them to adjust more readily and function more successfully in a business environment.

The new college is based on similar successful colleges within the Reunert Group.

According to Raimund Loubser, former president of the SA Institute of Engineers, South Africa has long experienced a shortage of manpower with a high level of engineering and technical expertise.

"South Africa will not be able to compete effectively in the international marketplace — or meet its own development requirements — unless the number of engineering students as a percentage of all students, is greatly increased.

Comparisons made with other countries show that South Africa lags behind by a factor of five to 10



**HIGHER GRADES** A teacher at ATC's College for Bridging Education lectures students on study methods

in technical manpower production," he says.

Leon Liebenberg of the Rand Afrikaans University's Technolab has attributed this shortage of engineers and technologists to the crisis in science and technology education at all levels.

However, Loubser says that an abundance of engineers will not in itself lead to economic growth — the former Soviet Union is evidence of this — but a shortage of engi-

neers will prevent meaningful and sustained economic growth.

"Any growth rate in the South African economy will lead to an immediate increase in demand for sophisticated manpower — far in excess of the increase in growth rate.

For example, should the growth rate rise from 2 to 6 percent, the immediate demand for engineering employees would increase by 17 percent and that of engineers by 33," he explains.

In an interview, Liebenberg said that for human resources to fill the demand in high-level science, more engineering and technical personnel would have to come from the black community.

Yet for every 10 000 black children who enter primary school, only 113 pass matric, and only one obtains exemption in maths and science.

Steve de Vos of the department of chemistry at the Technikon Northern Transvaal, says research

undertaken by the Technikon's psychological services into the profile of successful students, found a correlation between the maths, science and English results and the student's overall success.

A spokesman for ATC says that students successfully completing the course at the college are not compelled to enter a technical field as their newly acquired knowledge and better grades for maths and science will enable them to enter a broad field of studies.

The opening of the ATC College brings the number of similar colleges within the Reunert Group to four, each designed to provide a service to the community in which they are located. One of these, Reutech College — the first private company project of this kind to obtain registration with the former TED — opened in February 1993.

Situated in the Alrode Industrial area on the Fuchs Electronics premises, conveniently close to students in the Tokoza, Kallahong, Nalaspruit and Edenpark areas, the college has been extremely successful with the majority of "graduates" obtaining bursaries to continue their studies at tertiary level, and the rest successfully being placed within the job market.

Results from former Reutech College "graduates" studying at Technikon Witwatersrand have shown that most obtain distinctions in maths.



# Reform schools

## costly - Olckers

(50) ARG 15/9/95

### Staff Reporter

THE provincial government was paying for an expensive reform school education for pupils who were mostly from outside the Western Cape, Education Minister Martha Olckers said.

Mrs Olckers was speaking at an official visit to the Constantia boys' and girls' reform schools in Tokai yesterday.

There were 170 pupils at the Constantia School For Boys, about 90 percent of them from outside the Western Cape, said deputy principal Tim Pienaar.

"Some pupils are sent here by the courts, from all over the country, to serve sentences, and others are sent here by industrial schools, if they are uncontrollable," said Mr Pienaar. The boys' school psychologist

Pierre Fraser said the school's focus was on therapy, rather than punishment, "although the pupils are sent here as punishment".

Mrs Olckers said reformatory education was "an expensive education, especially so because at the girls' school there is only one pupil from the Western Cape — 75 percent of the pupils are from Gauteng, and the rest are from other provinces.

"We carry the costs (of these schools), and with a heavily cut budget. I have taken up this issue with the national education minister. We welcome these pupils, but there are practical constraints."

She said she was impressed with the work being done at the schools, "especially the practical work; pupils are being trained in a vocation, so when they leave they are ready for the job".



Picture: OBED ZILWA, The Argus  
**MINISTERIAL VISIT:** Western Cape Minister of Education, Martha Olckers visited the Constantia School For Boys reformatory in Tokai. Mrs Olckers toured the school grounds and workshops, where pupils are taught a trade.



# Controversial <sup>(50)</sup> education bill to be put on ice

CLIVE SAWYER  
Political Correspondent

AKG 15/9/95

CONTROVERSIAL legislation on education — already referred to the Constitutional Court — was set for senate approval today after a deal was struck to put it on ice pending the court's decision.

The National Party abstained from debate on the National Education Policy Bill, because it, like other opposition parties, believed the bill was unconstitutional.

The debate, which was to have started at 10.30am, was delayed by more than 90 minutes while senate president Kobie Coetsee took legal advice and met whips, and parties held impromptu caucuses.

The assembly this week approved the bill after Speaker Frene Ginwala allowed a majority vote on whether it could be debated in spite of the referral to the Constitutional Court.

Today Mr Coetsee told senators they had to act in terms of the constitution which gave wide leeway to make rules on how they dealt with legislation.

But there was no rule providing for the eventuality which had arisen.

ANC chief whip Bulelani Ngcuka, following through on an earlier proposal by his party to enable debate go ahead, proposed the suspension of the rule requiring approved legislation to go to the president for signature.

This suspension was supported by all parties.

The bill will be kept in abeyance pending the outcome of the Constitutional Court case.

If the court finds it constitutional, it will be regarded as having been approved.

The compromise could mean that the legislation will be in place in time for the first school terms next year.

# Education law in Coetsee's hands

**CLIVE SAWYER**  
Political Correspondent

THE immediate future of education reform was in the hands of one man today — Senate President Kobie Coetsee, who had to decide whether to allow debate on legislation which has been referred to the Constitutional Court

With parliament due to adjourn today for the rest of the year, his decision will have far-reaching implications for restructuring of education in advance of the new school year.

The senate adjourned soon after midnight after prolonged argument on whether to proceed with debate on the National Education Policy Bill.

Its opponents say the bill breaches the constitution by giving sweeping new powers to

(50) ARG 15/9/98  
the national Minister of Education, intruding on the jurisdiction of provincial education ministers.

The bill was referred to the Constitutional Court this week by the Speaker of the national assembly, Frene Ginwala, after a petition by opposition parties

An attempt to use this reference to postpone debate on the bill in the national assembly was voted down by the African National Congress majority.

The National Party, Inkatha Freedom Party, Democratic Party and Freedom Front renewed their attack on the bill when it reached the senate.

Mr Coetsee was to announce his decision when the senate reconvened today.

He adjourned debate so that he could study the transcript of

senators' statements.

Earlier in the day, the bill was approved by the senate select committee on education.

The bill was the last of 22 items on the senate's agenda last night

After NP senator Ray Radue said standing rules barred members from referring to matters about which judicial decision was pending, Mr Coetsee asked for arguments about whether proceeding with the debate and vote would be constitutional.

Mr Radue said the sub judice rule meant the bill could not be discussed. It was no longer before parliament, but before the constitutional court.

His arguments were backed by DP, FF and IFP senators.



## Education Bill passed amid controversy

(50) Sowetan 15/9/95

THE National Education Policy Bill was passed by 216 votes to 5, with three abstentions, early yesterday morning after the IFP, FF and NP said they would not participate in the vote.

The vote on the controversial measure took place after a debate of more than an hour.

Speakers from the NP, FF and DP tried to impress upon Speaker Frene Ginwala that it should not be put to the vote in view of her acceptance of a petition by a third of the members that the Bi. be referred to the Constitutional Court. This had duly been referred.

She ruled however that there was no clarity from the constitutional

drafters on what had to happen to the Bill until the Constitutional Court had considered it.

She said she did not want to make the decision on whether the vote should be taken or not and therefore ruled that the house should itself decide on whether it should vote on the measure. She did not believe the drafters of the interim constitution had intended petitioners to have a veto right to stop a Bill's passage in Parliament.

Should the passage of the Bill be deferred until the Constitutional Court's ruling, a precedent would be set for spurious constitutional challenges aimed at filibustering. Ginwala said. - Sapa.

# Free State cabinet in unpopular decision

By Mpikeleni Duma

THE Free State provincial cabinet yesterday decided to retain 12 of the 13 directors appointed recently by the provincial department of education and culture - despite the findings of a commission of inquiry that all their appointments should be nullified.

"It is the view of the cabinet that in spite of irregularities, the rest of the appointees had the necessary qualifications and capabilities," premier Mr Patrick Lekota told a Press conference in Bloemfontein.

The 13 appointments, made by

MEC for education and culture Mr Sakhiso Bilot, were challenged by the Free State government-appointed commission of inquiry.

Lekota said one of the appointees did not have the required qualifications, but he could not disclose the name of the appointee. "Steps are being taken to remedy the situation," he said. Last week the commission, headed by retired academic Professor Es'kia Mphahlele, found that the entire process was irregular and recommended that all 13 appointments be declared null and void.

The commission followed an

uproar from the National Party, white officials and disgruntled black school inspectors, who claimed that the appointees were underqualified and that the procedures followed was irregular.

Lekota said yesterday "In the circumstances, it is cabinet's view that the magnitude of the irregularities did not warrant readvertising the positions as recommended by the commission."

The aggrieved parties told *Sowetan* they noted with displeasure the provincial cabinet's decision, and indicated that they may challenge it through "legal means".

(50) (25) Sowetan  
15/9/95



EDUCATION

(50)

FM 15/9/95

**ANC steamrolls ahead**

The ANC's attempt to steamroller two major education Bills through parliament in a week has been met head-on by a gesture of defiance from four minority parties — who have declared a joint boycott of the process.

It is the first time the National Party, Freedom Front, Inkatha Freedom Party and the Democratic Party have closed ranks against the ANC's heavy-handedness by jointly walking out of the ANC-dominated parliamentary committees.

The ANC is forging ahead with the Bills, determined to have the legislation passed before parliament ends on Friday. The Act will give Education Minister Sibusiso Bengu sweeping powers to transform education in time for the new school year

The portfolio and Senate committees on

education can proceed without the smaller parties as the ANC can muster a quorum on its own. In so doing, however, the ANC has made a mockery of democratic and consultative decision-making in government.

In a perverse attempt to reconcile the ANC's commitment to public consultation with its haste to pass the Bills, ANC MP Blade Nzimande, chairman of the portfolio committee on education, suggested that comment could be invited after the Bills had become law and that they then be amended if necessary.

By taking the bulk of the year to compile the National Education Policy Bill and the National Qualifications Framework Bill, leaving only one week for discussion, Bengu has compromised his own party and the legitimacy of the education Bills.

The ANC's decision to short-circuit the consultative process by refusing to hear evidence on both Bills caused the multiparty walkout. But Nzimande dismisses their crit-

icism as a "red herring."

The Bill has been criticised for seeking to give the national Minister greater authority over provincial legislation than envisaged by the constitution and is seen as a bid by the ANC for central control.

It has been decried as unconstitutional by the four parties who may test it in the Constitutional Court

The Bill authorises the Minister to determine national policy for the planning, provision, financing, staffing, co-ordination, management, governance, programmes, monitoring, evaluation and well-being of the education system.

But Bengu seeks to spread his influence even wider to include such mundane matters as language in education, the discipline of students, the management and governance of educational institutions, and the minimum number of school days.

The Bill states that "whenever the Minister wishes a particular national policy to prevail over provincial law on education, the Minister shall inform the provincial heads of education accordingly."

According to Schedule 6 of the interim constitution, education policy is a provincial competence. However, Section 126(3) lists five circumstances in which the authority of national government may prevail — for example, to set minimum standards.

Education director-general Chabani Manganyi insists the Bill does not and cannot impair the constitutionally determined competence of the provinces.

The State Law Advisers have advised Bengu that the Bill is constitutional but concede that other lawyers may differ in their interpretation of Section 126.

Either way education is the loser.

If the Bill is contested in the Constitutional Court education will not be able to start the year off on a sound footing, opening the way for nationwide strikes and demonstrations which will further paralyse education.

If the Bill is passed in the current sitting, SA is saddled with overbearing legislation which is perceived as giving *carte blanche* to a politician whose competency has been questioned. ■

# Senate passes education Bill, but Mandela's signature will have to wait

(50) Star 16/9/95

Cape Town - The Senate yesterday adopted the National Education Policy Bill, but resolved to ensure that it is not signed into law until it has been approved by the Constitutional Court.

Education Minister Sibusiso Bengu hailed the decision as "a victory for parliamentary democracy" and said he was confident the Bill would be approved by the Constitutional Court within weeks.

The Bill, which proposes sweeping powers for Bengu to reform apartheid education, was adopted without challenge after a brief debate.

Six of the seven parliamen-

tary parties joined forces earlier this week to force National Assembly Speaker Frene Ginwala to refer the Bill to the court for review.

Late on Thursday, the same parties sought to block debate on the Bill in the Senate.

Coetsee adjourned the session after midnight and ruled yesterday that debate could continue if a means could be found to ensure that it is not promulgated until the Constitutional Court has ruled.

ANC Senator Bulelani Ngeuka then proposed the suspension of two Senate rules and, with the exception of the Inkatha

Freedom Party, the Senate agreed to delay sending the Bill to President Nelson Mandela for signature until after the Constitutional Court has ruled on its validity.

The National Party, Inkatha, the Democratic Party and the Freedom Front said they would remain in the Senate, but would not participate in the debate or in the vote.

On Thursday the Gauteng legislature was prevented by a Supreme Court interdict from tabling or debating the School Education Bill after it was argued that it had been tabled only in English. - Reuter



# Information has crucial role in development, says Mabandla

Staff Reporter

(50)

LIBRARIES and information services have a crucial role to play in the transformation and development of the new South Africa.

So says Deputy Minister of Arts, Culture, Science and Technology Brigitte Mabandla.

Opening the annual conference of the South African Institute for Librarianship and Information Science in Sea Point last night, she said information was a powerful tool and a strategic resource of incalculable value.

Libraries and information services traditionally fulfilled important roles in the preservation of society's cultural values.

South African library and information workers now had an opportunity to become a powerful force in the creation of a new society.

Many South Africans still lacked access to, or understanding of, the information age, Mrs Mabandla said.

Libraries and information services had an important role in education, literacy and access to modern information on science and technology.

The disadvantaged sector of South African society needed information for personal use, education, economic and social upliftment, and to make informed decisions, Mrs Mabandla said.

Clearly, the challenges facing the profession were enormous, she said.

● Children's book illustrator Jeremy Grimsell won the two-yearly Katrine Harries Prize for his book *Kalinzu and the Oxpeckers*.

Elwyn Jenkins won the Carl Lohann prize for his academic contribution to the field of children's book publishing, and for his recent book: *Children of the Sun: Selected Writers and Themes in South African Children's Literature*.

● Controversial Gauteng political consultant Eugene Nyati, who is embroiled in a dispute over consultancy fees, was to have delivered one of the keynote speeches at the conference but cancelled at the last minute.

the planning process and the  
MORNING NEWS

# New brand of education in drive for literacy

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**MXOLISI MGXASHE**  
Staff Reporter

**TEACHING** illiterate people to read by recognising well-known brand names is part of a drive to improve literacy.

Leading fashion retailer Sales House, which has already spent about R17 million on education programmes, has donated R12 000 towards the launching of an innovative educational concept aimed at improving literacy in disadvantaged communities.

The Brand Knew Children's Programme, to be unveiled this month, is an affordable scheme that makes use of familiar brand names and logos to introduce the phonetics of the English language.

ARG 16/9/95

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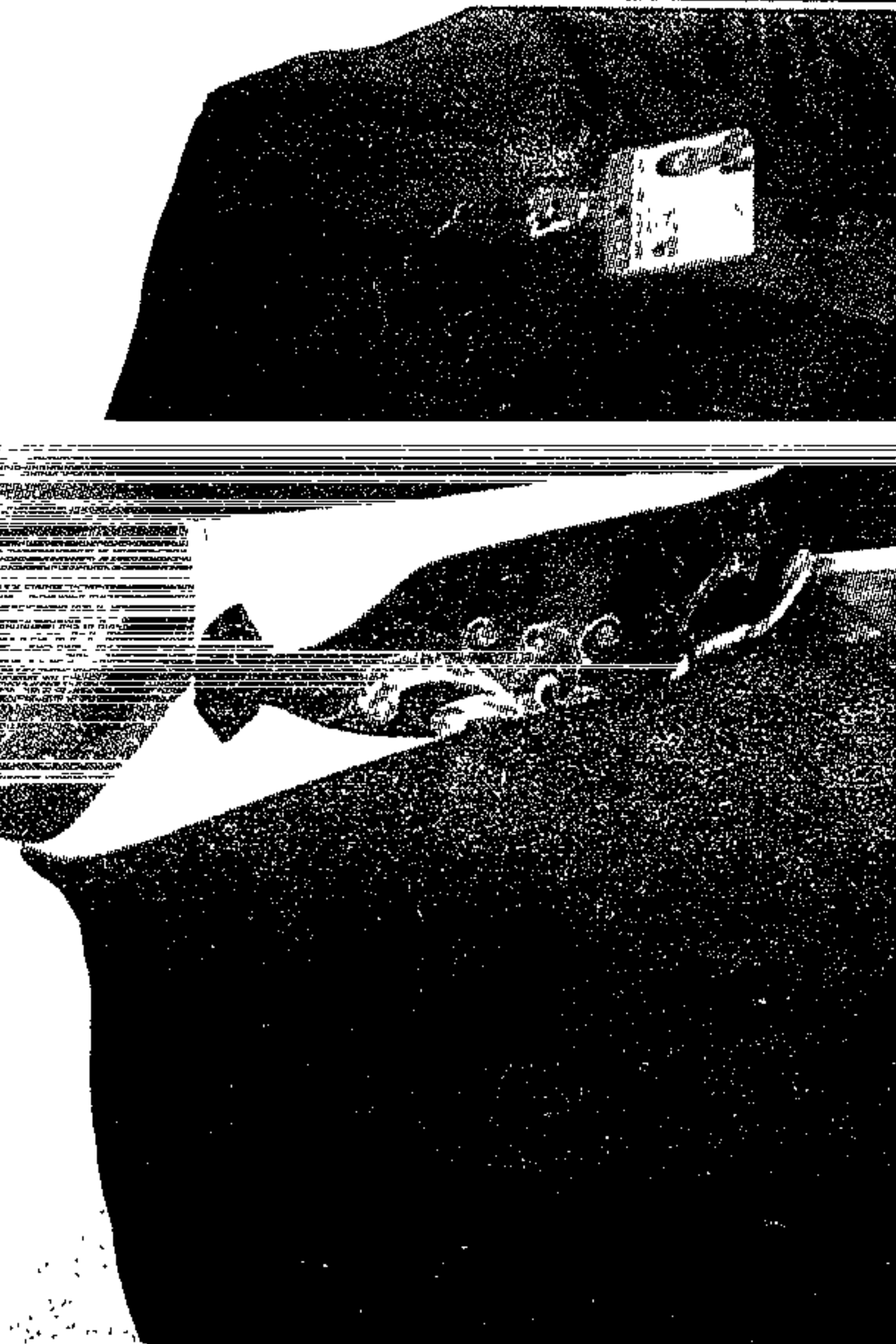


□ Principal has no matric

□ Teachers 'not paid'

# 'ILLEGALS' IN SCHOOL ROW

CP 17/19/95 (50)



MATRIC-LESS PRINCIPAL ... Dumisani Ncu je.

THULANI SITHOLE

By ELIAS MALULEKE

**A CITY PRESS investigation has found that the Gauteng Education Department last year pumped R220 000 in subsidy to a Johannesburg private school run by a group of "illegal" foreigners with questionable academic qualifications.**

The principal of the school - The Rainbow Educational Community College in Jeppe Street - does not have matric.

Meanwhile, thousands of qualified black teachers and academics in South Africa have no jobs - while Azasm is calling for the expulsion of white teachers in "black" schools.

An official in the Johannesburg circuit office confirmed the subsidy had been paid to the school last year - but said subsidies for this year had been withheld because of "serious problems at the school".

Dumisani Ncube, the school's owner and principal, received three payments from the Gauteng Education Department last year - R65 000, R73 000 and R73 000. Ncube has registered to write his matric examination in November this year - as a pupil of his school.

Last year the school had 100 pupils who paid a R150 entry fee and a monthly school fee of about R220.

This year the school has 200 registered pupils.

However, teachers at the school - mostly foreigners who are believed to be illegal immigrants - claim they have not been paid their full salaries.

This, they say, led to the splitting of the school into two groups in July. A breakaway "Rainbow College" is being led by Zimbabwean Michael Gwanda - who entered South Africa last year as a "missionary worker".

Both camps said the Gauteng Education Department had allowed the two "Rainbow Colleges" to operate separately,

turning a blind eye to the chaos the split brought.

Only Ncube has the right to use the school's name.

The factions are now warring for the education department subsidy - while a cheque made out to Ncube's Rainbow College is being withheld by the department.

Ncube and his rival said they faced possible closure because they could not pay rent and teachers' salaries.

City Press has copies of documents sent to the education department appealing for intervention - but these seem to have been ignored.

Meanwhile, many parents still paying the monthly school fees are not aware of the split.

Most of the pupils roam the streets or hang around bars and cinemas during school hours.

Gwanda accused Ncube of using the subsidy and school fees to run businesses in Botswana.

Ncube, who insisted he was a South African, denied it.

He said the split had come after Gwanda could not prove the validity of photocopies of academic certificates he held from Zimbabwean institutions.

Gwanda early this week said he would produce certificates to City Press to prove he had completed a three-year teacher training course - but he withdrew the offer on Friday, saying he was not bothered by Ncube's accusations.

Gauteng education director Nokozola Moiloa said the department had received many complaints about the school and was investigating the matter.

See Page 4.

# Matter of principal

By ELIAS MALULEKE

MEET pupil, principal and executive director of the controversial Rainbow Educational Community College, Dumisani Ncube.

Last year Ncube received a R220 000 grant from the Gauteng Education Department for his private school in Jeppe Street, Johannesburg, which teaches pupils from Std 6 to matric.

But Ncube has no matric himself.

He has registered with the education department to sit for his matric examination in November as a pupil of his own school.

Ncube said there was nothing wrong with him sitting for the examination with his pupils.

Pupils in his school disagree, saying that, as the principal and director of the school, Ncube had ac-

cess to question papers and answer sheets before the exams.

They said they also wondered where he had been learning, because he did not attend classes with them.

Ncube said he was not going to cheat.

"I attended classes at higher institutions in Nigeria, Zimbabwe, Zambia and Tanzania during my days in exile with the liberation forces," he said.

(50) CP 17/97/95



# No centrist powers sought, says Bengu

(50)  
BD 20/9/95

**Bonile Ngqiyaza**

EDUCATION Minister Sibusiso Bengu has denied suggestions that he is seeking strong centrist powers that would override the provinces on education matters.

The National Education Policy Bill aimed to create a national policy framework within which strong provincial departments would operate, Bengu said at an international education conference held in Pretoria earlier this week.

"I reject out of hand the fiction being propagated in some quarters that I am bent on emasculating provincial competence in education. The precise opposite is the truth," he said.

He had been astonished by the onslaught unleashed by some minority parties in Parliament in a bid to prevent the measure being debated, as all parties had agreed on it.

A policy document such as the Bill

was needed to give concrete form to government's political vision and commitment. "The meaning and practical implications of the constitutional provisions relating to education are not always self-evident," he said.

A "radical inconsistency" existed between the assertion that he had not delivered on education reform and the proposition to "keep his hands off the provinces", Bengu said.

He said 85% of the national education budget was assigned to provincial revenue accounts and spent by provincial education departments. "Other than universities and technikons, the education system is in the provinces."

Bengu said the transformation of major distance education institutions like the University of SA to "genuinely supportive open learning institutions" must rank importantly on SA's agenda. The draft concept document for the National Open Learning Agency would soon be circulated for comment.

# The IFP 'has failed education'

(50) BD 20/9/95

**Farouk Chothia**

DURBAN — The KwaZulu-Natal education department had failed to spend R61,1m of its reconstruction and development funds due to the IFP's inability to govern, the ANC alliance charged yesterday.

Provincial legislature education portfolio committee chairman Roger Burrows (DP) confirmed the funds had not been spent.

Cosatu KwaZulu-Natal education department head Richard Hlope said that R16,1m had been earmarked in the 1994/1995 financial year for the restoration of a culture of learning and teaching in KwaZulu-Natal. The province had failed to make use of it. An additional R45m, made available

for the current financial year, had also not been spent.

The money was intended to be used to renovate schools, purchase equipment and improve the skills of teachers, pupils and parents.

ANC education department head Malusi Gigaba said the alliance would embark on a mass action campaign to ensure that education was placed on a sound footing. "It has become obvious that the IFP is both failing and unwilling to govern," Gigaba said.

Burrows said the committee had repeatedly questioned the failure to use the funds but it was being "tossed from pillar to post".

KwaZulu-Natal education MEC Vincent Zulu has claimed that central government has not

released the funds to the provincial government.

The ANC alliance claimed that Zulu was in "spiritual exile" in Ulundi, and had met the portfolio committee on only two occasions since taking office.

Burrows confirmed that only two "formal" meetings had taken place. This was of concern to the committee, and it had raised the issue with Zulu.

Gigaba said the IFP was clamouring for more powers, but Zulu had failed to table Bills on education which were within the province's competence.

Burrows said he understood three Bills had been drafted, and it was hoped the cabinet would approve them today.

JOHNNIES  
INDUSTRIAL  
CORPORATION  
LIMITED



# School in cramped hall mirrors teaching crisis

(56) ARU 20/9/95

□ 400 children have no toilets

**SABATA NGCAI**  
Staff Reporter

A MICROCOSM of South Africa's education crisis exists in Boy's Town, Crossroads, squatter camp where seven classes, with a total of more than 400 pupils, are crammed together to learn in a church hall with no toilet facilities.

Children use bushes as toilets, or teachers ask neighbours for permission to use their bucket toilets — and even those are often left unemptied by the council for up to three days.

This is the picture at Sigcau Public Primary School at Boy's Town squatter camp.

The classes in the church hall are from Sub B to Standard 6. More than 300 Sub A pupils are squeezed into a dilapidated former community hall.

While the other classes at least got desks and chairs — if inadequate — from the Department of Education, Sub A pupils have to use the walls beside them as desks.

Principal Edith Majikela said she had long discussed the matter with the provincial education department, and that officials had made all sorts of promises.

The department's spokesman, Orland Firmani, said

there was "no school site in the area".

He said the department would look into providing the school with prefabricated buildings.

Dr Firmani said the department, in co-operation with Crossroads Town Council, was also negotiating the building of a toilet block for the pupils and staff.

The school, a first for the community, opened in January this year.

Some classes have to be given outside when the weather is good, but when it is cold they have to be squeezed inside.

Teachers all have to teach at the same time. They cannot speak loudly in case they disturb other teachers and pupils.

The teachers acknowledged that it was very difficult to concentrate but said pupils had no choice but to get used to the situation.

"It's much better when it is hot outside. Teachers get time to teach freely," says Mrs Majikela.

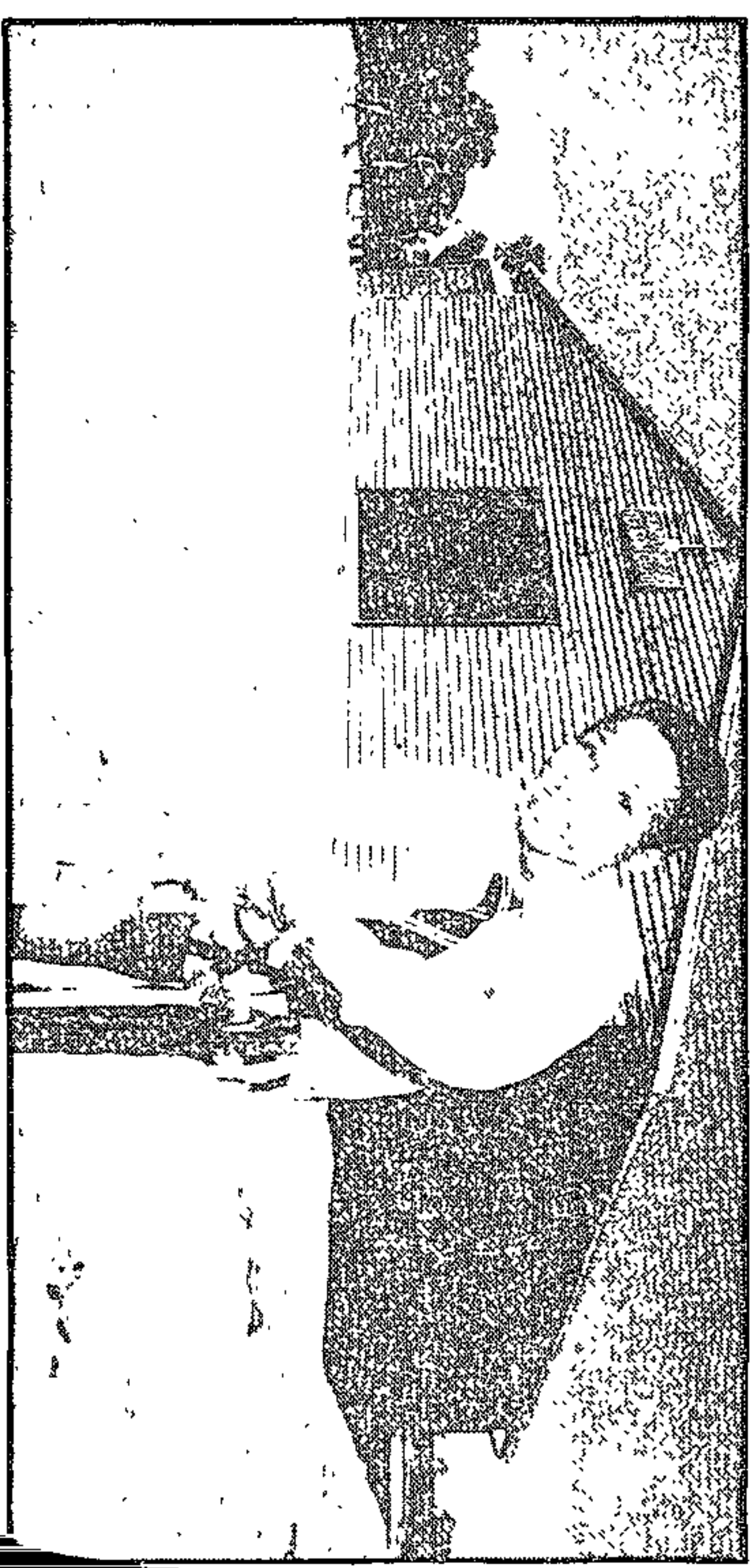
"We know that it is not a good thing to have the children sitting in the sun, but there is nothing we can do," she said.

The teachers complained that the situation was worse in winter when they had to endure the cold wind gusting in through openings in the wooden walls.



**PICTURES:** LEON MULLER. The Argus  
**SQUEEZED IN:** Seven classes with a total of more than 400 pupils, from Sub B to Standard 6, are crammed together in the Anglican Church hall in Boy's Town, which they use as a school.

**MISERABLE CONDITIONS:** This is the only tap, right, and it serves more than 400 pupils at the "school". Ten-year-old Nosiphiwo Mili who is in Standard 1, fetches a drink of water.





# Judge sets aside 'English only' order

Stan 23/9/75

(50)

Transvaal Judge President C Eloff yesterday set aside a court order which provisionally declared unconstitutional the tabling in English of the School Education Bill in the Gauteng legislature.

In his judgment, Judge Eloff said the interdiction should never have been granted in the first place. The Gauteng legislature would clearly suffer enormous prejudice if the Bill's tabling was stopped, whereas the rightist Afrikaner Kulturbond, which brought the original application based on the Bill hav-

ing been tabled in English only, would not suffer significant harm if the Bill were passed.

The judge sharply criticised the Kulturbond's legal representatives for the clumsy way in which its papers had been drafted. This had been the cause of Mr Justice L Weyers' order, which effectively stopped discussion on all legislation before the Gauteng legislature. Later the order had to be changed to clearly refer only to the Education Bill.

The order should also have indicated a return date for final

argument as it was clearly meant to be an interim one.

The Kulturbond could approach the Supreme Court or the Constitutional Court to challenge the legislature's language policy, the judge said, but in his opinion the constitution clearly allowed regional authorities to choose their official languages.

Kulturbond counsel and Freedom Front MPL Danie Bisschoff had argued that the rights of all Gauteng citizens would immediately be affected if the controversial School Edu-

cation Bill was passed into law.

The entire legislative process in Gauteng was crippled this week after Judge Weyers' provisional ruling. The judge said, however, that the judgment was not worded as he had meant it. The legislature's Speaker, Trevor Fowler, said on Thursday that his legal adviser, Nick Ndo, had been told that a "major error had slipped in" when the judgment was being typed by a clerk and that the judge had not meant for the legislature to halt all its business pending the final outcome of

the matter.

This message was carried over on Wednesday after Ndo had tried for almost three days to see the file so that the legislature could decide how to proceed. Fowler said: "We were unable to get a full copy of the judgment - which would contain all the reasons for the order - because we were told the file was lost." He said that what concerned the legislature was that it had been prevented from doing what it was expected to do for 8-million people. - Sapa, Staff Reporter



# Judge criticises court ruling on education

(56) AR 23/9/95

PRETORIA. — Gauteng Judge President C Eloff set aside a court order which provisionally declared unconstitutional the tabling in English of the School Education Bill in the Gauteng legislature.

In his judgment, Mr Justice Eloff said the interdict should never have been granted in the first place.

In effect, he said, it stopped the legislature discussing any legislation tabled only in English.

The Gauteng legislature would clearly suffer enormous prejudice if the Bill's tabling was stopped, whereas the rightist Afrikaaner Kulturbond, which brought the original application based on the Bill having been tabled in English only, would not suffer significant harm if the Bill was passed, he said.

The judge sharply criticised the Kulturbond's legal representatives for the clumsy way in

■ The right-wing Afrikaaner Kulturbond's attempt at declaring the School Education Bill unconstitutional in Gauteng because it was tabled in English has been challenged by a Supreme Court judge.

which its papers had been drafted.

The order should also have indicated a return date for final argument as it was clearly meant to be an interim one.

The Kulturbond could approach the Constitutional Court to challenge the legislature's language policy, Mr Justice Eloff said, but in his opinion the constitution clearly allowed regional authorities to choose their official languages.

Kulturbond counsel and Freedom Front MPL Danie Bisschoff had argued the rights of all Gauteng citizens would immediately be affected if the highly controversial School Education Bill was passed into law.

The Gauteng legislature will debate the School Education Bill on Tuesday following Friday's Supreme Court ruling.

Gauteng legislature speaker Trevor Fowler said in a statement the legislature would hold an extraordinary sitting on Tuesday, the earliest possible date, even though it was the second day of the Jewish Rosh Hashana.

Mr Fowler said a petition by the National Party, Democratic Party and Freedom Front against the Bill's clauses dealing with the inadmissibility of language testing before admission to schools, religious freedom, and school forums' decisions being binding on school governing authorities would be lodged with the Constitutional Court. — Sapa.

## Violence threatens investment, warns FW

DURBAN. — Deputy President FW de Klerk said violence in KwaZulu-Natal was harming South Africa's interests and threatening investment.

"It is harming the interests of South Africa and ... is one of the factors which lay sceptical

about investing in South Africa immediately names," Mr De Klerk said during a tour of Inanda township.

"Investors know of KwaZulu-Natal violence and this is the province where we need vast investment."

Mr De Klerk had earlier been briefed by security force chiefs on violence in the province in which at least 112 people were killed over the last week — an average of 16 a day.

He said he was "deeply worried" by the situation. — Reuter.

# Higher rates of literacy 'vital for SA'

By RONNY TSHABALALA

Star 25/9/95 (PR) DATE WRITER

South African businesses are realising the importance of instituting learning programmes for their staff as the country's 40 percent adult illiteracy rate continues to undermine business performance.

"South African businesses are ill-equipped to deal with the changes taking place in the economy, mainly because of the vast extent of adult illiteracy. Productivity levels suffer due to language barriers, an inability to read safety signs and important notices and a lack of basic understanding of the business world.

"Many managers have realised that these problems have to be dealt quickly and effectively," said Annica Foxcroft, the marketing director of Interman, a company involved in language, literacy and communication skills training.

Foxcroft said employee development should form an integral part of every company's training policy.

"One of the unique features of implementing a business-related literacy programme as opposed to a community-based one, is that it prevents costly misunderstandings between labour and management.

"South Africa is faced with over 16 languages. Concepts such as productivity, percentage increases and quarterly results do not translate into most of the country's indigenous languages.

"As a result, many blue-collar workers who know little English struggle to understand these concepts and often associate productivity increases with retrenchment, which can cause strikes and other work-related problems.

Developing an individual's literacy skills has positive effects for the company as well as the individual, she said. It improves self-confidence, general knowledge, communication, the individual's approach to the job and, as a natural progression, increases productivity.



## Police step in to protect Cape teachers from gangsters

WM 25-31/8/95

Rehana Rossouw

**A** TEACHERS' strike in protest against the withdrawal of security at Excelsior Senior Secondary School in Belhar, Cape Town, where schooling has been severely disrupted by gangsterism, ended on Monday when the education department arranged for police to protect the premises.

"We were told the police are here as a temporary measure, so we have suspended our strike temporarily," said Excelsior principal, Graham Jenneker. "We are still waiting for a long-term solution to our problem."

Western Cape Education Department Director Dr Francois Knoetze said at least 52 schools in Cape Town have been identified as "high risk" institutions where gang activity disrupted schooling and vandalism and theft was rife.

He said a call by teachers to send in the army to protect schools was deemed "unrealistic" at a meeting between a top-level police delegation and education officials last week.

"The police told us the army was already included in their community safety plan and they would call them if they were needed," Knoetze said. "We agreed that police would maintain a high visibility in high-risk areas."

Knoetze acknowledged that the police would not be able to maintain their presence at schools, but said a long-term solution to the problem was bedevilled by a lack of funds for security.

The department had budgeted R15-million for security personnel and R5-million for repairs, which was far from sufficient to solve the problems in Cape schools.

"I offered to donate the R15-million to the police so that they could use it for community-policing training to protect the schools, but they said this was unrealistic as the people would become targets of the gangsters," Knoetze said.

A police spokesman said schools were being visited by policemen between 8am and 2pm every day, but a shortage of manpower would probably see patrols reduced soon.

# No place at school

(50)  
for  
ART 26/9/95  
46 000

# children

## Staff Reporter

A STAGGERING figure of more than 46 000 children in the Western Cape, aged between seven and 18 and mostly from the informal settlements, do not go to school because they cannot find places.

Nationally, the number of children who cannot be accommodated at schools stands at 1,7 million.

This was revealed by the Primary Open Learning Pathway Trust, an organisation which works mainly in informal settlements and whose mission it is to eradicate the problem of out-of-school children.

The shocking figure of 46 542 children centres mainly on those who live in informal settlements and migrant labour hostel areas.

The organisation argues that there are enough classrooms in the region to house children in and out of schools.

It said some schools had lower teacher-pupil ratios compared with those in informal settlements which were bursting at the seams.

The organisation marched on parliament recently to highlight the children's plight, to offer support to the Education Bill, and to demand that the provincial education department be transparent when dealing with the matter.

Director of the Athlone-based organisation Jean Pease said schools in informal settlements were "bursting at the seams" and could not admit more children while there were schools whose teacher-pupil ratios were much lower.

She said that in informal settlements, the teacher-pupil ratio was one to 100 while in the Model C schools it was one to 12.

In Crossroads 10 classes of children share one hall, and 770 children are out-of-school in Khayelitsha's Macassar squatter camp.

"There are enough schools in the Western Cape to house all the children currently in schools, as well as out of school," Mrs Pease said.

"There are no schools in Bloekombos and in Wallacedene a school bursts at the seams and doubles as a primary and secondary school, while schools in town have 12 children per class."

Mrs Pease said the informal communities were upset because they felt the government was "not moving fast enough" to address their plight.

"The problem will remain the same unless the government sets standards and norms on how schools should operate," she said.

Mrs Pease called for all state schools to become public schools "immediately" — with the same resources, facilities and the same pupil-teacher ratios.



## ANC education policy 'a burden'

(50) ARG 26/9/95  
JOHANNESBURG. — The burden on middle class South Africans would become untenable if the ANC was allowed to push through its education policy, NP Witwatersrand North branch chairman Marthinus van Schalkwyk said.

Addressing a candidates and party workers conference in Johannesburg, Mr Van Schalkwyk said ANC leaders often said parents should contribute towards their children's educa-

tion in accordance with their income.

"This is done against the background that parents already pay personal income tax and that the ANC's education policy has the aim of reducing parent input into school education," he said.

Mr Van Schalkwyk added that the ANC had a policy of creeping socialism "which fore-spells nothing good for South Africa". — Sapa.

## Controversial Education Bill passed by province

(50) *Ston 27/9/95*  
Gauteng's controversial School Education Bill was finally passed in the provincial legislature, with 42 MPLs in favour and 25 against after nearly six hours of debate and voting.

But Premier Tokyo Sexwale will not sign the Bill into law until the Constitutional Court has considered the constitutionality of clauses dealing with religious freedom at schools, the inadmissibility of language testing before admission, and the provincial school forum's ability to make decisions binding on school governing authorities.

This is because of a petition brought earlier this month by the National Party, Democratic Party and the Freedom Front objecting to these clauses.

Voting on the Bill took an unexpected turn when two African National Con-

gress members, who supported the Bill, had to oppose it on a technicality because they had supported the NP's call for a division to record individual MPLs' votes.

ANC MPLs Ignatius Jacobs and Nomvula Mokonyane supported the division and according to house rules had to vote against the Bill they were in favour of. Both quietly left the House.

Speaker Trevor Fowler said Jacobs' seconding of a motion presenting the Bill for passing was null and void, but there had been enough support for the Bill to be carried without a seconder.

He cautioned the MPLs about the penalties of not observing the rules. "History has recorded the cost of taking proceedings lightly," he said, warning "we need to be committed to the rules." - Sapa.



# Education Bill row rages on

*Lawyer 29/9/95 (50)*

**By Claire Keeton**  
Education Reporter

THE controversy surrounding the Gauteng School Education Bill raged on yesterday after it was passed in the provincial legislature this week.

The Bill was opposed by the National Party, Democratic Party and Freedom Front while the Pan Africanist Congress and Inkatha Freedom Party threw their weight behind the African National Congress in pushing for the Bill to be passed (42 votes in favour, 25 against).

However, the Bill will not become law until the Constitutional Court has decided on the constitutionality of certain clauses dealing with religion, language and the powers of schools.

A third of the members of the Gauteng parliament have signed a petition objecting to the Bill and requested the Constitutional Court to exercise its powers over the dispute.

On the other hand, parties who had problems with the Bill initially said it had been amended to their satisfaction.

IFP spokesman Mrs Gertrude Mzizi said the Bill was frustrating in the

early stages but after wide consultation many problems had been resolved.

"We are happy with it now. I'm not saying it is perfect but we only have minor differences over it," she said.

## **Very disappointed**

The whip of the Democratic Party, Mr Jack Bloom, said the parties opposing the Bill were very disappointed in the way it was rammed through the legislature with the ANC exploiting its majority voting power.

"We tabled a number of amendments around the arbitrary powers of

the MEC for education which were rejected in every case," he said.

Freedom Front spokesman Mr Christo Landman criticised the Bill for allowing unlimited rights to learners to study at state or state-aided schools.

ANC spokesman Mr Ignatius Jacobs said the parties opposing the Bill voted against the repeal of the apartheid laws affecting education.

The National Party head of the Education Standing Committee Ms Julie Coetzer and PAC spokesman !Khoisan X could not be reached for comment.



# Classes of 25 ideal for quality

(850)  
Sowetan  
29/9/95

By Oupa Ngwenya

A SMALL class with numbers limited to around 25 is one of the keys to a superior, all-round education at primary level, according to the principal of St Columba's School, Ann Capecchi

She says her school found that by limiting numbers, teachers are able to give each child individual attention

The school is the oldest, having been established in central Benoni in 1909 by Dominican Sisters. It offers classes from pre-primary level to Standard 5.

"In our 85-odd-year history we have built up a tradition of giving our pupils an all-round education which is aimed at developing the child academically, athletically and spiritually," says Capecchi

The school has introduced an innovative integrated studies programme which draws on material from and outside of the curriculum, to broaden the children's general subject knowledge while encouraging team building and project work.

Small classes, too, enable teachers to address the specific needs of weaker children without disrupting the progress of the more proficient pupils

St Columba offers a full academic and extra-mural programme including netball, soccer, cricket, swimming, gymnastics, singing, debating, chess, computers, art and drama.

The school has a record of achievement both in the classroom and on the sports field. An unbroken record of 100 percent pass rate in Standard 5 in the past 18 years is proof of this

Limited vacancies exist in most classes for 1996 and the school will hold entrance tests on October 14

Parents and prospective pupils coming on this day will have a chance to see the school and meet a number of staff members.

To make applications call the school secretary at (011) 421-3057 before October 14



Smaller classes (Above) enable teachers to give pupils individual attention in contrast to teaching large classes (right).



# Education breaks with the past and gives power to the provinces in new agreement

By KURT SWART

(50)

Star 30/9/95



Minister Sibusiso Bengu

The Education Labour Relations Council yesterday signed an agreement rationalising the transformation of South African education making it possible for provincial education departments to employ teachers and to take control of education in their provinces.

Announcing this at a Johannesburg news conference, Education Minister Professor Sibusiso Bengu described the agreement as a major breakthrough in addressing the inequities inherited from the previous system.

"The regulations of the 11 former racially and ethnically based education departments have now been rationalised making it possible for provincial

establishing interim measures relating to the staffing of education institutions.

This dealt with the absorption of teachers into the provincial education departments - the procedure for dealing with "excess" staff in the process of effecting equity.

The objective, said Bengu, was to re-distribute staff and not to decrease the number of teachers and educators in the country.

"The total number of educators will have to increase as a result of backlogs and the annual increase in learners. It may not be acceptable for all staff to be redistributed and provision has been made to deal with these personal problems."

TO PAGE 2

FROM PAGE 1

## ◆ New-look education

(50) Star 30/9/95

The second agreement established guidelines for workable and affordable educator/learner ratios. "There will be provision for a 1:35 ratio for ordinary secondary schools and 1:40 for ordinary primary schools. Ratios will also be developed for other institutions, such as technical colleges."

Provision has also been made for delegates of teachers' associations and unions to take time off for labour relations matters.

"Provision has been made that educators, on a limited scale, be seconded to associations and unions at their cost.

"The way has been paved for moving forward with equity, the provincialisation of education and the implementation of gender equity.

"I pay tribute to the educators of the country who, through their representatives, have contributed in this positive way to the process of transforming our education system," Bengu told the press conference.

Department deputy director-general Roelf du Preez explained how teachers would be absorbed from the old race-based departments.

"All the old posts will be abolished but we will create the same posts in the new provincial education department and the staff will be transferred to the new posts.

"For various reasons, some people will not be prepared to be redistributed. We have provided for a whole system on how to deal with people. There will be a plan annually and negotiations at provincial level to determine who is in excess at various institutions." The first way of dealing with an "excess" was by natural attrition - promotions, resignations and retirements. The next step was to transfer teachers taking into account their personal circumstances.

~~EDUCATION~~

EDUCATION — GENERAL

OCT. → DEC.



# Focus on education shake-up report

(50) Stan 2/10/95

Proposals recommending the abolition of Model C and other state-aided schools in favour of public schools to which parents contribute according to their means will be put before the parliamentary committee on social affairs this week.

The report, compiled by the Committee for the Review of School Ordinance, Governance and Finance, was made public on August 31.

The report recommends that only two categories of school - public and independent - be available in future and that parents be made to pay for their children's education according to their incomes.

It also recommends that wide-ranging powers be granted to parents to help supervise children's education.

The report is still being studied by Education Minister Sibusiso Bengu, who is expected to make recommendations on the proposals to the Cabinet before the end of this month, according to education spokesman Lincoln Mali.

He added that members of the public were still discussing the proposals. - Education Reporter.

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## Libraries 'lack funds to buy books'

**STAFF REPORTER**

(50) CT 2/10/95

NO new library books are being bought for many public libraries because provincial governments have not yet assigned money to library services.

Ms Elda Nolte, of the SA Institute for Librarianship and Information Science, said librarians had expressed concern that many libraries "have not been buying books since April this year".

This was threatening local publishers who had been assured of at least libraries as a market, she said.

The crisis was at least partly due to the slowness of restructuring library services in the provinces, which have changed in number from four to nine. No new books or other materials are getting through to the new provinces.

The spread of funds, staff, materials and expertise between the old and new provinces is "disproportionate", she said.

Libraries had experienced a marked increase in the use of their services by black students. These libraries urgently needed more study material, she said.

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# Govt moves on schools slated

**LISA TEMPLETON**

SIX southern suburbs schools have slated government moves to restructure schools, saying standards will be reduced to the "lowest common denominator".

They were reacting to the Hunter report on restructuring schools, which was handed to Education Minister Dr Sibusiso Bengu last month. The government-appointed committee was headed by Professor Peter Hunter of the Wits University.

(50) CT 5/10/95  
The report recommended that the assets of Model C schools be transferred back to the state and that there be only two types of schools available — public and private.

Dr Paul Slatter, spokesman for the Concerned Schools Group, said after a meeting this week the group felt strongly the report represented a "giant step backwards" for education.

The group represents among others Bergvliet High and Primary School, Sweet Valley, Kirstenhof and Westcott primary schools.

Dr Slatter said the proposals aimed to equalise education — to which they had no objection — but entailed breaking down the Model C school system, instead of building up other schools. He said the proposals for centralised decision-making and socialist non-competitive ideals would lead to mediocre education for all.

"Minister Bengu is determined to bulldoze the report into a White Paper within weeks. Unless the report is condemned now, it will become law very shortly," he said.

# Came out, counselling in, schools forum told

CT 5/10/95

(50)

**AUTHORITY IN SCHOOLS** should be applied through experience and knowledge rather than corporal punishment, a forum was told yesterday. **LINDIZ VAN ZILLA** reports.

**A**LTERNATIVE methods of punishment and discipline in schools were discussed at a forum yesterday after Parliament passed a bill last month abolishing corporal punishment, which the Constitutional Court had found unconstitutional.

About 200 people attended the conference at the Cape Town Teachers' Centre in Claremont. Educators, parents, pupils and welfare authorities debated the issues.

Social worker Mrs Fowzia Ryk-lief said corporal punishment sent the wrong message — that violence was the right way to solve problems. Corporal punishment was often ineffective and "very often the same children are beaten over and over again for the same offences", she said.

Corporal punishment could lead not only to physical abuse,

but also to emotional and psychological abuse, and children subjected to corporal punishment suffered from low self-esteem.

Newly appointed superintendent-general of the Western Cape Education Department, Mr Brian O'Connell, acknowledged that the cane and corporal punishment had been part of the make-up of teachers for a long time.

## Counselling

He called on teachers to accept the fact that corporal punishment was out and to help to develop alternative methods of discipline.

Transitional management teams of teachers, pupils and parents would be established to help teachers cope with the changes.

Counselling and support for teachers, parents and children would be the basis of alternative

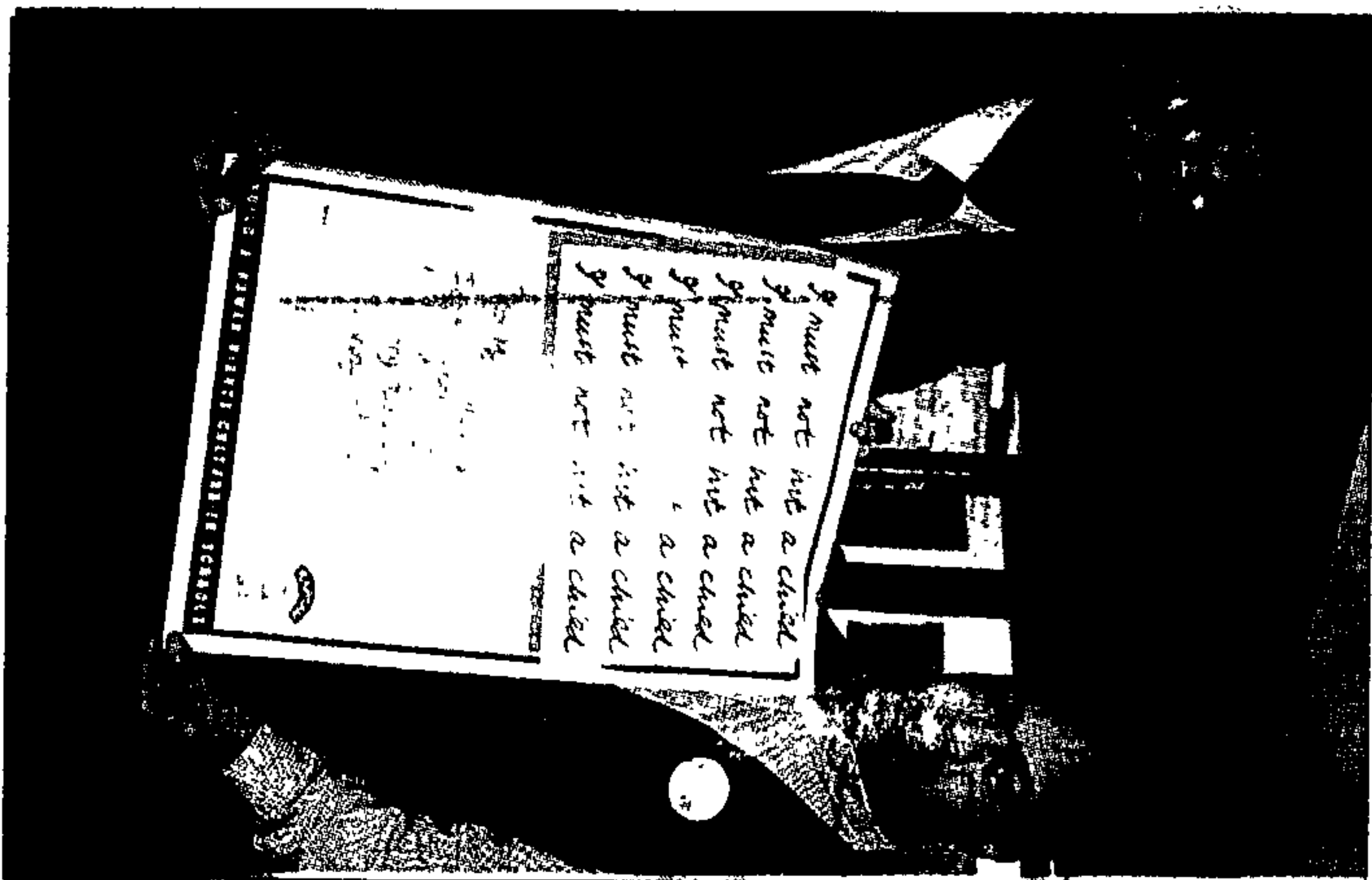
disciplinary action, Mr O'Connell said.

"Building inter-personal relationships with children and having an insight into their problems were essential. Authority should be applied through experience and knowledge rather than through corporal punishment," he said.

Constructive community service was one of the most positive alternatives to arise from the conference and teachers were also encouraged to reward positive behaviour and not always focus on negative aspects of a child's behaviour.

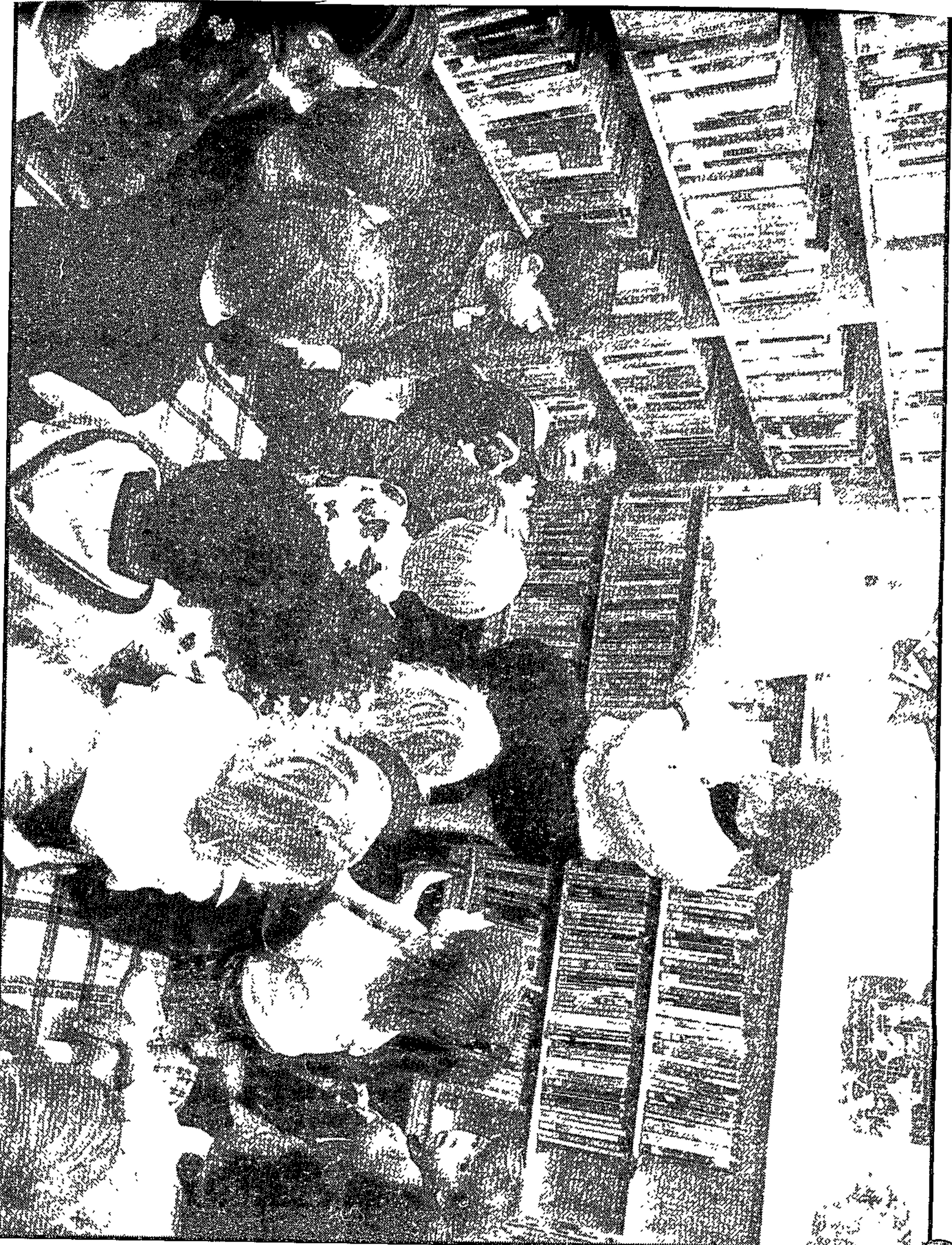
Mrs Linzi Fredman, representative of End Physical Punishment of Children, said disciplinary action should rehabilitate and support children.

She implored teachers to have deeper insight into why children misbehaved and said they should determine whether personal or other circumstances weren't causing children to misbehave and then liaise with pupils and parents to try to solve the problems.

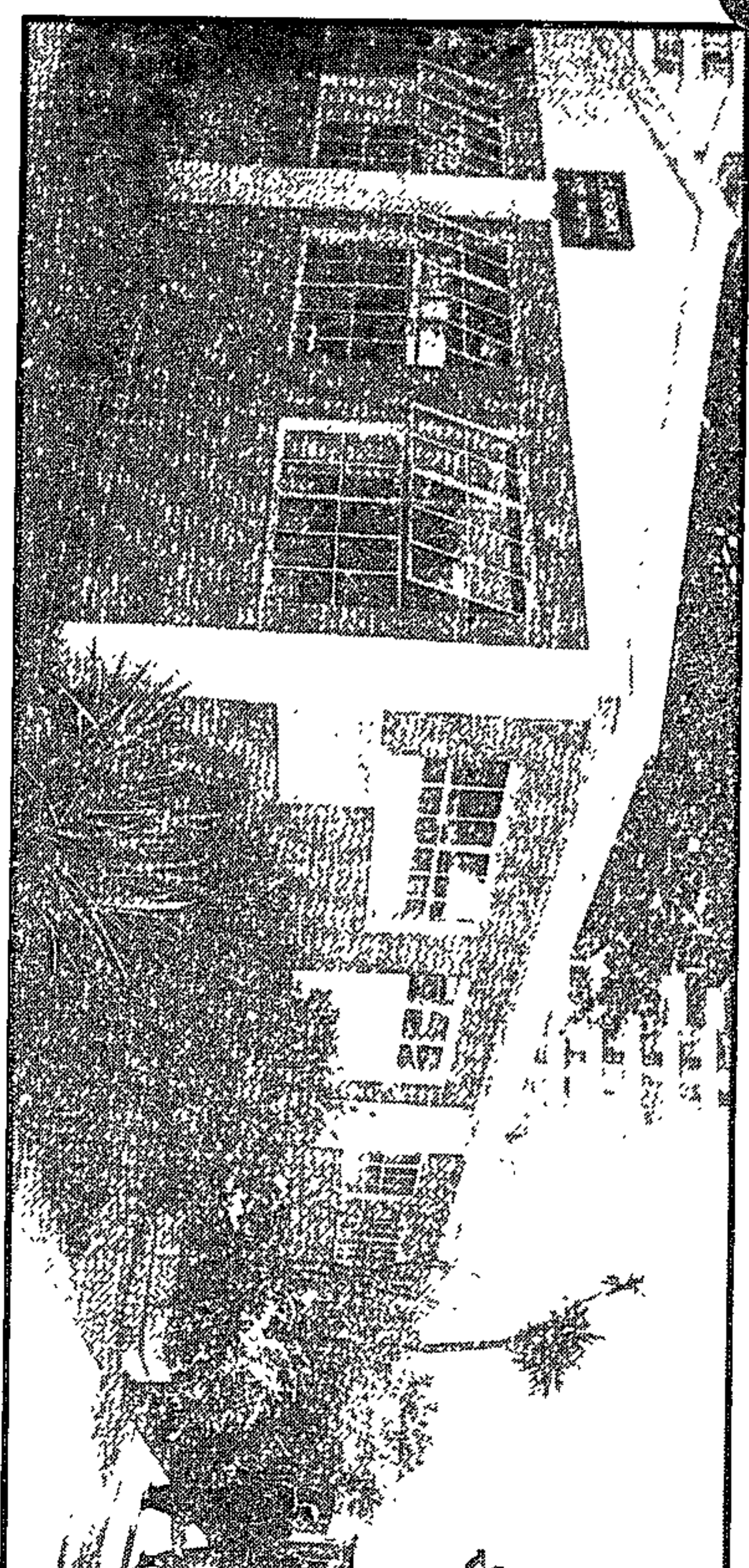


**NO MORE CANING:** The superintendent-general of the Western Cape Education Department, Mr Brian O'Connell (left), joined one of the organisers of the Forum on Discipline in Schools, Mr Theo Combrinck, in finding alternatives to corporal punishment. **PICTURE: ALAN TAYLOR**





□ **BOOK CORNER:** It's storytime for toddlers at Claremont Library. Now new development proposals could ensure that the community gets a new facility soon.



□ **TOO SMALL FOR ITS BOOKS:** Claremont residents say the existing library does not meet their needs.

Pictures DOUG PITHEY, Staff Photographer



□ **THE SPOT:** City librarian Heinrich Heymann on the proposed site for the new Claremont Library, which is now a parking lot.



# Joy as libraries get reprieve

(50) ARG 7/10/95

**ADELE BALETA**

Staff Reporter

**THE** battle to maintain the standard of service at Western Cape libraries has been won — without thousands of protesting signatures. But now it's up to the cabinet.

Angry provincial librarians with petitions began collecting signatures to protest against staff cuts after the restructuring of the old Cape Province.

Some librarians even removed magazines and newspapers and cordoned off bookshelves to raise public awareness about the impact of curtailed services.

Now the petitions, with their thousands of signatures, will not be delivered following a provincial library service reprieve announced by Martha Olckers, Western Cape Minister of Education, Arts and Culture.

Mrs Olckers said an "incisive post analysis" of the library services conducted over 14 days had shown that it was "justified to create an additional 48 posts in the Western Cape provincial library services".

Andre Steenkamp, deputy director of provincial library services, said all that remained was for the cabinet to approve the

■ The struggle to maintain the standard of service at Western Cape libraries has been won — if the cabinet approves.

new posts. This was expected next week.

The investigation followed the allocation of posts to the Western Cape with the restructuring of the province into three new provinces. This resulted in the Western Cape effectively losing 57 posts which were transferred to the other provinces.

Mrs Olckers said: "The expected dismissals had not only a negative impact on the morale of the staff but it also threatened to disrupt services." It was thus decided to reinstate 48 posts which would "ensure that the number of redundant personnel will be limited to only a handful of people.

"It's expected that these personnel members will be accommodated satisfactorily elsewhere in the province," she said.

Mr Steenkamp said the reinstated posts would include those to do with the selection and preparation of books for municipal libraries affiliated to the province. It would also involve clerical posts.

"We can now play our normal role in the

provision of library material to the public of the Western Cape. We would have had to begin crisis management and some functions would have shut down. The effect on morale was terrible."

Norah Moerat of the Adriaanse Library in Elsie's River and a committee member of the Save the Libraries campaign, said: "We have fulfilled our mandate."

She added: "We have counted the thousands of signatures and were about to deliver them when the announcement came. The fear over the cuts in posts was that we would not be able to deliver the same service. Cuts in staff who catalogue, select and prepare the books for the libraries would have meant fewer books on the shelves. The remaining staff would never have been able to process the books fast enough."

Save the Libraries demanded the maintenance of the standard and scope of the provincial library service to meet community needs.

"There are about 240 Western Cape libraries which are spread throughout the various communities including those in the disadvantaged areas," Ms Moerat said. ■ Heinrich Heymann, city council librarian in charge of 33 libraries managed by the council, said he was "optimistic" that Claremont residents

would get a new library soon.

A public protest meeting has been planned for Wednesday following a council decision to take R1,8 million earmarked for a permanent Claremont library off this year's budget.

Mr Heymann said the existing inadequate prefabricated library was 400 square metres and there was a need for 1 000 square metres.

Potential developers had indicated an interest in developing the site intended for the new library, a parking lot to the east of the existing library.

Among proposals before the health and community services committee of the city planner's department the preferred option was to prepare a document for the sale of the site for a stated type of development, including a library, to specification, which would be made available to the council at no cost.

Mr Heymann said this would allow the council, in consultation with the community, to determine, before tendering, what kind of development was desired on the site.

"This would mean a new library could be built without having to expend about R2 million on capital cost, this being offset against the value of the land being sold.



# Pre-school bodies come together

(50) *Lawetan 9/10/95*

By Noxolo Kweza 

IN a bid to address problems affecting pre-schools, two branches of South African Children's Informal Settlement Agency Trust decided to merge at the weekend.

The Eastern Cape and Gauteng branches resolved at a conference at the Central Methodist Church in Johannesburg to join hands in order to solve their problems.

Sachisa president Mr Fezile Bacela said the Eastern Cape branch was experiencing many problems which it could not solve on its own.

Sachisa, which represents mostly pre-schools in rural areas and squatter camps, has fewer than 10 donors who have difficulty in funding all the

creches. Bacela said financial constraints, lack of managerial skills and resources were some of the problems they were facing.

Miss Caroline Tshabalala, from Otis, one of the donors invited to the conference, said her company was helping the pre-schools in order to give children a better start in life.

"We are trying to give them the best foundation they need at pre-school level," Tshabalala said.

At the end of the conference, which was attended by representatives of pre-schools in and around Gauteng and the Eastern Cape, Bacela promised to hold a workshop on his return to the Eastern Cape to put into practice some of the proposals of the conference.

# Settling Bill problems

**T**HE CONTROVERSY surrounding the Gauteng School Education Bill will soon be settled by the Constitutional Court, which will decide whether it infringes the right to establish education institutions "based on a common culture, language or religion" provided there is no racial discrimination and whether it is practicable.

Political parties opposed to the Bill – the National Party, Democratic Party and Freedom Front – argue that it infringes this right. They organised a petition, signed by a third of the members of the Gauteng provincial legislature, to take the Bill to the Constitutional Court.

The papers were filed with the court recently. However, there is bound to be a delay in hearing the case since the court is in recess until today.

The Bill cannot be signed into law by Premier Tokyo Sexwale until the court case is decided, even though it was passed by 42 votes in favour and only 25 against in the legislature.

It was supported by the African National Congress, Inkatha Freedom Party, Pan Africanist Congress and the African Christian Democratic Party. However, DP spokesman Mr Jack Bloom said the ANC used its majority to ram through the Bill despite opposition.

Head of the Gauteng legislature's Education Standing Committee, Ms Julie Coetzer, said the ANC was to blame for the delay as it withdrew its amendments to the offending clauses in the Bill.

"If the amendments had been accepted, there would not have been a petition and apartheid education legislation would have been replaced immediately by the promulgation and implementation of the new education law. Now the whole Act has been delayed," she said.

ANC parliamentary spokesman Mr Ignatius Jacobs disagreed with this view. He said the parties opposed to the Bill were trying to stop it to protect the interests of select groups. "It is cheap electioneering and they are not interested in good education for all children. They voted against the repeal of apartheid legislation."

He said there had been extensive public hearings on the Bill and substantive changes had been made, which is why it had the support of other parties.

IFP spokesman Ms Gertrude Mzizi backed him up: "Initially the Bill was very frustrating but after wide consultation and amendments it is now satisfactory." She said the IFP had minor problems with the Bill but were not serious enough to block the Bill.

Numerous attempts to contact PAC spokesman Mr !Khoisan X for comment were unsuccessful.

Coetzer said the NP felt the Bill undermined

Political parties in the Gauteng legislature are worlds apart concerning the new Education Bill, writes Education Reporter **Claire Keeton**

(50)  
Keeton 9/10/95



**Education MEC Ms Mary Metcalfe ... some political parties feel the new Gauteng Education Bill gives her too much power.**

the language and religious clauses of the interim Constitution. The Bill says language competence testing may not be used for admission to public schools, which is a clause to which the NP and FF strongly object.

Jacobs said the clause in the Bill to ensure no child is discriminated against or turned away from a school on the basis of language. Coetzer and FF spokesman Mr Christo Landman said that made it difficult for communities to establish a school around a specific language.

## Treated differently

They objected that private schools were treated differently since this clause did not apply to them. "It is only allowing language, cultural and religious rights to the rich, who can afford it," Coetzer said.

The Bill reads that school governing bodies may decide on the language and religious policy of a school, and if it does not follow the principle of respecting diverse languages and religions, the governing body will be required to reformulate the policy in consultation with the MEC.

Landman said the FF was also unhappy that learners were given unlimited access to schools, whether they could pay fees or not. "This could

affect the economic stability of a school and could be used to undermine Model C schools," he warned.

The opposition parties all feel the Bill concentrates too much power in the hands of Education MEC Ms Mary Metcalfe. Bloom said the powers gave her maximum autonomy to make decisions. "It seems a decision was taken at ANC central level to get as much control as possible in the centre, both in the hands of the national Minister and the MECs," he said, adding that similar education Bills had been presented to the Northern Cape and Mpumalanga legislatures.

However, in the Gauteng Bill, decision-making is located primarily in school governing bodies, where parents are in the majority. Jacobs said the ANC has tried to take a "bottom-up" approach, which is clear in the devolution of powers to district level. He said Western Cape MEC Mrs Martha Olckers, who is an NP member, had greater powers than Metcalfe.

Bloom said the regulations governing schools were at "the heart of schooling" and should be drawn up in consultation with the Education Standing Committee; instead Metcalfe has been given a "blank cheque" to proceed with this by the Bill.



# Future bleak for Western Cape libraries, says head

(50) ARG 9/10/95  
Staff Reporter

BLEAK prospects for Western Cape libraries and hard times ahead particularly for efficient, intensely-patronised libraries were outlined at the recent meeting of the local Metropolitan Substructure of Constantia.

Kym Bryce-Borthwick, head of Tokai Library, addressed council at Mayor Andrew-Ross Munro's invitation. She warned that new funding and staffing allocations in the Cape might mean that the present borderline conditions could lapse to a position where the library could no longer meet the community's needs.

The library was established three years ago, to replace a "backyard garage" community-founded and volunteer-staffed library, which had served the area for many years.

Tokai's problem arises because, to address imbalances, future funding is to be based on population and not on current library usage.

Western Cape libraries account for 83 percent of usage in the whole Cape, but will be allocated only 56 percent

of the staff, materials, furniture and equipment to serve their needs.

This year, Tokai Library will handle about 250 000 transactions. The standard staff allocation for this workload is 10, but they struggle to cope with six people. By comparison, the Hout Bay and Grassy Park libraries have annual circulations of 175 000 and 165 000 respectively, but staffs of eight and seven respectively.

Pressure on library staff, from the cramped conditions and heavy workload, resulted in personnel becoming ill, said Ms Borthwick, worsening the short-staffing.

Allocations meant that in the coming year, few books could be purchased or replaced, and audio-visual material was not even catered for.

Staff cuts could result in computer links between libraries, which enable borrowers to access the entire provinces' shelves, being cut. Ms Bryce-Borthwick said she understood that some areas — such as Khayelitsha and Mitchell's Plain — needed libraries, but wished to warn what the province's strategy could mean for Tokai.

## EDUCATION EXPERTS ON COMMITTEE

# Panel to help plan skills certificates

**JOHANNESBURG:** A committee has been appointed to propose ways in which work experience and skills can be assessed for national qualification certificates.

**E** DUCATION MINISTER Dr Sibusiso Bengu has announced the appointment of a committee to prepare proposals for an integrated approach to education and training.

Members of the committee include Peninsula Technikon's Mr Sam Isaacs, Ms Beverley Malan of Vista University, Ms Meg Pahad of the Independent Examinations Board, and Mr Jonathan Gunthorp of the kwaZulu/Natal Association

of Tertiary Institutions.

The committee is to report to the National Qualifications Framework. Its appointment follows the enactment of the South African Qualifications Authority Bill in Parliament.

## Experience

Dr Bengu said the committee's proposals would help thousands of people who had not had a formal

education to be credited for their work experience and the contribution they had made.

The National Qualifications Framework would link one level of learning to another. This would enable successful learners to progress to higher levels without being restricted by their educational qualifications.

Knowledge and skills acquired through experience and on-site training or self-education could be assessed and credited towards certificates so people could qualify for further education or training.

Registered accrediting bodies would ensure quality was maintained. — Sapa



# Metcalfe gives assurance about Afrikaans in schools

Nomavenda Mathiane

BD 11/10/95

(52)

GAUTENG education MEC Mary Metcalfe told members of the Johannesburgse Afrikaanse Sakekamer yesterday that Afrikaans would not be compromised in schools.

Nor would the powers of school governing bodies be undermined.

Metcalfe, who had been invited to brief the society on the education White Paper, said she was encouraged by what was happening at some of the province's Model C schools, where teachers and pupils had begun to tackle the problems of restructuring.

She said although the duty to ensure constitutional principles were met remained with the MEC, school governing bodies had the power to ensure that the quality and standards of education did not suffer.

She refused to comment on the Hunter report, which recently proposed drastic changes to the education system, arguing she would do so once she had been briefed by a committee still studying the document.

She mentioned positive aspects of the report, such as recommendations that there should be independent as well as public schools and that these

should have the same powers.

She explored the business community to be part of the Gauteng Training Council and of the Gauteng Education Forum so as to advance education in the province.

Metcalfe said any legislation would be tabled before the council before it went to the legislature, and would be accompanied before parliament by the council's report.

"This is to ensure constant dialogue between stakeholders and government," she said.

Sakekamer chairman Ulrich Joubert said members of the society were impressed with Metcalfe's presentation and that she had laid their fears to rest as far as the medium of the Afrikaans language was concerned.

He said they were not overly worried with the religious side of things because there were not many religious streams in the Afrikaans community.

But he said the group was concerned about what it would cost the province to restructure education and who was to carry that cost.

They were worried also that standards would drop because of the merging of the various education departments, Joubert said.



Gauteng Education MEC Mary Metcalfe replies to a question from Kobus Kok, right, who chaired yesterday's Johannesburgse Afrikaanse Sakekamer meeting. Metcalfe had been invited to speak on the Education White Paper.

Picture: NEIL SPENCE

# Pay scam uncovered in Eastern Cape schools

*Star 11/10/95 (50) (2538)*

■ OWN CORRESPONDENT

The Eastern Cape education department has uncovered a huge scam in which thousands of rands in salaries are being drawn from its payroll for non-existent teaching posts and schools in the former Transkei.

This emerged during an interview with the Eastern Cape MEC for education Nosimo Balindlela. She confirmed that some schools registered with the Transkei education department in Eastern Cape "exist on paper but are not there" while some were found to have inflated their enrolment figures.

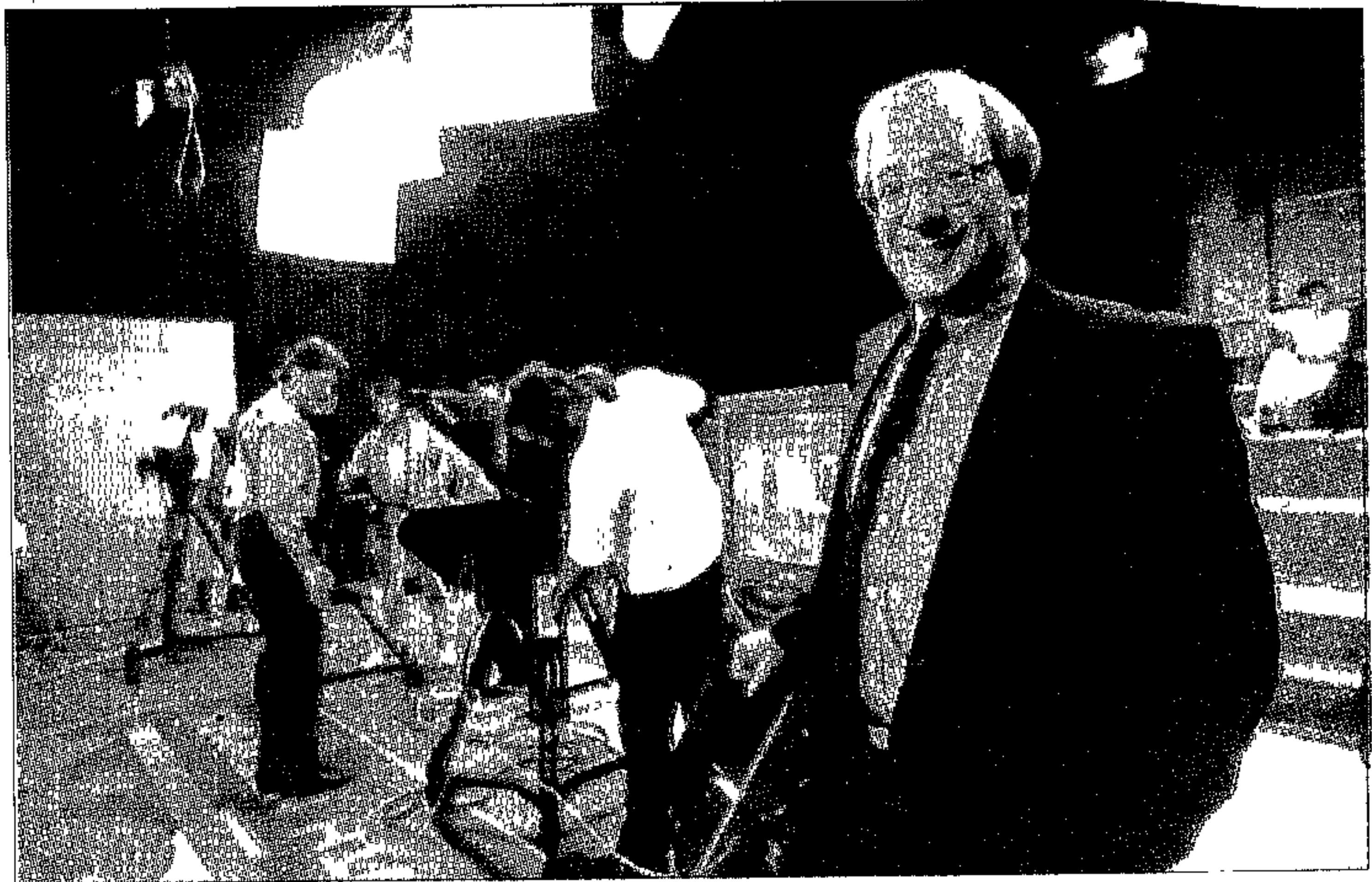
This means some individuals in the province are getting paid even though they are not

employed by the department, and certain schools are drawing salaries for more staff than they actually employed.

The permanent secretary heading the new Eastern Cape education department, Dr Ronnie van Wyk, said they had had "suspicions all along" that the numbers of schools and pupils were inaccurate - particularly in the former Transkei, which makes up over 70% of the unified department.

The department would be able "to save money" when this was finalised. They uncovered the irregularities during the spot checks on the school feeding schemes. One school claimed to have 300 more pupils than actually attended.





**HIGHER EDUCATION** Ronnie Phillips, the managing director of Africa Growth Network, which yesterday launched its first satellite education programmes

# Satellite school beams classes down on SA

By ROSS HERBERT

TECH REPORT

Africa Growth Network has taken another step forward in its drive to make a business out of education.

The company has built a distance learning network using satellite television technology to deliver courses to remote sites in southern Africa.

Yesterday it launched its first satellite-broadcast classes for a for-profit adult matric education programme and a bachelor of business administration programme, which tops off 42 other educational courses on offer.

Founded and principally owned by Absa, the company has established satellite learning centres at 100 companies and 3 500 community and government buildings. It claims 60 000 students. Ronnie

Phillips, the managing director, believes the company can increase the network to 50 000 sites.

He said the country's education system and teaching staff were inadequate to meet demand and improving the system by traditional methods would take years.

He is trying, with some success, to persuade corporations to sponsor community centres by installing the R1 300 in satellite gear needed to receive the broadcasts.

Eskom has agreed to spend R1 million to install dishes at 100 police stations to transform them into community centres offering evening classes.

Corporate users now book satellite time to transmit their training programmes over the network.

Absa remains its biggest customer with 16 000 employees taking courses. The big potential, however,

lies in publicly available commercial satellite television.

Selected courses will be carried on the Multichoice satellite television system which began operations this month.

Existing M-Net subscribers can receive the programmes at home with the installation of a microwave antenna for about R1 400.

Phillips said the potential market was the nearly one-third of South African adults without a matric as well as thousands of employees seeking continuing education, management training, and other work-related skills.

One of the biggest beneficiaries of yesterday's launch was the advertising and publishing trade.

The company booked R700 000 in advertising, including purchases of all the advertising space in Business Report

ET(BR) 12/10/95 (50)

## Management under fire

*BD 13/10/95*  
DURBAN Management at Durban's Addington Hospital was not co-operating with a commission of inquiry into fraud and corruption at provincial hospitals, commission chairman Kenneth Mthiyane said yesterday.

His comments came after the brief appearance of hospital assistant director Lionel Botha. Botha said he was upset about negative media coverage, especially reports recommending he be removed from his position at Addington Hospital. He denied receiving a letter dated September 21 informing the hospital's management about the commission's hearings.

The commission is taking a two-month recess so Mthiyane can take up a Supreme Court acting judge position in the Ciskei from Sunday. — Sapa.

## Eastern Cape probes alleged schools fraud

EDUCATION in the former Transkei was in chaos and the Eastern Cape government's probe into an alleged teachers' salaries fraud could lead to several arrests, education MEC Nosimo Balindlela said yesterday.

The investigation had found that salaries had been paid for non-existent teaching posts and that certain schools had inflated pupil ratios and made incorrect salary submissions in an effort to get higher subsidies.

Balindlela said there were schools under the former Transkei education department which "existed on paper only".

The Eastern Cape education department intended appointing a firm of consultants to do an audit, he said.

The government would also carry out spot

checks on all departments, after it discovered that there were discrepancies between the numbers of employees and computer records.

The investigations were confirmed yesterday by Eastern Cape director-general Thozamile Botha, who said he thought the government had been defrauded of "millions of rands".

Provincial education and culture permanent secretary Ronnie van Wyk said his department had suspicions that records of numbers of schools and pupils were inaccurate in the former Transkei.

Three schools which had inflated records of numbers of pupils had already been identified.

A systematic audit of more than 6 000 schools in the region would be carried out. — Sapa.

*(50) BD 13/10/95*



# Adult literacy 'essential for RDP success'

(50) (33) ARG 13/10/95

**ESANN de KOCK**  
Education Reporter

DREAMS and aspirations of South Africans — including economic development and a successful reconstruction and development programme — will fail unless adult literacy is developed urgently.

This warning came from World University Service in SA's annual policy forum, held in Cape Town this week.

The service and the National Literacy Co-operation (NLC) have vowed to take immediate action around literacy issues.

Government commitment to South African adult basic education and training was not sufficient, and more funding was required from the state and the business sector, they said.

At a press conference yesterday, NLC spokeswoman Sheri Hamilton said dreams and aspirations of South Africans and the reconstruction and development programme (RDP) would fail if adult illiteracy was not given urgent and immediate attention.

The conference had addressed

the funding crisis of non-government organisations and community-based organisations.

Delegates had concluded that unless the government took steps to get more involved in the work and funding of these organisations, several literacy and education programmes would collapse by the end of the year.

No RDP funds had yet been allocated to NGOs.

The conference had decided it was necessary to consolidate the adult basic education and training sector in order to devise strategies to obtain resources, Ms Hamilton said.

This process would be co-ordinated by the NLC.

The conference also decided to launch a pilot project to implement interim guidelines.

ANC education spokesman George Mashamba said his party was keen to co-operate with NGOs and realised the government would have to produce strategies for basic education.

Cosatu spokesman Neil Coleman said government had to realise that adult basic education and training was not a luxury.

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# Govt wasting education budget, says Cosatu

**CAROL CAMPBELL**

THE government needs to examine how the national education budget is spent because a large portion of its funds are being misdirected and wasted, Cosatu's national education spokesman Mr Neil Coleman said yesterday.

Addressing a press conference on adult basic education, Mr Coleman said South Africa's education budget of R30 billion was very high by international standards, but in practical terms it appeared it was not being properly spent.

The crisis faced by a lack of funds in the adult education sector bore testimony to this. He urged the state to help maintain non-governmental organisations until funds were made available to them in 1997.

When a well established and

experienced NGO like Learn and Teach collapsed it was "devastating" because these organisations could not be easily resuscitated.

Adult education was pivotal to the success of the RDP and its importance had been acknowledged by the passing of the National Qualifications Framework Bill in the last session of Parliament, he said.

## Literacy

"Unfortunately, business is still reluctant to allocate resources to adult basic education."

National Literacy Co-operation spokeswoman Ms Sheri Hamilton said the recent R50 million allocated to Department of Education and Training night schools was "a problem", because these structures were state centres which had not

yet been transformed.  
ET 13/10/95 (50)  
If NGOs in adult education did not receive some state funding soon they would cease to exist, which would be a major blow for adult basic education.

ANC education standing committee member Mr George Mashamba re-affirmed his party's commitment to adult education, but said there had been stiff opposition to the education policy bill which would reform educational structures in South Africa.

"When we got into government we found there was a dearth of policy and funding for adult education."

Now the ANC is committed to working with NGOs and acknowledged the critical need for adult education and training.

No other political parties were at the press conference.



# 'Appalling' high school disturbs crime officials

(50) ARG 14/10/95

■ Pupils at some Cape schools are learning how to be criminals, warns Attorney-General Frank Kahn.

**ROGER FRIEDMAN**  
Staff Reporter

CONDITIONS at some township schools are so appalling they are a breeding ground for criminals, says Cape Attorney-General Frank Kahn and regional police commissioner André Beukes.

The Western Cape's top prosecutor and policeman were speaking after a tour of several township schools yesterday.

They were particularly disturbed by conditions at the Sigcau School in Boystown, Crossroads, where about 750 pupils are taught in what Mr Kahn described as a "pair of shacks"

"The kids at this school will be the criminals of tomorrow, instead of the leaders, unless the government commits itself to improving accommodation at the school"

Mr Kahn said he hoped there were no other schools in the Western Cape in as shocking a state, but suspected that there were.

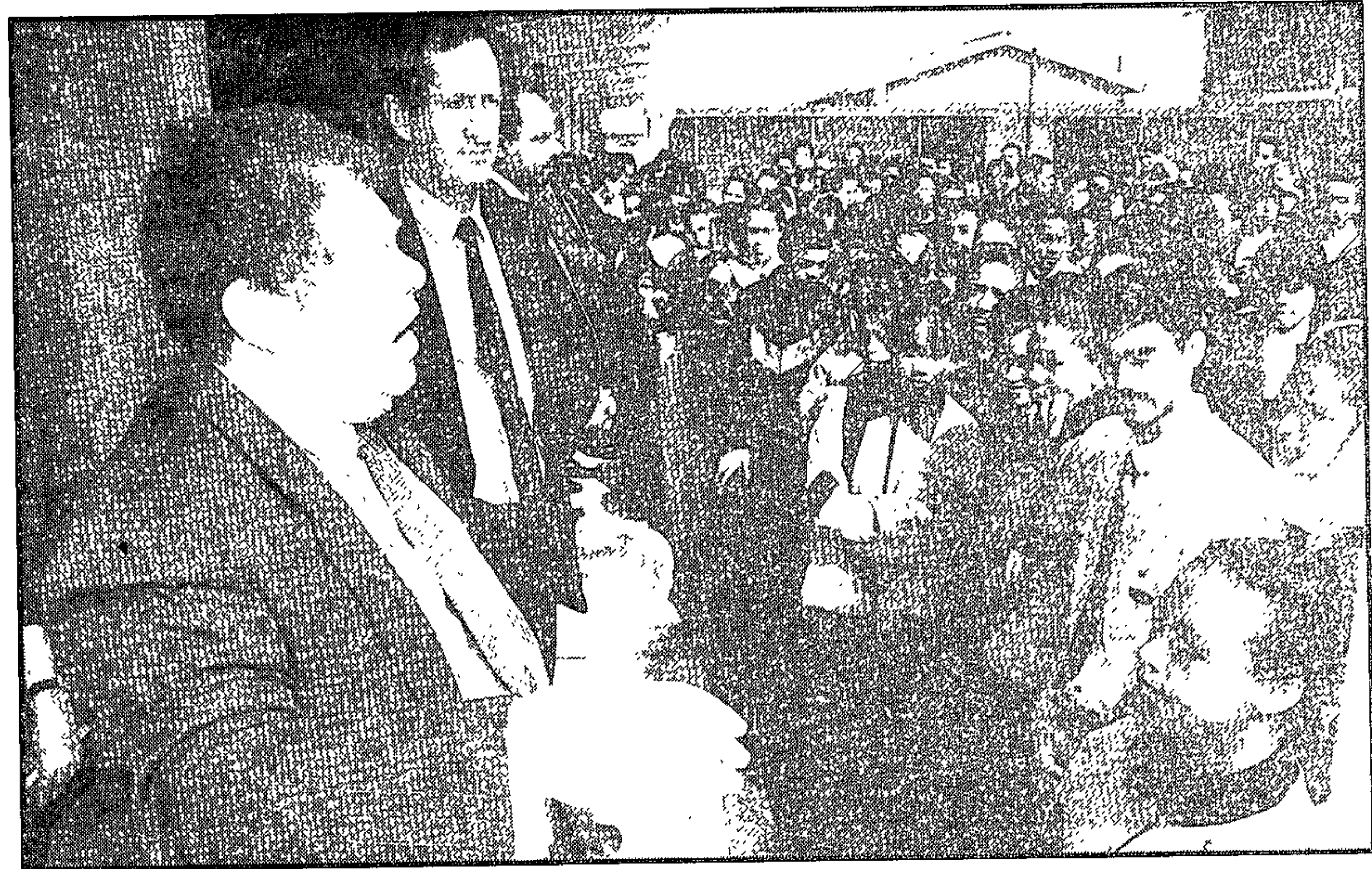
"The cost of policing and prosecuting those people in the future will be far greater than improving the school in the short-term," he said.

"We cannot fight crime by prosecution alone. We must win over the minds of the youth before gangsterism becomes attractive to them.

"Too much time, effort and money is being spent on juvenile criminals in society, rather than the juveniles waiting to embark on a good life. We are far too accused-orientated.

"Unless Cape Town addresses this need, I don't see a future for us on the criminal front.

"How can we convince children, living and studying in these conditions, that



Picture: ANDREW INGRAM, Weekend Argus.

□ **INVOLVING THE YOUTH:** Cape Attorney-General Frank Kahn addresses Spine Road High School pupils, under the watchful eye of regional police commissioner Andre Beukes.

crime does not pay?"

Mr Kahn also said his office was "about to embark on a full-scale youth programme. . . I feel strongly that unless this office involves itself in crime prevention at school level, we will undoubtedly lose the fight against crime".

He suggested incorporating anti-crime education into school curricula, saying he would endorse any effort in this regard with all the means at his disposal.

At Spine Road High School in Mitchell's Plain, Mr Kahn told pupils he had come to visit them before they were brought to

visit him.

"If you are brought to see me, it's already too late," he said.

General Beukes said he had been most impressed by what he had seen at Spine Road High School, but agreed with Mr Kahn that conditions at Sigcau were "appalling".

"How can you expect lawyers, nurses, doctors or policemen to be produced in those conditions?" he asked.

"We have to invest in our youth if we are ever to overcome the challenge posed by criminality."

General Beukes endorsed Mr Kahn's call for crime prevention to be included in school curricula.

The police, justice and prison departments were the three core partners in the criminal justice system said General Beukes and suggested adding the education department as a fourth.

"Crime-prevention programmes at schools have my full backing, we must just consult with the education authorities.

"The sooner we get the situation co-ordinated, the better," he said



(50) ST 15/10/95

# Tune in for matric lessons

By RAMOTENA MABOTE

THOUSANDS of youths and adults who missed a chance to write or pass their matric will get another opportunity to try for their senior certificate next year — by television.

The programme, to be known as Adult Matric, was announced at the launch of the Africa Growth Network on Wednesday. The network is an open-learning sys-

tem broadcast via satellite.

Learning centres can be set up anywhere with a television, a satellite dish and a decoder.

The two-year syllabus, governed by the Independent Examination Board, covers comprehensive courses, including basic literacy and numeracy, technical training and normal school subjects like mathematics, science, and business economics.

● The network helpline is (011) 350-7777.



# Boost for a new library complex

AR 16/10/95 (50)

□ *Ratepayers back private developer's proposal*

**JILYAN PITMAN**  
Staff Reporter

A PRIVATE developer was given almost unanimous support by Claremont ratepayers, at a recent public meeting, for a project to build a new library behind the existing one in Claremont.

Only two of the 35 residents and ratepayers who attended the meeting last Wednesday, were not totally in favour of his proposals.

At the meeting metropolitan councillor David Erleigh slammed the Cape Town City Council for not having done anything about a new library, for 31 years.

He said plans put forward by

Phil Flockton of Shearwater Homes (Pty) Ltd would be a realistic solution to the problem.

"The Claremont library, which is the second most-used library in Cape Town, has been in a prefabricated building for over 30 years and the council keeps on postponing new plans and diverting money for a new building to other projects," said Mr Erleigh.

"This plan by a private developer is the best and realistic alternative to one of the problems of Claremont. The block of 40 flats to be built at the back of the proposed new library fits in with our plans to ring Claremont with flats so that the residential component that is there will also put money in the council's coffers. We want to turn an ugly car park

into a vibrant centre."

Mr Flockton said he was depressed at the level of rates that had to be paid in Claremont. No new amenities or upgrading of facilities — including Main Road "which is a disgrace" — had taken place in the area for many years. He asked the audience to join in the fight to persuade the Council to co-operate with the private sector, like they do in the northern areas where "things get done in a few weeks".

Private-sector proposals include a new library which will be about two-and-a-half times the size of the existing library and will be built in the council-owned car park behind the old library in return for building a seven-storey sectional-title residential development with flats

costing between R160 000 and R220 000.

There will be a coffee shop and book store as well as an art gallery with a shaded display area outside.

The vacant land behind the proposed new development could be auctioned at some later date for additional development.

The flats could earn the council R300 000 in rates every year and the sale of the additional land could put about R1 million into the council's coffers at some later stage.

The old library-building would be offered to the police as a satellite police station.

The plans will now be submitted to the Cape Town City Council.

# Bhengu warns of 'people's anger'

Linda Ensor

BD 17/10/95

LONDON — People might take their anger to the streets if the Constitutional Court rejected the National Education Policy Bill, Education Minister Sibusiso Bhengu warned yesterday at a Commonwealth educational colloquium.

The colloquium was attended by a number of southern African education ministers.

The policy Bill was passed by Parliament last month but minority parties representing one third of the votes took it on petition to the Constitutional Court, on the grounds that it transgressed provincial legislative powers.

The Bill set out the principles upon which the provincial ministers of education would be required to base their policies and the consultative processes they had to undertake.

Bhengu said: "Unfortunately transformation is painful and at times traumatic for many of our fellow citizens. Deeply rooted vested interests are at stake and

when these appear threatened their guardians lash out."

He said: "The anger of the people might go onto the streets if the court goes against us".

Education policy had to occupy a far broader field than the constitution prescribed.

Policy had to give form to government's political vision and commitments, and be responsive to public needs and expectations. It had to balance conflicting public interests, draw on the best available educational insight and create the executive capacity for implementation.

Furthermore, he said, the meaning and practical implications of the constitutional provisions relating to education were not always self-evident and had to be interpreted.

"In a new constitutional dispensation, especially one built on historic compromises, some interpretations are bound to be disputed. The Constitutional Court is there to back-stop the process," Bhengu said.

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New local court watchdog



## Delegation looks at privatisation

Linda Ensor

*BD 24/10/95*  
LONDON — The expertise which the British government and private sector have accumulated in privatising state industries is to be made available to the SA parliamentary select committee for public enterprises. The 11-person delegation, led by chairman Mandla Msomi, which arrived in London at the weekend as guests of the British government, will spend the next few days meeting key players in the privatisation business.

Yesterday the delegation met head of privatisation in the treasury Harry Bush, head of the strategic management team Stephen Wood, and vice-chairman and directors of Hambros Bank.

Other meetings will take place with British Invisibles, Rolls-Royce, Associated British Ports Holdings BAA International — to discuss the human aspects of management in a post-privatisation company — accounting firms Ernst & Young and Coopers & Lybrand, and merchant bankers Kleinwort Benson, Morgan Grenfell, Robert Flemming Holdings and SG Warburg.

Also in London this week is a delegation from the President's Office, led by deputy director-general Bernie Fanaroff and including key department of development planning officials.

They will meet the Overseas Development Administration to discuss co-operation with Britain and members of the treasury, as well as participating in a development planning workshop organised by London University's development planning unit.

# R81m spent on school facilities

*BD 24/10/95*

*(50)*

Stephané Bothma

BY THE end of this month, Northern province would have disbursed R81m for the provision of classrooms and other school facilities in the province, Northern province education MEC Aaron Motsoaledi said at a function yesterday.

Most of this money had come from the reconstruction and development programme.

This included R9m for the upgrading of 11 schools for the handicapped and R10m for the building of additional classrooms at schools which had been "using trees as they had no classrooms at all".

It had gone, too, to schools without any buildings, and schools where the pupil-classroom ratio was unacceptable.

At an occasion marking the second phase of the ministry's education development programme, Motsoaledi said the programme, which was started on September 5, would be completed on Friday.

By early next year, there would be an additional 1 745 classrooms in the province.

Although this figure might seem insignificant in the face of the staggering 35 000 that the province was short of, Motsoaledi said it was made possible by the "intervention of the RDP in

breaking the cycle of poverty" in the country.

Motsoaledi announced also the implementation by his ministry of an integrated approach aimed at overhauling the content of teaching and learning while at the same time providing the most favourable conditions for teachers and students.

He said the weakest link in the education chain was the training of teachers.

"We have decided, therefore, as MEC's for education in all the provinces, to cut down the enrolment of students at all teacher-training colleges from 1996," Motsoaledi said.

Northern Transvaal did not have a problem only with poorly trained teachers, but also with teachers who were unemployable, he said.

### Courses

"We still have more than 7 000 teachers without jobs.

"Yet almost every school has one or more vacancies for mathematics and science teachers."

Motsoaledi said those planning to enrol at teachers' training colleges next year would have to follow courses in the fields of the natural sciences, mathematics, management, the fine arts including music, English and commercial subjects.



...of them had abused the organization's campaign funds and party... tions as independents before Friday would be welcomed back into the party.

# McDonald's wins right to appeal judgment

Stephané Bothma **BD 25/10/95**

PRETORIA — McDonald's has been granted leave to appeal to the Appellate Division against a Transvaal Supreme Court ruling which expunged the hamburger chain trademarks from the SA trademark register.

Judge Brian Southwood on October 5 rejected an application by McDonald's for an interdict preventing two businessmen trading as Joburgers Drive-in Restaurant and Dax Prop from infringing its trademark. However, Southwood yesterday granted McDonald's leave to appeal against his earlier decision.

Cedric Pucrin SC, representing McDonald's, argued the judge had erred on 56 points in his earlier finding against the international fast food franchise.

Pucrin argued that Southwood had wrongfully ruled that the trademarks incorporating the word "McDonald's" were not well known in SA. He argued that a market survey, ruled not admissible, showed that most of the people interviewed had been aware of the trademark "McDonald's" in relation to fast food services, and should have been accepted as evidence.

Pucrin said the judge had been wrong to ignore all the important questions as to why Joburgers would wish to appropriate numerous trademarks used by McDonald's. The court should have found the use of the trademarks in SA by Joburgers and Dax Prop would be likely to cause deception and confusion.

"The court should have found that special circumstances, such as sanctions against SA, excused McDonald's non-use of its trademarks for a number of years," Pucrin argued. He said the court should have found that the McDonald's corporation had a bona fide intention of using its trademark in SA.

After the ruling McDonald's said that in the interim its trademark remained registered and it plans to open the first two outlets next month where proceeding. It is not known when the appeal will be heard.

# Deadline for ward rulings

Farouk Chothia

DURBAN — The special electoral court would have to rule on eight boundary disputes in KwaZulu-Natal by mid-November if local government elections were to be held in the province on March 27, local government MEC Peter Miller said yesterday.

Miller lodged papers with the registrar of the court yesterday, seeking a court ruling on the boundaries of Durban, Port Shepstone, Margate, Richards Bay, Eshowe Empangeni/Ngwelezane and Mandeni.

A court spokesman said the papers were to be studied and other parties would have to be given a chance to file responding papers.

"After two weeks we might have an indication as to when hearings will take place," the spokesman said.

The deadline for boundary and ward proclamations is the end of November.

The disputes are over whether tribal areas should be included in local authority councils.

Schools in Johannesburg yesterday on the... unknown in business. Lily Mitchell and Keith Kirsten were in the audience.

# Schools turn to debt collectors

Ingrid Salgado

THERE had been an increase in the use of debt recovery agents in the last year by schools, universities and technikons wishing to recover academic and residence fees, Association of Debt Recovery Agents chairman Frank Thurman said yesterday.

This was probably due to the high cost of legal action to recover debt while agents worked on a "no recovery, no charge basis", Thurman said.

The schools making use of agents were primarily Model C schools while an increasing number of large tertiary institutions were using them. They included Durban-Westville University, Zululand University and ML Sultan Technikon in KwaZulu-Natal.

Thurman said more professional people were becoming involved in school governing bodies and were looking at more cost-effective means of recovering payments.

A leading Durban Model C school said it had taken the agent route because it was a cheaper option than taking legal action.

Education Minister Sibusiso Bengu's spokesman Lincoln Mali said the ministry supported the recovery of debt by tertiary institutions. The alternative was that the higher education system would collapse.

"The principle is one we support because we need to have fees paid for education to be sustainable," he said.

However, from next year government would assist students through the national loan and

# NUM considers enfranchising migrant workers

Freneé Grawitzky

THE NUM was considering challenging government over the exclusion of about 200 000 migrant mine workers from voting in the local government elections, NUM president James Motlatsi said yesterday.

Motlatsi said "we have a right to take government to court, but at the same time we will use political pressure" to force the issue. He

He would not comment on Model C schools recovering debt since the schooling system was in the process of being restructured.

Debt recovery agents Procor Credit MD John Kirkham said most agents would refer cases of non-payment back to schools if parents or guardians provided valid reasons for not paying fees.

However, certain institutions were using agents that were not members of the association and did not prescribe to its code of conduct. Agents in the past had a poor image with credit granters.

The association worked closely with the Business Practices Committee to regulate the activities of its members, he said. Transgressions of the code would result in public investigation.

said it would be unfortunate if government was pushed into a corner over the issue. Government has decided that people not registered as voters will definitely not be allowed to vote in next week's poll.

Motlatsi said the union would fight for the right of mineworkers to vote in the same way that they were allowed to do so in the general elections last year. He said an approach had been made to the home affairs department to work out a programme for migrant workers to vote. Motlatsi said he thought there would be sympathy for the union's cause.

Motlatsi said the union was pursuing the demand for migrant workers to be granted permanent residence after having worked in SA for five years, in the same way that workers from overseas were granted residency. He said this should apply to all workers.

PREMIER IM PROPERTIES IN MATTER Union in dispute with



## New HSRC board appointed

(50) Star 25/10/95

The new representative Human Sciences Research Council board was announced by Arts, Culture, Science and Technology Minister Ben Ngubane yesterday.

In a statement in Pretoria he said the new board of 10 members would ensure that the HSRC's research was objective, relevant and promoted equity in its approach.

The board would assist the ministry in restructuring the HSRC and would have to align its activities with the goals of the Reconstruction and Development Programme, the statement said.

University of the North vice-chancellor and rector Professor Njabulo Ndebele has been appointed chairman of the new board. - Sapa.

# NP outraged by new version of SA history

CT 25/10/95

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JOHANNESBURG: A new government publication that describes South Africa's early white settlers as slave traders, cattle thieves, land grabbers, warmongers and suppressors of black people was condemned by the NP yesterday.

The revisionist account of SA's early days is in the 1995 edition of the Official Government Yearbook, a reference work meant for use by libraries, schools and businesses.

The history section, written by Professor Rodney Davenport, emeritus professor of history at Rhodes University, also says that black people were already settled in SA when Boer farmers came across them "in land they thought was empty".

His summary challenges history as taught to generations of white children during the apartheid era. NP education spokesman Mr Piet Marais said: "It is wrong and it is biased and we cannot go along with it. We agree that in the past there was too much emphasis on what whites did, but to say this is ridiculous."

Prof Davenport insisted his chronological summary was "not infected by the traditional segregationist thinking of SA governments". The new version says Bantu-speaking people began to work the soil of SA 1 500 years ago and that they domesticated cattle 500 years later. The hotly disputed fact that people were already living off the land, herding cattle and occupying basic settlements by the time the first Dutch settlers arrived nearly 350 years ago is placed beyond dispute.

The yearbook records how, during the South African War, blacks were briefly able to reclaim land taken from them by the Voortrekkers 50 years earlier only to be forced to return it before 1910, when the Union of South Africa came into being.

But the yearbook also makes plain that the National Party did not invent apartheid, which had existed under British colonial rule in the land and urban residential legislation passed between 1910 and 1924 and in the controversial pass laws. — The Times, London

WARNIN



# 71 pupils in classroom

□ 'Primary school in the morning, secondary in the afternoon' (50) ARG 26/10/95

**ESANN de KOCK**

**Staff Reporter**

AT Enkululekweni Primary School in the Wallacecene squatter settlement in Kraaifontein, the Sub A teacher's patience is tested to the limit as 71 pupils pack the classroom.

With a teacher/pupil ratio of 71:1, the classrooms are bursting at the seams and teaching has become extremely difficult.

Principal Bram Mhlom explains that the school, now three years old, is the only one in Wallacecene — a fairly young informal settlement.

Apart from serving the Wallacecene community, it also draws children from the neighbouring Bloe-kombos squatter settlement.

"We operate on a platoon system. In the morning the school, which is formally known by the Western Cape Education Department as Eflakeni Primary, hosts primary school pupils.

"From 12 noon to 5pm it is a secondary school."

The community named the school Enkululekweni, which means Place of Freedom. Altogether, more than 1 756 primary and high school pupils are served by the school with its 25 classrooms.

Mr Mhlom says more than 80 per cent of the Wallacecene community come from Transkei. With more families arriving by the week, the school is getting fuller and fuller.

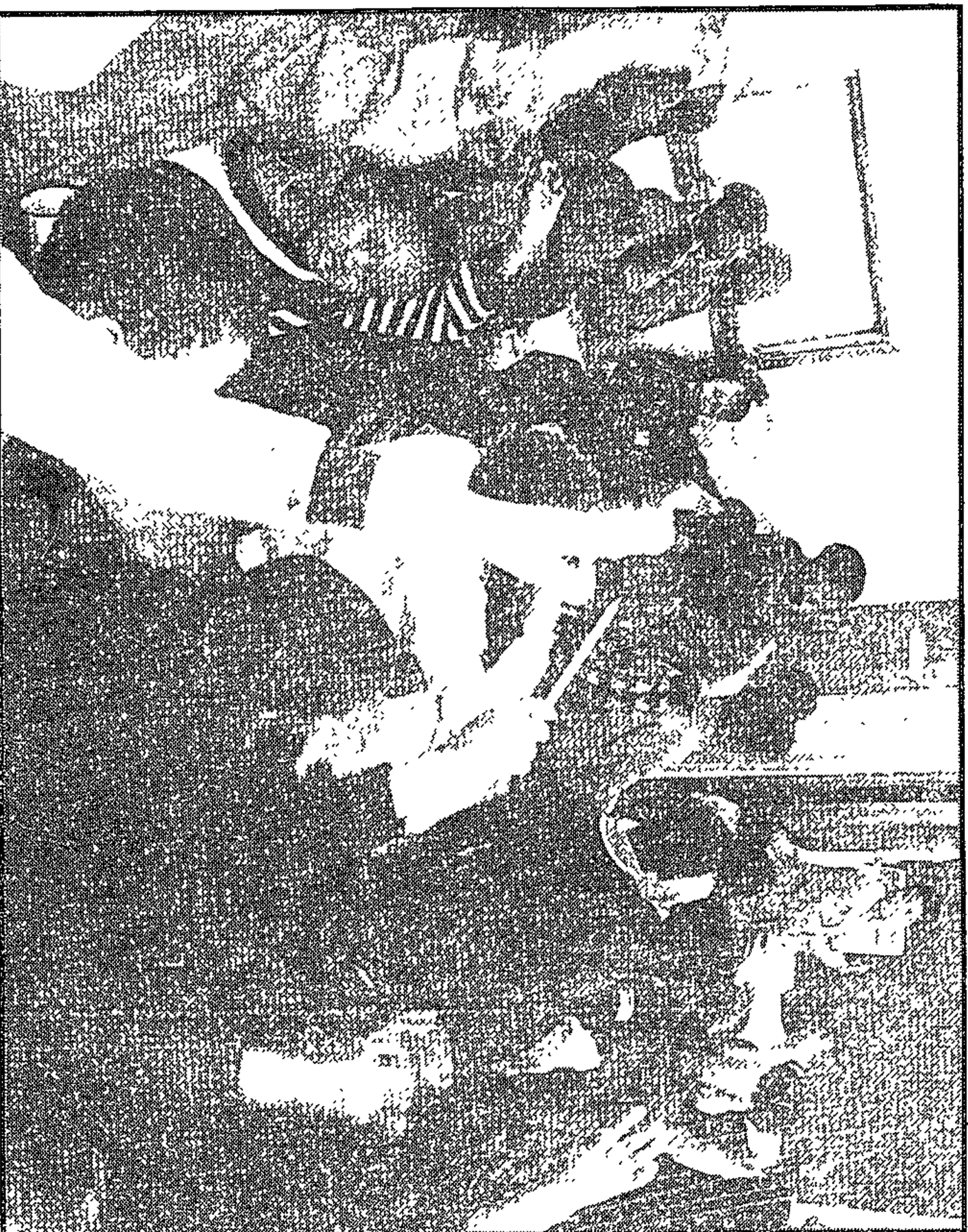
"The problems are severe. Because there has not been a school in the area for such a long time, some children enter Sub A at age 13.

"After a few months, some realise that the little ones are doing better than they are. They get embarrassed and leave school, joining others on the streets.

"It's very sad. There is not much we can do."

A high illiteracy rate of more than 65 percent adds to the problems, Mr Mholm says.

"School is the only place where the children learn anything. Their parents can't help them with their education and there is no follow-up from parents to find out how their children



**FULL HOUSE:** Sub A teacher Cikizwa Matsekete has her hands full in a Sub A class of 71 pupils.

Picture: HANNES THIAART, The Argus.

are doing in school."

But the situation has improved since the school first opened three years ago.

Safmarine helped the school with 16 containers which were converted into eight classrooms.

"They wanted to give us 32 containers, but that would have cost more than R200 000 to convert, and the education department said they simply didn't have the money to do it."

Enkululekweni has enough books and writing materials, but there is a

huge shortage of desks. Mr Mhlom says.

Some teachers travel from Guguletu every day and the children are doing their best in overcrowded conditions.

But there is light at the end of the tunnel.

Last year the school applied for help from the Independent Development Trust (IDT) and a new school with 24 classrooms is now being built.

"It should be finished towards the end of April next year and it will accommodate the primary school.

"The current building and container-classrooms will be the secondary school," says Mr Mhlom.

"We can't wait."

Meanwhile, children in the Bloe-kombos community are still without a school. Some will attend the new school once it is finished and some will be able to go to the Wallacecene secondary school.

Others will not find a place in either



# Mobile units moved to meet lack of classrooms

## Education Reporter

THERE are no accurate figures to indicate exactly how many children between seven and 18 are not attending school, the Western Cape Department of Education says.

It was responding to figures released recently by the Primary Open Learning Pathway Trust, which said more than 46 000 children in the Western Cape — mostly from informal settlements — did not go to school because they could not find places (50)

The Trust works mainly in informal settlements and its mission is to eradicate the problem of out-of-school children. ARK 26/10/95

The Trust argues that there are enough classrooms in the Western Cape to house all children — in and out of school.

And it said some schools had a lower teacher-pupil ratio compared to schools in informal settlements which were bursting at the seams.

Slamming Model C schools, the organisation described them as "selfish" and perpetuating "rotten conditions".

Acting head of the education department Francois Knoetze, said if all parents had responded to the department's request to send their children to a school at the beginning of the year, "more dependable statistics would have been available" for planning purposes.

Dr Knoetze confirmed there were enough classrooms in the province, but these were not always where the need was greatest.

Currently 30 mobile units were being moved from schools where enrolment had declined to areas with overcrowded schools.

The department was very concerned that teacher/pupil ratios should be the same in all schools. For this reason no additional teaching posts were allocated to primary schools with a ratio of less than 1:40, or

to high schools with a ratio of 1:35.

In the course of the year, more than 700 teaching posts were allocated to schools with teacher/pupil ratios in excess of these figures and, Dr Knoetze said, "nearly all these schools were either in the townships or in informal settlements".

He added that the Independent Development Trust, in collaboration with the Wallace-dene squatter community in Kraaifontein, was in the process of planning a new school with 30 classrooms in that area.

The department acknowledged that private community schools still existed, but said the futures of these schools were in the hands of their respective communities.

It was impossible to solve all the problems in education overnight, Dr Knoetze said. The shortage of funds was the biggest constraint.



# Library plan hanging in the balance

□ 'Shearwater proposal not <sup>(50)</sup> the only one'

ARL 26/10/95

**PETER GOOSEN**  
Staff Reporter

THE innovative proposal for providing a new library for Claremont — at no cost to ratepayers — has had a setback.

Shearwater Homes had offered to provide the library on the ground floor of an apartment complex they propose building on council-owned land behind the present library off Main Road. The idea was that the library would be provided free of charge in exchange for part of the land.

In reply, Cape Town City Council said in a statement that, while the proposal had great potential "it must be understood that council cannot negotiate with a single developer concerning the sale and development of public land.

"Council is legally bound to follow a public competition route, particularly since the proposal by Shearwater Homes is not the only proposal for the site."

Interested parties would be consulted during late October or early November, prior to rezoning development parcels and putting the land out to tender.

Shearwater Homes came forward with its proposal when the R2 million for a new library — which has been on the council estimates for several years now — was diverted to another project, causing angry reaction among Claremont ratepayers.

It then became clear that the only way Claremont would get a new library to replace the present inadequate prefabricated structure was to come up with a

solution with the help of private enterprise to provide a library building free of charge in exchange for council-owned land.

The Shearwater proposal included a library about two-and-a-half times the size of the present structure, a seven-storey sectional title residential development with flats costing between R160 000 and R220 000, a coffee shop, bookstore and an art gallery with a shaded outdoor display area.

It had been suggested that the flats could earn the council about R300 000 a year in rates, with the sale of the additional land raising another R1 million.

At public meetings, the Shearwater proposal was strongly supported by ratepayers who attended.





Picture BRENTON GEACH, The Argus

**MR LITERACY:** Dikgang Moseneke, chairman of the Project Literacy Trust Fund.

## Project Literacy is literally taking to the air for funds

**Staff Reporter**

FIFTEEN million South Africans — slightly fewer than half the population — are illiterate, and 80 percent of black South Africans cannot read or write beyond Standard 5 level.

With these figures from Harvard University and the University of Cape Town in mind, Project Literacy, a non-government organisation founded 22 years ago, launched its Chairman's Appeal at a dinner at the Castle last night to raise funds to meet a projected R2-million shortfall next year.

A hundred guests were invited to the dinner last night and Project Literacy will be flying to America next week to host two more fundraising dinners.

The shortfall was due to "a change of priorities of international donors", said the organisation's chief executive officer, Andrew Miller.

Project Literacy manages and establishes adult education centres, and trains teachers in African languages, English and Afrikaans.

Chairman of the Project Literacy Trust Fund, Advocate Dikgang Moseneke, said

he had worked with the organisation since its inception when he was in his 20s.

"I started teaching domestic workers and gardeners in the evenings — people who could not go to school. Quite a few of them matriculated," he said.

Supporting literacy was "a little contribution to the Reconstruction and Development Programme".

"It means freeing people to look after themselves. It is something we have to tackle," said Mr Moseneke.

Project Literacy can be contacted at ☎ 323 3447.

(50) ARG 26/10/95



lot and 1994 Thelema Chardonnay, made by Mr Gyles Webb, were selected from 427 entries.

### Delayed

The SAA wine list awards are regarded as among the highest accolades in the SA wine industry.

Winner of the best Méthode Cap Classique was 1992 Simonsig Kaapse Vonkel and the best port 1991 Landskroon Port.

● Proceedings for the annual gala dinner started late as, an embarrassed SAA deputy chief executive Mr John Hare explained, flights from Johannesburg had been delayed. The delay was attributed to a technical problem.

## 16 new schools opened in (50) Western Cape in 18 months

CT 30/10/95

SIXTEEN new schools have been opened in the Western Cape in the past 18 months, the Western Cape Education Department has said.

Of these seven were high schools and nine were primary schools, education department spokesman Dr Orland Firmani said on Friday.

One of the new schools, which was officially opened over the

weekend by Water Affairs Minister Mr Kadar Asmal, was the Pelican Park Primary School in Grassy Park.

The school is regarded as a most modern school in architectural planning.

School principal Mr A Naidoo said the school could accommodate 590 pupils and had a teaching staff of 22.

## Hostel students to get refund

CT 30/10/95

THE University of the Western Cape's management has agreed to refund students in the Mitchells Plain residence part of their accommodation fees as conditions are not up to standard.

It was agreed in negotiations on Friday that students would be repaid R100 for each month they had stayed in the residence this year.

The problems at the residence include blocked sewerage, a shortage of hot water, not enough recreation and study space and too few mirrors.

The new rector, Professor Cecil Abrahams, said he had visited the residence last week and agreed that the students had legitimate grievances. — Staff Reporter

### SUUNTO 'MCA'

Compact high-accuracy compass. Mirrored lid open at various angles. Cleaning capsule bears



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# UK, SA launch science fund

(50) Star 1/11/95

■ BY ANITA ALLEN  
SCIENCE WRITER

A new science and technology research fund, in collaboration with the UK, was announced by Minister of Arts, Culture, Science and Technology Dr Ben Ngubane in London yesterday.

The fund is worth about R3-million (£600 000) over a period of three years and will support research projects and fellowships in three scientific fields - agriculture/biotechnology, biomedicine and environmental protection/use of natural resources.

The British Council will administer the scheme, on behalf of the office of science and technology, for UK institutions. The Foundation for Research Development will administer the scheme for South African institutions.

Ngubane was in the UK to present the 1995 Zuckerman Lecture, which was created in 1993 in honour of Lord Zolly Zuckerman, the first chief scientific adviser to the UK government, who was born in South Africa.

Ngubane is the first international personality in the science

world from the southern hemisphere to be invited to present the annual lecture to the British scientific community.

In his address, Ngubane outlined initiatives by his department to revitalise and develop the science and technology system in South Africa. This included drawing up a White Paper, and a programme to interest youth in science and technology.

He emphasised that, while South African scientists had to be part of the international networks of scientific endeavour, they had an additional duty of equal importance - namely, the development of forms of technology which would make relatively unskilled populations more self-sufficient.

"It is easy to state this as a priority, but much more difficult to implement," Ngubane said.

The development of new subsistence technology, in the fields of production, energy utilisation and infrastructure, required as much innovation and deployment of talent as was required for hi-tech levels. "It is not cheaper or less complex," he said.



# Funder's call for 'relevant' research

**CAROL CAMPBELL**

RESEARCH conducted in South African universities had to become more socially relevant if academics wanted to guarantee funding for their work, the president of the Foundation for Research Development (FRD), Dr Reinhard Arndt, warned in the company's annual report this week.

The FRD is a major educational funding agency which backs mostly scientific research in tertiary institutions around the country.

"We must continually ask ourselves how we will harness science, engineering and technology for the huge task of rebuilding this country and achieving economic growth."

New research support programmes would kick into gear next January, he said. The focus of these programmes was to develop people skilled in science, engineering and technology so that national goals and community needs could be met.

Quality work would not be sacrificed, however — it would continue to secure recognition for SA

as a competitive player in the global arena.

Last year 240 local academics were evaluated by the peers around the world, and 10 were assessed as international leaders in their fields.

Last year the foundation successfully enticed nine expatriates, all with post-doctoral degrees and extensive research experience, back to SA. A further four scientists came back for short-term periods.

## Merit

*CT 1/11/95*

Bursaries were awarded to 239 black and 1 539 white students — primarily on academic merit with a strong emphasis on their future potential.

Support for research development in historically black universities increased by 71%, from R5,2 million in 1993/94 to R8,9m in 1994/95.

This support for black academics was carried over into the old white universities, where 58 black staff members and 556 black students were financially assisted by the FRD.

(50) (237) (54)

# New Act intended to watch over language rights of South Africans

Ben Ngubane

(50) 60 3/11/95

DURING the past year my department has spearheaded the process of drafting the legislation on the pan-South African language board. We joined parliamentary committees, language stakeholders and specialists as well as non-governmental organisations and all other interested parties.

The board was enthusiastically embraced by all role players. This enthusiasm and commitment to language equity resulted in the passing of the Pan South African Language Board Act on September 13.

It is against this background that I find John Kane-Berman's article (Business Day, September 29) on "Thought police to be disguised as a language board" disturbing and mischievous. The tone and content reflect a lack of foresight and sensitivity to the language issue.

The establishment of the independent language board is prescribed by Section 3 (10) of the constitution. It must therefore in all respects be subject to the principles laid down by the constitution. These include freedom of speech and expression, and of artistic creativity.

Novelists and film makers in SA need not fear the board, since their right to use the language of their choice is guaranteed in the constitution. On the contrary, considering SA's history of language domination and centuries of negating language as a human right, the idea that there might be a "thought police . . . disguised as a language board" flies in the face of our recent gains in establishing a free society. The board is meant to be a mechanism for managing our country's language diversity in a positive way and protecting people's language rights.

I am disappointed that Kane-Berman's article on such a crucial new institution failed to give a descriptive representation or detailed analysis of the Act. In fact, the article gives a rather destructive and hostile selection of decontextualised extracts to mould the idea of a "thought police" on "the public payroll" and "seeking to exercise . . . power over the rest of us".

Admittedly, Kane-Berman is spot-on comparing the board to the human rights commission and the gender commission, since all three are in a sense watchdogs of our society. What he regrettably fails to recognise, however, is that these new institutions are a democratic society's serious attempts to tackle a major sociopolitical task — the elimination of domination and discrimination. SA indisputably has a legacy of active denial of human rights and of gender discrimination. We also have a legacy of language domination where language has been used for effecting unequal power relations and resource allocation.

Kane-Berman is plainly ignorant of the devastating legacy of linguisticism which our fledgling democracy has to contend with. It is understandable that he, a member of a language-privileged sector, does not grasp the extent to which membership of a lan-

guage-disadvantaged or marginalised sector has affected the quality of the majority of people's lives in SA. He cannot be expected to take seriously the situation caused by the multiplicity of languages in our country, since he has always been able to take for granted the advantages of being able to communicate with his doctor, pharmacist, lawyer, stockbroker, accountant, mechanic, estate agent, secretary, colleagues, government officials, police officers and shop assistants in the language he knows best.

However, the everyday lives of the majority of our people are still affected by unequal access. It happens too often that a person searches in desperation for someone who can "interface at a humanitarian and communicative level" to help convey to a district surgeon or a police officer who does not understand her first language the ordeal of having been assaulted. In such traumatic circumstances, certainly, "little understanding or communication would be possible without the input of a language worker".

We need to understand that managing the language resources of our multilingual country has everything to do with creating conditions for the equal use of the official languages used by South Africans; with fostering respect for the languages of our country and thus for the speakers of those languages; with creating mechanisms to watch over the language rights of all our people, including the rights of speakers of minority and small languages, and with empowering people by caring for their language needs. We also need to understand that it has absolutely nothing to do with "the reintroduction of censorship" by "language apparatchiks" or with any such "intriguing possibility" as Kane-Berman suggests.

He also suggests that the board will be yet another costly venture of the new government to get its supporters "on the public payroll" — to supposedly advance pie-in-the-sky issues such as human rights, gender equality and, worst of all, language equality. Regrettably, the restoration of human rights and sociolinguistic equality happens neither overnight nor at the flick of a magic wand. Does this subtext suggest that these are issues with merely a nuisance value; that the principle of social equity warrants neither close attention nor money? If that were the case, SA would most certainly pay dearly.

My department argues that what is now needed from a language development perspective is for SA to broaden its vision of creating a people-centred society by explicitly accepting that language is a real communicative element — and not merely a symbolic element — in the life of individuals and communities.

We need a clear commitment to a comprehensive national language plan as an essential ingredient of securing social justice and improving the quality of South African life, but most importantly, also as a means of economic growth, and in the development of a constructive international role for our country. To facilitate the drafting of such a language plan, I am

now in the process of establishing a language plan task group to advise me on this matter.

The important link between language and economic development has been stressed by several linguists in the past, notably also by well-known African language planner, B Chumbow. He writes as follows on the subject in the *Journal of West African Languages* (1987:22).

"The languages of a nation are its natural resources on the same level as its petroleum, minerals and other natural resources. These languages can therefore be harnessed and developed, if carefully planned, for the overall interest of the nation. However, if care is not taken and appropriate planning undertaken, multilingualism, like its twin sister, multi-ethnicism, can be a source of disunity and strife in the body politic of a nation. Language planning is consequently as important as any other aspect of economic planning, and the place of language planning is therefore in the 'national development plan', as a concomitant of all other aspects of economic planning for national development."

If nothing else, John Kane-Berman's article is a case in point that SA clearly cannot afford to ridicule or mystify its linguistic and cultural diversity. Neither can we allow the prevailing orthodoxy of "multilingualism is a costly problem" to continue if we wish to transform and reconstruct our society.

Language affects people's lives profoundly, and therefore I have no doubt that the pan-South African language board will in future play a crucial role in maximising our country's human resources. My department, as the government's executive arm on language matters, is fully committed to the renewal of our society at all levels, especially with regard to one of the most basic of human needs: the need to communicate freely and effectively in one's home country by means of the language of one's choice.

We are convinced that all South Africans should have access to all spheres of our society by being able to develop and maintain a level of spoken and written language which is appropriate for a range of contexts in the official languages of their choice. Furthermore, we are committed to the elaboration of the African languages that have been marginalised by the policies of the past.

In order to put our vision of equal language access into operation, we are now establishing equitable and widespread telephone interpreting services.

I would like to invite all our fellow South Africans to join hands in a concerted effort to acknowledge the pivotal role of language in the process of redeveloping the human resources of our multilingual society. After all, our languages belong to all our people and they are our assets which we should nurture in our own interest.

**Ben Ngubane is arts, culture, science and technology minister.**





By **LEE-ANN ALFREDS**  
Education Reporter

## 'Afrikaans schools plan amalgamations'

(50) Star 6/11/95

Mpumalanga education authorities are trying to stop planned amalgamations by Afrikaans schools which want to avoid having to admit black and English-speaking children.

The planned amalgamations have started in one town and spread to three others, according to a source.

And education authorities in the region believe that it might spread even further, Mpumalanga education department spokesman Peter Maminza said.

He confirmed that moves to amalgamate schools were already afoot in Bethal, Piet Retief, Volksrust and Standerton.

The Star was informed of the planned amalgamations by a concerned parent from Bethal who said the only two primary schools in the town, a parallel and an Afrikaans-medium school, had already formalised plans for their merger. The parent, who did not want to

be named, said supporters of the move claimed to be "acting in the interest of maintaining standards", but were merely trying to avoid having to admit black and English-speaking children.

English-speaking parents had been told that the new school - which would be situated on the grounds of the Afrikaans primary and be called Afrikaans Christian School - would be "prepared to ac-

commodate a handful of English-speaking children", the parent said.

But their doors would be closed to all other races. She added that many English-speaking parents had sent letters to the region's education authorities asking them to intervene, but nothing had been done so far.

Maminza said that they were proceeding carefully because the region had been accused of acting unilaterally in the past. A meeting with

the governing bodies involved was scheduled for November 11 and the government's position would be made known after a provincial education forum on November 18.

But Maminza also indicated that the schools seeking to amalgamate were on a collision course with the authorities as the plans were contrary to national policy and recommendations on new school policy currently being considered.

"It is premature to say how we will act, but it is obviously something that we have serious reservations about," he said.

## RESOURCES LIMITED — NEW DEPARTMENT HEAD

# 'Tighten belts in education'

**THE NEW** head of the Western Cape Education Department is squaring up to the challenges of providing quality education for all children. **CAROL CAMPBELL** reports.

**E**DUCATION in South Africa could not move forward until all stakeholders realised resources were limited and agreed to tighten their belts but still deliver the goods, the new head of the Western Cape Education Department, Mr Brian O'Connell said yesterday.

Speaking from his home in the Strand, where he is recuperating after a back operation, Mr O'Connell said the challenge for the country now was how to give all

children a quality education despite financial constraints.

This was especially relevant to the Western Cape, which would receive a far smaller slice of the cake in future because it was considered "well-off" compared to other areas of the country.

This meant all stakeholders would have to be more confident in their decision-making and creative when dealing with problems as fewer hands did more work.

Communities, businesses,

CT 6/11/95

teacher associations and unions would have to take greater responsibility for their schools and become involved in their local RDP forums.

While there were schools in desperate need, many problems could not be solved only by pouring money into them but rather through active community involvement.

The ongoing vandalism of schools, especially on the Cape Flats, could only be eradicated if communities were proud of their schools and involved gang members in building up a shared vision for all the people in the area.

Mr O'Connell grew up in Dis-

(50)

trict Six and was educated at Holy Cross Convent in Nile Street before moving to the Christian Brothers College in Athlone nearby.

With an education degree from the University of the Western Cape the young teacher worked his way through the ranks until he became principal of Kleinvlei High School.

He moved into the tertiary sector, lecturing at UWC, and took over as rector of the Athlone Teachers' Training College in Paarl before moving to the Peninsula Technikon. He was the vice-rector of student affairs at Pentech when he was appointed to his post at the education department



# 'Education vital to SA's competitiveness'

Star (PR) 7/11/95  
By ROY COKAYNE

Pretoria — The shortage of skills and poor spread of education, and the insufficient presence on international markets are two of the biggest problems facing South Africa in becoming internationally competitive, says Stephane Garelli, the director of the World Competitiveness Report.

Garelli, a professor at the International Institute for Management Development in Lausanne, Switzerland, said India, Brazil and South Africa were three of the wealthiest countries in the world and that it was only a question of transforming these assets and allowing them to become meaningful to them.

He was speaking at the science policy meeting of the CSIR's Foundation for Research and Development held in Pretoria recently.

Garelli said countries were not only competing with products and services but technology, research and development.

He stressed the importance of a country ensuring that its primary and secondary education were adhered to.

He said it was quicker to fix a technology problem than problems created by a bad education system.

(120) (50)  
To speed up the process it was important to couple both technology and education "to avoid waiting for 20 years before a good education policy became a reality".

Garelli said in many countries people complained about the cost of education but education was an investment rather than a cost.

Technology would enable companies to be more competitive on a daily basis, especially since the world was entering the network society with possibilities of worldwide connections.

This would be good for commerce and would create numerous opportunities.

Garelli said the more a country worked on its domestic competitiveness, the better its chances were to compete internationally.

The role of government was to define the basic options, set the framework and stand back.

The United States had been awarded 116 Nobel prizes in exact sciences since 1960 compared with the four that were awarded to Japan, Garelli said.

Although Japan did not invent many things the country had achieved excellence in the implementation process, which was the basis for its competitiveness.

# 'Education vital to SA's competitiveness'

(185) (50) CT 7/11/95

BY ROY COKAYNE

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# A fund is born in a dusty Cape Flats classroom

AKS 8/11/95 (56)

## Staff Reporter

IN the dust and decay of Crossroads a new partnership has taken root which could give major impetus to the reconstruction and development of education on the sprawling Cape Flats.

"It's a wonderful, excellent idea," said University of the Western Cape professor Fanie Sonn, whose Institute for Child and Family Development, together with the offices of the Cape attorney-general and the regional police commissioner, are the three main players behind the launch of the UWC Partners for Children Fund.

Cape Attorney-General Frank Kahn and police commissioner Andre Beukes got the ball rolling during a recent visit to the Sigcawu school.

Operating out of two makeshift church halls, the school provides education for a total of 762 pupils from Sub A to Standard 6.

Both men were appalled at the crowded, unsanitary conditions they saw.

During a visit to UWC a week later, Mr Kahn pledged R500 towards the reconstruction of Sigcawu, challenging Professor Sonn's department to form a fundraising body both for Sigcawu and other hopelessly ill-equipped schools in the region.

General Beukes matched Mr Kahn's donation and Professor Sonn rose to the challenge.

This week, the three partners visited Sigcawu again.

They were surprised to see three temporary classrooms being assembled. And even more surprised to hear that an administrative block comprising three further temporary buildings had been promised by the department of education as early as next week.

But Sigcawu was just the beginning, they said. There were many other schools in dire need of better facilities. And once Sigcawu was up to scratch, their initiative could hopefully extend to some of these other schools.

Professor Sonn said what made the project special was that the police and prosecutors, who might be expected to concentrate solely on bringing criminals to justice, had chosen to step beyond the boundaries of their usual activities.

"The idea that the police and attorney-general care is a positive sign in itself... but it is also a sign for big business," he said.

"This is the start, hopefully, of something a lot broader," said Professor Sonn, who opened a special bank account to handle the project's incoming funds last week.

"We hope big business will seriously consider adopting a school," he said.

"Our mission here is the enhancement of the quality of life for children and their families."

Rose September, a member of the National Children's Rights Committee and senior researcher at Professor Sonn's institute, persisted profusely under the crowded Sigcawu's tin roof.

"This is absolutely pathetic," she said.

"We have just ratified the United Nations Convention on the Rights of Children... if our school conditions are as bad as this, there is no tomorrow for these children."

Ms September said that if there was any "plus side", then it was that the children seemed clean and well cared for by their families.

"But this goes beyond parental care. This is a state responsibility," she said.

**ANGLICAN CHURCH:** Fanie Sonn and Rose September, right, of the University of the Western Cape's Institute for Child and Family Development chat to teachers and pupils in a crowded church hall that serves as a classroom for 452 pupils in Boy's Town, Crossroads.

Mr Kahn said it would be irresponsible to stand by and allow children to be taught in such "pathetic" conditions.

Caring for children was not so detached from his office. Given inadequate education, they were the potential criminals of tomorrow, he said.

His initial R500 donation was made in his personal capacity. He would be asking the Department of Justice for a small donation to add impetus to the project, he said.

General Beukes said he had already spoken to a friend of his — a businessman from Pretoria who marketed his wares in Cape Town — and

had secured R5 000 for the project.

Building meaningful relationships with the community was essential to the future of policing in South Africa, he said.

"It is us, after all, who will bear the responsibility of policing these people," said General Beukes.

"This is a personal issue, but in the broader sense it is also our moral responsibility to society."

● Anyone wishing to help the initiative should contact General Beukes's, Mr Kahn's or Professor Sonn's offices for further details.





## Research council assets vanishing into the ground

By BRUCE CAMERON

Cape Town — A sinking fund has been given new meaning for the Agricultural Research Council, which has seen some of its assets disappear irrecoverably down a hole, with more likely to follow.

Jons Terblanche, the chairman of the council, had members of the parliamentary select committee chuckling yesterday as he explained that assets were vanishing through

no fault of the council — they simply vanished into the ground

This was not a result of any experiment carried out by the staff. Rainwater, which has a slightly acid content, is eating away at the porous dolomitic rock structure underlying the research unit, causing sinkholes.

Terblanche said one of the buildings on its research farm at Irene, near Pretoria, had disappeared down a sinkhole in 1992 and another

(50) CT(BR) 8/11/95  
er 17 buildings had to be evacuated by 20 scientists last week after warnings from the Geoscience Research Council that they were on shaky ground.

It had cost R6 million to replace the first building which disappeared and the threatened buildings would cost between R7 and R11 million to replace.

"This has serious implications for our budget," Terblanche told the committee.



# Uniform teacher-pupil class ratios welcomed

After 10/11/95

(50)

As from next year, high school classes will have no more than 35, and primary school classes no more than 40 pupils, in Gauteng.

By **LEE-ANN ALFREDS**  
Education Reporter

The decision to introduce uniform teacher-pupil ratios of 1:35 and 1:40 at all Gauteng schools next year has been welcomed despite the far-reaching implications it holds for almost every school in the province.

The move to equitable teacher-pupil ratios of 1:40 and 1:35 at all primary and high schools respectively in Gauteng was announced by Gauteng education MEC Mary Metcalfe yesterday.

It follows an agreement made in the Education Labour Relations Council at national and regional level that common teacher-pupil ratios be phased in over a number of years.

At a press briefing, Metcalfe said no high school class could have more than 35 pupils and no primary school class more than 40 pupils from next year.

Schools, particularly secondary schools, which had bigger classes, would have to rationalise the curriculum choices offered.

Schools with teacher-pupil ratios

lower than those advocated would have to move towards the target national norms within two years.

The minimum teacher-pupil ratio acceptable for next year was 1:27 in high schools and 1:30 in primary schools, she added.

Conceding that the move would affect "just about every school in Gauteng", Metcalfe said the move had been motivated by financial considerations and also the necessity to move towards equity in the education previously offered to different races.

"I know there will be anger, but

we need to do it. The need in the province is so overwhelming that we cannot survive on our budget and apart from that we have to move towards equity. The need for equity is immediate and urgent and cannot be delayed," she said.

But she acknowledged the move would have a huge impact on teachers and the timetables and curriculum choices at some schools.

"Where teachers can no longer be accommodated within the revised timetables of the school, these teachers will be given redeployment options. The last option to be consid-

ered will be retrenchment," she said. Schools to which teachers would be redeployed would be within a reasonable distance of their homes or former post, Metcalfe said.

She also conceded that the lack of adequate schools and classrooms was a problem, but said the department would be building close on 150 new schools.

While the phasing in of equitable teacher-pupil ratios has been welcomed generally, several parties voiced reservation about the lack of time afforded to schools to phase in the ratios.

The NP, National Professional Teachers' Organisation of SA, DP and Association of Governing Bodies for Gauteng all said that the process would have to be phased in over time.

"There is tremendous uncertainty among teachers at the moment because they do not know what is going to happen," Association of Governing Bodies for Gauteng chairman Johan de Jager said.

The South African Democratic Teachers Union hailed the move as a "gigantic step" which they had been working towards for many years.



# School system gets a revamp

By JEFFERSON LENGANE

## Metcalfe announces plan aimed at equal education for all

(50) CP 12/11/95

THE Gauteng Department of Education (GDE) has this week concluded a process of negotiations with teachers organisations regarding the introduction of a common approach to the teacher-pupil ratio in all schools in the province, announced MEC for Education Mary Metcalfe.

She said the agreements, which are within the framework negotiated in the Education Labour Relations Council (ELRC), were reached with all registered teachers organisations.

"This is a significant and historic step towards achieving equity in edu-

cation, laying the basis for improving the quality of education in our schools and providing a high quality of education for all our children.

"The education situation which we inherited in this province in 1994 contained significant and unacceptable inequities. Average per capita expenditure in 1994 ranged from R2 626 per pupil in the DET to R4 537 in the TED.

"The pupil-teacher ratio in DET was an average 35 to one, while in the TED it was 21 to one

. Pupil-classroom ratios reflected an even wider disparity, ranging between 20 to one and 39 to one," said Metcalfe.

This meant that the greatest educational load was carried by teachers working in the worst educational environments, without proper educational and infra-structural support.

Over the past 18 months the Gauteng Department of Education has indicated to the education community that they need to start working towards maximum

class sizes of between 35 and 40, and that there is a need to put in place a provincial strategy of teacher redeployment.

"Many schools understand the need for this and have planned on this basis," said Metcalfe.

From next year teacher-pupil ratios in excess of the national maximum norm of 40 to one in primary schools and 35 to one in secondary schools will be reduced in all schools.

Schools with teacher-pupil ratios substantially below this are to work

towards the target of national norms within the next two years.

All schools with teacher-pupil ratios below 30 to one in primary schools and 27 to one in secondary schools will operate on this minimum ratio from next year.

Metcalfe said: "Secondary schools, in particular, will need to rationalise the curriculum choices offered to students if they are to implement the ratios.

"This creates space for schools to work together to offer subjects which have traditionally had smaller enrolments."

She stressed this would be handled with care and sensitivity.



PROBLEM SOLVER... Mary Metcalfe dances with some of the kids for whom she wants a better education.



# Language pass policy to change

(50) 8015/11/95  
Kevin O'Grady

EDUCATION Minister Sibusiso Bengu has recommended the abolition on January 1 of a requirement that pupils pass the language in which they receive instruction.

The recommendation formed part of "significant steps forward" in the formulation of a new education language policy that would encourage flexibility and remove discrimination, Bengu said yesterday.

He said a number of provisions had been decided upon, on the advice of education departments committee heads and the council of education ministers.

One of these was that the elected representatives of school communities would be provided with optional multilingual models from which they could design their own language models.

A key feature of the new multilingual policy would be its promotion of use and development of two or more languages throughout schooling "in such a way that no language should be introduced at the expense of another".

"Learners' home languages, as well as those which they wish to acquire, will all form part of a dual process of

self-affirmation and cognitive development. This ... balanced bilingualism is a radical departure from the restrictive models of the past," Bengu said.

Where it was appropriate and feasible, schools would be "strongly encouraged" to offer at least two languages of learning and instruction from grade one, at least one of which should be a home language among significant numbers of pupils.

Measures would also be taken to ensure that at least two languages were studied from as early as grade one, "without unjustifiably holding learners back through stringent promotion requirements" due to learners' partial or total unfamiliarity with a language.

Bengu said he would look into establishing similar requirements for matriculation exemption — listing all official languages in one group — as had been done for standard nine and 10, thereby removing the compulsion to study English or Afrikaans.

"In the spirit of flexibility and (departmental) commitment ... to remove all unfair discrimination, it is also recommended that the requirement that learners pass in the language of instruction falls away from January 1."

# Blitz on private schools

*Soewetan 15/11/95 (50)*

By Claire Keeton

**T**HE GAUTENG Department of Education is launching an intensive investigation into private schools in the province after numerous complaints about fly-by-night schools.

Department head Mr James Maseko said yesterday that 10 teams of four officials each would visit a random sample of about 60 private schools.

"We hope the sample will give us a clear picture of what is happening. We want to uproot mismanagement and even corruption," he said.

In Gauteng, close on 100 000 pupils attend 308 private schools registered with the department. More than R140 million in subsidies was paid to these schools last year.

"It is a desperate situation when parents send their children to city schools because of the problems in township schools. They think the tuition must be better and pay exorbitant fees but they are often taken for a ride," Maseko said.

The department decided to investigate the schools after receiving many complaints about alleged financial mismanagement, extremely high fees, frequent change of ownership and the inopportune closing of schools mid-term.

"Hundreds of our pupils have been stranded in the streets without warning and teachers left without jobs by some of these schools," Maseko said yesterday.

Other complaints concern the appointment of inadequately qualified teachers and the poor quality of tuition as well as allega-

tions of examination irregularities at some schools. Earlier this year the MEC for education Mrs Mary Metcalfe released a list of all private schools that were registered or had applied for registration. Schools were checked and those that did not meet the legal requirements for registration were shut down. But certain schools are continuing to function illegally.

"Some schools are getting through the safety net. We want to identify the weaknesses in the system and make sure problems do not arise again in future," Maseko said.

Department officials have been given the task of monitoring schools to prevent the operation of fly-by-night schools. The department has advised parents to be careful, however, and to demand to see the certificate of registration before enrolling their children at any school.

Maseko said the investigation will concentrate on schools which were a source of major complaints and cover a cross section of schools in the different regions of Gauteng.

The study will be conducted over a period of eight days and the teams will submit their findings to the department by November 20. This will help the department to determine the problem areas and develop policy guidelines for all private schools next year.

Any member of the public who may have information that could assist the department in its investigation is asked to contact Mr John van Rooyen at (011) 408-9400 or fax (011) 403-2055.



ALL 11 OFFICIAL LANGUAGES TO HAVE EQUAL STATUS

# Radical changes in education

50 C.F. 15/11/95

# education

**SCHOOLS** will have a greater say over the choice of language when the new policy is introduced. **ANTHONY JOHNSON** and **CAROL CAMPBELL** report.

A RADICAL new plan to promote multi-lingualism in South African schools and purge the educational system of all forms of linguistic discrimination was unveiled by the government last night.

A key feature of the multi-lingual policy announced by Education Minister Dr Sibusiso Bengu is the promotion of the use of two or more languages throughout schooling.

The compulsion for pupils to study either English or Afrikaans for matriculation and senior certificate has been removed. All 11 official languages will in future enjoy equal status.

The Department of Education has also recommended that the requirement that pupils pass in the language of instruction falls away from January 1, 1996.

The new language policy was "a radical departure from the restrictive models of the past", Dr Bengu said.

The new policy followed advice received from the Head of Education Departments Committee and the Council of Education Ministers.

His department would release a discussion document on the new framework this month and hoped to complete significant aspects of the planning by April.

What would emerge was a framework of optional multi-lingual models so that elected representatives of school communities would be able to design language models for their schools from a wide range of options.

The plan makes provision for a new curriculum for language teaching and learning, paying particular attention to "development of appropriate syllabuses and methodologies for African languages".

In terms of the new multi-lingual policy, pupils' home languages, as well as the additional languages they wished to acquire, would all form part of the dual processes of self-affirmation and cognitive development.

Where it is appropriate schools should be encouraged to offer at least two languages of learning and instruction from Grade One, at least one of which should be a home language of a significant number of

the school's pupils.

The new system would seek a high degree of flexibility in the primary phase of education. This would create an environment that was free of unnecessary pressure and that gave due attention to the pupils' home language.

"Appropriate measures will have to be taken to ensure that at least two languages are studied from as early as Grade One, without unjustifiably holding learners back through stringent promotion requirements, particularly as learners may be acquiring a partially or wholly unfamiliar language."

Dr Bengu intended to investigate, in consultation with the Committee of University Principals, amendments to the requirement that pupils study Afrikaans or English for matriculation exemption.

## Essential

The National Language Project welcomed the proposed changes: "It is a bold move which is the essential ingredient for a system that constitutionally guarantees equal access to education."

UCT's Project for the Study of Alternative Education (Praesa) said the changes would provide the key to a workable national plan for functional multilingualism.

"Functional multi-lingualism has been identified as essential for successful models of economic and social development in multi-lingual countries."

Encouraging multi-lingualism in schools was the only way to confront the growing communication problem between many township pupils and their teachers in English and Afrikaans schools and would further bridge the gap between the races, the spokesman for the Western Cape Principals' Association, Mr Leon Fiedeman, said yesterday.

It was important for all teachers and pupils in the Western Cape to learn each other's languages.

"We have to provide the mechanisms to help teachers put this policy into practice and we will be holding workshops in the new year to help them."

One of the biggest problems facing black pupils in coloured and white schools was that they were not being taught in their mother tongue and, because they battled to understand the subject, they failed in large numbers.

# Education director clarifies schools admission policy

By **BOBBY BROWN**  
Staff Reporter

Star 15/11/95 (50)

State schools in Gauteng will be legally bound to accept any child of school-going age, deputy director of Gauteng's 18 education districts Thandi Chaane announced yesterday.

Chaane clarified the Gauteng Department of Education's admission policy at a press briefing, emphasising the right of access to basic education and institutions as contained in the Gauteng Schools Education Bill.

She admitted the Bill, passed recently by the provincial legislature, could lead to enormous pressure on schools with limited resources, but added that, to solve problems, such schools would have to work closely with the department's district offices.

She said no school was allowed to deny a pupil access on any discriminatory grounds, not even the inability to pay school fees.

Only in the case of Model C schools were parents legally bound to pay school fees.

"The State pays only the salary of teachers while the school is responsible for all other operational costs," she said.

She stressed that school fees differed from school funds in that the latter were voluntary contributions

made by parents to State schools.

"School funds contribute positively to the effective functioning of the school and parent communities should recognise this and be encouraged to contribute," she said.

She added the use of admission tests was a sensitive issue, but emphasises it was unacceptable that such tests be used to disqualify potential students from admission.

Following some confusion, Chaane also explained the registration process, saying those who wanted to change schools or attend for the first time had to register before the end of this school year.

Five-year-olds who turn six before June 30, 1996 could be admitted, subject to accommodation at the school, but preference would be given to six-year-olds turning seven in the new year.

Chaane also announced the department was investigating complaints about private schooling in Gauteng.

A team of department officials were undertaking a random study of about 60 private schools registered with the former education departments, she said, adding they would submit a report to the department on November 20.

The team is investigating claims such as unqualified teachers and examination irregularities.



# Language requirement for matric pass to be scrapped

Star 15/11/95

SAPA

Cape Town

(50) (2)

The requirement for matrics to pass their language of instruction will fall away at the beginning of next year, Education Minister Prof Sibusiso Bengu announced yesterday.

Pupils will also not be required to pass both English and Afrikaans to obtain their senior certificates, Bengu said in a statement.

Similar amendments to the requirements for matriculation exemption were also being investigated, he said.

His ministry would release a discussion document before the end of November, and hoped to implement several other key language policy changes in schools before April next year.

The changes were aimed at promoting multilingualism and removing all forms of linguistic discrimination.

"The entire approach of the department on this matter is consultative," education spokesman Lincoln Mali said.

"In the past, the educational system was prescriptive and we want to move away from this. A multilingual language policy is a new phenomenon in South Africa and is something the department has continually proposed," said Mali.

One proposal in the document is that school communities should be able to design language models for their schools.

The document suggests that schools should offer at least two languages, one of which should be the home language of a significant number of pupils.

Bengu said a key feature of the new multilingual policy would be that no language was introduced at the expense of another.

"Learners' home languages, as well as the additional languages they wish to acquire, will all form part of a dual process of self-affirmation and cognitive development.

"This is known as additive or balanced bilingualism and is a radical departure from the restrictive models of the past.

"Appropriate measures will therefore be taken to ensure that at least two languages are studied from as early as grade one, without unjustifiably holding learners back through stringent promotion requirements, particularly as learners may be acquiring a partially or wholly unfamiliar language," said Bengu.

A new curriculum framework for language teaching would pay particular attention to the development of syllabi and methodologies for African languages. - Sapa.

# Bengu backs dual school system plan

BD 16/11/95 (50)

Kevin O'Grady

EDUCATION Minister Sibusiso Bengu has accepted a recent proposal that there should be only two categories of schools — public, which would include Model C and all other state or state-aided institutions, and independent.

Releasing details of his draft White Paper to be published soon, Bengu said yesterday he had, after consultation, accepted the proposal by the committee to review school organisation, governance and funding.

He did not commit himself to accepting the committee's proposal for compulsory, income-related school fees from which poor parents would be exempted, saying that this needed further legal and cost analysis.

The committee report should, however, "be broadly accepted as the basis on which new policy can be built".

All public schools should be run by governing bodies made up of parents and teachers. In secondary schools, pupils should also be represented on governing bodies, Bengu said.

Governing bodies should be given a basic set of responsibilities, and be encouraged to apply to the provincial education department for additional "negotiated" powers, he said.

The division of powers proposed by the committee needed to be the subject of further legal advice and negotiation.

Bengu said that the new structure

of school organisation "should create the conditions for developing a coherent, integrated, flexible national system of schools (and) must be capable of advancing redress, the equitable use of public resources (and) an improvement in educational quality..."

It should be brought about through new legislation at national and provincial level followed by a well-managed process of negotiated change, he said.

"The essence of the new policy is that all public schools will be governed by their school communities, responsible to their provincial education authorities. We must grasp this opportunity decisively but responsibly, realising how close public schools are to people's hearts and how deep are the expectations and anxieties about change," Bengu said.

Deputy Education Minister Renier Schoeman said yesterday political correctness should not be a substitute for sound education policy developments.

Schoeman stressed there must be consensus-seeking in education. The National Education Policy Bill being referred to the Constitutional Court was a direct consequence of not achieving acceptable consensus, he said.

There were "elements", Schoeman warned, attempting to break down the consensus reached on the education and training White Paper.

This could, he said, have a "devastating effect" on education.

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# Schools *Sowetan* to be run *16/11/95* *(50)* by local people

ALL State, State-aided, and Model C schools will be replaced by "public schools" controlled by governing bodies in terms of a proposed new national school system.

The proposals, which are contained in the Draft White Paper on School Organisation, Governance and Funding, were released by Education Minister Sibusiso Bengu yesterday.

Based on a task team's recommendations and widespread consultation, the draft White Paper recommends there should be only two categories of schools - public and independent.

Public will encompass all the current State and State-aided schools, like Model Cs, mine schools, community schools, farm schools and others. Independent schools are private schools.

In terms of the recommendations, all public schools should be governed by governing bodies made up of parents, teachers, the community and, in the case of secondary schools, pupils.

The governing bodies will be endowed with "basic powers" to run smoothly. But schools can also apply to the provincial education department for "additional powers".

The types of powers have not been finalised, Bengu said.

He said the draft White Paper also recommended that the process of negotiation between local governments and school governing bodies take place once national norms had been established next year.

Methods of how to finance schools, including the compulsory school fees, were also still being finalised.

"The essence of the new policy is that all public schools will be governed by their school communities, responsible to their education authorities. It will represent another great victory for democracy in this country," he said.

The draft is expected to be published soon for public comment. -  
*Sowetan Correspondent.*

## MAJOR SHAKE-UP

# SA to have two types of school

### THE EDUCATION

Ministry has unveiled its draft White Paper.

**ANTHONY JOHNSON** reports.

**S**OUTH AFRICA should have only two categories of schools in future — public and independent — the government proposed last night as part of a major shake-up of school organisation, governance and funding.

The public school category would comprise all the present varieties of state and state-aided schools, including Model C schools.

### Powers

Most private schools are expected to end up in the independent category — and enjoy significantly greater powers and responsibilities than those subsidised by the taxpayer.

Unveiling the highlights of a draft White Paper to be released later this month, Education Minister Dr Sibusiso Bengu said pupils should be represented on the governing bodies that run public secondary schools.

All public schools should be run by bodies that were representative of the parents, teachers, the community and, in the case of secondary schools only, the learners, he said.

No decision had yet been taken on a proposal for a sliding scale of obligatory, income-related fees at public schools, from which poor parents would be exempt, Dr Bengu said.

However, the Department of Education had engaged two specialist teams — one of lawyers and the other of econo-

(50) ET 16/11/95  
mists — to assist it with the "highly complex" legal and financial issues relating to school funding.

The draft White Paper states that all public schools' governing bodies should be given "basic powers", but would be encouraged to apply to the provincial education department for additional "negotiated powers".

These would be granted on the basis of capacity and commitment of particular schools to handle relevant responsibilities.

Dr Bengu said the new dispensation had to be based on the understanding that each public school should embody a partnership between a provincial education department and a local community.

Education Ministry spokesperson Mr Lincoln Mali said some schools would end up with more powers than they now enjoy and some with fewer.

More than 150 written submissions have already been received in response to earlier proposals on education reform from the public and organisations.

### New tasks

Dr Bengu said a major programme of "capacity building" in educational management and governance would have to be implemented by the national and provincial education departments so that school principals and members of governing bodies were equipped to handle their new tasks.

"The new system must be capable of advancing redress, the equitable use of resources, an improvement in educational quality across the system and democratic governance," Dr Bengu said.



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# English for kids essential

**CAROL CAMPBELL**

CT 16/11/95 (50)

LOCAL businessmen warned yesterday that all school-children should master English because it was the international language of business and vital for all job seekers.

"South Africa is part of the international business community now and business is done in English — not Afrikaans or Xhosa," said Western Cape Afrikaans Handelsinstituut executive director Mr Choppie Vorster.

Commenting on government steps to purge the school education system of language discrimination, he said English should be a compulsory subject for all pupils.

The government's proposal has removed the compulsion for students to study either English or Afrikaans. Instead all 11 official languages will enjoy equal status.

University of Cape Town language education specialist Prof Doug Young said, however, that although English was being downplayed as a medium of instruction in the classroom it would still be in big demand by pupils and their parents as it was "the language of social upliftment".

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# Listeners prefer to 'hear own language

CT16/11/95 (50)

PEOPLE whose mother tongue is an African language show little enthusiasm for listening to radio programmes in English.

Research released yesterday by the SA Advertising Research Foundation concludes that South Africans overwhelmingly prefer to listen to programmes in their home language.

Contrary to previous research, SAARF found that listeners whose home language was an African language spent only 12,44% of their listening time tuned in to English programmes.

"Overall, there is no indication that English occupies a predominant position as the second language of choice," SAARF managing director Mr Gert Yssel said.

However, the preference for English was stronger in the Nguni language group than in the Sotho language group.

Mr Yssel said there was "no reason to conclude" that the broad pattern of language preference among radio listeners would not extend to television viewers. — Political Correspondent



# School system in for major changes (50)

Star 16/11/95

Draft white paper lumps farm schools with Model C as 'public' schools, and private schools will be 'independent'

By LEE-ANN ALFREDS  
Education Reporter

All state and state-aided schools, including Model C, are to be replaced by "public schools" controlled by governing bodies made up of parents, teachers, communities and pupils, Education Minister Sibusiso Bengu announced yesterday.

The proposal is included in the draft white paper on school organisation, governance and funding. Recommendations on funding and other details to be included are still being finalised.

The draft paper will include some of the more fundamental changes recommended in August by a commission into future school governance.

The full draft is expected to be completed next month when it will be published for public discussion.

In terms of the recommendations already finalised for the draft paper, only two kinds of schools - public and independent - will be available in future.

Public schools will encompass all the current varieties of state and state-aided schools, like Model C, mine schools, community schools, farm schools and others.

Independent schools are private schools.

The public schools will be governed by governing bodies made up of parents, teachers, the community and, in the case of secondary schools, pupils.

► ... To Page 2

## Govt rings school changes

(50) Star 16/11/95

► From Page 1

These governing bodies will be endowed with "basic powers" which will enable a school to operate, but schools can also apply to provincial education departments for "additional powers".

While the exact extent and nature of these two types of powers have not been finalised, according to Bengu, the recommendations on which they are based list "basic powers" such as having responsibility for setting schools' budgets, priorities, setting school times and timetables, defining codes of behaviour for pupils and staff, and fundraising and control of finances.

"Additional powers" is taken to mean the maintenance of buildings, purchase of textbooks and equipment, and paying for electricity and water.

Bengu said the draft white paper also recommended that the process of negotiation between local governments and school governing bodies take place next year once national norms had been established.

But one crucial area upon which there had been no resolution was the question of the funding of schools, he said.

"The proposed three options for school financing need further legal and cost analysis. Specifically, no decision has yet been taken on short-term proposals for a sliding scale of obligatory, income-related fees, from which poor parents would be exempt.

"The essence of the new policy is that all public schools will be governed by their school communities, responsible to their education authorities," Bengu said.

# ANC applauds education language

MOVES

The SA Democratic Teachers' Union has described recent innovations in education policy as 'bold' and 'historic'

## EDUCATION REPORTER

The relaxation of language requirements for passing matric has been welcomed by the SA Democratic Teachers' Union (Sadtu) and the ANC.

The new requirements announced by Education Minister Sibusiso Bengu on Tuesday do not require matric pupils to pass their language of instruction, or both English and Afrikaans, to

obtain their senior certificates.

The announcement was made following advice from the Heads of the Education Departments Committee (HEDCOM) and the Council of Education Ministers (CEM), Bengu said.

He added that he hoped other key language policy changes would also be implemented once people had had an opportunity to study the discussion document detailing the amendments. In separate statements, Sadtu and

the ANC hailed Bengu for what they described as a "bold" and "historic" move to address linguistic discrimination in education.

The ANC said the move would "liberate" education from the clutches of languages spoken by the minority people of this country and would lay the basis for the development of African languages.

The organisation also rejected claims that it would lower the stan-

dards of education, saying "such an argument can only come from people who want to maintain the privileged status of English and Afrikaans at the expense of languages spoken by the majority of South Africans."

Sadtu said the new policy of multilingualism promised to create a framework of optional multilingual models for schools and would pay particular attention to the necessity of developing appropriate syllabi for previously dis-

advantaged African languages.

But it noted that inservice training would be essential to equip teachers to deal with the realities of the country's multicultural/multilingual classrooms.

Meanwhile, the National Professional Teachers' Organisation of SA (Naptosa), the Association of Governing Bodies for Gauteng and the NP declined to comment on the new language requirements, saying they were waiting to scrutinise the discussion

document, which is expected to be available shortly.

"The subject is very sensitive and more complex than people realise because whilst there are concerns that standards will be lowered, there might be other issues which need to be taken into account.

"We will only be able to comment once we have studied the discussion document," Naptosa spokesman Andrew Pyper said.

(50) Star 17/11/95



# Birth of science academy on track despite racism charge

By ANITA ALLEN  
Science Writer

The birth of South Africa's first inclusive national Academy of Sciences is on track and in no danger of being aborted, according to Interim Council chairman Dr Khotso Mokhele.

Earlier this week, the Science and Engineering Academy of South Africa (SEASA), one of the three founding organisations of the embryo academy, announced it had withdrawn its support. The Royal Society of South Africa, and Die Akademie vir Wetenskap en Kuns

are the other two.

In a press statement, SEASA chairman Dr Gordon Sibiyi claimed that the nomination process to elect 100 founding members of the academy was flawed because a number of deserving black scientists had been excluded and not a single member of SEASA had been elected.

"A clique of English-speaking scientists, largely from Wits and UCT, have now meticulously hijacked the academy and turned it into an elitist forum for white liberal academics," Sibiyi's statement said.

In response, Mokhele stressed

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that the nominations process for the much-valued status of founding members was still ongoing. He said it had been a complicated exercise in which the Interim Council had been forced to make decisions to ensure representation of race, gender, scientific discipline and age that were not technically allowed by the rules of the academy's draft constitution

"But that constitution is also not yet cast in stone and still has to be debated," he added.

"I have had discussions with Sibiyi and I am confident the issue can be resolved. It's regrettable that

Sibiyi has been left out, but it is rectifiable," he said.

He rejected Sibiyi's allegations that a racist cabal "manipulated the rules and unilaterally established and applied a fraudulent selection and voting procedure to exclude blacks"

Mokhele said he did not know if a cabal existed or not, but if it existed it could not have hijacked the very complex process.

The compilation of the 11-member Interim Council had involved numerous checks and balances, Mokhele said.

# Pupil-teacher ratios back to drawing board

Star 17/11/95 (50)

A miscalculation in original plans would have allowed traditionally white schools to gain more teachers than black ones

By **LEE-ANN ALFREDS**  
Education Reporter

**N**ext year's planned implementation of uniform teacher/pupil ratios in schools around Gauteng is in danger of being torpedoed because of a major miscalculation in the formulas, which would have allowed traditionally white schools to gain more teachers than black schools.

The miscalculation was relayed to schools last Friday, a day after the announcement by education MEC Mary Metcalfe that uniform teacher/pupil ratios would be phased in over the next two years because of financial constraints and an "urgent" need to move towards equity.

In terms of the new ratios, no high school class could have more than 35 pupils and no primary school class more than 40 pupils from next year. These ratios would only be smaller in technical subjects because of the priority accorded to maths, the natural sciences and commerce, Metcalfe said.

She also announced at the time that the new ratios had been relayed to schools which had been asked to plan accordingly.

But in a surprising turn-around a day later, school principals were told that the new formula for allotting teachers had been suspended.

This was because the new formulas effectively meant that traditionally white secondary schools stood to gain more teachers than black schools because of the weight accorded to technical subjects.

"The Gauteng Education Department (GED) thought the new ratios meant that white schools, and especially the secondary Model C

schools, would lose more teachers than they would gain. But according to the formula you can get more teachers if you have commercial (subjects) and maths because they count them twice. So these schools stand to gain," a source said.

This was confirmed by the deputy director of the Transvaalse Onderwyservereeniging (TO), Chris Klopper, who said that he had been aware of the implications of the agreement before it was signed.

"I warned them last Tuesday that

**“  
I cannot look  
my teachers  
in the eye  
anymore  
”**

it was dangerous to sign the agreement in haste and urged them to make sure that they understood the significance of the formula, but they were in too much of a hurry," he said.

Klopper said that following their miscalculation, the GED had informed him a day later that they wished to renegotiate and had set up a meeting for Wednesday.

"But nothing was concluded at the meeting," he said. While he was still awaiting the new proposal, it was unlikely to go through soon because the TO had to go back to its members for a mandate.

Metcalfe said people who wanted to resolve the problem would find a way to plan for next year.



AAU 18/11/95  
**RDP clouds SA's  
research - professor**

~~(28)~~ (50)  
BLOEMFONTEIN. — Academic freedom would suffer if everything was looked at through a reconstruction and development glass, Professor Elwil Beukes of the University of Free State says in the campus newspaper Blitsnuus.

The Human Sciences Research Council (HSRC), to which Professor Beukes was recently appointed, should allow space for self-initiated research, he said.

If autocratic proposals threatened academic freedom, he would try to soften them.

With South Africa's democratisation, a change of emphasis would necessarily occur. Subjects previously dealt with by the HSRC did not necessarily reflect the concerns of the majority of the population. But now there was a danger that everything should be measured against the immediate aims of RDP, which would be short-sighted.

Professor Beukes said the biggest discoveries were made by researchers who were far-sighted. He would work for interaction between the academic and natural sciences.

Ecology in South Africa was a good example. In South Africa it was thought that poverty had to be resolved before attention could be given to the environment. This was extremely short-sighted, like shooting oneself in both feet, he said.

# Gearing up for the big head count

Star 18/11/95 (50)

Work has already begun in preparation for a census that will at last treat SA as a single entity, reports  
**CHRISTINA STUCKY**

If you thought the national and local elections were a logistical nightmare, welcome to the world of Census '96.

For three weeks next October, more than 60 000 people, or enumerators in census-speak, will spread out across the country, distributing questionnaires to about nine million households and canvassing more than 40 million people.

The information will then be compiled in a national census that should differ significantly from the 1991 census, compiled under old apartheid guidelines.

"For the first time South Africa will be able to mirror itself in numbers, not as five countries but as one nation," says Pali Lehohla, head of the management team for Census '96 and, since the beginning of the month, chief director of demographic surveys at the

will achieve "a measure of social equity" in that it will treat informal settlements on a par with urban and rural areas.

This is part of what Lehohla calls the "nation-building emphasis" of the census, which also includes the recording of place names according to what the community calls the village it lives in.

Previously, many places were named after a nearby farm, even if the people referred to their community by another name.

"Because of the scale and magnitude of the census, we can produce a national map with names reflecting those names of villages given by the community," says Lehohla.

Census '96 will collate information on the population's age, gender, level of education, marital status and race through a questionnaire which includes about 27 questions and many more sub-questions. Illiterate members of the population will be assisted by the canvassers.

The inclusion of race "may come as a bit of a surprise in the new South Africa", Lehohla

says. "But, if we are talking about the Reconstruction and Development Programme reversing the wrongdoings of apartheid, then in order to do that we must know the race. Other countries also include race in their census. Eventually we hope that race will be treated like any other variable in this country."

Lehohla says that through the census, the RDP will have tangible data with which to measure the extent of its task of rebuilding the country.

## Boon

"For the first time, the RDP will know the magnitude of its challenges in terms of housing, employment and providing basic needs."

An added boon should be a smoother election process due to the demographic information provided. "We are held responsible for that," says Lehohla.

The results of the census, most of it to be published in the form of thematic maps, will be available within nine to 12

months from the end of the census-taking, with an initial headcount published about three months from the end of the canvassing, which will begin on October 10 1996.

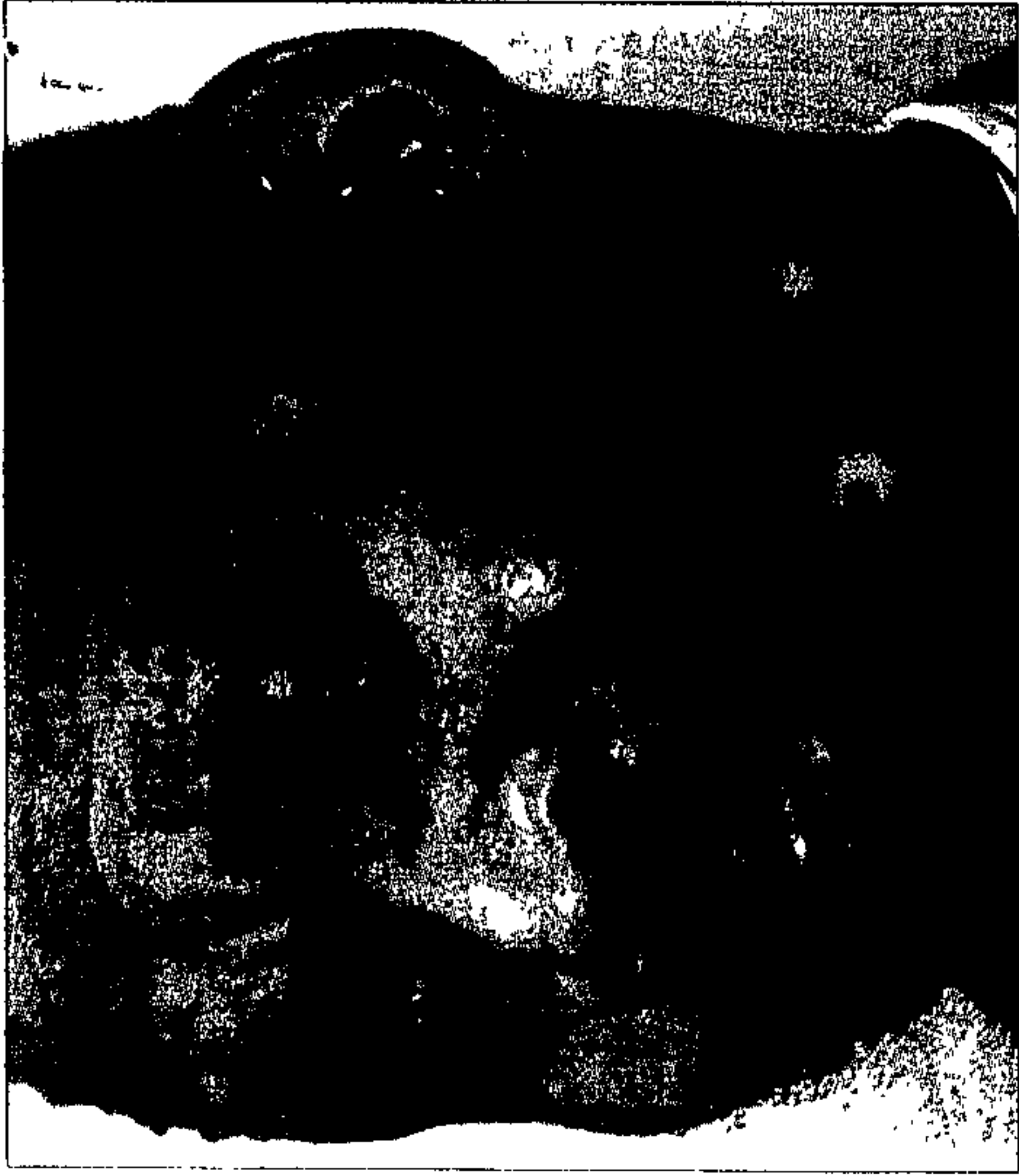
Checks and double checks are included in a carefully devised structure to ensure accuracy.

Lehohla does not expect any astonishing revelations from the census. "There will be no major surprises. I expect we will see dramatic shifts in terms of where people were (at the time of the last census) and where people are now," he says.

"For instance, there has been a polarisation reversal from big to small towns and a shift from urban to peri-urban areas. I expect we may see an emptying out of urban areas after land has become available for settlement."

He also expects that even this carefully planned census will come under scrutiny.

"We are not under the illusion that we will not be criticised. In fact, we think it is good it keeps us on our toes."



**WHO'S COUNTING NOW:** Pali Lehohla, who is heading the management team for Census '96, which takes place next October

PHOTOGRAPH BY LEMON



# Storm on the small screen

(50) (20)

By GEORGE MAHABEER

ST 19/11/95

**AFRIKAANS** television news will be cut to three times a week in the new year.

There have been protestations from some Afrikaans sectors that the changes were part of a process of reducing Afrikaans to a "kombuistaal".

Francois de Vos, the Conservative Party and Afrikaner Volksfront spokesman, warned: "If this is the case — that Afrikaans is being downgraded — we will mount a campaign not to pay licences.

"Afrikaans and English TV owners are the most consistent payers of TV licences," he said.

In terms of the new format, which will be launched on February 5, Afrikaans will share the new Channel 2 (TV1) with three as yet unspecified black languages.

English news will be screened daily but will move to Channel 1 (CCV).

NN-TV will become Channel 3, a fully commercial station with only English programmes. The programming on Channel 1 and Channel 2 will focus on education, "nation building" and local entertainment.

All three channels will screen local and international feature films.

# Afrikaans, English demoted in shake-up in the classroom

ST 19/11/95 (50)

By RAMOTENA MABOTE

**ENGLISH and Afrikaans are to be stripped of their official status in schools, allowing pupils to choose which of the country's 11 languages they want to study.**

Proposals disclosed this week by the Minister of Education, Professor Sibusiso Bengu, signal the most radical shake-up in education since 1925 when Afrikaans replaced Dutch as an official language alongside English.

A key feature of the policy is that no language will be favoured in the country's schools.

Professor Bengu said he envisaged that measures would be taken to ensure that at least two languages were studied from as early as grade 1, "without unjustifiably holding learners back through stringent promotion requirements".

Other features of the new policy are:

- Schools will be encouraged to offer at least two languages of instruction from grade 1, with one being the most common home language of pupils at the school.
- The two languages will be given

equal emphasis;

- From grade 1 to 6 language development will be important, but pupils will not necessarily be required to pass both languages;

- From grade 4 pupils will be encouraged to take a third language;

- From grade 7 to 12 (standard 6 to 10) two languages will have to be passed, except where both languages of instruction are unfamiliar to the pupil; and

- Matric pupils studying three languages will have to pass only two.

Professor Bengu said he would investigate amendments to the requirements for matric exemption — the pass standard required for admission to tertiary education institutions — and language policy at universities and technikons.

Response to the proposals has been mixed.

Criticism has been levelled at the "dropping" of English and Afrikaans as compulsory subjects for matric exemption. This, critics said, would lower standards. They added it would be expensive to develop other languages.

The NP, while not criticising the frame-

work directly, questioned the consultation undertaken by Professor Bengu. The NP said he had consulted only parliamentary committees dominated by the ANC.

"The ANC is in the process of consulting themselves, which is indeed disappointing and in fact unacceptable," said NP spokesman Piet Marais.

The National Professional Teachers' Association said in a statement that the dropping of the requirement to pass languages of instruction could result in the lowering of educational standards.

"If pupils cannot pass the subject of the medium of instruction, how will they effectively communicate?" the association said.

Ihron Rensburg, the director-general of the education ministry, said the present requirement for pupils to pass the language of instruction for a matric exemption was unfair to those people whose home languages were not the same as the subject language.

The ministry did not foresee a situation where pupils would learn three African languages rather than Afrikaans or English. They would make an appropriate

choice after evaluating what languages were prevalent in their regions, he said.

Blade Nzimande, an education specialist and senior ANC policy maker, welcomed the minister's framework and said it was historically significant because "it was an attempt by the NP to impose Afrikaans as a medium of instruction that led to the 1976 uprisings".

When Mr Rensburg was asked whether it was practical to implement the new framework in January, as Professor Bengu has suggested, he said it was possible, in theory, to teach in all 11 official languages immediately.

"But in practice it will be difficult because the teachers are not equipped to teach in those languages. It depends on staffing at schools and development of teachers.

"We do not even have second-language syllabuses for the nine languages other than English and Afrikaans. It is going to be tough," he said, adding that democracy was expensive.

He said there was no need for extra funds, but it was necessary for the ministry to relocate existing funds.



# Controversy over pregnant pupils

*Sowetan 20/11/95*

(50)

**By Khathu Mamaila**

PREGNANT schoolgirls in the Northern Province can now attend classes following a decision by the local education department to abolish by-laws which gave principals the power to expel girls from schools.

The announcement has triggered a bitter row between reformists and traditionalists who argue that classrooms will soon be turned into maternity wards.

An undisclosed number of pregnant schoolgirls are presently writing their final examinations at various schools in the province.

Education chief director Mr Rally Sekole, who helped draft the circular informing principals to accommodate pregnant schoolgirls, said girls were expelled as soon as a pregnancy was detected during the previous administration.

He said the department had to reform after some pregnant pupils had

secured court orders to continue with their education.

"We could no longer afford to continue embarrassing ourselves in court," said Sekole.

The decision to allow pregnant girls to attend classes, has been sharply criticised by conservative community members throughout the province.

"There is an outcry from principals, school committees and local communities. People are already saying that discipline has collapsed.

## Gave birth at school

"There have been cases where students have been embarrassed by fellow classmates who gave birth in the classrooms," Sekole said.

Dismissing pregnant pupils, he added, was a violation of the constitution which guaranteed everyone a right to education.

Two Standard 10 schoolgirls from different schools in Ga-Matlala near Pietersburg have sought refuge at the

local circuit offices after they were recently chased out of their schools by leading members of their communities.

The two are now writing their exams at the local magistrate's court offices.

One of the girls, Seema Nelly Mosima (18) of Mthohai Secondary School said she was expelled by members of the school committee who told her they did not want her "to deliver your baby at school".

Mosima later went to the circuit office where she was joined by another pupil, Audrey Mojela (19), who had also been ostracised by her community at Chuloe village.

Mojela said she gave birth on June 29 this year and returned to school on August 16. After about three weeks, a local civic member assaulted and banned her from entering the school premises.

"They said I was a mother and should not be allowed to write exams," said Mojela.

# Pupils cost W Cape R100m

BY BARRY STREEK,  
POLITICAL STAFF

THE Western Cape was paying out R100 million a year to provide schooling for pupils from other provinces but was receiving no compensation from the central government for this, provincial Education, Arts and Culture Minister Mrs Martha Olckers said at the weekend.

The Western Cape also paid for the costs of the only reformatory for girls in South Africa, but there was only one pupil from the province in the school, she told the National Party's provincial congress in Somerset West.

The reformatory in Constantia cost the province R25 000 a year for each girl in it, but the Western Cape was not compensated for this. "We operate that reformatory for the whole country," she said.

Mrs Olckers, responding to a motion of the party's Piketberg district council about students from other provinces in tertiary institutions in the Western Cape, said that from next year students from other provinces enrolled at training colleges would either have to pay the costs of R15 000 to R17 000 a year or their provinces would have to undertake to pay their fees.

At present, 463 students from other

CT 20/11/95 (50)  
provinces were studying at Western Cape training colleges.

In any event, only 60 students could enroll next year for primary school teaching because there was no need at present for primary school teachers.

Mrs Olckers said it was impossible to say exactly how many pupils from other provinces were at Western Cape schools, "but we estimate that at least a quarter of the pupils in the Western Cape are not from the Western Cape".

"We estimate that we spend R100 million on children from other provinces."

● See page 5



# Reforms in education

(50) Sowetan 21/11/95  
Soon any two official languages will be accepted for matric exemption

By Claire Keeton

**S**WEEPING CHANGES in language policy proposals announced by Education Minister Professor Sibusiso Bengu allows for any official language to be used as the medium of instruction.

These proposals, approved by the provincial MECs for education and heads of department, are the core of a discussion document that will be released before the end of the month.

They encourage schools to offer at least two languages of learning and instruction from grade one (Sub A), with one of these being the most common home language of pupils at the school. Pupils should study at least two languages from their second year of schooling. Any two official languages will be accepted for the purposes of matric exemption from next year.

This means all South African languages will be given equal status in schools and Afrikaans, which triggered the 1976 Soweto uprising, will no longer be required for a senior certificate.

It has been recommended that the requirement that learners pass their language of instruction for a matric exemption be dropped from January 1 1996 but that at least one of the two languages required should have to be studied at a first language level.

English is by far the most common medium of instruction at South African primary schools and it is the language of instruction at all secondary schools of the former Department of Education and Training.

Statistics from primary schools registered with the DET and former self-governing territories show English was used as the medium of instruction at nearly 10 000 schools last year.

Zulu was the next most widely used medium of instruction at primary schools, being spoken at over 4 000 schools, with Sotho the third most used medium of instruction. These statistics exclude primary schools in the former TBVC states, where Xhosa is widely used in Transkei and Ciskei schools.

At secondary level English is the medium of instruction at most schools.

# English for education: Do we have an alternative?

(50) CT 21/11/95

**EDUCATIONIST ALIE FATAAR** urges the use of English as a medium of instruction in South African schools

**I**N Botswana, Zambia and Zimbabwe I was closely involved in finding the most suitable medium of instruction in the schools after these countries became independent.

There were many hurdles and hiccups when changes were to be implemented. After more than 15 years no clear, workable solutions have been found with regard, for example, to the teaching of the indigenous languages and English has remained the lingua franca and virtually the only official language and schooling medium.

The biggest problem has been the lack of a standardised orthography and the limited availability of setwork books for the upper standards and examinations. General reading material in the African languages was equally scarce. Finding qualified teachers for the various African languages also exacerbated the problem. And an even more disconcerting difficulty was the reluctance of students to study their home languages for examination purposes.

In ever so many instances the results in the students' home language were among the weakest recorded in the final examinations.

The pattern in these countries which emerged eventually was: mother tongue for Grades I and II, with oral English, and thereafter English medium, with the home language as a subject.

For South Africa, as a counter to Verwoerdian schooling for the children of the "non-white" oppressed, as far back as the 1950s the Teachers' League of SA, the Cape African Teachers' Association and the Cape Teachers' Federal Council laid down that for the first two years the pupils should be taught in their home language and English would be used orally to familiarise them with the language. After Grade II the pupils should be ready for most lessons in English and have lessons in their home lan-

guage as a subject. From this point on, all teaching and learning was to be through the medium of English, except the African or Afrikaans language lessons.

One of the main objectives of the seven-year primary school syllabus taught through the medium of English was to enable all lessons in all secondary classes to be taught in the same manner as English as a first or mother-tongue language, all pupils using the same textbooks and prescribed English works; abridged or simplified versions might be used occasionally, but the practice of higher and lower English was to be phased out.

Textbooks for the various subjects are increasingly becoming available to assist the young African-mother-tongue teachers to handle English for occupational, specific and science and technological purposes, and even in technical and university classes.

## Barbarism

It is highly improbable that these technical, scientific and academic texts will be translated into even one of the 10 or so African languages in SA. The longer this question of translation is deferred, the more difficult will be the tasks of producing African language texts for educational purposes.

In fact, we can state quite categorically that this dream will never become reality: if we wait for a miracle we will have education crippled in a way Verwoerd's Nazi "philosophy" hoped to do 50 years ago - education for barbarism, as we called it.

One needs to cross swords with the views expressed by UWC sociology professor Prah (a Ghanaian resident in SA) that indigenous languages can "actually become the main medium of instruction in a wide variety of subjects in institutes of higher learning". (He has published a booklet, *Mother Tongue for Scientific and Technical Development in Africa*.)

How this is to be done is not clear but he

argues that African scholars can be given a "window to this wider world only in their languages" What he forgets is that English is no longer the preserve of England or the English people, the hub of empire that carries with it "cultural imperialism", so often the swear word of African chauvinists and popularity-seeking politicians. In fact, English has become an international language enriched by the history, culture and languages of countries across the globe, African and Asian in large measure.

## Class superiority

Written English is a standardised medium that is understood by all competent users of the language. Spoken English, however, has many varieties (even in England) and there is no longer the BBC or Received Pronunciation (RP) argument about "correct" or elite pronunciation, intonation (often a question of class superiority) or stress. There is one notable exception: English is the universal medium of communication for all aeroplane pilots - for obvious reasons - who must pass strict tests in spoken English as determined by the Aeronautical Telephonic/Aviation Control System. There are a limited number of vowel and consonant phonemes that with practice can be made to conform to an acceptable level of understanding in areas that linguists have already identified in other African countries.

We will all have to come to terms with the variations in intonation, accents and stress and in time we should become accustomed to the varieties of spoken English in the rich matrix of multi-lingual South Africa and Africa. As I see it, there is no viable alternative

□ *Alie Fataar taught English language and literature at Livingstone High School, Claremont, Cape Town, for 27 years. He was banned in 1961 and went into exile, working as an English teacher, lecturer and educationist in Botswana, Zambia and Zimbabwe, and he returned to Cape Town in December 1993.*



...the manager of the work to provide southern African coverage.

## Statistical service refocuses

ROY COKAYNE

CT(PR) 21/11/95 (50)

Pretoria — The Central Statistical Service is rapidly transforming to meet new challenges, including demands by the RDP for information, says Mark Orkin.

Orkin, who took over as head of the service in July, said that at the forefront of this transformation was the restructuring of major departments in time for the Public Service Commission's deadline for the end of November.

He said a new chief directorate, headed by Pali Lehohla, the former statistics director of Northwest Province, had been set up.

The new directorate would focus on demography in view of next year's census and the household surveys required for RDP indicators.

A directorate of analysis and publications was also being introduced, he said.

Orkin said liaison with provincial gov-

ernments was under way and the service would be expanding its provincial offices and data-gathering capacity.

It would also appoint professional advisers to supply specific data and interact with development planners.

He said the RDP's National Information Project would require intensive collaboration between the service and the RDP's national and provincial departments.

Other aspects of the service's transformation included a re-engineering of the massive data-gathering and processing procedures.

Orkin said the aim was to improve policy making by speeding up the response time of the economic series. This effort would require a modernised information technology culture, better respondent follow-up and extensive training.

Swedish and Australian statistical bureaux were providing advice, he said.

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# Dispute over city school's land

**EDUCATION REPORTER**

(50) ET 22/11/95

THE possible sale of land owned by Voortrekker High School in Kenilworth to developers has upset its neighbour, the Beau Soleil Music centre, which uses the land for parking and wants to use it to expand its premises.

The Western Cape Education Department runs the Model C school and the music centre.

Under government regulations Model C schools may apply to the provincial education minister to sell the land.

Yesterday Beau Soleil principal Mr Frank Mallows said he felt the centre should be allowed to use the land if Voortrekker High School did not need it.

Mr Mallows said he could not get an answer from the school about its plans for the property, but it was obvious they planned to sell it.

"We are desperate for the space because we have over 300 cars parked outside in the afternoon."

Voortrekker High principal Mr Anton van Zyl declined to say what his plans were, except that there was "nothing definite".

Department spokesman Mr Tim Gordon said the department was aware of the "difference of opinion".

If the school requested permission to sell the land, the request would be evaluated. A recommendation would be made to the head of the department, and he would advise the minister.

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# Far right-wing school to be probed

Mduduzi ka Harvey

THE Free State education department is to investigate claims that owners of Goudveld Akademie, a private school in Welkom, sacked all teachers and expelled pupils, saying the school should only employ and educate individuals with far right-wing political views.

Department spokesman Stephen Mokhitli said the ministry had received reports on Tuesday that school owners Hennie Muller and Hennie Steyn had dismissed all teachers and planned to advertise for applicants who had far right-wing political views.

The criteria for future acceptance of pupils at the school would be based on whether their parents also shared far

right-wing political views. When the school reopened the owners planned to call it Vierkleur — the flag of the old Transvaal republic.

Mokhitli said the department would investigate whether the school was registered and if not appropriate steps would be taken.

The constitution would be consulted to determine whether the school owners were acting within their rights. The province's legal advisor would also be approached for legal opinion on the matter before the department took any measures, he said.

Muller said the new ruling was not unconstitutional because he and Steyn were exercising their right to freedom of association and speech.

(50) BD 23/11/95

# Language costs cripple Gauteng

50 Sowetan 23/11/95

By Pamela Dube  
Political Staff

**T**HE COST OF implementing the language policy of the Gauteng government has rocketed three times higher than the budget, *Sowetan* has established.

At the root of the problem is an under-estimation of the costs, which assumed that it would cost 27 cents a word to produce official documents.

The actual cost is 80 cents a word, which is three times more than the estimate, Gauteng legislature head of

proceedings, Mr Giles Mulholland, said.

According to the policy document, every draft Bill has to be translated into all the four provincial official languages - Zulu, Northern Sotho, English and Afrikaans - before being put to the legislature.

When the policy was enacted, it was envisaged that to translate a 100-page document into all four languages would cost R11 000, thus 27 cents a word per language.

The actual cost is 80 cents a word per language. And to translate a 100

page document costs R32 000. These costs were hidden when the officials were ignoring the other languages.

This stopped in September when the legislature was forced to implement the policy by the Freedom Front and National Party during the debate on the Education Bill.

Gauteng premier Mr Tokyo Sexwale was then forced to withdraw the Bill because the matter was taken to the Constitutional Court.

Translating the Education Bill set the Legislature back R20 000 for translations alone. In addition over

R1 million was spent on outside interpreters, while printing and administrative costs were R1,7 million.

"We did not have the budget and staff in place before, so we had to use outside services that proved to be too expensive," Mulholland said.

In the policy report, the estimated figure for the interpreters varied from R450 000 to R16,5 million annually and the printing costs for four languages was estimated at over R3 million.

Early this month, officials had to hold back the Public Protector Bill

until next Tuesday to finalise the translations.

"We could not risk another court case," Mulholland said.

Observers feel the policy may not have been fully thought through.

"We are the only Legislature in the country that has such a policy, even the national Parliament does not have anything binding them," Mulholland said.

Apart from government notices that are published from time to time, six Bills were passed by the Legislature.





The vulture has landed ... Nelson, the vulture, a 14-year-old Cape Griffon, is to return to the Vulture Study Group at the De Wildt vulture captive unit near Pretoria, after spending six years at a French research and breeding centre. He must first spend four weeks in quarantine. Nelson's trip home was sponsored by British Airways.

## Boost for conservation as Nelson flies home

(50) Star 23/11/95

By **NORMAN CHANDLER**  
Pretoria Bureau

Nelson the Vulture has finally landed back on home turf after spending six years at a French research and breeding centre.

The 14-year-old bird, a Cape Griffon of which there are only 12 000 left in southern Africa, flew home in style on a British Airways flight.

Once classed in a category of bird which will not rehabilitate itself in captivity from the ways of nature, Nelson is to return to the Vulture Study Group at the De Wildt vulture captive unit near Pretoria after four weeks in quarantine.

Nelson is to be provided with his own private quarters at the unit - which has about 50 vultures on display - and will enjoy the company of Ayala, a seven-year-old female with an irreparable wing in-

jury, who was found in the Free State.

The Vulture Study Group said at the weekend that it had been a major task to get Nelson back to South Africa.

Only after the airline had agreed to sponsor his flight from France to England and then South Africa, were staff at France's world-famous Paris Menagerie able to provide a special crate for the flight home and arrange the necessary permits.

Accompanying him to De Wildt was Dr Marsha Schlee, who had looked after Nelson at the menagerie for the past six years.

Vulture Study Group chairman Dr Gerhard Verdoorn says the return of the vulture is "a great boost for conservationists, particularly when an organisation such as British Airways supports their work and efforts to protect and save rare and endangered species."

## Costs spiral for language plan

(50)

**OWN CORRESPONDENT**

The cost of implementing the language policy of the Gauteng government has rocketed three times higher than the budget which was set aside for it.

At the root of the problem is an under-estimation of the costs, which assumed that it would cost 27 cents a word to produce official documents.

The actual cost is 80 cents a word, which is three times more than the estimate, Gauteng legislature head of proceedings, Giles Mulholland, said.

According to the policy document, every draft bill has to be translated into all the four provincial official languages - Zulu, Northern Sotho, English and Afrikaans - before being put to the legislature.

When the policy was enacted, it was envisaged that to translate a 100-page document into all four languages would cost R11 000, but it now costs R32 000 to translate a 100-page document.

Translating the Education Bill set the legislature back R20 000 for translations alone. Printing costs for four languages was estimated at over R3-million.

Observers feel the policy may not have been fully thought through before being implemented.

*Star 23/11/95*



# Public invited to nominate able language workers to new board

(50) Star 23/11/95

## POLITICAL REPORTER

Parliament has invited the public to nominate people to the Pan South African Language Board which will be responsible for the development of all South African languages.

A statement from the senate ad hoc committee responsible for the selection of the board members said that the body would include four persons who are acknowledged and practising language workers.

The board will comprise an interpreter and a translator, a terminologist or lexicographer, and also a language or literacy teacher.

It will further require three language planners, specialists on South African language matters, and one person who shall be a legal expert with special knowledge of language legislation.

The nominees should be "broadly representative of the diversity of the South African community and be supportive of the principle of multilingualism", the statement said.

Nominations should be sent to: C R M Neluvhola or G T Matikal, The Secretary to Parliament, PO Box 15, Cape Town, 8000. Faxes can be sent to (021) 461-7969, and telephone numbers are (021) 403-2820 and 403-2654.

EDUCATION (50)  
FM 24/11/95  
**A dangerous option**

**Equity is** Education Minister Sibusiso Bengu's lodestar, no matter where it leads him. In late August, when accepting the report of the Hunter review committee investigating and producing recommendations on school organisation, governance and funding, he confirmed his target of achieving equal per capita spending in all schools within five years.

The Hunter report warned him it would take rather longer if what was valuable in the present system was not to be destroyed. It therefore recommended compulsory school fees, based on parents' incomes. Last week Bengu publicly shied away from that suggestion, saying he needed to consult more. Meanwhile, Model C schools will continue levying compulsory fees next year.

The only decision of immediate practical outcome Bengu has made during his 18 months in office involves language. He wants all of SA's 11 official languages

to be recognised as educationally equal.

From January, he declares, a pass will not be necessary in either English or Afrikaans (the languages of instruction at all SA's secondary schools) for a pupil to be promoted from standard 6 onwards if he or she does not have them as a home language. Pupils will, from standard 6 onwards, have to study and pass two languages — but they can choose from any of the official languages.

The department's deputy director-general Ihron Rensburg says the new relaxation resulted from discussions with provincial education departments and the teaching profession. Some educationists reckon, nevertheless, that it creates major problems.

The first is pointed out by Parktown Boys High head Tom Clarke. "Kids are notorious for taking the line of least resistance," he observes. "Once they hear they don't have to pass English, they will stop studying it."

The eventual effect of that, adds National Professional Teachers' Organisation of SA executive director Huw Davies, will be a declining number of teachers of English in black schools. "The failure to provide adequate teaching of English in black schools would then degrade the whole education system," he believes. "Teachers may well end up using a hotchpotch of languages when teaching a nonlingual subject." In purely academic terms, he asserts, weakening a student's command of English is to disempower him.

The next problem raised by Bengu's pronouncement concerns when it becomes ef-



## CURRENT AFFAIRS

fective. His public statement says it will do so on January 1 1996. Does that mean, Davies asks, that those who would, under present requirements, have had to take a supplementary examination in English early next year will now no longer have to do so?

Then there is the difficulty of implementing Bengu's fiat in schools that have computerised pupils' records. Clarke reckons they account for about 10% of all schools, and their computers would need to be re-programmed so as to promote any pupil who had passed two languages but not English.

Bengu's decision may well have many pupils choosing to study two or even three black languages (Rensburg says his department will encourage them to study three languages, since the aim is multilingualism). One or two of them would be examined as a second language — but, Rensburg admits, there are as yet no syllabi to meet that situation; present syllabi assume the black language being examined is a first language.

Meanwhile, it remains to be seen how universities will respond to matriculants who can no longer guarantee, even if only theoretically, an acceptable level of competence in English. Bengu appears not to have discussed the matter with them.

Nor with the business community. If his decision, as Davies warns, leads to a general decline in competence in English among blacks, the country will suffer through not having an effective *lingua franca*. Those who have real ability to understand and use English will be intellectually advantaged. They will also be far better placed than those lacking that ability to communicate internationally, and that adds up to better career prospects.

Some argue that if good English comprehension is needed to understand lessons in other subjects, then those lacking it will fail those subjects too, making the language-examination issue irrelevant. But is it wise of Bengu to leave pupils to realise that?

Clarke believes removing power from schools' governing bodies to decide whether competency in the language of instruction should, regardless of the pupil's home language, be a requirement for promotion adds up to "a disaster for senior secondary and tertiary education." That implies a belief that parents and teachers know better than politicians and children what is best for the latter — a politically incorrect notion these days.



## Bengu's paper sheds little light on school funding policy

By **LEE-ANN ALFREDS**

The total restructuring of the school system has received a major setback with the publication of a draft white paper indicating that the implementation of a national school funding policy is still more than a year away.

The full draft white paper on the "Organisation, Governance and Funding of Schools" was published by Education Minister Sibusiso Ben-

(50) Star 24/11/95

gu today, following the publication of the partial document last week.

But the full draft, which lays the basis for government policy on schools, fails to elaborate on the recent announcements. It confirms that only two categories of schools - public and independent - are likely to be recognised in future, without proposing any new funding options.

Stating that it is not possible for the Government to make an early

decision on school financing because of the need for a detailed cost analysis to be done, the draft indicates that the "earliest date for implementing a new national school policy would be January 1997".

It says full implications of new policy options, such as obligatory payments by parents based on their income, are still being analysed and need to be discussed before a clear proposal can be put to Parliament.

## Delpport says malice behind allegations

EASTERN Cape transport MEC and provincial NP leader Tertius Delpport said yesterday he believed malice was behind allegations that he was involved in the collapsed Masterbond investment scheme.

He had nothing to hide and had not acted unethically, he said.

Delpport was reacting to reports that several former NP ministers and MPs had links with the Masterbond group. Delpport said that as a deputy minister at the time he had not been allowed to act as a consultant or to serve on company directorates; but as an ordinary MP Nic Koornhof had been free to do so.

Delpport said he had discussed the allegations with his legal advisers.

Meanwhile in Cape Town yesterday jailed Masterbond chairman Koos Jonker said Delpport urged Masterbond

to form a consultancy link with Koornhof.

Koornhof's brief was to attend parliamentary meetings regularly and report back to Masterbond directors on the latest legislative trends, he told the Nel Commission of Inquiry.

Koornhof confirmed he had been a consultant but resigned immediately and returned the previous month's payment as soon as the group's problems surfaced.

Jonker said he met Koornhof through Delpport after the latter suggested it would be useful if Masterbond had a political consultant such as Koornhof in Parliament.

He thought it a "great business decision". His directors decided to hire Koornhof at a monthly fee of R2 000, R600 of which was to go to the study fees of Delpport's son, Gert. This was at Delpport's insistence. — Sapa

## Mandela meets Yutar

PRETORIA — President Nelson Mandela and Percy Yutar met yesterday for the first time since they clashed as accused and prosecutor 30 years ago.

They had only kind words for each other. Yutar spoke of the "great humility of the saintly man" he had charged with sabotage in the Rivonia trial in 1964. Mandela, for his part, said Yutar had played a minor role compared with those using brutality to suppress the aspirations of the majority.

The Rivonia trial culminated in the conviction of eight leading ANC and SACP members, and marked a major setback in the struggle against apartheid. It led to Mandela's 28-year imprisonment.

Yutar said he had never believed Mandela deserved death. He had been urged to charge him with high treason, but had charged him only with sabotage. — Sapa.

## Bengu delays decision on financing of public schools

Kevin O'Grady

PRETORIA — Education Minister Sibusiso Bengu has deferred his decision on how public schools should be financed until after legislation on the organisation and governance of schools has been passed.

Bengu's draft white paper on the organisation, governance and funding of schools, to be published for public comment today, has endorsed proposals that there be only two categories of schools — public and independent.

It also supports to recent proposals by a government-appointed review committee that public school governing be given responsibility for a number of "basic functions" and be permitted to negotiate further powers.

Once implemented, this decision would be recognised by most South Africans as "the most significant devolution of responsibility to school governing bodies in the history of South African education", the white paper says.

However, the question of school financing was one on which "it is neither possible nor desirable for the government to make an early decision".

Because of the amount of work involved, a new national schools Bill was unlikely to reach Parliament before

the middle of next year. Assuming that provincial legislation would follow in the second half of next year, the earliest date for implementation of a new national school finance policy would be January 1997, the white paper says.

There was also no possibility of incorporating the full implications of a new government policy on school finance into the budget, which would be presented to Parliament in April next year. The 1997/98 budget would therefore be the first in which the new policy could be fully incorporated.

The review committee had recommended implementation of compulsory, income-related school fees from which parents who could not afford to pay would be exempt.

The committee's proposal that all state and state-aided schools — including Model C schools — be incorporated into the public school category had the "merit of simplicity".

"The act of renaming all schools in the public sector as public schools will also make a fundamental point of policy," the paper says.

Bengu had also accepted the committee's recommendation that all independent schools be "required by law to register with the provincial education department and comply with certain conditions of registration".

BD 24/11/95

BD 24/11/95 (50)



# Education act passed

ARL 24/11/95 (50)

## Staff Reporter

EDUCATION and training have always been seen as separate entities in South Africa — but now a new act has been passed which aims to integrate the two.

Adrienne Bird, the new chief director of career planning and human resource development in the Department of Labour, announced that the South African Qualification Act had become a reality.

Ms Bird made the announcement at the Western Province Education and Training Forum's annual meeting in Bellville.

She said this was the first legislation of its kind to permit the integration of education and training. The act aimed to look at ways in which people could access the learning system from any point, meaning there were no age or literacy qualifications to enter a learning institution.

Ms Bird said the act would also look at enhancing education and, most importantly, would redress the discrimination of the past.

The act would provide the building blocks for social and economic growth.

An inter-ministerial working group has been set up to bring about dialogue between the ministries of education and labour.

Ms Bird said the South African Qualification Board would be set up by the beginning of next year. The board would include all stakeholders in education and labour.

Its main aim would be to set new standards for learning and ensure a good quality of learning.

The Western Province Education and Training Forum, which comprises all education stakeholders in the Western Cape and which held its second annual meeting yesterday, raised many concerns about education.

The forum felt the restructuring of education in the province was not in line with national plans.

The forum believed that if they wanted to change this situation, they would have to work closely with the provincial Education Department.

NO EARLY DECISION ON FINANCING

# New school system more than a year off

CF 24/11/95 (50)

**JOHANNESBURG:** The full draft White Paper on the Organisation, Governance and Funding of Schools published today adds little to the parts released last week.

**T**HE total restructuring of the school system has received a major setback with the publication of a draft White Paper indicating that implementation of a national school funding policy is still more than a year away.

The full draft White Paper on the Organisation, Governance and Funding of Schools is being published by Education Minister Dr Sibusiso Bengu today, following its partial release last week.

While confirming that only two categories of schools — public and independent — are likely to be

recognised in future, it does not propose any new funding options.

Stating it was not possible for the government to make an early decision on school financing without a detailed cost analysis, the draft says the "earliest date for implementing a new national school policy would be January 1997".

"There is no possibility of incorporating the full implications of a new government policy on school finance into the budget presented to Parliament in 1996," the draft reads.

"The 1997/98 budget is the earliest in which the new policy could be fully incorporated."

The full implications of new policy options — like the obligatory payments by parents based on their income — are still being analysed.

But the draft does stipulate that public schools, encompassing the present varieties of state and state-aided schools, be controlled by governing bodies with basic powers, including the right to recommend teachers for appointment, the selection of temporary teachers, the setting of school times and timetables, the control of finances and fund-raising. — Special Correspondent



# THE CAPE



**GROUP EFFORT:** Murway's service manager Shaun Conradie and Silverlea Primary pupil Shiham Adams inspect the engine of one of the cars brought in for a service as part of the company's school fund-raising scheme. PICTURE: ROY WIGLEY.

## Schools cash in on good service

*(SO) ARAMES*  
*AACT 27/11/95*

JOSEPH ARAMES  
Staff Reporter

PUTTING something back into the communities that serve it is the driving force behind a motor company's initiative to raise funds for schools across the Peninsula.

When the Murway Group opened its doors in 1974, it depended on community support to see the venture grow to what it has become today — a successful company offering a wide range of services.

Now the group believes it is time to start ploughing something back into those communities, and help make the schools become more self-sufficient.

Innes Murudker, director of the Murway Group and a member of the Athlone RDP Forum, and his family started the novel project — the Reconstruction and Development Pro-

gramme School Fund — to help schools raise money.

The project involves the school staff, school committee and pupils' relatives. All that is required is that people make use of any of the products the company has on offer, mention the school's name they are supporting, and a percentage of the cost incurred will be deposited into the school's fund.

Mr Murudker said: "Part of the thrust is to also get other businesses involved in this type of project. We must all be prepared to put something back into the communities we serve and they will continue to support us."

Project co-ordinator Lynne Opperman said they initially wanted to launch the project with about 60 schools near their business premises in Athlone.

"But after talks with the schools, principals from as far afield as Mitchell's Plain, Guguletu, Rondebosch and Parow have joined the fund. At the launch 162 schools were represented."

She said three percent of the money raised by the company and R250 for every new or used car sold through the scheme was donated back to the schools.

Since the launch of the programme 10 days ago, the company has sold five vehicles and done a number of services, and sold other products through the scheme.

"Our aim is to help raise a minimum of R35 000 in four months for each of the schools involved."

Principal of Silverlea Primary, John William Thomas, said he was proud to have his school associated with the project.

Usually the police helped...



# Will the new pregnancy policy in schools work?

By Khathu Mamalla

**A** 19 YEAR-OLD STANDARD 10 schoolgirl at Seshogo Secondary School in Pieterburg, sitting for her final examination requests permission to go to the toilet.

She goes to the toilet to relieve herself - of a baby. After giving birth the girl dumps the baby in a toilet pit.

She then rushes back to the classroom and tries to continue with her exam. Some pupils hear the baby crying from the pit and alert their teachers. The mother is then traced and arrested.

In another incident in Booynie, a heavily pregnant schoolgirl faints in the middle of an examination. The invigilator has no first aid and refuses to touch her. The pupil then goes into labour and is removed from the class.

These two incidents occurred shortly after the education department in the Northern Province granted pregnant schoolgirls permission to continue attending school.

Before this, girls who gave birth lost at least a year of schooling. But this is now all history.

Ironically the education department's new policy was guided by compassion to save young girls from contemplating abortion or killing their new born babies in order to continue with their education.

"The idea is to allow pregnant students to write their examinations without undue hindrance," said education chief director Mr Ralfy Sekole.

## Dropouts

This point was echoed by another education official, Mr Tshivhangwaho Ntsandeni. He believes that even if a pupil is forced to drop out of school, she will still be the department's responsibility as she will still require class accommodation the following year.

The two officials also pointed out that they have no legal grounds to expel pregnant pupils from schools.

"We are not winning any of the

*Edmonton 28/11/95 (50) (237)*  
The new education policy has divided the community already



Azapo's president Mosibudi Mangena is opposed to the regulation allowing pregnant girls to attend school.

court cases regarding the matter," said Ntsandeni. He added that this was not only costly for the government but also embarrassing.

Will this liberalisation of regulations degenerate into moral decay? Sekole agrees that it is a catch-22 situation. He said a balance must be struck so that the rights of both groups are accommodated.

"While the pregnant student will be within her rights to attend class, the other students also have a right to a climate conducive to learning," he said. "We have to find a balance in order to cater for both groups."

The new regulation has divided communities on the issue. Conserva-

tives maintain the new regulation lowers the moral standards of communities. Others vow to physically remove pregnant girls from schools.

In several villages in the former Lebowa homeland, communities have hounded pregnant girls from schools in open defiance of the new education policy.

However, one of the victims, Miss Audrey Mojela (19), said it was unacceptable that the boys responsible for impregnating schoolgirls were not victimised.

Mojela said she has been turned into an outcast by members of the local civic association, who refuse to allow her to be part of the school. She



Northern Province Premier Ngoako Ramathodi his administration cannot expel pregnant schoolgirls.

said three other girls in her class dropped out this year because they fell pregnant.

African National Congress spokesman Mr Ian Madikoto said his organisation supported the education department's decision to allow pregnant pupils to continue their education.

"The ANC does not differ from the government on this matter. We are, however, mindful of the fact that many parents are concerned about misconduct, which could increase because of this regulation," said Madikoto.

African Women's Organisation general secretary Ms Nkeke Pitje said society needs to look at moral standards which discriminate against women and change them.

## Bad Influence

"Girls should not be prejudiced because they are pregnant. If they are forced to drop out of school, they waste a whole year of learning. Nobody talks about the boys who made them pregnant."

However, Azanian People's Organisation president Mr Mosibudi Mangena is opposed to the regulation which allows pregnant pupils to continue attending class.

He argues that pregnant pupils will be a bad influence on other girls, who should be preoccupied with their education.

## Serious problem

He said the pregnant schoolgirl and the schoolboy responsible for the pregnancy should be made to continue their education in a different way.

"It could be arranged that they write (exams) with adults, keeping them with young schoolchildren will create serious problems at school," argued Mangena.

"It will be very difficult for teachers to discipline pupils who think they are mothers and fathers and this will destroy the moral fibre of our society," he said.

**Girls should not be prejudiced because they are pregnant. Nobody talks about boys who made them pregnant**



## HSRC to make bold move towards transformation

The Human Sciences Research Council will take its first concrete step towards transformation when its first post-apartheid board meets in Pretoria today.

Today's meeting of the multiracial board, which was selected from public nominations, signals the beginning of the HSRC's attempts to cast off its image as the former research arm of apartheid.

The HSRC falls under government control and provides research services to the Government, Parliament and the private sector.

Like other parastatal and state institutions, it is trying to transform itself to fit in with the prerogatives of the democratic society.

The new board, which is chaired by University of the North principal Prof Njabulo Ndebele, meets a day after Arts, Culture, Science and Technology Minister Ben Ngubane received a copy of the HSRC's annual report.

The report indicates some shift in HSRC research which includes strategies on the safety of women and community policing. - Political Reporter.

(50) (20)

Star 29/11/95

# Education chiefs retire early

Labour Reporter

(50) ARG 30/11/95

SIX officials at the head office of the directorate for special educational needs have opted for early retirement.

The six are:

- Wendell Schroeder, director of special education in the former House of Representatives;
- Blignaut Olivier, director for para-educational services in the former Cape Education Department;
- Alex Gordon, inspector for special education in the former House of Representatives;

● Una Dawson, inspector for severely mentally disabled training centres in the former House of Representatives;

● Johan Bezuidenhout, subject adviser for special education in the former Cape Education Department; and

● Piet Vosloo, chief inspector for special education in the former Cape Education Department.

A spokesperson for the Western Cape Education Department said it had offered all senior officials at its head and regional offices the option of retirement if they had more than 30 years' service or were over 50 years old. The offer expires today.

He said those who accepted early retirement would get their normal pension and gratuity.

The offer did not apply to schools.

"After we integrated the various departments, there was a duplication of some posts," the spokesperson said.

Two of the posts which the six officials were vacating had already been filled — those of director for special education and director of para-educational services. The rest were advertised about three weeks ago.

The spokesperson said the new directorate for special educational needs had expanded to include four subject adviser posts, where there had been none before, and an extra inspector post, bringing the number to four.

The directorate comprises two sub-directorates — special education (for the mentally handicapped) and specialised education (for the physically handicapped).



PARENTS SIDELINED, CIVICS COULD MOVE IN

# Olckers warns on schools

(50) ET 30/11/95

**IF THE** national education department tried to force its ideas on the Western Cape it would be resisted, says the provincial education minister. **CAROL CAMPBELL** reports.

**A** GOVERNMENT move to allow majority community representation on school governing bodies could backfire, with parents being sidelined as local civics move in to dictate how a school is run, Western Cape education minister Mrs Martha Olckers warned yesterday.

In the same vein a move to take back Model C school assets like their land would also be met with resistance in the Western Cape, she said.

Both suggestions were fundamental pillars of the Hunter Report on school governance and funding released to Minister of Education Dr Sibusiso Bengu in August.

Mrs Olckers said it appeared the

national education ministry wanted to take the Hunter Report even further by pushing for majority community involvement on school management bodies instead of majority parent representation.

If the national department tried to force its ideas on the Western Cape it would be met with resistance, possibly even legal action, because the province's education act, giving it autonomy in all educational matters, had already been passed by Parliament.

To date the Western Cape education department is the only province in the country to have the legislation in place.

"I believe the people who pay

school fees, the parents, should be the ones to decide how a school's money is spent. If the government's recommendations are followed it could happen that not a single parent could be represented on a school's governing body — it has happened before."

## 'Own ends'

Parents wanted stability in their schools, they wanted their children occupied in the afternoons — and it was not the role of the broader community to dictate how a school's money should be spent, she said.

"I fear schools could become political platforms — used by civics to further their own ends."

Regarding Model C schools, she said the government could not just demand that they hand back

their assets, because the Western Cape needed the Model C system to continue for financial reasons.

Next year an estimated 25% of the province's pupils would be attending Model C schools and the province could not afford to pay for the maintenance and other expenses that the Model C parents were paying for already.

The principal of Fish Hoek Senior High School, Mr Des Duxbury, said the school prided itself on its community involvement but parents should still be in the majority on the school governing body.

The principal of Rocklands Primary School in Mitchells Plain, Mr Clive Scheepers, said a community had to be involved in running a school but the rights of parents and their representation on the governing body should be protected.

50

*Sowetan 11/2/95*

# Smooth school integration

**By Claire Keeton**  
Education Correspondent

THE integration of pupils from the townships in former Afrikaans-medium or model C schools seems to be going smoothly for children who entered in Sub A but is more difficult for those who joined in higher standards.

A brief survey of schools in Johannesburg found that pupils had adapted to the change of environment during the

past year in spite of language barriers.

District director Mr Ronnie Swartz said: "It's been better than expected and pupils from the townships have managed to perform well with some achieving excellent results."

"The major problem is language and the earlier pupils start the better they are able to adapt. In the lower standards they are able to show their natural ability."

He said not all teachers were trained to deal with pupils with language prob-

lems but plans for in-service teacher training would help to remedy this situation.

Eldorado Park's Eldridge Primary School, which is near seven large informal settlements, has pupils from the Freedom Park settlement in every standard. In addition, about five kombis transport children to the school from Soweto.

"Our practical experience has shown that when we enrol youngsters from Sub

A it is our safest assurance of relative success," Eldridge principal Mr Mike Davey said.

"There is no difference in the success rate of pupils from Eldorado Park and Soweto if both start in Sub A."

He said many youngsters receiving awards in the early standards are from the townships. However, some of those who enrolled in later standards had failed as a result of language problems.

The pass or failure rate at the schools

surveyed has not shifted significantly with a more balanced intake. For example, at Sir John Adamson this year 11 out of 299 Standard 6 pupils failed of which half were from the townships.

In Standard 7 seven out of 252 pupils did not make it and two of that group came from the townships.

The principal of Meredale Primary, Mr Dave Balt, said they had very few failures and around 40 percent of their enrolment was from the townships





EDUCATION  
AFRICA

PRESIDENTIAL  
and  
PREMIER  
EDUCATION  
AWARDS

On June 12 this year, the Minister of Education, Professor Sibusiso Bengu announced his government's plans to honour and pay tribute to organisations outside government for the invaluable role they are playing in raising the standards and levels of education for the people of South Africa.

Fifteen organisations are to be presented with Education Africa, Presidential and Premier Education Awards at a glittering ceremony at Gallagher Estate tomorrow.

In anticipation of this awards ceremony, NNTV has been broadcasting interviews with the Minister of Education, Professor Sibusiso Bengu and his Provincial MECs for Education, during the past ten weeks. In these interviews, they have presented a broad overview of their long term and short term goals, as well as the obstacles which they face in trying to achieve these. The following pages represent summaries of what was broadcast on television.

## The aim is to unite country, says Bengu

*Sowetan 11/12/95 (58)*

Minister Bengu says that the main objective of the Ministry of Education is to create a system of education that mobilises and motivates all South Africans to participate in the reconstruction and development of our country.

His Ministry sees the system as one which sets out to empower people, and focusing more on the disadvantaged.

"Reconstruction by itself would not be sufficient if we did not at the same time include an element of development," he stresses. "As such, we are introducing education that will lead to the development of the country."

Apart from empowering people through teaching some very necessary skills, a lot of money is being spent in many of the provinces - projects like the building of schools, the provision of housing facilities for pupils as well as teachers; the provision of food; and the completion of half-finished schools. Providing tent schools where there are none is yet another project which the government and its ministries have embarked upon.

"The focus is one of creating a single system of education."

"We have inherited fifteen departments of education which were a showcase for the country to go divided into fifteen bits and pieces."

"Basically," he says, "what we are doing, is to unite the country."

One common denominator in all the provinces has been the dismantling of the old education departments and uniting the Ministry into one.

Most of the provinces have succeeded to some extent in doing this through establishing single head offices with districts headed by district directors.

The aim of these districts is to provide the opportunity for stakeholders to participate on all levels.

All this has been done with a long term goal in mind.

Minister Bengu explains that the long term objective is to provide quality content to the education that is being provided.

"This will allow us to compete with other countries, be it in the field of politics, be it in social affairs and in all walks of life. We do want to see ourselves as a competitive country."

One way of producing a competitive South Africa is to upgrade and in some cases, retrain teachers, to better equip them to cope with their often difficult task.

Another way of producing a competitive South Africa, is to cleanse the education system of old and outdated curricula.

We asked the Minister to elaborate on what exactly they had done in this regard.



Education Minister Professor Sibusiso Bengu

"We have embarked on a long term process of curriculum review."

"Built into this new curriculum is a system of values of a society which is democratic, with a focus towards Africa."

For education to become more focused on Africa, most of the regions have concentrated on establishing as well as developing a more practical and properly directed educational accent.

This involves the establishment of agricultural colleges and an emphasis on science and technology.

In addition, farm and hotel schools are being created, and students are being provided the opportunity to acquire practical skills such as sewing.

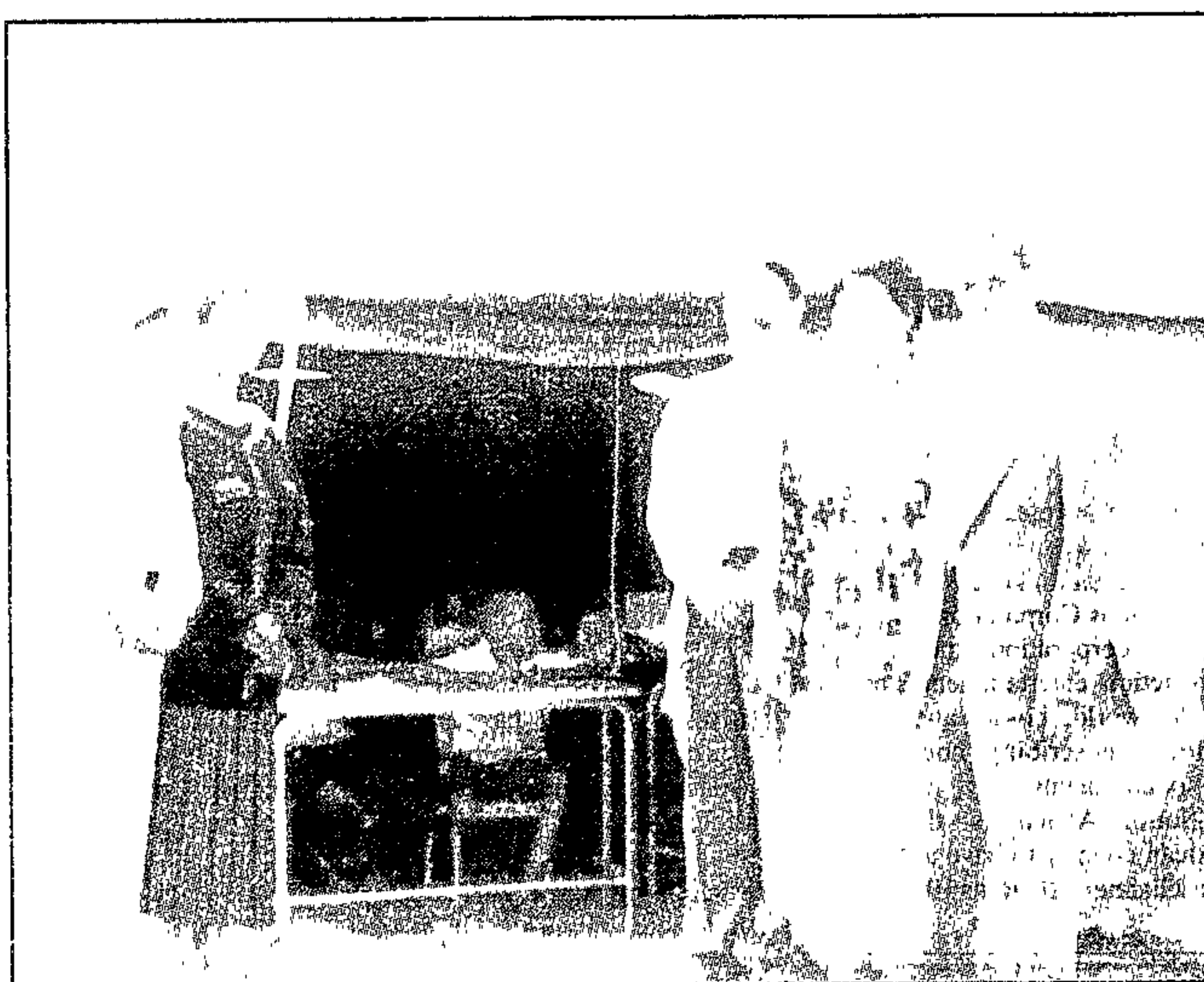
All this has been made possible by the new Education Act.

"That Act provides for a unified approach between education and training," says Minister Bengu. It allows learners young and old alike to have a framework so that all qualifications are placed on that framework and given recognition.

In addition, it provides all learners with a way to gain mobility within the system and within the country.

Bearing in mind that the country's education ministry is experiencing severe human and financial shortages, and that the department is still expected to deliver a new and equitable education system without lowering the standards, we asked the Minister how he personally viewed this challenge.

"In a way, it is exciting to be in it. But until we have reached a stage where everyone has reached confidence in the education that we are giving, we shall not have completed our task," he says.



Tent schools ... one way of ensuring greater access to education

### Eastern Cape

## Campaign of Learning

1995 was the year that the Eastern Cape Department of Education launched its Learning Campaign to ensure equal and qualitative education in the Eastern Cape. In the words of the Province's Minister of Education, Mrs Balindlela, "We are looking at the mobilisation of our children for a learning nation." We asked the Minister what obstacles her Department faced in meeting both these short-term, as well as other long-term objectives.

"The biggest problem which we encountered was the fact that we inherited six administrations which we had to combine into one single administration."

"Fortunately I am in a position where I can say that we have achieved that," she says.

Other obstacles include the fact that many teachers still have to contend with old-fashioned equipment, and in some instances even have to resort to writing mathematical tables on the outer walls of schools and classrooms for the benefit of their pupils.

And are there any specific success stories which the Eastern Cape Department of Education has accomplished?

"We decided to look at the building priority list."

"In this regard, we have renovated 52 schools as part of the Presidential Lead Project, and we are building 52 schools."

Minister Balindlela admits that this process was a bit slow to start with since the Department had to go through a process of tendering everything.

"But now that we have advertised and tenders have been out, it is

encouraging to see how much is happening already," she adds.

In total, the Province has allocated R14-million towards the building of schools.

But this is not the only exciting project that the Province has in store.

One of these is a Career and Guidance Awareness Project which is aimed at encouraging all the Province's matriculants to at least embark on career options which offer a reasonable prospect of employment.

Ultimately, the Department of Education aims at taking this project into the Province's rural areas as well.

Another exciting project which is aimed specifically at the rural areas of the Eastern Cape, is the establishment of mobile libraries.

And the training of teachers, principals and school inspectors is another area which the Eastern Cape Department of Education is not neglecting.

A project is currently underway which is training 190 such individuals - the emphasis being on ways in which they can be empowered in order to help ensure that the Province's students will ultimately observe a culture of learning, and the Province's teachers will observe a culture of teaching.



## KwaZulu/Natal

# A fresh start after violence

(58) *Sawetan 1/12/95*  
KwaZulu/Natal has been overshadowed by violence. The Department of Education has not been spared the negative effects of this disharmony - in many cases having to literally pick up the pieces and start from scratch. We spoke to KwaZulu/Natal's Minister of Education, Dr. V. T. Zulu, about his objectives of establishing quality education and the challenges ahead.

One of the short-term objectives is to finalise the establishment of a single department of education. Dr Zulu and his team are appointing staff and finalising agreement on a streamlined approach.

The Department aims at establishing quality education at pre-tertiary level and tertiary level, and improving the quality of teachers, a difficult objective.

Many teachers work in rural and remote areas where access to anything more than basic education is limited.

It could therefore be argued that inadequate and inefficient teachers are not one of the causes of educational problems, but rather one of the symptoms of something which is much bigger, poor infrastructure.

Dr Zulu acknowledges that this is an issue which needs to be looked at closely. "Our objective is to provide proper laboratories for the schools, and proper libraries. In addition we want to integrate our education with technical education," says Dr Zulu.

This focus on the technical side of education is because people tend to be trained in academic subjects - something which does not help to equip students when it comes to providing them with job opportunities.

The Province is proud of progress at its agricultural schools, where students are trained in academic as well as variety of other, practical subjects. Other educational objectives of the KwaZulu/Natal Department of Education include:

- 1 The establishment of adult learning centres;
- 2 The creation of sport and recreation facilities; and
- 3 The establishment of a love for the arts and the culture of the province. The backlogs manifest themselves mostly in the form of classroom shortages and a lack of teachers, but the biggest problem of all is a budgetary one, where finances are desperately needed to build and repair classrooms and schools in areas.

Yet the province is particularly proud of one of its biggest achievements to date - the launch of a successful AIDS programme for pupils up to matric level.

## Western Cape

# Improving quality of life through education

*Sawetan 1/12/95 (50)*

When it comes to education, there are a number of backlogs which the Western Cape has to contend with, especially in the ex-DET schools which need to be upgraded, and where the problem of overcrowding and the shortage of teachers are more than apparent. These are issues which have to be addressed, and we hope to get equity as soon as is practically possible," says Mrs Martha Olckers, Minister of Education, Western Cape. Others short term goals include the building of three new schools in an informal settlement area where there has been a fast inflow of people. In addition, the Province is also upgrading and renovating 80 schools with RDP money.

Clearly, the Province is committed to addressing the backlogs, even though there

are more backlogs which still need to be addressed. One of the problems which the Western Cape Department of Education is encountering in its endeavour to address the educational needs of the people in the Province, is budgetary constraints.

Here the Minister makes specific reference to the huge budget cuts implemented earlier in the year, and adds that it is not easy for the Province to source the balance of funds which it needs. As far as the province's long-term educational goals go, the Minister is quick to say that her Department is committed to try and foster a stable education system in the Western Cape.

To make life easier for teachers and principals, the Western Cape has initiated a number of upgrade courses where teachers are taught about teaching skills, how to

teach the new syllabus, and what the new syllabus is all about. Principals, on the other hand, are taught management skills which they are encouraged to implement and apply in their schools.

One of the projects in the Western Cape represents a first for South Africa. Minister Olckers explains that the Western Cape has taken the lead and introduced a course in Marine Studies at the Simonstown High School - a course which has proved to be successful.

Not only do the pupils get theoretical knowledge, they are also given the opportunity to apply what they have learnt on actual ships.

This course can be seen as a prime example of how one can use an infrastructure of a region to its fullest potential.

## Free State

# Birthright of children

*(50) Sawetan 1/12/95*

The Free State has gone a long way in ensuring that its children are given back their birthright, and many children who never had the opportunity of attending school, have been able to go this year.

So how has the Free State succeeded in bringing some kind of stability into the educational sector? The answer, it seems, has been the successful division of the province into 12 districts, with each of the districts taking on much of the responsibility for education.

"We would love to see a situation where efficiency is coupled to immediate

decision-taking and decision-making," says Mr TS Belot, MEC for education. "This would happen in each district under the leadership of district co-ordinators. Each district then falls under one head office."

"Ultimately, we want to make sure that the quality of education which we provide to the people in this province will be the type of education that makes it possible for people to participate in the life of this Province and this country. This is our definition of quality education."

The Department of Education recog-

nises that it has to provide classrooms in those areas where the backlog is acute.

"While we may have the resources, they are not always located where they are needed most. Most of the black schools in this province have suffered shortages in school libraries and laboratories, and we have to address these shortages."

In a province where the focus is mainly agricultural, the programme teaches effective skills in various aspects relating to successful agriculture, as well as in other elements, such as hotel management.

## ESKOM SUPPORTS THE EDUCATION AFRICA PRESIDENTIAL AND PREMIER EDUCATION AWARDS.



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# Northern Province

*Lawetan 1/12/95 (50)*

## The goal is to provide classrooms

Circumstances in the Northern Province pose many different challenges for its Ministry of Education. Among other things, the province is 97% black consisting of three Bantustans. Unemployment is rife and to further impact on the situation, only 23% of its inhabitants - young and old alike - can read and write. As if this is not ample to contend with, the province is also the most impoverished.

It is against this background that the Province's Ministry of Education, Arts, Culture and Sport launched the Education Development Programme. We spoke to Minister PA Motsoaledi and asked him what the programme's educational goals are.

"Our educational goals are many," Dr Motsoaledi says, "but our first goals is to provide facilities for our people. Without these, we cannot do anything."

There are 1129 classrooms in the Northern Province which are incomplete - they may lack a roof, for instance, or their foundations may only be half-lain. The province's first step was to allocate R9-million of RDP funds towards the completion of the first 375 classrooms. This R9-million was handed over to various schools at a function recently which in effect marked the launch of the Education Development Programme. Ultimately, R70-million will be allocated to ensure the completion of all 1129 classrooms.

"Our second goal is to put up schools where they don't exist" In the Northern Province, there are some 200 schools which have registered and don't have a single building, and this form phase two of the Education and Development Programme.

Already, the Province's Department of Education has implemented and allocated funds to seven projects under the flag of the RDP itself. One of these projects which has been completed, was the provision of tents to be utilised as schools and classrooms. The other projects range from electrifying schools in conjunction with Eskom, to repairing

storm-damaged schools, to attending to the question of school governance.

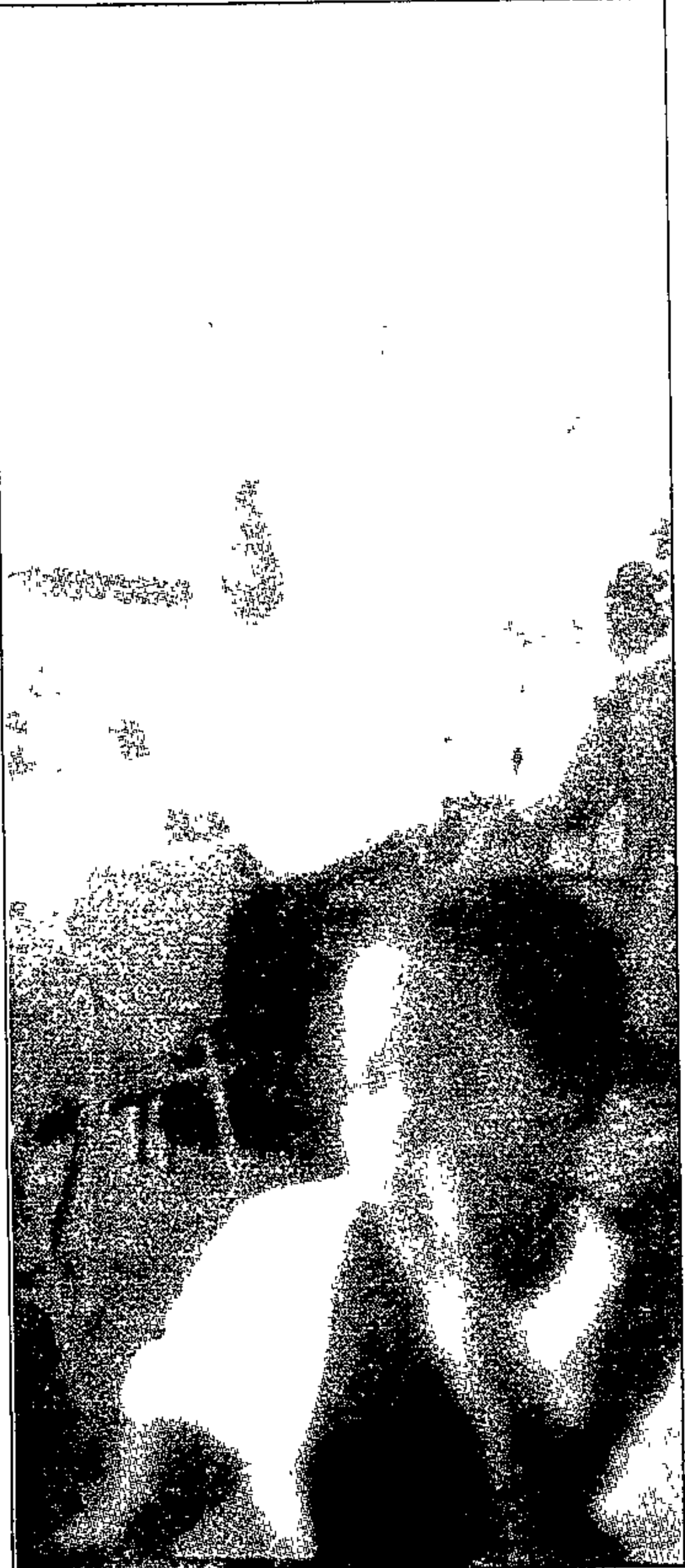
The latter, says Dr. Motsoaledi, is one of the major hurdles the Province's Department of Education has to cross. "Indeed, it is one of our key goals to get our schools running without conflict in our villages - conflicts which may arise as a result of the issue as to who in fact governs the schools," he says.

It appears that this problem is a direct result of the state of disorganisation of many of the Province's communities. This has resulted in much in-fighting between the various stake-holders in the schools, i.e. teachers' organisations, civic organisations, PTAs, student organisations etc. - all of whom are involved in the battle over school governance. As Dr. Motsoaledi says, this is indeed a very tricky area which his Department of Education has to contend with. "Once we've crossed this hurdle, we'll be well on our way," he says

He appears confident that this problem is one which can be resolved. He regards one of his Department's biggest successes to date the fact that they have been able to build up a capacity-building team which has gone out of its way to try and bring the various parties together in an attempt to do something constructive

And while he concedes that his Department has not yet reached a level where it is happy that its organisational and managerial levels are satisfactory, he is confident in its future. Plans are afoot to enable the department to deal with teachers' salaries and grievances.

We asked Dr. Motsoaledi what his long term goals are. "To move this province from one which is heavily unemployed and largely illiterate (67% of its population cannot read or write), to one which will ultimately move in a direction of mathematics, science and technology. Importantly, we want everyone to work together in achieving this goal."



# Gauteng

## The key is quality education

*Lawetan 1/12/95*

Mary Metcalfe, MEC for Education in Gauteng, talks about the province's needs, goals and ambitions in terms of ensuring that they will be able to provide quality education.

"We need to provide a level of education of which the schools themselves - and the communities which they serve - can be proud of. We need to be able to have a physical infrastructure which provides for minimum conditions for achieving quality"

The province needs to have a curriculum within the school that meets the needs of the community in which the teachers are driving the process. Once this is achieved, the province will have an education department and an education system which will enjoy legitimacy.

"We need to establish a new department which must have a very different identity, a very different relationship, with the stakeholders which it serves." Ms Metcalfe

says she is very excited by what has already been achieved in terms of establishing a new Department of Education - which clusters 150 schools across a new, non-racial geography to function as a unit where policy will be implemented under the leadership of a District Director, together with his or her team, as well as the stakeholders.

"It is very important for people to have confidence that we are moving towards equity - that we are using our teachers in a way which is just, and that we do have equitable class sizes, as well as equitable teacher provision."

There are many areas where a number of schools share one building. This results in over-crowding, poor learning conditions and a lack of pride. Some of the communities have been very innovative in addressing their problems - a factor which Ms Metcalfe is very proud of. The department views this as their responsibility.



## Brightening the future of 3 million children started with a single idea.

The simple but extremely powerful idea of a pyramid. At the top, the training of trainers. The trainers teach the teachers. And the teachers teach the children.

The Molteno literacy project has used this education pyramid to spread literacy skills across South Africa. Through

the BP Breakthrough Education Unit, BESA has been closely involved for many years. Since the project began, millions of black children, have benefited. Children whose lives are forever enriched, for all our tomorrows.



**We like to keep you moving.**



## Northern Cape

# Distance education will help to educate the communities in the remote areas

The Northern Cape's Education Department, under the leadership of Minister Tina Joemat, is confronted with many challenges. Wide outstretched areas with a population that constitutes one fiftieth of the population of South Africa have meant that there are many small communities that are scattered over a vast stretch of land.

The educational infrastructure has fallen behind as a result. The department wants to ensure that the 1996/97 budget reflects the new priorities of the single education department - a department which is to address the inequities and imbalances in the province.

We asked the Minister what some of the department's short term goals are.

"Besides ensuring that the successes of the Back to School Campaign and the Culture of Learning Programme are extended into the future, the department has to make sure that new legislation which is central to the transformation of education, is passed," says Tina Joemat.

The Northern Cape is also one of the only provinces which did not inherit the infrastructure of an administration from the previous government. Therefore, the province finds itself dependent on agency services for the delivery of many of its administrative functions - a dependence which it wants to eliminate as speedily as possible.

"We would also like to make sure that parents are able to participate in the democratic governance of all our schools - not just the Model C schools," adds Ms Joemat.

"Our biggest problem," she says, "is distance. It is one of our long term goals to try and ensure that all children in this Province, particularly those in the rural areas, have access to the same opportunities as the children who live in the urban areas."

"So the challenge for us would be to develop a sophisticated distance education model which takes into account that the province only accommodates 2% of South Africa's total population."

In spite of all the challenges which the Department of Education in the Northern Cape has to face, there have been a number of successes. Says Tina Joemat, "We have successfully renovated a number of schools, and we have managed to reduce our salary budget without retrenching a single teacher."

In addition, the Province has produced draft legislation, and a draft policy document has also been produced to assist the department in re-prioritising its budget. Moreover ex-DET teachers' training centres have been integrated into one centre, and the Premier has been helpful in starting a Premier's Bursary Fund which is aimed at demarginalising students who apply for bursaries.

## North West

# Farm school hostel will attract teachers

The North-West Province's Department of Education would like to educate people to such an extent that they would be qualified not only to be job seekers - but more importantly - to be job creators.

As Mrs M.J. Gaoretelewe, the Minister of Education for the Province, says: "We need to ensure that everyone is able to gain access to the kind of education that will make them contribute meaningfully to the building of the province's economy."

This is no easy task to accomplish given the fact that the province is largely rural - a factor which gives rise to a number of problems.

"Children who live in rural areas often have to travel enormous distances in order to be able to attend school," says Mrs Gaoretelewe.

"In addition, we find that teachers are reluctant to teach in the rural areas, simply because there is no accommodation for them."

To try and overcome this problem, the province has launched an exciting project - a farm school with hostel facilities for both students and teachers. If successful, it will lead the way for similar projects in the future. Commenting on the tangible steps which the Department of Education has implemented in order to deliver quality education, Minister Gaoretelewe says: "We are in the process of setting up some 500 classrooms in rural areas, as well as 220 classrooms in urban areas where they are badly needed."

In addition, a number of educational projects are planned to come into effect in the future. These will involve organisations like the British overseas agency, the Italian Teachers' Union, and agencies from Sweden - all of whom will concentrate on the upgrading of teachers in the Province.

This is a priority as part of the Education Department's Human Resources Development Programme.

## Mpumalanga

# Bill sets the pace for change

MPUMALANGA'S Minister of Education, David Mabuza, has set a number of goals and objectives which he would like his Department of Education to tackle in the immediate future.

"The first such objective - a key one we believe - is the integration of personnel from the various ex departments to ensure the appointment of educators and staff into the province's single Department of Education," says Mr. Mabuza. "We want to be able to kick off the new year with accountable officials".

The Province has moved quite far in this regard. The Department of Education has ensured the delivery of stationery, text books, library books and furniture by December this year in order to enable schools to get off to a good start in January 1996.

Another issue which is expected to facilitate the provision of education in the Province, is the enactment of the Education Bill - a bill that seeks to rationalise all the previous acts, and enable the Province to proclaim and announce new policies.

Clearly, exiting times lie ahead for Mpumalanga's Education Department in the immediate future. But what about in the long term? What plans does the Province have in terms of education and the provision thereof?

"We want to create a democratic system that will cater for all learners in the Province, regardless of racial standing, sex or creed," stresses Mr. Mabuza. "It is

our aim to establish a department that will ensure that all role players will be stakeholders, and that they are active participants in the formulation of policies regarding education in Mpumalanga. This is our vision".

The key to this vision is to democratise the education system and rid the Province of inherited disparities. The Mpumalanga Education Department realises that it will have to do away with unnecessary red tape - officials will need to be readily accessible, and they will need to be in a position where they are able to interact with people at grassroots level.

"We have tried to shorten the route from our head office down to school level," he says.

The province has done away with regional offices and area offices, merging the two and thereby creating districts. This means that there are schools, circuit offices, district offices and a head office.

There is also the problem of the disparities in per capita expenditure per child in the province - something which Mr. Mabuza aims to do away with by making necessary cuts and shifts. Another problem is over-crowding in rural areas, farms and informal settlements.

To solve this problem, the province launched a building campaign. In total 368 classrooms are being added to complete schools, while almost 120 schools

are being renovated. Ten new schools are being built and necessities such as ablution and water provided. And seeing that the problem of vandalism is high in Mpumalanga, a concerted effort to fence all schools is being made. Funding stems from the private sector.

"We have also created a Provincial Council for teacher education whose objective is to ensure that students do not force their way into teacher colleges simply because they have nowhere else to go." Indeed, the Council has tried to preempt the problem this year not only by scaling down the number of students in these colleges, but also by redirecting them to other courses.

Apart from trying to promote computer literacy, there are other exciting projects in Mpumalanga. One in conjunction with the National Council of Teachers of English, is an exchange programme where local teachers of English are sent to the US. There they have the opportunity to teach and attend seminars. The flip side of the coin is that American teachers then come to the province to share their knowledge.

Another exciting project is an environmental awareness campaign in conjunction with the Danish government. The department has launched a technological education campaign with PRO-TEC which is being launched next year in 40 primary schools.

As taste leans more towards the arts, we've something you can get your teeth into. Feast on ancient Greek ruins, the exotic foods of Ghana and the remnants of Native American poetry, all in one sitting. NNTV primes the way for art and culture's return to the spotlight by actively promoting indigenous skills and talent to enlighten and educate all of our people. And by whetting your appetite with world-class performances by local artists.

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CT 21/12/95

# Slide to English unacceptable — govt (50)

**ANTHONY JOHNSON**

THE "unacceptable" slide towards unilingualism and the dominance of the English language could no longer be tolerated in a democratic South Africa, the government said yesterday.

Announcing the establishment of a Language Plan Task

Group to advise the government on multilingualism, Arts, Culture, Science and Technology Minister Dr Ben Ngubane slammed single language usage as unacceptable domination in a democracy.

The task group, which must report to the minister before the end of July, will be chaired by Dr

Neville Alexander, director of the Project for the Study of Alternative Education in SA at UCT.

Dr Ngubane said language empowerment was important for creating democracy in a multilingual society.

"During the past months it has become clear there is a tendency to unilingualism. Although

multilingualism is indeed a sociolinguistic reality in South Africa, it is invisible in the public service, in most public discourse and in the major mass media."

It was necessary to develop a national language plan that drew on the framework of the RDP and used the country's human resources to the full.

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# RDP 'depends on good education'

ET 4/12/95

(50)

**JOHANNESBURG:** The Reconstruction and Development Programme's success depends on the improvement of the education system for all, says Deputy President Thabo Mbeki.

Investment in people was the key to redressing apartheid's legacy, Mr Mbeki said at Education Africa's awards ceremony on Saturday.

Successful modern economies and societies needed people who had a strong foundation in general education and a desire to continue learning, he said.

Education was among the government's highest priorities.

"We pay tribute to the generations of parents, students and teachers who risked

life and liberty, personal progress and career in the cause of democracy, equal rights and non-racial education."

The awards were intended to encourage contributions by those outside government in raising the standard of education, Mr Mbeki said.

## 'Heroes'

Education Minister Dr Sibusiso Bengu said the awards recognised "unsung heroes and heroines who have contributed to the development of education and training ... during the most difficult times".

The premier award winners, nominated by each of the nine premiers, were:

Western Cape — Youth Project of the Centre for Conflict Resolution; Eastern Cape — Sakhisizwe Inset Unit; Free State — Tshepang Trust; Gauteng — the Molteno Project; kwaZulu/Natal — Valley Trust; Mpumalanga — Molteno Project; Northern Cape — Hantam Community Education Trust; Northern Province — Primary Mathematics Project; and North-West — Mr Leon Kotze of the Ebenezer Church.

The Business in Education award winners were: Business with up to 20 staff members — Princeton Computing of Cape Town; businesses with up to 500 staff members — Boskop Training Group of Potchefstroom; businesses with more than 500 staff members — Woolworths. — Sapa

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**BRIEFS****Fivaz warns on language issue**

PRETORIA: The emotional issue of language should not be allowed to become a divisive factor in the South African Police Service, national Commissioner George Fivaz said yesterday.

Mr Fivaz said in a statement he favoured the use of whatever language was best suited to achieving policing goals. ET 4/12/95

The increasing use of English in the SAPS did not imply a downgrading of Afrikaans, but reflected the integration of the SAPS into the international policing arena.

As an Afrikaner, Mr Fivaz said he did not feel threatened by this.

However, he opposed any measure which would result in downgrading Afrikaans in the SAPS.

Such a step would be a recipe for conflict in the SAPS, he said.

# Legal firm challenges SACS sale

ARG 4/12/95

□ *'Rightful owners will be alienated'*

**Staff Reporter**

A LAW firm is protesting at the proposed sale of a piece of SACS land by private treaty to a white-owned development company.

They say it will alienate the rightful and historical owners of the Newlands site, which they say should be sold to the highest bidder after it has been publicly advertised.

The lawyers for Esbevco Housing (Pty) Ltd, Nazeem Ebrahim and Associates, also demand that the school "forthwith cancel" whatever plans it has made concerning the land because they view the transaction as a perpetuation of the pattern cre-

ated by the now defunct Group Areas Act.

In a letter to SACS, signed by Chris Briston, the firm said "it is only by public advertisement for sale of school land, such as yours, that the Reconstruction and Development programme and the principles behind the new Constitution, such as those that gave rise to the Land Claims Commission, are given meaning. It is also a free market principle, which when contravened, cannot lead to a fair and reasonable price for the land being obtained or to cutting the costs of developing the land."

The letter went on to say

(50)  
school land belonged to the broader South African community "for the simple reason that such land was acquired with the assistance of State subsidies and by forced removal."

Esbevco is a company solely owned by "members of the previously disenfranchised" and which acquires land and develops it according to five principles, including the involvement of community participation in a collective planning process for future development of the land.

Gordon Law, headmaster of SACS High, said he had received the same fax sent to Southern Argus.



# Save the beginnings of die taal, say experts (50)

By JAMES BOWYER

THE roots of the Afrikaans language have been preserved in a priceless collection of last-century books at Genadendal mission museum. Yet the deteriorating collection has been largely ignored by the authorities, complain book experts who are trying to salvage it.

Although declared a national cultural treasure in 1991, the rare collection receives no funding from the Cape provincial museum services.

"The collection is a time capsule of book production," says American visitor Elissa O'Loughlin who visited the historic Overberg mission village last week with experts from the South African Paper Conservation Group.

Mrs O'Loughlin, senior conservator for the US national archives, was attending a workshop that discussed funding and preservation of the 2 000 books, which include the first Afrikaans novel, printed at the mission in 1873.

*Benigna van Groenekloof*, written by missionary Johann Becker is the story of a young Khoi woman thrown out of an all-white farm school last century.

"This earliest form of Afrikaans used in

the account was known as Genadendal Dutch," says Dr Isaac Balie, the museum's curator.

"The collection is a very important, yet unknown, part of South Africa's heritage," says Dr Balie, who has a research fellowship from the University of Western Cape. *ST 3/12/95*

The museum complex, including the first teachers' training college in South Africa, survives on the support of UWC and the Moravian Church.

Moravian missionaries established Genadendal more than 250 years ago. The mission station became the earliest seat of education in the country and a hub of culture extending throughout the Western Cape.

The unique collection of books, manuscripts and church archives spanning centuries was largely printed in Genadendal, which had one of the earliest printing presses in the country.

The press was first used to print the church's newspaper in 1859.

"Sapcon chose Genadendal as a project because of the pivotal role it has played in the development of the Afrikaans language," said Johan Maree, chairman of the nine-year-old conservation group.



PRESERVING AFRIKAANS . . . Isaac Balie

Picture: AMBROSE PETERS

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## Model C decision quashed

PRFTORIA: The Supreme Court here has overturned the Mpumalanga legislature's decision to cancel government subsidies for Model C schools in the province.

Mr Justice M C de Klerk ruled that Mpumalanga Education Minister Mr David Mabuza could not re-evaluate the question of subsidies because no possibility existed that he would approach the matter from an unbiased point

Judge De Klerk overturned Mr

(50) CT 5/12/95  
Mabuza's decision to cancel payments to government-supported schools from July 1, and ordered the province to pay the subsidies until the end of this month.

The court found the schools had a legitimate expectation to receive the subsidies.

Mr Mabuza had allowed politics and emotion to influence his decision, and it seemed he had come down hard on whites, the judge said. — Own Correspondent

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# Council will have role in library restructuring

50 (253)  
**MUNICIPAL REPORTER**

CT 5/12/95

CAPE TOWN'S library service will not be restructured without the input of the City Council's politicians and officials, councillors were told yesterday.

Fears were expressed recently that Cape Town municipality's library service, including staff and libraries, would fall under the provincial administration.

Many Capetonians who use city libraries feel the provincial service is not as good as their own.

After a recent scare over restructuring of the library service, a city delegation went to meet Mrs

Martha Olckers, regional Minister of Education and Culture, to tell her the council's viewpoint.

Deputy city administrator Mr Attie van der Merwe reported to the amenities committee yesterday that the delegation had been told that no restructuring would take place without local input.

"Province have not asked us for any meetings yet. We don't want to push it (the issue) before the election," he said.

He added that the grant the province gave to Cape Town for running its own library service was likely to be reduced in the forthcoming budget.

# Libraries 'won't be touched without consultation'

ARG 5/12/95

(50)

**Municipal Reporter**

**PROVINCIAL** Education and Culture Minister Martha Olckers has given the assurance that restructuring of libraries will not take place without the input of local authorities.

This was reported to the Cape

Town City Council's amenities and health committee yesterday.

Also on the library front, the council has been asked to provide extra security for staff at the Strandfontein library who have to work there in the evenings.

The dilemma the council faces is how to fund the extra mea-

sures to reduce the risk to staff because no provision has been made for additional expenditure.

However, closing the library before 8 pm would severely curtail the available service, according to a report to the council's amenities and health committee.



## Mpumalanga MEC loses Model C case

BO 5/12/95 (50)  
PRETORIA — The Pretoria Supreme Court yesterday overturned Mpumalanga education MEC David Mabuza's decision to stop subsidies to Model C schools earmarked for needy children.

Judge MC de Klerk found Mabuza lied to the court in two affidavits and ordered him to pay the costs of the application, brought by the Association of Management Councils of State-aided Schools (Eastern Transvaal) after Mabuza said on August 5 that Model C schools subsidies were being stopped.

The court found he had not followed the terms of the constitution, which required him to consult interested parties before making such a decision.

The decision was ratified by Mpumalanga's executive council on August 16, five days before the deadline for representations. "This shows the MEC in any case did not have the intention to consider sympathetically the representations and that he did not have an open mind to make any concessions."

The court ordered that subsidies for needy children be paid by the province until December 31, as schools had budgeted for them. — Sapa.

# Student arm acts to oust PAC bosses

*BD 5/12/95*  
Nomavenda Mathiane

THE Pan Africanist Students' Organisation (Paso) is to call for a special congress of the PAC early next year to review the party's leadership and elect new members to lead the organisation.

Declaring a vote of no confidence in the leadership and blaming it for the poor election results — at national and local government levels — Paso maintained it had the constitutional right to call a special congress to address important issues.

At a media conference yesterday after holding its national executive congress at the weekend, Paso announced it would present the PAC leadership with a memorandum to inform them of its intention to call a congress to remove the present leaders.

Apart from the poor election results, Paso said it was "appalled" by the behaviour of two top members of the PAC — !Khoisan X and Maxwell Nemadzivhanani — who had been having heated exchanges in the media.

Paso also claimed the PAC leadership had not prepared for the elections.

Paso publicity secretary Azaria Makgatho said the PAC had failed to produce policy documents on health, education, labour, land, housing and

*(ZAPU) (50)*  
other issues, Sapa reports.

It also failed to create its own programme during the local government elections and had used the ANC's programme instead.

"The PAC leadership must realise we are no longer a liberation movement and must show the ability to perform functions of government," Makgatho said.

Issues tackled at their congress included child abuse, the truth and reconciliation commission and government's national bursary scheme.

The organisation called on health workers to be encouraged to notify authorities of cases of child abuse, and it called for teachers to be trained to identify abused children and report such cases to the authorities.

It would also like the education department to introduce social workers at school to assist in this problem.

The organisation rejected the truth commission and called for perpetrators of crimes against humanity to be brought to book.

The immediate programmes to be launched by Paso are: the campaign for access to historically white institutions, to lobby government to employ black teachers, and to save colleges from closure.



## West Cape water stores threatened

CAPE TOWN — The Western Cape's predicted 1998 population of 3-million or more will outgrow present water storage facilities unless plans to increase them are implemented soon, says a water affairs brochure which is being distributed in Cape Town.

Also increasing was the agricultural water demand to meet food requirements, it said.

The region's requirements were increasing by about 15-million cubic metres annually — 11-million for urban requirements and 4-million for agricultural purposes — said one of the engineers involved in the study, Peter Little.

The programme proposed new dams, modifications to existing dams and a water saving drive.

A series of public meetings would be held to involve the community in finding solutions.

The first was scheduled for Paarl yesterday. **BD 5/12/95**

It said the first proposal was a scheme to build a R300m dam on the Berg River in the La Motte state forest near Franschhoek. This would store winter rains and reduce the flow of the river in that period, but increase the water supply in the summer.

As a result the agricultural demand on the Theewaterskloof dam near Villiersdorp and the Vogelvllei dam near Tulbagh would be reduced. — Sapa.

# Askari beate frenzy — wi

Stephané Bothma

PRETORIA — A Vlakplaas askari suspected of having sold his firearm in a shebeen had been beaten up by security policemen in an assault which resembled "a horrible frenzy, a shark feeding", the Transvaal Supreme Court was told yesterday.

The State alleges that former Vlakplaas C10 unit commander Col Eugene de Kock and about 10 other C10 members had murdered the askari Bruce Nthehelang in June or July 1989 in the canteen on Vlakplaas.

Former MK operative Hugh Lugg — a member of the so-called ANC Broederstroom cell — who became an askari based at Vlakplaas in 1989 after reporting three other members of the cell to the police, told the court he had been present at the assault.

Lugg was flown to SA from Britain to testify against De Kock yesterday.

Several C10 members had been involved in the attack on Nthehelang, Lugg said.

"I was very upset at the time, and was trying to imagine that I was not there. The policemen were

not acting for my own

He said: helang with neck, which punched, sl

Nthehel that he ha the policemen assault. "The ber inner him," he sa ued until N scious or de

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## Education award winners

Business Day Reporter

DEPUTY President Thabo Mbeki, Education Minister Sibusiso Bengu and key members of SA's nine provincial administrations have announced the names of the winners of the Education Africa, Presidential and Premier Education Awards.

The awards, initiated by Education Africa, show government's acknowledgment of the invaluable role in education played by non-governmental organisations and structures.

"These awards are a fitting tribute and recognition to the unsung heroes and heroines who have continuously contributed to the development of our education and training system during the most difficult times," Bengu said at an awards ceremony at Gallagher Estate, Midrand, at the weekend.

The ceremony was attended by more than 1 200 people, including cabinet ministers, provincial premiers, ambassadors and members of the business community.

Winners of the Presidential Awards were: Early childhood development

**BD 5/12/95 (50)**  
category, the Ntataise Trust; Basic education and training (adults and youth), Project Literacy; Provision of education for people with special needs, the Centre for Augmentative and Alternative Communication.

Winners of the Business in Education Awards: Businesses with up to 20 staff members category, Cape Town-based Princeton Computing; Businesses with up to 500 staff members, Potchefstroom-based Boskop Training Group; Businesses with more than 500 staff members, Woolworths.

Winners in both these categories were nominated by President Nelson Mandela.

Winners of the premier awards were: Eastern Cape, the Sakhisizwe Inset Trust; Free State, the Tshepang Trust; Gauteng, the Molteno Project; KwaZulu-Natal, the Valley Trust; Mpumalanga, the Molteno Project; Northern Cape, the Hantam Community Education Trust; Northern Province, the Primary Mathematics Project; North-West, Leon Kotze; and Western Cape, the Youth Project for the Centre of Conflict Resolution.



US Agency for International Development deputy administrator Carol Lancaster, left, and Education Minister Sibusiso Bengu at yesterday's signing of education-related agreements in Pretoria.

Picture. SALLY SHORKEND

## Education agreements signed with the US

Stephané Bothma

PRETORIA — Education-related agreements, which include the training in the US of a core group of SA economists for government service, were signed by Education Minister Sibusiso Bengu and the US-SA binational commission yesterday.

USAid would fund the annual training of 50 South Africans in economics and sub-fields of economy, said US Agency for International Development deputy administrator Carol Lancaster.

The other agreements signed were

BD 5/12/95 (50)  
the terms of reference of the sustainable human resources and education committee of the US-SA binational commission aimed at co-operation in specific areas of human resources development and education and training sectors and a joint declaration of intent concerning the establishment of a Fulbright commission aimed at the supervision of bilateral academic and professional exchanges.

A bilateral agreement between SA and USAid on co-operation in the youth development field was signed by Bengu and USAid a few weeks ago.



## Judge overturns Mpumalanga MEC Mabusa's white schools funding decision

Pretoria - The Supreme Court has overturned a Mpumalanga government decision to cancel subsidies for Model C schools in the province.

Mr Justice de Klerk ruled yesterday that Mpumalanga MEC for Education, David Mabusa,

was unqualified to re-evaluate the question of subsidies because no possibility existed that he would approach the matter from an unbiased perspective.

The judge overturned Mabusa's decision to cancel payments for educational, transport

and hostel subsidies to government-supported schools from July 1 and ordered the province to pay the subsidies until the end of this month. The court also found the Model C schools had a legitimate expectation to receive the subsidies.

Regarding the question of having the matter referred back to Mabusa, de Klerk said that the language used by the MEC showed the MEC had allowed "political pressure and emotion" to influence his decision. - Own Correspondent.

(50) Star 5/12/95

# School terms announced

## EDUCATION REPORTER

THE new school calendars for 1997 and 1998 were announced by Education Minister Dr Sibusiso Bengu yesterday after lengthy negotiations with traffic authorities, teachers, parents and the nine education departments.

In 1997 the first term for schools in the Western and Northern Cape and Free State will run from January 14 to March 20. The second term will be from April 8 to June 20, the third term from July 16 to September 19 and the fourth from October 1 to December 9.

In 1998 the first term will run from January 20 to March 27, the second term from April 15 to June

(50) ET 7/12/95  
26, the third term from July 15 to September 23 and the fourth term from October 5 to December 9.

The school terms for 1996 were announced earlier this year. They run from January 16 to March 27, April 10 to June 20, July 16 to September 20 and October 1 to December 5.

● The Cape Technikon will become the first technikon in SA to award degrees when new vice-chancellor Mr Peter Swartz caps students at four graduation ceremonies next week.

Mr Swartz will be installed as the technikon's first vice-chancellor on Monday.

Of the 1 593 students who will be capped, 158 will receive degrees.

The ceremonies which will be held at the Huguenot Memorial Hall in Gardens.

A highlight of the graduations will be the awarding of the first four Master's in Technology degrees to Mr Werner Schmutz, Mr Christian Stuurman, Mr Francois Oosthuizen and Mr Friedrich Tiedt.

● The University of South Africa will release the final examination results of its Western Cape students at 2pm on December 12 at the Unisa Regional Office in Riebeeck Street, Cape Town.

Results will also be made available via e-mail provided the sender can supply the candidates student number. The e-mail address is: results@unisa.ac.za



# School calendars for the next three years

ARG. 8/12/95 (50)

## The Argus Correspondent

JOHANNESBURG. — Education Minister Sibusiso Bengu has announced the school calendars for the next three years.

"The calendars were drawn up by a committee to satisfy a wide range of criteria relating to educational requirements, interests of pupils, teachers and other education staff, traffic safety, parent's interests and administrative considerations," said a statement released by the minister's office.

Provincial education departments and the organised teaching profession were represented on the committee.

**Kwazulu Natal and Eastern Cape:**  
Term one — January (22) 23 to

March 29, term two — April 10 to June 28, term three — July 23 to September 27, term four — October 7 to December 6 (9).

**Gauteng, Northern Province and Mpumalanga:**

Term one — January (9) 10 to March 29, term two — April 16 to June 28, term three — July 23 to September 27, term four — October 8 to December 3 (4).

**North West, Western Cape, Free State and Northern Cape.**

Term one — January (15) 16 to March 27, term two — April 10 to June 20, term three — July 16 to September 20, term four — October 1 to December 5 (6).

The bracketed figures indicate working days for teachers.

## Gauteng Education Act signed into law even though it is being challenged

The Gauteng School Education Act has been signed into law despite three controversial clauses before the Constitutional Court. The Act provided, for the first time, for a common legal basis for

the education of all children in Gauteng "in a single, nonracial, equal and just education system", Education MEC Mary Metcalfe said yesterday. She said she had "a responsibility to move quickly to

make it possible for a qualitative transformation to be achieved". Good governance could not be retarded because a minority wished to delay change, she said. - Education Reporter

(50)

Star 8/12/95



# Sexwale signs new law for equal schools

*Sowetan 8/12/95 (58)*

**By Claire Keeton**

THE Gauteng School Education Act (1995) comes into effect today, with the exception of three controversial clauses that are being challenged in the Constitutional Court.

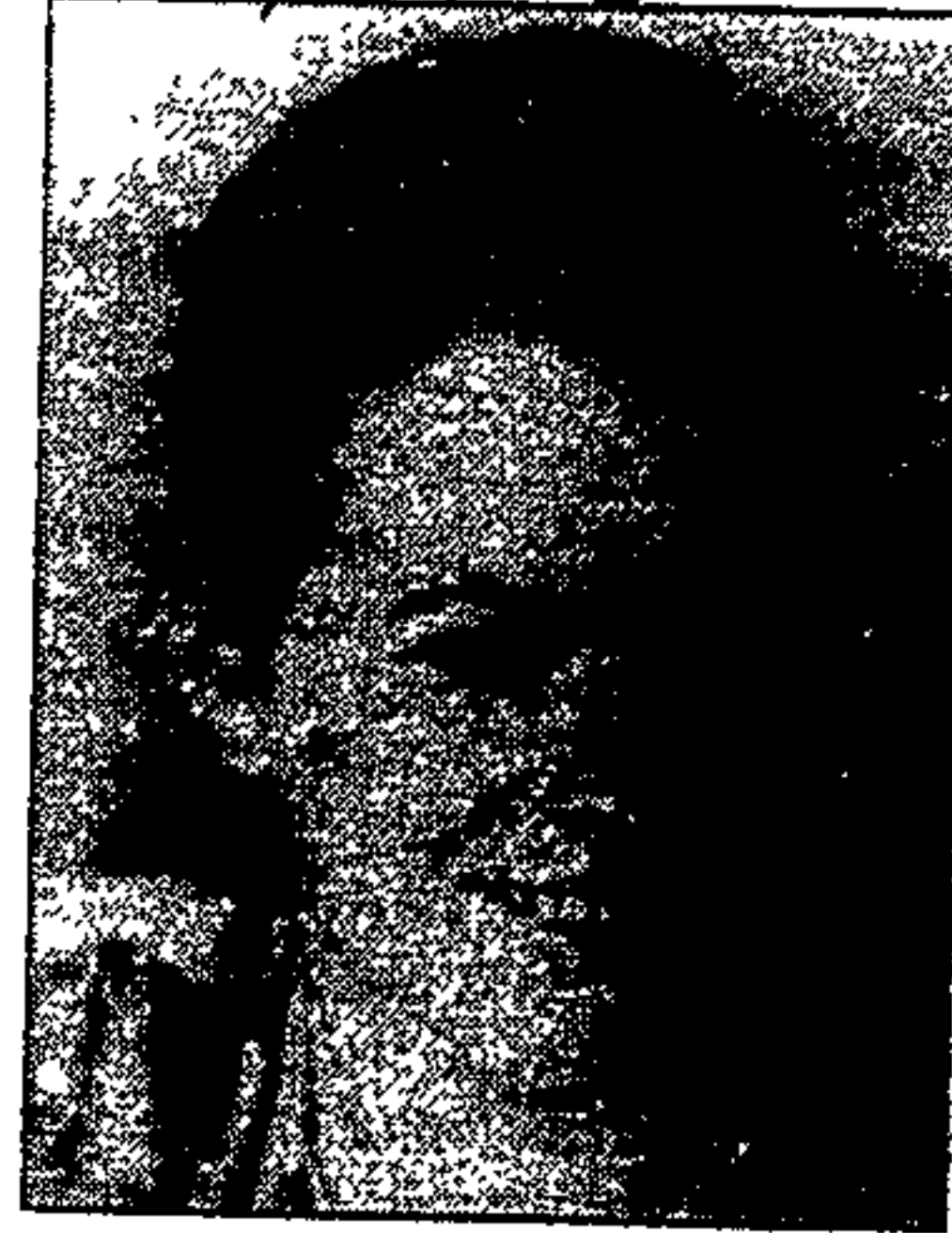
The new law repeals apartheid education legislation and provides for a single, non-racial, equal and just education system in Gauteng. Schooling is compulsory for all children for the first time and discrimination of all types is forbidden.

Gauteng MEC for education Mrs Mary Metcalfe said yesterday Premier Tokyo Sexwale has already signed the proclamation putting the Bill into effect despite the fact that it was still before court.

"We have done so because we believe that we cannot retard good governance because of minority wishes to delay change," she said.

Metcalfe said millions of parents, teachers and students would be celebrating the end of four apartheid acts today, when the School Education Act is published in the Government Gazette in four official languages.

The Act means the Gauteng Education Department is now legally empowered to perform its tasks. In January regulations on school governance structures, like Parent Teacher Student Associations, will be pub-



**Mrs Mary Metcalfe**

lished for discussion.

Metcalfe said effective governance was necessary to restore a culture of learning and teaching in schools.

The challenge to clauses of the Act by the Freedom Front, National Party and Democratic Party will be heard in the Constitutional Court on February 29.

Metcalfe said: "Their view is that state-aided public schools should be permitted to discriminate on the basis of language and religion. Our understanding is that this is precisely what the majority of South Africans have rejected."

# It's gobbledegook!

(50) AIR 9/12/95

**COLIN DOUGLAS**  
Staff Reporter

**WHY use a four-letter word when a 15-letter monster will do?**

That could be the credo of the new Pan South African Language Board, now looking for nominees to staff it, which is governed by a law containing some of the most convoluted language ever to have graced the statute book.

However, there is little danger that four-letter words are on the way out — critics are ready to use plenty of them as they (excuse the pun) pant the law.

One of the few people actually to have read it is John Kane-Berman, director of the South African Institute of Race Relations, who describes it as "an example of how neither legislation nor anything else should be written".

"The thing that struck me about it is that, in this time of simplification of language, it's full of trendy jargon — that's the biggest irony.

"The drafters of the law aren't on the same planet as the rest of us.

■ What's in a word? Well, if you look at the new language law, those who drafted it are not on the same planet as the rest of us. They wander around in a world filled not with people but with "language stakeholders".

They wander around in a world filled not with people but with 'language stakeholders'.

Anyone interested in applying to become a member of the board will find that the law is looking for "language workers" and "language planners" who are "supportive of the principle of multilingualism".

To gain clarity on what this means, applicants may refer to the explanatory notes on this section of the law, which read as follows:

"This clause prescribes the composition of the board which is neither based on so-called ethno-linguistic representation, sectoral or professional representation in the strict sense, or representation by 'ordinary people' only.

"This position does not reject language or ethnicity as an important feature of South African life, but it

argues that representativeness is a relative concept and that direct representation on the basis of ethnolinguistic factors in particular will inevitably lead to undue ethnolinguistic centrism and could possibly increase the potential for language conflict in South Africa."

Language workers, simply put, are "multilinguals who interface at all levels of society in both humanitarian and communicative respects".

They are not to be confused with language planners, who are "specifically trained to grapple with issues relating to the relationship between language as a phenomenon and society, but are also trained to attend to other language corpus matters such as standardisation, terminology development, etc., which are all prerequisites for the elaboration of the previously marginalised languages".

Mr Kane-Berman said: "People are going to use this ludicrous law to leap aboard the gravy train.

"But I wonder, is this thing merely bizarre or is it sinister too?"

"On the new board you'll have a lot of people licensed to interfere with other people, and paid by the state to do it — we're getting more and more people, in intrusive and possibly useless jobs, on the government payroll.

"The new law speaks of 'harnessing' language, and that suggests putting some form of control over language."

Mr Kane-Berman said the board would have the power to summon any person to give evidence before it and produce any information that it required.

But the drafters of the law seem to have forgotten, among all their verbalising, to include penalties for people who refuse to obey the board's summonses. This has led to complaints that the board will lack teeth.

Ben Ngubane, the Minister of Arts, Culture, Science and Technology, has defended the new law.



# Warning on hope of free education

ET 12/12/95 (50)

THERE could be "explosive consequences" in tertiary education if the growing expectation among students for free education was not met, a Cape Times Bursary Fund trustee, Mr Denis Hennessey, said yesterday.

The government's national student financial aid scheme did not mean there would be free education for all as funding did not appear to be available yet, he said.

Donations, including those of the Cape Times Bursary Fund to the South African Institute of Race Relations, had dropped substantially as donors came increasingly to regard student funding as the state's responsibility.

Mr Hennessey appealed to the authorities to provide greater clarity on the national bursary and loan scheme and to potential donors to continue their support.

● Donations to the Cape Times Bursary Fund can be sent to 122 St George's Mall, Cape Town 8001 or PO Box 11, Cape Town 8000. — Education Reporter

# Education: A question of access

Staff Reporter

ACCESS to higher education institutions continues to be an issue of race and class.

Speaking at the Cape Technikon's diploma ceremony, Teboho Moja, executive director of the National Commission of Higher Education, said 10 years ago the focus was on race and the question was that of opening the doors to black students.

"Today the focus is on class and the challenge is to open the door to poor students irrespective of their race and for the government to provide student loans for them."

Dr Moja said access for disadvantaged students also required social support for com-

munities without facilities.

"Restructuring the higher education system will need a new vision that will reorganise and link teaching, research and community development.

"The task is enormous and can be tackled much more effectively if we join hands with other partners," he said.

Different and competing notions of democracy underpinned co-operation and partnership agreements and mechanisms, he said.

Institutions faced the challenges of bringing together youngsters with different backgrounds and notions of democracy.

With the challenge of "acces-

sibility" came the challenge to change the culture of the institution. "If we open access to students previously excluded then we need to also transform the curriculum that was not designed for them, without sacrificing quality," said Dr Moja.

He said the challenge for education was to diversify programmes to allow greater participation of all people.

"Presently most of our facilities are under-utilised and stand empty because of the limited variety of programmes offered."

He said during weekends and holidays facilities stood empty when they could be used for other educational programmes, for the benefit the community.

ARG 13/12/95



## Significant drop in disruption, say teachers

TEACHERS say that "a return of a culture of learning" has been the highlight of 1995 after the strikes and stoppages which plagued previous years.

The president of the National Professional Teachers' Organisation of South Africa (Naptosa), L M Taunyane, said the level of disruption of edu-

(50) ARG 13/12/95  
cation programmes had dropped significantly but at the same time rationalisation had taken its toll on the profession.

"The process of rationalisation has left scars and in many instances, education is the poorer on account of a significant loss of expertise and skills," he said in Pretoria yesterday.

The organisation, however, would continue to work on behalf of teachers and play a constructive role in restructuring the education system.

Mr Taunyane said agreements reached between Naptosa and the government on education guidelines were a step forward but there were still serious differences which had to be overcome.

Successes had included the securing of a new grade T7 technical college level for institutions with 1 520 students or more as well as the introduction of a grade P6 primary school in provinces where these did not previously exist, while primary schools with less than 80 pupils were also recognised now by provincial governments and the State.

Salaries should be reviewed, according to Naptosa, which said teachers should be prepared for "determined negotiations"

SCHEDULES TO BE SENT TO PRINCIPALS

# Teacher:pupil ratio guides due shortly

ET 13/12/95 (50)

**MINISTER OF EDUCATION**  
Mrs Martha Olckers expects widespread shuffling in teachers as staffing levels are brought in line. **CHRIS BATEMAN** reports.



**S**CHOOL heads throughout the Western Cape are soon to receive schedules outlining teacher:pupil requirements so that when schools re-open on January 16, they can negotiate to achieve necessary staffing levels.

Western Cape Minister of Education Mrs Martha Olckers said yesterday that after these negotiations, she would gazette teaching post vacancies — probably during the first school term.

"The heads can then see what their quotas are and those teachers taking retrenchments or moving can work off a term's notice. I expect major teacher movement about mid-year."

Mrs Olckers said it was "impos-

**RETRENCHMENTS:** Education Minister Mrs Martha Olckers.

sible" to work out how many teachers would be retrenched because of the huge number of "drop in" pupils who arrived after February 1.

This was long after January 26, when pupil enrolment figures were due in. This year's "drop in"

figure had been about 53 000, Mrs Olckers said

In terms of the recent Labour Relations Council agreement, a pupil:teacher ratio of 35:1 in high schools and 40:1 in primary schools must be phased in over five years.

Mrs Olckers has spoken of 6 000 retrenchments being necessary to meet her budget, but has since received more funds. However, this was "hardly making a dent", she said yesterday.

"Maybe voluntary retrenchments and natural attrition (death, retirement and staff being boarded for medical reasons) may ease difficult decisions — but it's a long shot."

Mrs Olckers warned that the pupil:teacher ratio requirements would hit country schools hardest, forcing them to downgrade to Std 8 or amalgamate with others.

"If pupil numbers don't qualify (a school) for six teachers (one for each subject), (it) has a problem."



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# '95 'revived culture of learning'

**SPECIAL CORRESPONDENT**

**PRETORIA:** Teachers say "a return of a culture of learning" has been the highlight of 1995 after the strikes and stoppages of previous years.

The president of the National Professional Teachers' Organisation of South Africa (Naptosa), Mr L M Taunyane, says the level of disruption in education has dropped significantly, but rationalisation has taken a toll.

"Rationalisation has left scars and, in many instances, education

ET 13/12/95

is the poorer because of a significant loss of expertise and skills," he said yesterday.

Naptosa would continue to work on behalf of teachers and play a constructive role in restructuring the education system.

Agreements reached between Naptosa and the government were a step forward, but there were still serious differences that had to be overcome, Mr Taunyane said.

The grading system for schools and institutions is to be investigated by a research committee, which is to report back by the end of

June.

(50)  
Naptosa was "extremely concerned" about the inability of the government "to realise that it is educationally unsound to reject proposals simply because (the proposals) did not (previously) exist in disadvantaged schools".

Inflexibility would "continue to deny disadvantaged groups opportunities that have not been available to them and ... will immerse the entire system in the mediocrity and ineffectiveness from which Naptosa is hoping to see it liberated".

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# Learning bounces back

(50) Star 13/12/95

Disruption of education has declined  
but rationalisation takes a heavy toll

By **NORMAN CHANDLER**  
Pretoria Bureau

**T**eachers say that "a return of a culture of learning" has been the highlight of 1995 after the strikes and stoppages that plagued previous years.

National Professional Teachers' Organisation of SA president L M Taunyane said yesterday that the level of disruption of education programmes had dropped significantly but, at the same time, rationalisation had taken its toll on the profession.

"The process of rationalisation has left scars and, in many instances, education is the poorer on account of a significant loss of expertise and skills," Taunyane said.

However, Naptosa would continue to work on behalf of teachers and play a constructive role in restructuring the education system.

Agreements reached between Naptosa and the Government on education guidelines were a step forward but there were still serious differences to be overcome.

Successes had included the securing of a new grade T7 technical college level for

institutions with 1 520 students or more as well as the introduction of a grade P6 primary school in provinces where these did not exist before. Primary schools with fewer than 80 pupils were also now recognised by provincial governments and the state.

The grading system would be investigated by a research committee due to report back on the issue by the end of June.

Salaries paid to teachers should also be reviewed, according to Naptosa, which said teachers should be prepared for "determined negotiations to minimise some of the obviously negative effects that could emanate from the new grading system".

Taunyane said Naptosa was worried about the Government's inability "to realise it is educationally unsound to reject proposals just because they did not (previously) exist in disadvantaged schools".

Inflexibility would "continue to deny disadvantaged groups opportunities previously not available to them, and instead of improving the education system will immerse the entire system in the mediocrity and ineffectiveness from which Naptosa is hoping to see it liberated".





# 90% absenteeism at Ruyterwacht

(50) CT (SFR) 14/12/95

**CAROL CAMPBELL**

RUYTERWACHT school — at the centre of an international race row early this year — now has pupil absenteeism of almost 90% with teachers missing on some days.

Scenes of inter-racial clashes were broadcast across the world when about 4 000 black school children were bussed in to “occupy” the school by the National Education Co-ordinating Committee (NECC), as local residents protested vehemently.

## Expensive

Yesterday Western Cape Education Minister Mrs Martha Olckers said the episode was a “very expensive political exercise”.

She said many of the pupils who were bussed in from the townships had returned to the schools where they were originally registered or to schools closer to their homes.

Although the school was equip-

ped to handle 500 pupils, education department staff had reported a waning interest from pupils and on one visit an official reported five of the 14 teachers absent.

“All the teachers still have to be paid and the desks and the equipment which were rushed in at the beginning of the year were all paid for by the department. The school was just used to make a political statement.”

Children stopped coming to school, she said, especially once the education department started charging bus fares to get to Ruyterwacht.

The NECC has since been disbanded.

The long-term damage caused by the incident will be difficult to measure. The television image of an angry young white man shouting racial slurs at the black youths will be what the world remembers when it thinks of Ruyterwacht.

A journalist from the London Daily Telegraph described the incident as a sad footnote to the



**‘POLITICAL GAME’:** Local Education Minister Mrs Martha Olckers

apartheid struggle in which black children and poor whites were used as political pawns.

Ruyterwacht residents have come to accept Esangweni High School, but still hope to get the property back “maybe for an old-age home”, one resident said.

Mrs Olckers said the school will continue next year — but added

that with the current absenteeism “anything is possible”.

The parish priest of Ruyterwacht’s Our Lady of the Rosary Catholic Church, Father Mick Crowley, said coloured and white families had lived together peacefully for a long time.

“The school was standing empty, which was wrong, but these people are good — they were scared and insecure which was why they reacted that way.”

Many residents, who did not want to be named, said the school was no longer causing upheaval in their community.

“They lock the gates so the pupils don’t walk the streets, but they still sit on the lawns outside the school and leave litter all over the place,” said one.

An old lady who has lived in Ruyterwacht for 40 years said she never felt threatened by the pupils, but during the incident at the beginning of the year she had kept her revolver tucked next to her “just in case”.



# Research loses 'white' image

Re-prioritising and tightening of belts will shape new dispensation

By ANITA ALLEN  
Science Writer

New budget allocations for science projects were intended to change the "overwhelmingly white, male" face of science institutions, Arts, Culture, Science and Technology Minister Dr Ben Ngubane has said.

Ngubane said that R10-million had been allocated for staff development at science councils (SCs), which was intended to make these institutions more representative.

"These funds may be accessed by submitting grant proposals to my department. A set of criteria will be drawn up and communicated to presidents of science councils," Ngubane said.

Ngubane announced on Wednesday that about R85-million from the 1996/97 science budget has been allocated to five research and development areas which have a Reconstruction and Develop-

ment Programme (RDP) focus.

The amount is made up from a 3,1% increase on the 1995/96 budget by the Department for State Expenditure and by cutting back funding to other areas to 94% of this year's allocation.

The five areas which will be favoured are: medical research at the Medical Research Council; new mining beneficiation technologies at Mintek; original research in niche areas of international excellence at the South African Astronomical Observatory and the Hartebeesthoek Radio-Astronomical Observatory; capacity development at historically disadvantaged universities and technikons; and staff development at science councils.

In addition, an amount of R16-million has been allocated from RDP funds for the purchase of research equipment for historically disadvantaged

tertiary institutions.

Ngubane emphasised that cuts imposed on seven of the eight science councils and on the one remaining national facility, the National Accelerator Centre, did not reflect negatively on their performance.

"Rather, at this time of belt-tightening and re-prioritising, it actually reflects the greater need of the other institutions."

The decision on the allocation of funds was made by a panel consisting of science and technology experts from outside Ngubane's department and officials of the department, under the chairmanship of director-general Roger Jardine.

Ngubane also gave notice that, following a cabinet directive, funding allocations in future would be moving to zero budgeting procedures. In the past, the allocations were made on the basis of a complex formula.

"Despite strong pressure to

move quickly into such a (zero budget) system, we were mindful of the potentially destructive nature of rapid change. We therefore guaranteed each science council at least 94% (in nominal terms) of its 1995/96 budget," he said.

The procedure for 1996/97 was only the beginning of a necessary trend towards zero-based and eventual performance-based budgeting.

"This year, we had to fulfil our task without as thorough a knowledge of the outputs of science councils as we would have liked.

"In years to come, I hope to oversee a much sharper and more public process. I am nevertheless firmly of the opinion that what the panel and my department achieved this year is a great improvement on the mechanistic, opaque and inflexible baseline formula method applied in previous years," he said.

Star 15/12/95 (50)

# A 'gobbledegook'

(50) ARG 16/12/95

# CONSTITUTION

## Language in draft 'too complex'

■ "Pompous" and inflated language in the draft constitution has been greeted with dismay by language experts.

### COLIN DOUGLAS

Staff Reporter

GOBBLEDEGOOK is sprouting up all over the draft constitution, even although the Constitutional Assembly has appointed a high-powered international team to promote user-friendly language.

Experts in plain language greeted the draft constitution with dismay this week, saying much of the language in it was too complex for ordinary people to understand.

Their unhappiness was compounded by the fact that officials had not even bothered to reply to their offers to help simplify the constitution.

Michael Fielding, a senior lecturer in the University of Cape Town's professional communications unit, said parts of the draft were filled with "very long words, long sentences and involved explanations".

Mr Fielding rated clauses in the constitution's Bill of Rights chapter against the "fog index" of language density, and came up with a "very high" rating of 22.

The index, devised by American journalists, measures the number of words in each sentence and the percentage of long words in a document.

Documents aimed at readers with matric education should measure no more than 12 on the index, while those aimed at university graduates should

rate no more than 17.

"The parliamentary standard in South Africa should be Standard Eight — a fog index rating of 10," said Mr Fielding. "The ordinary citizen should be able to understand the law."

Mr Fielding said he had offered his help to the Constitutional Assembly, but had received no reply.

A local language consultant, who did not want to be named, shared Mr Fielding's concerns, saying there were "fundamental problems" with the draft constitution's language.

He gave a list of examples of "pompous" language in the draft — and supplied alternatives in plain English:

■ "Act in consultation with" should simply read "consult";

■ "Undertake" should be "take on";

■ "Apprising itself" could be "looking into" or "finding out" and

■ "Efficiency of utilisation of revenue" should read "using revenue efficiently".

Louisa Zondo, head of the assembly's plain language task team, could not be reached for comment.

An official Constitutional Assembly publication reported that the draft constitution was "written in a way that is as clear and simple as possible, with the reader in mind".

However, it noted that some sections of draft had not yet been refined by the plain language team.



# Landmark for education

(50) Sowetan 19/12/95

## Steps have been taken to improve education in SA

By Claire Keeton  
Education Correspondent

IT HAS BEEN A LANDMARK year for education, with significant steps taken to undo the damage of decades of apartheid education.

The Reconstruction and Development Programme (RDP) has played a significant role in tackling past backlogs, but transformation will not be achieved in a year or two.

This year has been a stepping stone, however, for new developments in the school, tertiary and non-formal education sectors.

The Education Ministry has set up many commissions to develop programmes in key areas. For example, in higher education. Meanwhile, the web of former apartheid departments has been unified into a single national Education Department and nine provincial departments.

### New education system

The opening of schools in January to all pupils, irrespective of race or the parents' ability to pay fees, indicated the direction in which the new education system was moving.

Fifteen percent of the national education budget (about R4,77 billion) has been channelled towards reducing inequalities in schools and injecting funds into poorer schools.

Former privileged model C and Afrikaans-medium schools had a dramatic increase in admissions, while the enrolment of pupils at private schools dropped.

While language is a serious problem for many pupils in English-medium schools, disadvantaged pupils have performed well overall and the integration of schools is going smoothly under the circumstances.

A new language policy proposes that all official languages be treated equally in schools. The requirement for matrics to pass Afrikaans has been dropped. Instead, they must pass any two official languages to get exemption.

### Minimal disruption

Schools predict this year's matric results will be better than previous years since there has been minimal disruption to schooling. Last year 58 percent of candidates countrywide passed out of close to half a million entries, and only 18 percent of those who graduated received matric exemption.

In 1996 Standard 10 students in each province will write the same examinations under the provincial department.

National and provincial task teams are working on curriculum development for all standards and a National



Making progress ... Gauteng education MEC Mary Metcalfe during a visit to a Soweto school. A large part of the education budget was channelled to poorer schools this year.



Curriculum Institute will be set up shortly.

A new syllabus for senior secondary history has still not been released although offensive or outdated material was removed from the syllabus of all subjects early this year.

A White Paper (draft policy document) with important proposals on types of schools and funding models has been released. The proposals emphasise the need for partnerships between the Government and the community, and the role of parent-teacher-student associations.

The tertiary education sector has been hit hard by conflict and even violence this year because democratic transformation has been slow in taking

shape at many technikons and universities.

This has led to tension and even racial polarisation on campuses. For example, senior staff and management at the Vaal Triangle Technikon and Wits University have been accused of irregularities, unprofessional conduct and corruption - leading to investigations, disciplinary action and wider divisions within the institutions.

But transformation forums with the participation of all roleplayers, including academics, students and workers, have been set up at most institutions and will significantly influence their future direction.

For example, Vista University recently appointed a new vice-

chancellor with the support of the whole university as all parties were consulted throughout the process.

In colleges, provinces are promoting technical education and have cut back on teacher education, in line with a national decision to reduce teacher training except in fields where there are shortages such as technology and science.

A National Student Financial Aid Scheme of R300 million will offer disadvantaged students aid next year in the form of combined bursaries and loans. Around next April, a National Commission on Higher Education will submit a report to Education Minister Sibusiso Bengu with proposals for the future of post-school education.

Curriculum practices for Adult Basic Education and Training (ABET) have already changed this year, with a greater emphasis on recognition of prior credits and accumulated credits across different learning institutions.

The National Qualifications Framework, governed by the South African Qualifications Authority (SAQA), integrates education and training for the first time in South African education.

A National Open Learning Agency

(Nola) allows for lifelong learning and mobility in education, moving beyond the usual limits of distance education. Public procedures for appointing SAQA members and setting up a task team on Nola began this month.

ABET has received unprecedented recognition from the Government this year as a Presidential Lead Project, but some ABET organisations are struggling to survive because they have not drawn up a national strategy and are facing dwindling funding.

The National Literacy Cooperation estimates that there are around 15 million functionally illiterate South Africans, yet some of their projects face closure. Some provinces have provided funds for adult education and others have established ABET structures to promote it.

The Ministry has invested R50 million in Early Childhood Education which will be used to start projects next year.

The Ministry has been criticised for prolonged consultation in key areas, thereby delaying the implementation of plans for transformation and the delivery of quality education.

Bengu has dismissed these accusations, saying it is essential that there is a well-founded education plan for the country which advances equity and democracy.

"This would help prevent us being swept along on a tide of immediate and perhaps unrelated or conflicting demands and crisis-management decisions," he responded.

### Lack of money

Much of the work of the national and provincial education authorities this year has focused on integrating former departments, under the guidance of a national provincialisation committee.

Some senior officials have retired or been forced to reapply for their jobs, with new officials in many top posts.

Education budgets have been radically shifted to redress the problems in underdeveloped areas like the Eastern Cape, economically better-off provinces like Gauteng and the Western Cape had severe budget cuts.

Lack of money prevented the Government from meeting the demands of teacher unions for significant pay increases in the past financial year. But the threat of a widespread strike was averted after months of negotiations and promises of planning ahead of next year. New legislation has been drawn up in most provinces ranging from the Western Cape's School Education Consolidation Bill, which does not make much impact on the status quo, to Gauteng's School Education Bill, which introduces fundamental changes to schooling.

In Bengu's words: "We did not tolerate a nation half-slave and half-free. We cannot allow a fully free nation to be half-educated. Let us together build a learning nation. We have made a start, we will not turn back."

## RDP restores schools

THE Reconstruction and Development Programme's Culture Of Learning (COL) project has gone a long way to improving the dilapidated physical conditions in schools and is committed to improving the quality of education in classrooms.

The provinces have drafted business plans for the national COL office on how they plan to use the millions of rands allocated to them

most effectively, and the money has already been spent on upgrading schools.

In Gauteng, for example, schools had to show they had democratic committees in place to control the R8 000 they were allocated for school renovation before the money was approved.

This served to build governance in schools at the same time as repair-

ing school facilities.

During the 1994-95 financial year, R100 million was allocated to COL and their impressive performance resulted in another R200 million being allocated for the 1995-96 financial year.

In addition, R500 million was earmarked for school building and R1,2 billion a year to the primary school nutrition programme



Johannesburg Stock Exchange

### Share prices on the Johannesburg Stock Exchange

These were prices at close of market  
N.B. The JSE does not operate on public holidays  
Prices courtesy of Frankel, Pollak, Vinderline Inc

Name	Buyer	Seller	Last	High	Low
1. Nail	—	—	R2,05	R2,85	R1,20
2. Kilimanjaro	R2,80	R2,80	R2,85	R3,80	R2,70
3. African Life	R7,80	R8,00	R7,90	R8,00	R4,60
4. Metropolitan	R54,00	—	R54,00	R54,50	R25,75
5. Corp Africa	R1,40	R1,60	R1,50	R1,80	R1,00
6. Real Africa Investment	R2,60	R2,75	R2,60	R2,70	R2,00

**GLOSSARY:** Buyer: Price at which the share was bought. Seller: Price at which the share was sold. Last: Last traded price on the share. High: Highest level share reached this year. Low: Lowest level the price reached this year.



# Family hit by school-fees pigst

□ 'I think we have been given a raw deal'

## Staff Reporters

A FAMILY who failed to pay school fees for their four children have had their furniture attached by two Model C schools, and fear that more is to follow in the new year.

John Griffiths, a Portnet employee, said he owed four schools money.

But, last week sheriffs of the court acting on behalf of Ysterplaat Primary School and Rhodes High removed furniture from his home.

Mr Griffiths owes Rhodes High — where his eldest son matriculated in 1992 — "about R900", and Ysterplaat Primary School a similar amount.

"I am still waiting for summonses from Buren High School and De Grendel High," he said. He owes each about R1 800.

"I still have my lounge suite, and then they start on the bedrooms," he said.

The family were distraught when the sheriff of the court seized furniture worth thousands of rands.

They have never paid anything for any of their children's education.

Maggie Griffiths, a housewife who brings in a little extra money by selling the odd home-sewn article, said: "You should have seen my kids. Everybody went hysterical. I was just lucky that nobody I knew was walking outside in the street at the time.

"I feel sorry for the guys who took the furniture. They were only doing their job."

Mr Griffiths is a cargo co-ordinator for Portnet in the Cape Town docks, a job he has been in for about 21 years and which rewards him with a take-home salary of between R1 200 and R2 200 a month — depending on overtime.

Mr Griffiths believed the problem started when the Model C

school system came into existence in 1992.

Until then he had never had any problems regarding payment but he has since received several lawyers' letters and summonses.

"What can I do? I simply do not have the money to pay," he said. He felt that while thousands of Capetonians were not paying rates, water or lights, his family was suffering.

Mr Griffiths claimed the schools were also withholding testimonials until the money was paid.

He was under the impression that the debt would be written off after three years, but instead last week the sheriffs arrived to seize furniture for auction.

They carted out a five-piece wall unit, colour television set, video machine, hi-fi, compact disc player all of which cost them more than R8 000. The M-Net decoder which they won in a competition was also removed.

They now have to scrape together R2 800 plus transport and storage costs before January 17 to have their belongings returned, otherwise they will be auctioned off.

The first lawyer's letters began arriving in the middle of 1994 and as the family couldn't afford to pay the school fees, Mrs Griffiths applied for state help.

"The problem is they take John's gross pay into account and that's not the money we have to spend," she said.

She was offered a reduction on school fees of R20 a child a month, but even that was not enough of a reduction.

In August last year the first summons arrived at their house. Mr Griffiths has also appeared in court on many occasions to explain his plight.

He offered to pay R30 a month,

but this was turned down by the magistrate.

He said: "I think we have been given a raw deal. It's totally unfair."

"Each time I have told them I can't afford to pay. It's not that I don't want to pay. I have been to the schools to state my case and they haven't accepted it."

He blames the Model C school system for the considerable increase in school fees.

"I would like to have my furniture back and I would like the debt of poor and middle-income white people to be scrapped and to start again from 1996."

He also believed the state should offer free schooling until Standard 8 and a restructuring of school fees.

"The government must pay 95 percent of fees," he said.

● A spokesman for the education department, Tim Gordan, said the department had not been consulted in this case and had no official knowledge of it.

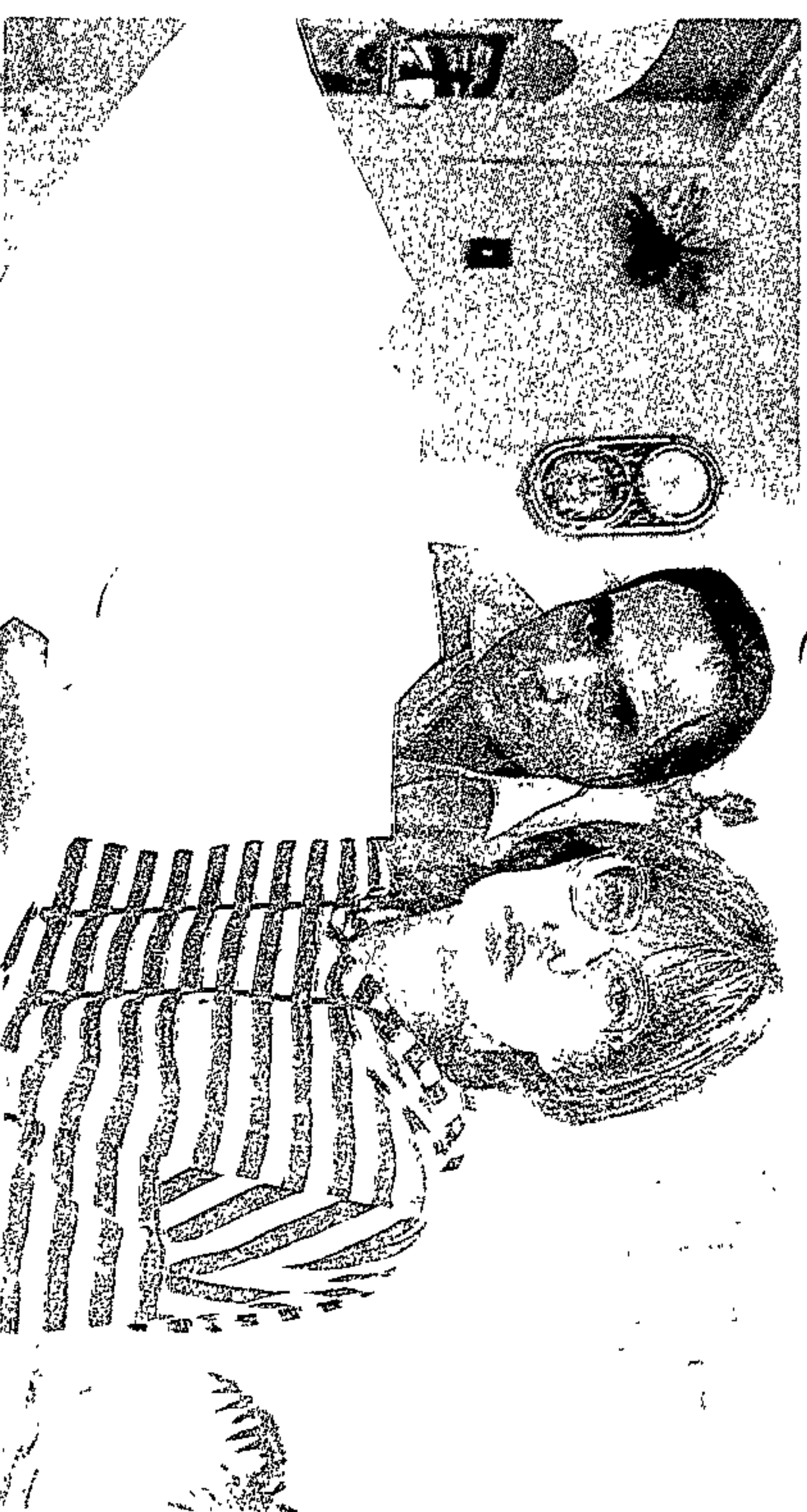
The department did not wish to interfere with the due process of the law. No new model for funding had been finalised yet and consequently there was no new law in place.

State-subsidised schools were entitled to levy fees, and the level at which they were set was a decision of the governing structures elected by the parents of the school concerned.

He said, where a debt was incurred, and the usual measures to elicit payment had failed, a school was within its rights to take recourse to legal action to recover the money owing.

He said if assets were being annexed, one had to assume the court ruled against the parents.

The schools could not be contacted for comment because they were closed for the holidays.



**DESPAIR:** A bleak Christmas is in store for John and Maggie Griffiths whose furniture was seized by the sheriff of the court. They show four warrants of execution against property notices they have received, and wait in fear of the next visit.

(50)

ARC 21/12/95



## Minister makes a plea for multi-language use in SA

(50) ARG 21/12/95  
SOUTH Africa's Arts, Culture, Science and Technology Minister Ben Ngubane has slammed single language usage as unacceptable domination in a democracy.

Dismissing cost and expediency concerns as excuses, Dr Ngubane announced he had set up a policy advisory group in his ministry to find ways of building a tolerance of multilingualism.

"The need for such a task group is essential in the light of the lack of tolerance of language diversity and the resultant multilingualism is a costly problem approach evident in some sectors of our society weighed against the fundamental problem of language empowerment in our democratic society," he said.

Dr Ngubane, a senior member of Inkatha, said he did not support

objections to official multilingualism.

"This approach leads to unilingualism and the unacceptable subordination of marginalised groups under a dominant group which we can no longer tolerate in a democratic South Africa," he said.

The eight-member Language Plan Task Group must report to Dr Ngubane by July 1996 on a coherent national language plan.

Dr Ngubane also said a statutory group, the Pan South Africa Language Board, would be appointed in the new year to monitor the constitutionality and content of any legislation, practice and policy dealing with language issues.

The tasks of the two groups were different, he said, adding there would be no duplication. —  
Reuter.

## Language group set up

Wyndham Hartley

(50) 21/12/95

CAPE TOWN — Language intolerance in SA has led Arts, Culture, Science and Technology Minister Ben Ngubane to establish a task group to advise him on language matters and to urgently prepare a language plan for the country.

Ngubane, who announced the formation of the "Langtag" yesterday, said that in past months it had become clear that there was a tendency towards "unilingualism" in the country which was contrary to the multilingualism provisions of the constitution.

He said there was growing criticism of unilingualism and a lack of tolerance of language diversity. All South Africans, he said, should have access to all spheres of society through the language of their choice. African languages which were marginalised in the past should be elaborated and maintained. These issues were aspects of the national language plan, he said.

Langtag will be headed by Western Cape academic Neville Alexander.

Ngubane said that, because of the urgency of developing a language plan, the task group had been asked to report before the end of July next year.

## SA travel industry represented at mart

Theo Rawana

THE SA tourism and travel industry would get exposure to the 420-million people of the seven-nation grouping, the Association of South Asian Nations (Asean), at a travel mart in Kuala Lumpur, Malaysia, in March, SA Travel Mart organisers said at the weekend.

The event — presented by consultant Marketing Resources and held under the auspices of the SA high commission in Malaysia and Malaysia Airlines — would be held in Kuala Lumpur on March 20, said Marketing Resources co-ordinator B P Tan.

It was the second in a series of travel marts to bring the SA and Asian travel industries together in a convenient one-stop session.

The inaugural mart held earlier this year attracted more than 60 buyers.

"The mart features business exchange sessions at which sellers representing different parts of SA will showcase quality travel products and services to a select group of buyers from most of the Asean member countries," said Tan.

At the mart, to be held at the Concorde Hotel in

the Kuala Lumpur CBD, each seller would meet individually with a buyer in a private one-on-one session at intervals of 10 minutes each. "The business sessions are strictly for registered sellers and buyers," Tan said.

He said the Asean region's economy was expected to grow by 7,8% with Malaysia, Vietnam and Thailand leading the way, followed closely by Singapore and Indonesia.

The seven-nation grouping had a burgeoning market of 420-million people enjoying vibrant economic growth and increasing levels of prosperity.

### Tourists

"Against a backdrop of eight consecutive years of high annual growth averaging 8,9%, the Malaysian economy is expected to repeat its strong growth next year with an 8,5% increase," Tan said.

In terms of purchasing parity, Malaysia's per capita income was estimated at \$11 328 this year; an increase of 14,2% over 1994.

He said about 18-million out-bound trips were made each year against an estimated population of 20-million.

Malaysians would spend \$1,87bn on overseas travel, he said.

"With the forging of special political, economic and cultural ties between the governments of SA and Malaysia, as well as the latter's policy of promoting south-south alliances, it is intended that Kuala Lumpur will become the leading Asian gateway to southern Africa," Tan said.

# Kopp Electronics Limited



# Language group set up

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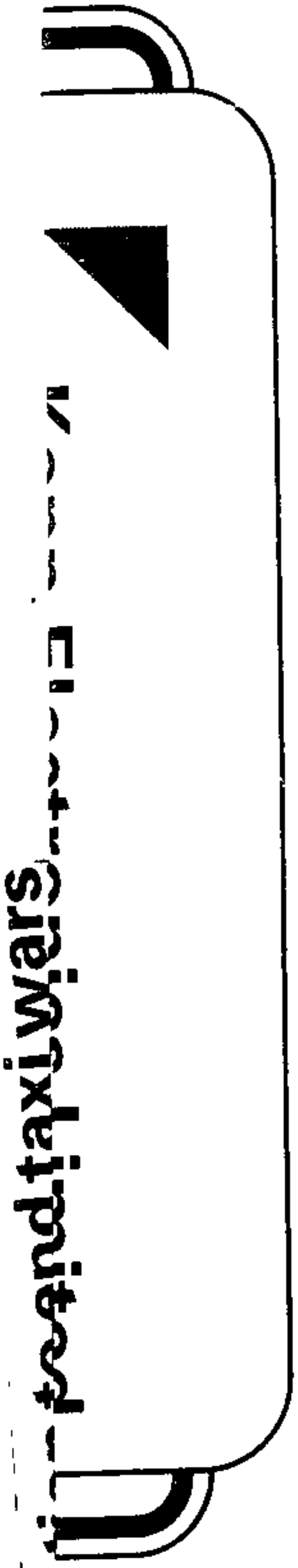
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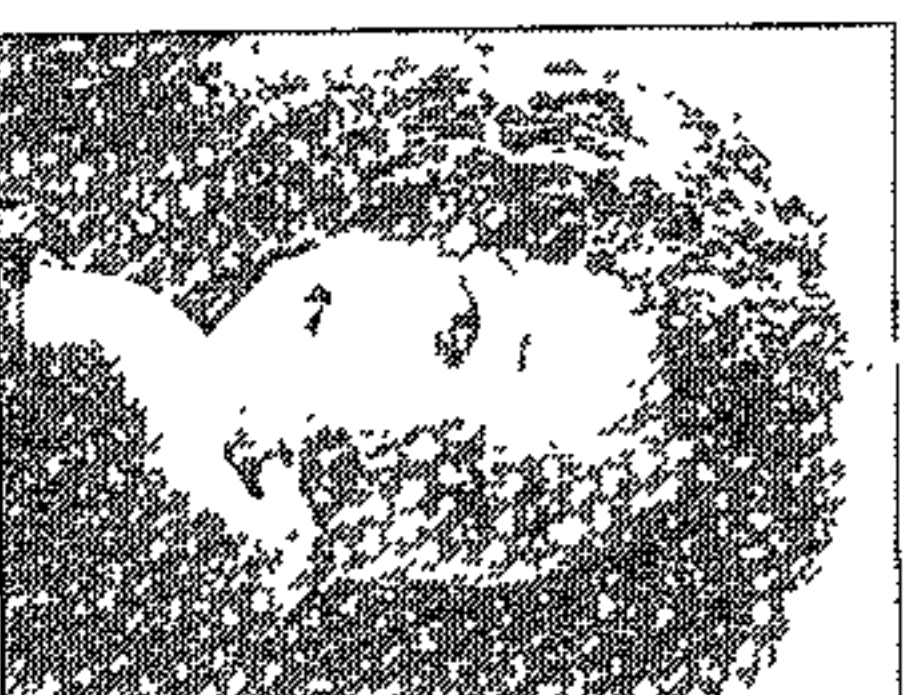
Business Day



# It was the year of peace in education

(50) Star 22/12/95

DEBBIE VAZBEK



The system has been thoroughly overhauled this year and will be able to meet South Africa's needs into the next century

By Lee-Ann Alfreds  
Education Reporter

Inevitably, education grabbed the headlines at the start of this year. Unexpectedly, it also made headlines at the end.

But the fact that education has constantly been in the news should come as no surprise.

From the introduction of non-racial schooling through student unrest and the future surrounding Wits University deputy vice-chancellor Professor William Malegapuru Makgoba, 1995 has been an eventful year for education.

## Fears of chaos soon proved unfounded

First, there was the introduction of non-racial schooling in January.

With the promise by provincial and national education authorities that no child of school-going age would be turned away from school, fears abounded that the school system would not be able to support the influx of children.

Yet despite dire predictions of chaos – and a few incidents of overcrowding – schools survived the opening and, subsequently, proceeded to enjoy the most peaceful year of schooling since the student boycotts of 1976.

Concluding with the opening of schools was the introduction of a new interim school syllabus.

This syllabus, which will be totally revised over the next few years, not only removed outdated and racist material from the old curricula, but also set new requirements for students to pass.

The new requirements, which include the passing of only one language for promotion to Sids 3, 4 and 5, led educator Suzanne Rees to remark: "The new system

will adapt to the needs of the child and not vice-versa, but this does not mean the minimum requirements will be abandoned."

The introduction of the new syllabus was also accompanied by the launch of a code of conduct for all township schools.

The code of conduct, mooted by the Congress of SA Students, was seen at the time as being vital to restoring a culture of learning and teaching in schools ravaged by unrest and ill-discipline as a result of boycotts and unrest.

Although its success has not been tested, the lack of disruption at township schools can be attributed, in some measure, to the code – not because of what it says, but because of the feelings that fostered it.

But, following all these "successes", came the first disruptions of the year in February and from the most unlikely sector.

Dispirited and disillusioned with the opportunities available to black matriculants, about 200 would-be teachers camped out at Daveyton College of Education (Gauteng) in February, demanding that they be enrolled as student teachers.

Despite a hostage drama and several tense moments, Gauteng education MEC Mary Metcalfe stuck to her guns and eventually won a compromise granting some of them access.

The problem of the surplus of mainly black teacher training col-

leges and teachers would, however, only be sorted out months later following a national teacher audit which found that SA would have to curtail greatly the number of teachers it was training.

In line with this thinking, new teacher training policy was outlined in October stipulating that a small number of first-year students would be accepted at teacher training colleges from next year.

The move, an attempt to limit the number of new teachers, was generally welcomed, but its full effect can only be gauged next year.

Following the trouble at Daveyton, however, came one of the highlights of education.

On March 1, Education Minister Sibusiso Bengu unveiled the white paper on education and training, which was to become the Government's policy on education.

One of the most important recommendations was the overhauling and refocusing of the education system, placing equal emphasis on academic subjects and practical training.

In terms of the overhaul, schooling would be computerised up to General Education Certificate level (our present Sids 7). Pupils who wish to study further could then go on to complete the Further Education Certificate which would be offered as a combination of secondary school programmes up to Grade 12 (the present matric), general and career-specific programmes and apprenticeships.

While several recommendations in the White Paper are still in the planning stage, the signifi-



In tune ... the first year of school for these youngsters, who are learning English from the radio, proved to be a peaceful and innovative one.

cance of the document lies in that it empowers Government to proceed in implementing major changes and bring about equity.

Instead of being allowed to bask in this triumph, the Government was almost immediately catapulted into what would prove to be the most demanding issue of the year.

In wave after wave of unrest, students and administrations clashed on several tertiary campuses around the country, leaving several students injured and damage running into millions of rand.

The unrest was only resolved after several weeks when Bengu agreed to investigate the establishment of a national loan and bursary scheme for needy students as a matter of urgency. He also convened meetings with sev-

eral student organisations in the aftermath of the disturbances to try and resolve the problems of admissions criteria and the transformation of universities and technicons.

Following the unrest, came April 1. On this day, all the formerly segregated education departments were replaced by a single department which would ensure uniformity in all education policy decisions.

Another landmark of April/May was the decision by teachers not to embark on a strike for better pay.

The strike, which had threatened to cripple the new education department, was only averted after teachers promised to accept

a 5% across-the-board increase this year in favour of a hefty increase in 1996.

The next milestone was recorded at the provincial education authorities, Gauteng unveiled the Draft Gauteng School Education Bill which replaced all the old apartheid laws still in place in the province.

Next to be announced were the National Education Policy Bill and the National Qualifications Bill.

Like the Gauteng School Education Bill, they are pending before the Constitutional Court despite their passage through the National Assembly and Senate.

But while their failure to be signed into law promises to be a hot potato next year,

Bengu's ministry can be comforted by the fact that his ministry is not responsible for the hitch.

Bengu can also comfort himself that headway has been made in several other areas, the first of which is the drafting of a new national school policy.

While the draft White Paper on school ordinance governance and finance is still under public scrutiny, it seems evident that a new policy which stipulates only two categories of schooling – independent and public – will be recognised in future. The public schools will be controlled by governing bodies with wide powers.

Other changes have also been effected in the sphere of language teaching and instruction in school

and several advances made in teacher/state relations.

An example of this is the new criteria influencing grading and the extension of the home owners allowances to married female teachers.

Last, but not least, was Bengu's launch of the National Student Financial Aid Scheme for needy students worth R300-million from next year.

The scheme will work largely to offset student unrest on campus next year and will be one of the most visible signs that the Government not only promises, but will deliver.

It also provides Bengu with the foundation he needs to build an education system that will take South Africa well into the 21st century.



# Free books for rural pupils – pilot RDP project is about to take off

(50) Star 23/12/95  
By PETER DENNEHY

Independent Newspapers is participating in a pilot RDP project to produce 125 000 decidedly different "school books", which will be distributed free of charge from next month to primary school pupils at 452 schools in the Northern Cape.

The books look like magazines, have colourful soft covers and are printed on good-quality newsprint, donated by Mondi (75 tons worth).

The books will come in two volumes, of 112 and 128 pages. They are workbooks, in that they can be written in, and much of the format is that of comics and magazines. The Northern Cape was chosen for the pilot project because its new education department is not tied by requirements such as that school books have to have hard covers or be made of a certain type of paper.

Also, deputy director of education Dr Zodwa Dlamini and her department were particularly enthusiastic about this partnership venture. She said this week that the books are not approved textbooks on the syllabus at this stage, but are supposed to supplement the education of 60 000 children between standards 2 and 5.

The pupils are spread out,

from Port Nolloth on the west coast to the Kalahari Gemsbok Park in the east.

If the project works well it could revolutionise the school books industry in this country. The Joint Education Trust (JET), a group funded by 15 of the largest companies in this country, will monitor the impact the books have on the children's education, and how well the books stand up to wear and tear.

"We are grateful for this kind of partnership," Dlamini said. "Alone, we would not have had the money and the capacity to do this. The Northern Cape is an underprivileged province, facing a lot of challenges. There is so much poverty that for many of the children this will be their only book, a prized possession.

"They in turn will be able to reward us, when we see them start to enjoy reading. Then all of us will be winners." She added that new editions of magazine-type school books could be produced far more easily than conventional textbooks could be changed. New ones could be brought out every few years.

The books are in English, even though most of the Northern Cape is Afrikaans-speaking. This was done deliberately, in an effort to improve English skills and arithmetic. The Educational

Support Services Trust (ESST) provided the content of the books, which are designed to be stimulating and fun.

The project, a year and a half in the making, is based on a 1984 experiment that has come to be known as "the Jamaican textbook miracle", according to project manager Peter Capozza of Khulisa Management Services. There, a newspaper company called Gleaner started a social responsibility project to address the issue of the government's inability to afford school textbooks. There, too, textbooks were printed on good-quality newsprint, and were distributed to more than 250 000 pupils.

The two volumes of *The Learning Adventure* and two volumes of *The Fun Book* will be launched in Kimberley towards the end of next month. Thirty-five teachers will be trained to teach from the books; eventually 2 000 teachers will be trained.

Among the supporters of the project are: Independent Newspapers Holdings Limited, Mondi Paper Limited; Shell Educational Services; the Southern Life Foundation; the Northern Cape Department of Education, Training, Arts and Culture; the JET and ESST; the Canadian Fund for Local Initiatives; and the Diamond Fields Advertiser.

# Education is now level - minister

(50)

Sawetan  
29/12/95

Sibusiso Bengu congratulates matric pupils for positive results

By Lulama Luti, Themba Sepo-  
tokele and Mokgadi Pela

**T**HE South African education system had stopped its downward movement and was now at a stable level, Education Minister Sibusiso Bengu said yesterday.

In a congratulatory message to matric pupils who passed in this year's exams, Bengu said the results reflected a stability that was beginning to show in the country's education.

However, the effects of the changes would not be felt in just a few months and the process would take between three to four years. He voiced dissatisfaction that the results of more rural provinces were lower than those of the other provinces.

"This shows that our decision to put more emphasis on the more rural provinces is indeed a correct one," he said.

The decision to equalise budgetary allocations to benefit the more rural

areas was but one of the steps taken and "the results indicate that we should continue in that direction", Bengu said.

In his reaction educationist Dr Gordon Sibuya said: "If it hadn't been for the learning disruptions of 1989 to 1994 we could have been having an even higher pass rate."

## Important issue

"The most important issue is not to revel at this increase in the pass rate but to establish programmes on the ground to accelerate the pace of learning among the black youth at the school level because it's obviously going to take a long time before they can be at par with their white counterparts."

"The fact that there's only one black pupil with three distinctions whereas there are probably hundreds of white kids with six or more distinctions shows that we urgently need knowledgeable, established and accredited black institutions of learning to take up this challenge."



By CAS St LEGER

RADICAL measures to rescue South Africa's ailing education system have been proposed by the Minister of Education, Sibusiso Bengu, following this week's shock fall in the matric pass rate.

Professor Bengu said he would ask the cabinet to act urgently by:

- Increasing the education budget by at least R1,28-billion;

- Instituting a single matric examination for all pupils for 1996;

- Including a "practical", job-oriented curriculum with practical examinations;

- Making integration of schools compulsory; and

- Implementing teacher upgrading programmes at all colleges, emphasising training in commercial, science, maths and technology subjects.

Results released this week showed that only 55,2 percent of matrics

passed this year — almost three percent lower than last year. This was despite the best pupil attendance record in years and changes in spending to favour black schools.

Professor Bengu said the public had expected too much from the changes in education. "There were no disruptions and we have a democratic government, but these are not reasons for education to improve," he said.

The National Party said the results were "highly disappointing", and criticised Professor Bengu for a lack of "clear vision of the new educational dis-

# Radical steps proposed for education after matric results shock

ST 31/12/95

pensation". Professor Bengu said the NP was "trying to hide" its role in the poor education system and in blocking the National Education Policy Bill.

Only 55,25 percent of 441 853 matric candidates passed, although Professor Bengu is confident this result will increase to 60 percent when the final

result is available in the new year.

About 10 percent of the results — candidates who wrote supplementary sub-

jects, late results, subjects still being collated, and those being investigated for cheating — still had to be calculated.

He has pledged that next year's matric candidates will all write the same examination — and he has predicted a 10 percent rise in the pass rate.

Professor Bengu said "sustained stability" for at least three to four years would be necessary for changes in the education system to be felt.

He intended to push for

integration at a cabinet meeting in February.

"Integration of schools will no longer be voluntary after February," he said.

His next step would be to ask for more money to finance ambitious plans ranging from curriculum changes to upgrading of teachers.

"We are going to need at least another four percent — if not more — on our budget next year."

This year's education budget was the largest ever, with 26 percent of the state Budget — R32,1-billion — going to education, an increase of 0,5 percent from the previous year.

This year's countrywide pass rate mirrors that of 1992, a year marked by school boycotts, although it is an improvement on 1993's 51 percent, the year of teachers' strikes.

The province with the greatest number of candidates fared the worst. The 122 570 Northern province candidates came bottom of the class at 38,64 percent. The 30 718 Western Cape scholars fared best, with 84,27 percent.

The province most affected by violence, Kwazulu Natal, came in second with 76,64 percent.

CLASS OF '95

STILL KNOCKING ON THE DOORS OF LEARNING

■ See Page 4



# The classes of 95

THE 1995 matriculation results bring to mind a hoary business adage advising that if you have a problem, throw a whole lot of numbers in the air. Nobody is going to know what you are talking about when they all come down again.

The truth is it was pretty much apartheid business as usual in the new South Africa's education system in 1995. In Gauteng, for instance, what used to be Transvaal Education Department schools were examined according to one standard, the former Department of Education and Training's schools wrote a different exam, as did the schools under the old Indian House of Delegates, and the coloured House of Representatives.

Government statements have focused on national averages and across-the-board performance but, as one educationist put it, "they are comparing not only apples and pears but also water-melons and Liquor-fruit. Standards continue to differ wildly".

Nevertheless education authorities insist that a single and integrated education system holds sway in the new South Africa.

"The old departments, the DET and the TED and so on, they don't really exist," says Lincoln Mali, spokesman for the Department of Education. "They are former departments; they performed an agency service, as educational and examining bodies, because the new provincial departments did not have their apparatus in place. But they don't really exist."

Verbal gymnastics aside, apartheid discrimination in education did continue in 1995. Through minor revision undertaken in 1993, school syllabuses have been cleansed of some of their more obviously racist elements, but different syllabuses, different textbooks and different expectations continued to apply within the former departments.

The crunch has simply been deferred to next year. And it has been hidden, according to insider estimates, the real pass rate in the former DET schools was unlikely to have been much above 30 percent.

The Minister of Education, Sibiso Bantu, says that in 1996 a single, unified set of matric exams will be written by all pupils — at least within any particular province. No distinction will be made between pupils who came from provincial departments did not have their apparatus in place. But they don't really exist."

who asked not to be named, "You've got people with wildly different educational attainments, people coming out of systems designed to be different, who are suddenly going to be asked to perform at the same level.

"You've got a simple choice either you set an exam where a reasonable percentage of ex-DET pupils will pass — and risk having the more privileged checking in with 98 and 99 and 100 percent pass rates — or you set one that just about everybody from the old DET system failing. It's hard to see the middle path."

Others, also asking to remain anonymous, are just as despairing. "It is only in the last two years that the same amount of money has been spent on educating black kids as on whites," says an authority involved in education transformation.

"In the townships and rural areas education is still rooted in Bantu education, education for inferiority. It's one thing to begin the process of integration by putting black kids into white schools, but you're not going to change the culture of schools in the townships overnight."

For instance, he says, there are a number of township schools where, despite the fact that there was no disruption in education in 1995, there was also hardly any teaching.

"Teachers aren't assessed according to performance, only qualifications. So many of them just get on with their Unisa work while the students do whatever they feel like."

However, other educationists are somewhat more upbeat. "Basically all the education departments we have in place fail anyway to examine what the pupil knows," says Dave Adler, the national director of the Independent Examination Board. "They all focus on how much the pupil can regurgitate. It's just rote learning, the difference is what the pupils are learning by rote.

"We've found that, given adequate teaching, kids from the DET cope relatively quickly with new demands."

Meanwhile, the Department of Education says it will begin in 1996 to implement more sweeping changes as contained in the National Qualifications Framework programme.

This seeks to broaden the existing system which, as Mr Mali puts it, "sets up students to fail, streaming them all through a single academic matriculation."

The new system will acknowledge technical qualifications as well as other attainments, and create a series of differently channelled "exit points" from the pedagogic machine.

Such changes will, however, begin to have an effect only by about 1998. And so will envisaged reforms within the school curriculum, designed to make it more user-friendly for the formerly disadvantaged, says Mr Mali.

The department convened a national education transformation forum in 1994 to design syllabuses appropriate to the new society — specifically to reroute education away from an alternating European orientation and towards the experience of our multicultural society.

Although the new core curricula arising out of this initiative were approved in principle earlier this year, Mr Mali confirms that they have been put on hold for 1996. The old syllabuses will continue to be used; the single education system will be basically that used in the past by the white education departments.

It will be education crisis as usual.

"It's not going to be an easy year," Mr Mali says. "But we'll have to bite the bullet."

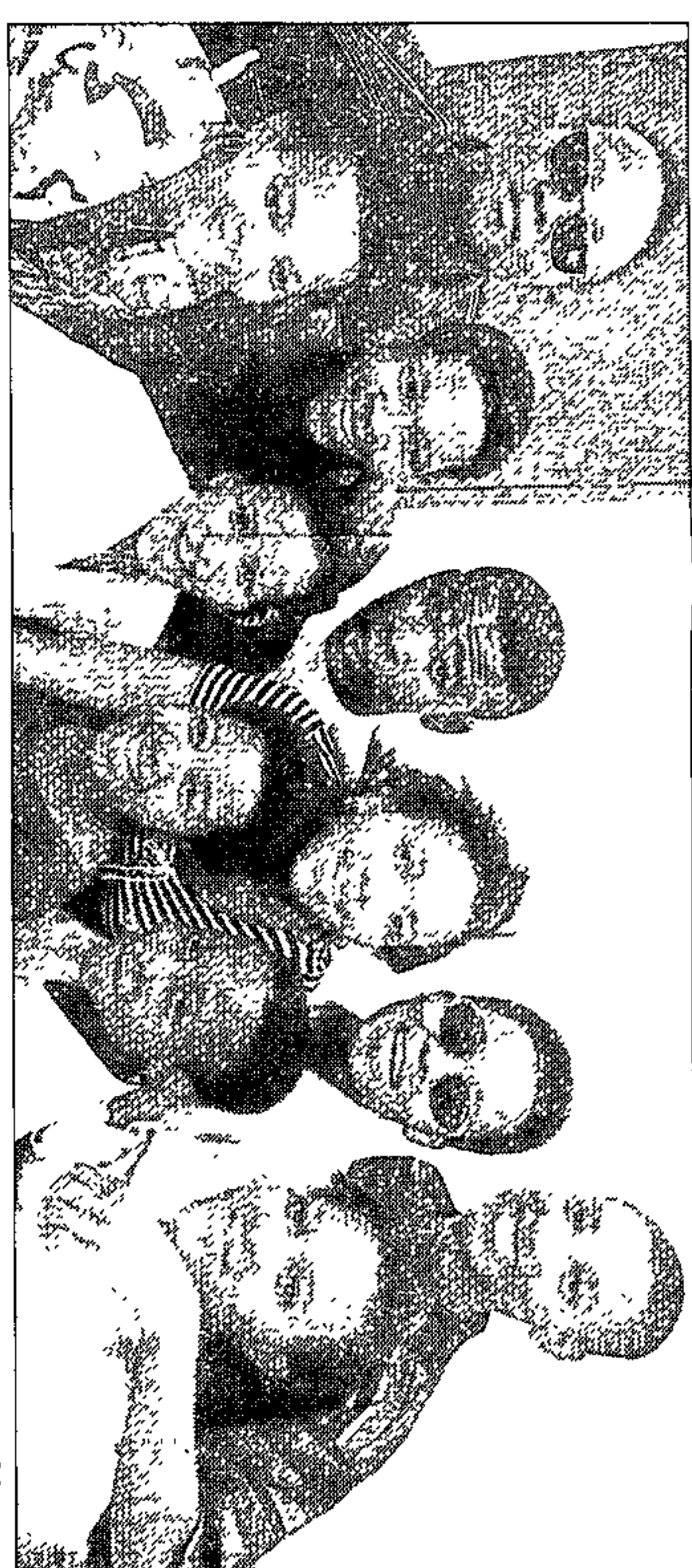
## Still knocking on doors of learning

ET 3/12/95

THE SUNDAY MORNING

ASSESSMENT  
BY IOR POWELL

(50)



TOP TEAM... Thembi Buthelezi with some of her pupils

Picture: JOE SEFALE

## Gardener plays his part at top Soweto school

By ANDREW TRENCH

DANIEL MOKOTO, the gardener at Reasoma High School in Protea North, Soweto, has reason to be proud of the school's 98 percent pass rate. He also plays his part in educating the pupils. When he is not pottering in the school's immaculate grounds, he mans the front gate, preventing any pupil from bunking out.

"I check to make sure they have a note from the teacher," Mr Mokoto, 50, says proudly. "Before, we would let some boys out and they would come back drunk."

But not anymore. Things are quite different at Reasoma these days. Thanks to Mr Mokoto, principal Thembi Buthelezi's iron rule and dedicated teachers, in this year's matric exams Reasoma High soared where others failed.

With a pass rate of 98 percent, 13 distinctions and 68 exemptions it was the top school in Soweto and among the best in the country.

The school's success was not instant, but was founded on a recipe made up of large dollops of dedication, respect and discipline, right down to wearing a proper school uniform, says Mrs Buthelezi. Pupils know that to arrive for class dressed improperly means being sent straight home.

Sifiso Ndaba, 17, knows how the discipline has paid off. With two unemployed parents, his future looked dim, but with a distinction in accounting under his belt his sights are set on a diploma in cost and management accounting.

"It was tough when you compare it with other schools," he reflects. "It was tough to go down the street in your uniform and other kids would laugh and say we were stupid. They were laughing at me, now I am the one who is happy," he says.

He knows his success would have been unlikely were it not for the single-minded determination of Mrs Buthelezi and her particular style of discipline.

"It's not popular," she acknowledges. "But I came from a school in Soweto with problems that I could see were because of a lack of discipline. If teachers are not disciplined then you can expect nothing from your students."

She says the problem with education is that the teachers are not yet on the right track and pupils have yet to realise that the time for toy-toying is over.

"The time for education is important, there is nothing they can do without it. I just hope that with

the new government they will leave the politics to the politicians and stay at school. Teachers should not teach for the sake of their principal, they must do it for the sake of the nation."

Maths teacher Chris Neala is one teacher who is not willing to face the wrath of his principal. "If I am late as a teacher and the principal spots me, she will read the riot act to me. How can I expect the kids to care when I come late?" he says.

"I sometimes feel like laughing when I go to union meetings and I hear principals are doing all these negative things which I do not experience," he said before moving off to dance and joke with his pupils as they celebrated at Mrs Buthelezi's house.

For Sifiso his time at Reasoma High is over, and he says he is a little sad to be leaving the school. "It is like a home... we worked to make the school what it is and we dedicated ourselves to our studies," he said.

As Mr Mokoto, who has a Std 5, watched the new matriculants dancing it seemed he might have wanted to be in their shoes. "No," he insisted, "I cannot learn any more." Instead, next year he will go back to his plants and guarding his gate, doing his bit for Reasoma High's ultimate goal — a 100 percent pass rate.