

EDUCATION - GENERAL

1997

R500 MILLION MAY BE SLASHED FROM SCHOOLS

Olckers fears one third education budget cut

(50) 2/1/97
BUS SERVICES for pupils and the provision of security at schools are some of the services that may have to go, under an education budget cut. **CAROL CAMPBELL** reports.

THE Western Cape education budget could be slashed by at least R500 million this year, Education MEC Mrs Martha Olckers said yesterday.

This amounts to a third of the province's education budget.

Last year Olckers' budget was R1,3 billion. She will not know exactly how much she has to dispend this year until Finance Minister Mr Trevor Manuel delivers his budget speech to Parliament in March, but she is working as if she will get a R500m cut.

"I know Education Minister Dr Sibusiso Bengu is fighting for more money because he is having to cut funds to universities and technicians. We are hoping our loss won't be quite this big."

Despite Olckers' cautious optimism, it is unlikely the national government will have "spare" cash for the Western Cape (or Gauteng) which it regards as wealthy. Rather,

provinces such as the Eastern Cape and KwaZulu-Natal, which have vast and desperately poor rural populations, are likely to receive the biggest slice of the budget.

Western Cape Premier Mr Her-nus Kriel said this week he expected a R1bn cut in the provincial budget this year because of the government campaign to redistribute resources to poorer areas.

Although the national government does not prescribe to a province how it should spend the money it is allocated, health and education, the two biggest portfolios in the Western Cape, will have to absorb the impact.

Already Olckers has dismissed 6 000 teachers in the province (6 000 more will go over the next four years) and, she says, she is not prepared to cut staff again.

Instead, services which the Western Cape provides to other provinces — such as places in

reform schools or places in schools for the disabled — will be stopped.

Locally, bus services for pupils, security at schools and the upgrading of classrooms could also be halted. The number of school books bought will also be cut.

While the high matric pass rate (80,7% of matrics passed last year) was cause for hope, Olckers warned that it was becoming a problem.

"Standard nines and failed matric pupils in other provinces see our high pass rate and flock to the Western Cape to attend school.

"They see this province as the place to get a good education. There is nothing we can do to stop them."

Besides the influx of pupils, an added burden was the salaries of teachers who had applied for "redeployment" to other provinces, but who had not yet been given jobs.

"If we don't get more money, education is going to disintegrate into something terrible.

"At this rate, private schools will be the only places in South Africa where a child can get a decent education," Olckers said.

BETTER FACILITIES, TRAINING FOR TEACHERS

New deal for disabled kids

TEACHERS are to be trained to teach children in need of special education and all schools built in future will have wheelchair ramps. **CAROL CAMPBELL** reports.

A NEW education deal is on the cards for disabled children and young offenders but policy-makers have assured parents their children will not be "dumped" in mainstream schools to save money.

Professor Sandy Lazarus, who is heading two government investigations — one into special education and training and the other into support services for the disabled — said special education had been neglected in the past.

Government research had estimated that 50% of all school-going children were not benefiting from the existing education system and need "special education".

"This figure has been inflated by 'Bantu' education, poorly trained teachers and a weak curriculum.

"As education is revamped and

children are given relevant lessons by better-trained and motivated staff, things will improve," Lazarus said.

The Western Cape Education Department's director of special needs education, Dr Matthi Theron, said that in most countries about 15% of pupils needed special education and in the Western Cape less than half of these pupils were receiving attention.

"Our budget for special schools is R250 million. We will not be given more money but will still have to double the work we are doing.

"I really believe this is possible with proper management and the effective use of resources."

The province funded about 80 "special schools", which was almost as many as the rest of the country put together. Because of

this, the Western Cape was subsidising the education of hundreds of children from other provinces — at enormous cost.

"We have billed the departments using our schools but ultimately they must build their own schools and take responsibility for their own children," Theron said.

The recommendations from the special education and training commission are to be handed to Education Minister Dr Sibusiso Bengu in October this year.

Commissioner Mr Sigmoney Nalcker, a much-published author on special education, who is working with Theron in the education department, said most commissioners favoured a thorough, rigorous and consultative approach when coming up with a policy for special education.

"This means that whatever we do, we want to help pupils integrate into society in a democratic and responsible manner. It does not mean we are going to thrust children in need of special educa-

tion into the mainstream schooling system.

"If children can fit into the mainstream system they will be given all the support they need and teachers will be properly trained."

Teacher training, curriculum development and a host of other issues relating to special education would all come under discussion during 1997.

"Our goal is to create an ethos of acceptance and mutual respect in society — you do this by starting with children at school," Nalcker said.

Theron said all new schools being built in the Western Cape would include ramps for wheelchairs and appropriate toilet facilities.

Remedial teachers were also being trained as facilitators who could train public school teachers to teach children with disabilities.

"In the long-term we hope to have public school teachers who can use sign language and read Braille," Theron said.



The toughest
year yet —
Education
chief

SA enters new era in education today

SCHOOLS enter a new era in SA education today, local universities have warned of delays in registering first-year students. Education Writer **CAROL CAMPBELL** reports.

A NEW era in education begins for South Africa today when schools in seven of the nine provinces open.

Also, Western Cape Education Department chief Mr Brian O'Connell has warned that this year will be the "toughest yet".

As the new Schools' Act — passed by Parliament late last year — comes into effect, decades of segregated education will end, but teachers and pupils still face some high hurdles before schools run smoothly.

In the Western Cape, teachers will have to cope with far bigger classes after 5 900 teachers left their jobs last year for government "severance packages".

A R500-million cut to the province's education budget is expected in March as the government concentrates its spending on provinces with vast poverty-stricken rural areas.

This year more than 900 000 children will attend school in the Western Cape — about four per cent more than last year. The number of new grade ones (Sub As) in the province is still unknown.

About 1,7m grade ones are expected to enrol at schools nationwide.

To accommodate more children, 38 new schools and 400 new classrooms were planned for the Western Cape and would be paid for with funds from the RDP, O'Connell said.

These schools and classrooms would mostly be built in the townships, where there is still widespread overcrowding.

O'Connell said problems were already surfacing at certain schools in the province and these had to be tackled with "a positive attitude".

"The Western Cape will go through a punishing time as we accommodate changes in education. There will be those who will

not co-operate, but overall the education system will be improving all the time," he said.

At Worcester, the new principal of Fisselen Park School, Mr Michael Le Cordier, was prevented yesterday

Added financial burden for parents

PARENTS face an added financial burden with the start of the new school year today.

● It costs at least R800 to dress a high school pupil in brand new school clothes.

● School fees vary from as little as R10 a year in the townships to R4 500 a year at top public schools in the more privileged suburbs of Cape Town.

● Because parents have a greater say in the running of their schools, they can determine what they pay in school fees.

● If a parent cannot afford school fees, the child cannot be refused entry at the local school — but unless a parent has good reason not to pay, he or she can be sued by the school for the money.

● At the end of this year, Education Minister Dr Sibusiso Bengu will decide whether or not parents can continue paying higher school fees to employ extra teachers.

day from entering the school grounds by some teachers and parents who were unhappy with his appointment — despite an earlier agreement with the department.

There was some concern at Parkdene School at George over a departmental decision to delay deciding on the appointment of a new principal.

After the first 10 schools days, the provincial department would do a head count of the pupils at

schools in the province and how many teachers were needed.

Teachers who had applied for redeployment as part of the government's rationalisation programme would continue teaching at their old schools for the time being until new jobs could be found for them.

"We have 3 535 vacant posts in the Western Cape and we have received 35 000 applications — so it is going to take some time before we have waded through the paperwork," O'Connell said.

The education departments in other provinces have not yet supplied the province with lists of their vacant posts.

KwaZulu-Natal and Eastern Cape schools open next Tuesday.

● The universities of Cape Town and Stellenbosch are expecting delays in registering first-year students because of widespread problems in the release of matric results.

Many matric pupils throughout South Africa received incomplete results after all education departments used a new computer system to administer their marks.

Yesterday, UCT registrar Mr Hugh Amooore said local candidates, who were anxiously awaiting the results of their applications to UCT, should receive an answer this week.

The vice-rector: academic at Stellenbosch University, Professor Walter Claassen, said the problem would only affect the registration of students and not their admission, which was based on their Std 9 results.

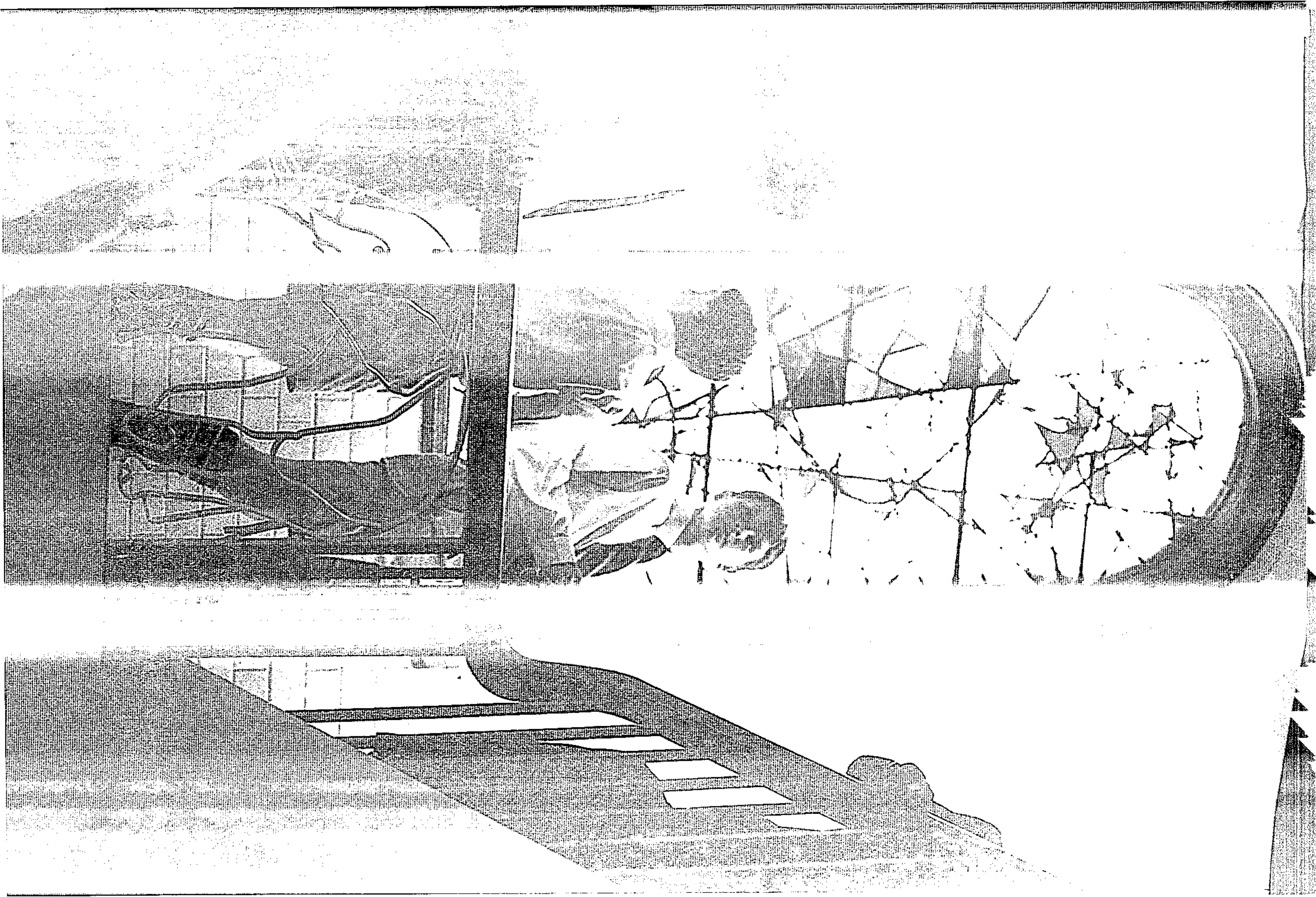
Students would be registered pending the availability of their full results. "If students then fail to produce their results, they will have to leave the university."

Claassen said he was expecting a list of "cheaters" from the national education department to prevent them from gaining entrance unfairly to the university.

UWC spokeswoman Ms Belinda Glass said letters to successful applicants were posted at the weekend.

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School explore their new school. They were the

for "orientation". PICTURE: GARRH...

schools

(50)

Migration into Gauteng puts an additional strain on scarce resources with up to 2,7 million children enrolled today

By **LEE-ANN ALFREDS**

At least 80 000 new pupils are expected to flock into Gauteng schools at the start of a new academic year today, putting further pressure on a department of education already buckling under the pressure of severe overcrowding.

The picture of impending chaos was painted by education MEC Mary Metcalfe yesterday when she outlined "key tasks" for the coming year. This morning schools in the south of Johannesburg and Pretoria were reported to be bursting at the seams.

Principals of Mulbarton, Mid-Ennerdale and Meredale primary schools and Mondeor and Mamelodi technical high schools said their schools were 100% full, but that they were still accepting as many pupils as possible.

Several principals said they were also turning pupils away.

Enrolment at schools in the north of Johannesburg was largely proceeding smoothly.

According to Metcalfe, at least 100 new schools are needed in the province. This figure, however, does not include classrooms for about 45 000 pupils who failed their matric in 1996 and will probably try to repeat.

Metcalfe said there were also about 150 000 children not enrolled at school, generally those in need of special education or living in areas where there were no schools.

The demand for classrooms is expected to be met in part by 53 schools under construction, and 23 in the planning phase. Seven-

teen schools were built last year, according to the education department.

But this will not meet the needs of a pupil population already huge and still expected to grow by 4% this year, said Metcalfe. Between 2,3 and 2,7 million pupils are enrolled around Gauteng.

"We are not going to be able to keep up with the backlogs, not this year, not next year, not in the (immediate) future," Metcalfe said. "The backlogs are entirely understandable. They will be ad-

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**At least 100
more schools
are needed in
the province**
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dressed as we achieve economic growth. We hope to see in the next 10 years every child in a classroom, but until then, we are working to make sure resources are used adequately."

Metcalfe said the soaring enrolment was largely the fault of interprovincial movements, which saw large numbers of people moving into Gauteng each year.

Last year migration swelled enrolment in Gauteng by 32 588, which placed a huge burden on the education system.

But while officials are pre-

pared for it this year, Metcalfe indicated it would be difficult to target specific areas because pockets of enormous pressure existed throughout the province.

Areas where the shortage of space was most likely to be felt were Orange Farm/Palestine, Etwatwa and Soshanguve.

Problems are expected in the south of Johannesburg where, The Star has been told, schools were flooded by calls yesterday from parents seeking accommodation for their children.

The area has apparently experienced a surge in housing development, which has placed severe stress on existing schools.

In addition to the headache likely to be created by overcrowding today, Metcalfe said schools would also be starting the year with a shortage of textbooks. She attributed this to a glitch in tender procedures. Stationery, however, would be available.

Metcalfe warned that students wishing to repeat matric would be accepted only after Standard 9s, entering matric for the first time, had all been accommodated.

Also, no school would be allowed to turn away children because of their race.

Her 1997 goals were:

- The establishment of school governing bodies at all schools.
- Establishment of a Gauteng education and training council.
- The implementation of the new curriculum.
- Meeting resource backlogs.

Metcalfe also warned that the department would be monitoring the attendance of pupils and teachers carefully.

Cutbacks squeeze W Cape schools

(50) ARU 15/11/97

SABATA NGCAI
EDUCATION REPORTER

The opening of schools in the Western Cape was greeted with trepidation by teachers grappling with bulging classrooms caused by government cutbacks of teaching staff.

Principals at several schools expressed concern that teachers this year would be overburdened with work because of bigger classes.

They predicted possible tension among staff members vying for positions vacated by heads of departments.

Sea Point High School principal Philip Gurney described the situation as "stressful and disturbing". He said among the seven teachers the school lost were three heads of department with 60 years' experience between them.

Mr Gurney said classes had up to 52 pupils each and there would be more work for the remaining staff.

Garlandale High School in Athlone lost five teachers. "They were experienced, committed and placed the school where it is today," said principal Eddie Snyders. "It would be disastrous if the Department of Education proceeded to phase two of rationalisation without evaluating the damage caused by phase one," he warned.

Guguletu Comprehensive Secondary School lost four teachers and principal Bongani Xhotyeni said the posts had been advertised. He was concerned that "tension and conflict could develop" if the head of department positions were filled by teachers from outside the school.

Children cram into classes but most schools cope well

(50) Star 15/1/92

Insufficient registrations and shortage of teaching staff put pressure on as hopefuls queue up for an education

By LEE-ANN ALFREDS

Late registration by hundreds of thousands of pupils in the province yesterday marred what would otherwise have been a triumph for the embattled Gauteng Department of Education.

Officials said it was the smoothest and most orderly return to school in years, but the late registrations provided minor hiccups.

Despite warnings of severe overcrowding by Gauteng Education MEC Mary Metcalfe, schools in the province seemed firmly in control of the situation as staff went through the process of registering, transferring or placing pupils in classrooms.

Signs of order were obvious from early on in the northern suburbs, where assemblies and staff meetings were held shortly after schools opened.

"No, there are no problems," said Fairway Primary School principal Reg Hawkins. "All we have are a lot of excited parents and children." He attributed the smooth opening day to the advertising and planning by the school since August.

The first day of school also went smoothly at Rand Park and Northcliff high schools, where a few late-comers were reported to have arrived in search of places.

Demand for space was more obvious in schools south of Johannesburg.

Mulbarton Primary School principal Kevin Lavery said there was a long queue at least half an hour before opening.

He said that while he had classrooms to accommodate all the late-comers, he did not have enough teachers in the event that all pupils were admitted.

Mid-Emmerdale Primary School principal Renaldo Bihika said he had been forced to turn away children because he did not have enough teachers.

Problems were also experienced in Pretoria, where Mamelodi Technical High school principal John Pitsi was at his wits' end about the queue of about 100 pupils outside his office.

The situation was vastly different in Orange Farm - one of the areas named by Metcalfe where



LINDSAY YOUNG

Whole new world ... a youngster appears more enamoured with his lunch than his classmates on the first day of school at Sifilile Primary in Orange Farm.

the shortage of classrooms was most dire - and neighbouring Sebokeng, where schools concentrated on registering students.

The problem was especially acute at high schools where students mobbed tables manned by teachers and principals.

"It's terrible, horrible really," said Jubilee Secondary School principal Abel Mafika. "We can't keep up with such a lot of children asking for admission when the school reopens because they were supposed to register last year."

Late yesterday, after meeting with her district directors, a jubilant deputy head of education, Thandi Chaane, confirmed that this year's opening of schools had been the smoothest experienced since the department took over

the control of education in the province a few years ago.

But Chaane said problems had marred what would have otherwise been a perfect day. These she named as overcrowding in certain areas, late registration by particularly high school pupils, and migration from area to area.

"The one thing that was quite exciting was that the first-years had a smooth sail," she said. "We have respect for parents who registered their children on time."

Chaane appealed to parents not to go from school to school, seeking accommodation for their children. Instead, she urged them to go to a district office where "we will do the placement".

Two student organisations, the South African Democratic Teachers Union and the Association of

Professional Teachers, also welcomed the lack of chaos.

Sadtu provincial organiser Xolani Mduna said visits to school had not revealed any hiccups. He said that while overcrowding had been problem at a number of schools he had visited, registration had proceeded smoothly.

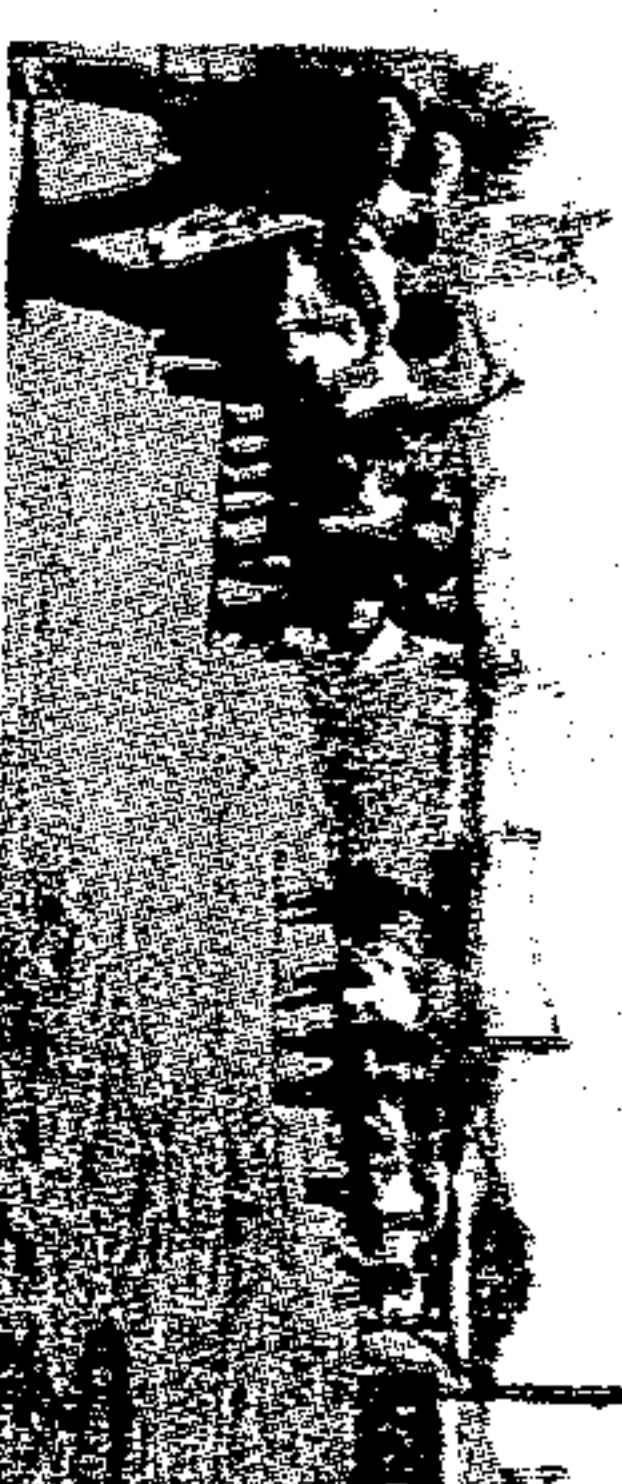
APT executive director Hugo Ackerman said the only real problem encountered with the opening of schools had been late registration. "There are many students who only want to start registering now," he said. "If we could get into the habit of registering at the end of December it would make a big difference."

Two student organisations, the South African Democratic Teachers Union and the Association of

Soweto and Diepkloof
1991 CSS census: Population: 800 000
Latest guesstimate: 1,5 million
Just over 300 schools

Jhb
CBD

Soweto Diepkloof
Southern MSS



Orange Farm school children

Tight is all right, say Orange Farm parents

For children, parents and teachers at schools in Orange Farm, south of Johannesburg, overcrowding is a fact of life as old as the settlement itself.

Yesterday, despite indications that schools in the fast-growing settlement were once again headed for a year of being forced to study outdoors and having to share a hall with several other classes, children milled about happily in the sun.

Even parents saw no wrong in the cramped conditions.

"I'm just happy he has a place in school," said one mother. "I am not worried about the conditions." - Staff Reporter.

► Report and picture

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Orange Farm

Orange Farm
1991 CSS census: Population: 50 000
Latest guesstimate: 600 000
At least 21 schools

Private schools have trebled since 1990

(50 of 16/1/97)

THE NUMBER of private schools is growing as government schools face cutbacks and teacher retrenchments. Education Writer **CAROL CAMPBELL** visited one of the new schools.

THE old slave bell on the wine farm Vredelus will soon be summoning the pupils of Somerset College to school on the estate in the mornings.

The tolling of the bell is the realisation of a dream for the pupils' parents, who have struggled for two years to open an "independent" high school in the Somerset West area.

Yesterday, in the old building that once housed great wine vats, 70 children sang their school song for the first time before heading off to their classrooms in the cellars and a cow shed.

Somerset College was not the only new private school to open in South Africa this year: the Independent Schools' Council have received a "substantial" increase in applications for membership.

Mr Mark Henning, the national director of the council, said membership of the organisation had grown from 60 schools in 1990 to 200 this year.

"There is a lot of unfounded fear about public education, caused by uncertainty, the magnitude of the problems facing education and the shortage of money to solve these problems."

"The new Schools Act means parents and the state can run schools in partnership, so good quality education will not just disappear."

Schools such as SACS, Westford High School, Rustenburg Girls' High School and Rondebosch Boys' High School (to name a few) would stay good schools, he said.

Somerset College school board member Mr Louis Meils said helping to found the new school (which is a member of the Independent Schools' Council) had

made him realise how much money the state had pumped into "white" education in the past.

"We took it all for granted."

"Now, if we want to give our children the same quality education the privileged government schools offered in the past we must be pre-

pared to make sacrifices and pay."

The R2,7 million it took to buy Vredelus, the wine estate on which Somerset College is housed, came entirely from parents and one parent, Mr Tony Faberer, a Zimbabwean industrialist, guaranteeing the purchase.

Faberer's own wine estate, Avontuur, will manage the vineyards on the Vredelus estate.

The school's principal, Mr David Wynne, formerly the head of Diocesan School for Girls in Grahamstown, said the struggle to open the school was far from easy.

The Stellenbosch Winelands Council objected to the new school on the grounds that it would spoil

the rural nature of the area and encroach on valuable farm land.

"Only in November last year were we finally given the go ahead."

Henning said schools such as Somerset College would succeed because they were based on a "sound sense of community".

"To open a school simply because you fear the changes taking place in education or have retired and need something to do is not enough."

Good schools needed communication between all involved, discipline, a sense of justice, fairness, plenty of hard work and "celebration" of even the smallest achievements of their pupils.

"When a Sub A pupil loses a baby tooth the teacher should make a fuss of him, as it is those little moments of celebration that make a child's education memorable."



EXCITED: Somerset College pupils (above, from left) Felicity Kilpin, Jamie Leslie, Kate Close and Gareth Williams get to know their new principal, Mr David Wynne. **LEFT:** The pupils of Somerset College, a new independent school on the wine farm Vredelus, listen to a speech by school board member Mr Meirion Williams at the school's first assembly yesterday.

PICTURES: ANNE LANG

Building stands empty after staff battle

OWN CORRESPONDENT

PRETORIA: While problems of overcrowding continue unabated in Soshanguve, one high school in the area is standing empty as department officials negotiate about its future use.

Vullngqondo High School has been standing empty since April last year after its principal was suspended because of serious differences between him and his staff. He was accused by staff of

organising social functions at which pupils were given liquor, and even intervention by Gauteng Education MEC Ms Mary Metcalfe failed to resolve the conflict.

Eventually the department decided to close the school, amid protest from parents and pupils.

Now the department is considering using Vullngqondo as a finishing school for matriculants who failed their exams, according to the district director for the Soshanguve and Wonderboom areas, Mr Moses

Nkonyane.

"The plan has not been finalised, so we can't announce it yet. We are still discussing the issue with stakeholders," he said.

One of the teachers — who was transferred with the rest of the staff when Vullngqondo closed down — said the school's former pupils had nowhere to go and were becoming disheartened at the situation.

He asked to remain anonymous for fear of victimisation.

Solution to overcrowding

PRETORIA: An unusual solution has been found for the lack of English schools in Pretoria North — Afrikaans schools in the area have agreed to open additional English classes.

Each Afrikaans school has taken on one additional English class and parents with several primary school children could find themselves taking their children to different schools each morning.

District director Mr Moses Nkonyane said they overlooked the magnitude of the problem of overcrowding at secondary level.

The Soshanguve area was hardest hit by overcrowding and this would alleviate the problem.

School robbed of R31 000

POTGIETERSBURG: Students and teachers at Harry Oppenheimer High School near Potgietersrus started their school year in an unusual way on Tuesday when five men robbed the school of R30 980.

Police said five masked men ordered students and teachers to lie down. The robbers, two of them armed, demanded the keys to the safe and took the cash.

Their getaway car was later found near Pretersburg but no one has been arrested. — Sapa

But Nkonyane said the department was still discussing the best way to use the school. The possibility of opening a primary school had been mentioned but there was already one in the same area, he said.

A similar school to the one currently under consideration for failed matriculants had been opened in the area in 1995 but had since closed down owing to financial constraints, Nkonyane said.

Schools policy needs swift review

ALLISTER SPARKS

THE Education Department's policy of encouraging the retrenchment of school teachers is one of the most bizarre acts of national self-immolation that it is possible to imagine.

Here is a country that desperately needs teachers, perhaps more urgently than anything else, yet it has just retrenched 12 000 of the best of them — and is set to lay off thousands more in the course of this year.

This is sheer madness. It is rather like a man in the desert dumping his water bottles to lighten his load.

What makes the policy even more inexplicable is that it comes from a department that has otherwise done a good job. One that has moved South Africa from segregated to integrated schooling, and from partial to mass education, in just one year.

Thousands of schools have been integrated all over the country, including the most conservative areas of the plateau. And it has happened almost without incident — with only one brief protest demonstration by a handful of right-wing parents at a school in Potgietersrus. When one recalls the turmoil that accompanied school integration in the American South, when President

Kennedy had to call out the National Guard to force the admission of James Meredith to the University of Mississippi, and Governor George Wallace flung his gauntlet in the dust at the door of the University of Alabama, this is nothing short of astonishing.

Yet here is the selfsame department committing this monumental blunder.

Budgets have been cut and Gauteng and Western Cape have offered teachers the option of relocation or a retrenchment package. Most have taken the money.

The aim of the new policy is clear enough; it is the practical effect that is the problem.

The aim is to try to allocate education resources more equitably.

Some provinces, notably Gauteng and Western Cape, are deemed to be over-staffed, compared with others. So their budgets have been cut and the funding transferred to the leaner provinces.

This has caused Gauteng and Western Cape to offer teachers the option of either being relocated to one of the other provinces or taking a retrenchment pay-out.

Not surprisingly, most have taken the money. Particularly those whose seniority and long service qualify them for big pay-outs of up to R1,5-million.

The result is a haemorrhage of some of the country's most experienced teachers.

Seven hundred headmasters and headmistresses have reportedly quit in the Western Cape alone, which is nearly half the heads of the province's schools. Six thousand other teachers have gone with them, and another 6 000 are expected to go in 1997.

In Gauteng, 80 000 new pupils are moving into the province's schools this year as thousands of teachers move out. Mary Metcalfe, the province's hard-pressed education MEC, estimates that Gauteng needs at least 100 new schools. Who is going to staff them?

This is nothing short of disastrous. If we are to compete in the new global economy, then building up our skills base should be a national priority. It is a skills base that was severely stunted by decades of apartheid education, and which now needs most urgently to be rehabilitated and developed.

The Asian "tigers" have shown the way, with their massive emphasis on technology and science education. It is the first step on the road to economic success — and, in our case, survival.

We should be preparing for an intensive educational campaign focused particularly on the three most critical subjects necessary to compete in that tough

new world: science, mathematics and English. Instead these are the very teachers the new policy is driving out of the schools.

The ironies are many and bitter. Bantu Education was arguably the most wicked aspect of apartheid's crime against humanity, stunting the development of human potential and crippling the nation's skills base.

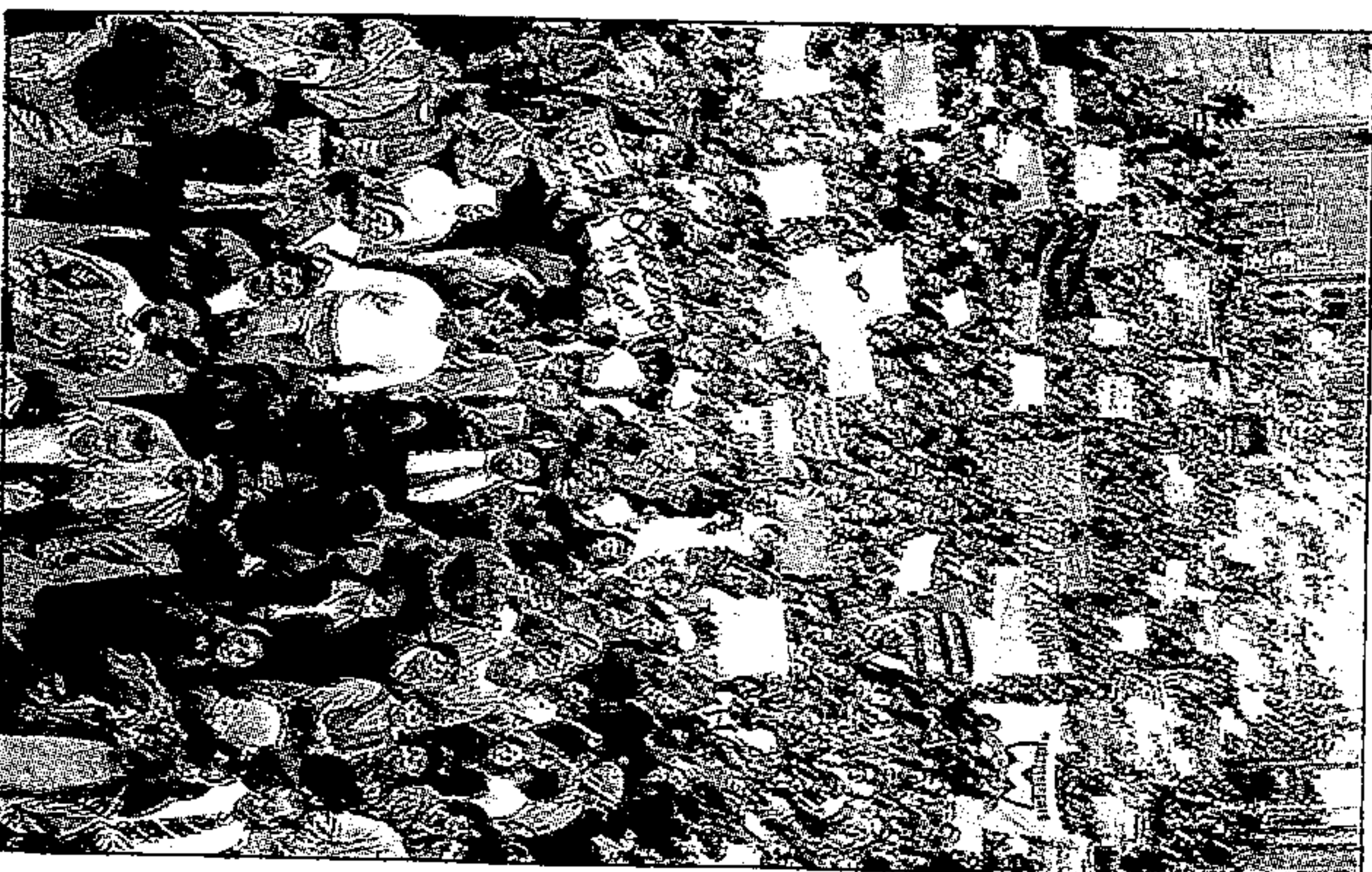
Now a policy intended to right those wrongs is unwittingly doing the same.

Even more ironic is that the new policy has been implemented with the aim of achieving greater egalitarianism. In fact, many of these experienced teachers are taking their pay-outs and are being snapped up by private schools. The result will be even more elitist education than before.

President Mandela set an important example at Botshabelo last Sunday when he publicly admitted that the ANC had made some "serious and fundamental mistakes" in its first two-and-a-half years in office.

Let us hope the government realises this is another one and that it moves swiftly to review the policy instead of digging in its heels the way it did over *Sarrafina 2* and some of the other blunders. That would be a sign of maturity.

In Gauteng, 80 000 new pupils are moving into the schools as thousands of teachers move out. Gauteng needs at least 100 new schools. Who is going to staff them?



SEEKING A SOLUTION: Students and teachers protest against the cuts in the education budget that have left Western Cape schools overcrowded and short-staffed.

(50) CT 16/1/97

EDUCATION

NEW CURRICULUM AMID CROWD CONTROL CHALLENGE

PM 17/1/97

(50)

Complicated by shrinking budgets

The uncertainty that has dogged most public schools in recent years is unlikely to lift during 1997. The recently passed SA Schools Act imposes new and heavy obligations on their governing bodies. It will take at least a year before black schools can meet them satisfactorily.

Government's commitment to a reduced Budget deficit also means little money for urgently needed new schools and major improvements or extensions to existing ones. In Gauteng, for example, Education MEC Mary Metcalfe sought R300m for that purpose but will receive only R160m this year.

Among former white schools, the process of "downsizing" will continue for several years, making redundant thousands of teachers annually. Until the process is complete, teachers' morale will remain undermined by fears that they will be next for the chop.

Despite all this, next year Education Minister Sibusiso Bengu is determined to introduce a radical new approach to curriculum structure, teaching methods and pupil assessment.

If implementation could be put on hold for several years, however, that time could be used to get provincial departments and the schools they serve running efficiently in terms of management and governance. The professional upgrading of black teachers also needs to have achieved far more.

Considerably more time is also needed to develop and test the new curriculum approach, its teaching materials and assessment methodology. Teachers should be far more involved in that process than hitherto. Without their enthusiastic acceptance of the new approach, it's likely to fail.



Mary Metcalfe

The state of morale and incompetence in public schooling was described in provincial audits commissioned last year by a Bengu-appointed task team. The team was charged with making recommendations on how to develop management capacity in the schools sector.

The recently published report synthesising the provincial audits revealed that more than 40% of departmental management posts were still unfilled. In KwaZulu-Natal, no middle management posts had been filled because the department's organisational structure had still to be approved.

There was also, the report noted, "a lack of standardised management procedures and systems, embodied in regulations, manuals, forms and reports ... Details about delegations, roles and responsibilities are linked with this need for standardised procedures and systems."

The effect on departmental morale and efficiency was bluntly described in Gauteng's audit: "Management in general has an overwhelming sense of crisis."

Because senior management is largely black and new to government, and middle management comprised largely of white employees who worked for apartheid era educational departments, there is a "them-and-us split" which is producing "tremendous stress and tensions."

The Gauteng report observes — reasonably — that schools will not be able to manage themselves until those to whom they report (departmental managers) have got their act together.

In black schools, conflict still characterises relations between school heads, teachers, pupils and parents,



Sibusiso Bengu

producing "a lack of commitment among teachers."

Respondents to the report recommended that incentives be linked to performance, a reliable and consistently applied instrument for teacher appraisal, clear and well communicated criteria for promotion and legally enforceable means of firing nonperformers. They also asked for more training — not only in a rapid changing curriculum, but also in counselling skills, identifying abused children, psychological testing and in maintaining

discipline without resort to corporal punishment, which the Schools Act prohibits.

In former Model C schools — which, Metcalfe says, account for about 30% of the province's public schools — teachers operate under competent management. They are, however, stressed by larger classes, increased discipline problems and having to teach pupils from different cultural backgrounds and with different home languages.

A common complaint from teachers is that they get no help from the department in meeting these problems; indeed, they don't even know to whom in the department they should speak "as many communication channels seem closed."

The point of all this is that Gauteng is probably closer than any other province to achieving an effective educational system. Yet its audit report ended by remarking on "a feeling of panic in the way people have responded to the questionnaires about the future of education."

What, then, did the management development task team recommend and how soon could it be implemented? The short answer is: not very much of substance — and not at all soon.

Comprised of senior educationists and public servants, its main recommendation was to follow earlier suggestions of

Squeezed into despair

ep 19/1/97

(50)

By LANNIE MOTALE

THE DISMAL state of education in the Northern Province – where many pupils still attend classes under trees – has been worsened by power struggles between local chiefs and civic organisations for the control of schools in certain areas, says the province's education head.

The power struggles led to five schools failing to sit for exams last year, the MEC for education, arts, culture and sport, Dr Aaron Motsoaledi, told City Press this week.

"There must be proper structures of governance to bring about community involvement in schools – but if communities are responsible for bringing instability to institutions, then we're faced with another struggle," he said.

Motsoaledi said the present standard of education in the province was so low that it would only be comparable to other provinces after about eight years.

"The standards are so low that some matriculants have been described as illiterate."

On a visit to the province last year, Deputy President Thabo Mbeki declared it an education disaster area.

Motsoaledi noted that more than 60 percent of the economically active population in the province – one of the country's poorest – was functionally illiterate.

After obtaining the worst matric results in the country during the past two years, education stakeholders are struggling to improve the standard of education. Problems include a shortage of 35 000 classrooms (more than half the 60 000 needed countrywide), an oversupply of under-qualified and poorly motivated teachers (22 000 teachers are unemployed) and a lack of governance at schools.

Motsoaledi said in the former self-governing states pupils had been promoted to higher standards



SARDINE-TIN SCHOOLS . . . (Above) Pupils at the Raluthaga senior primary school at Tshakuma in the former Venda cram into a temporary wooden classroom to escape the summer rains. Bad weather sometimes stops classes for up to a week. (Right) Acting headmaster Nathaniel Thavhiwa of Muthuhadini Combined School near Elim and some of his pupils use the kitchen of an abandoned house as a classroom. The metal plate behind the stove serves as a blackboard. Dr Aaron Motsoaledi (above right) says he's doing his best to improve the standard of education – but it's an uphill struggle.

■ Pics: ANDRIES MCINEKA

regardless of their achievements – until arriving at the externally set matric exams. "That is why failing the matric exam has become a general norm in the province."

More than a quarter of the country's matriculants were in the province, Motsoaledi said.

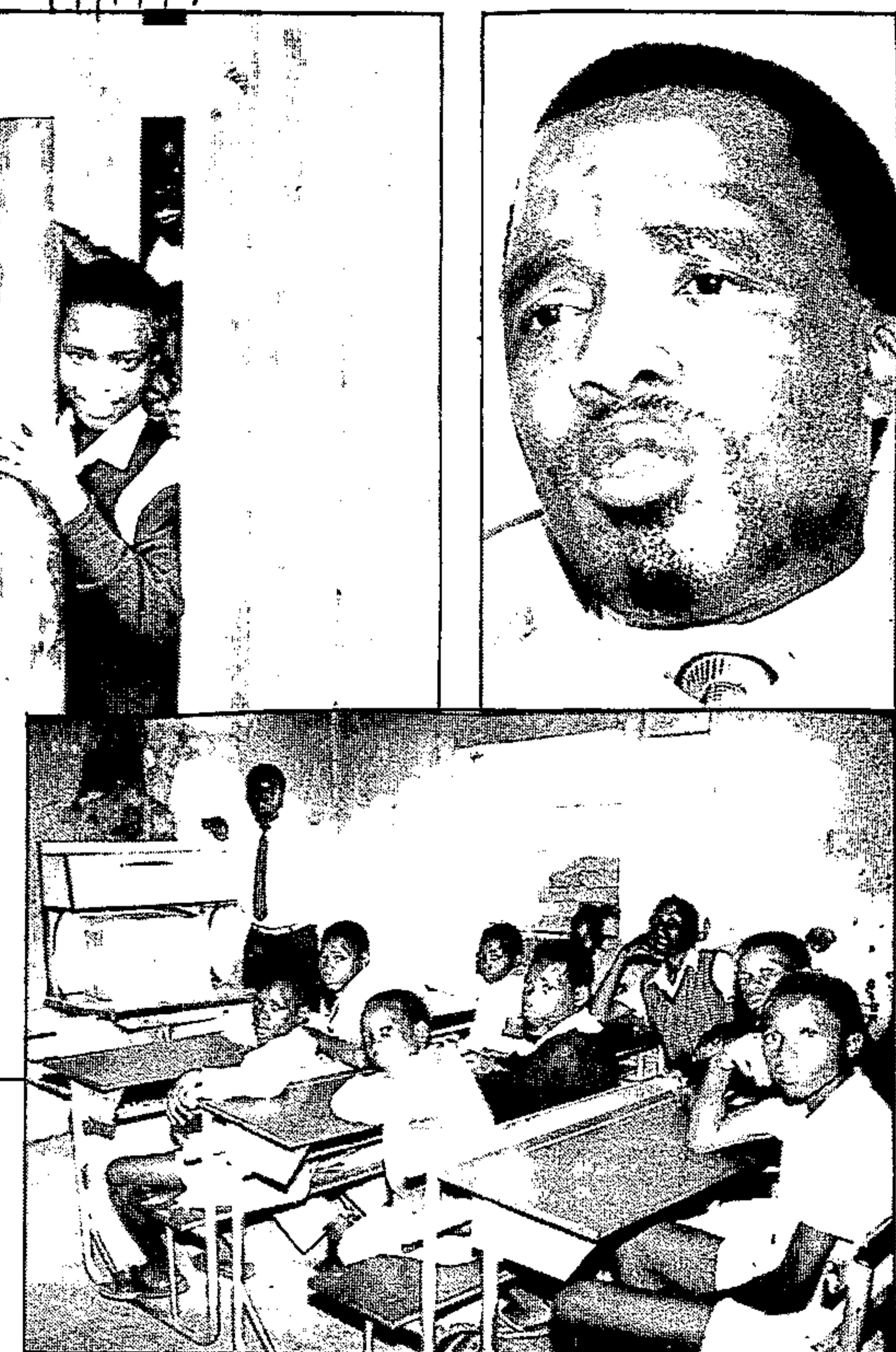
"To solve this problem, the 'bantustans' set up a myriad teacher training colleges which would accept these students with poor results. They continued doing this until 1994 – when the number of teacher training colleges had rea-

ched unacceptably high levels, even by the standards of 'Bantu Education'. They churned out inappropriately qualified teachers who far exceeded demand."

Of the 115 matric mathematics and science teachers who applied as markers last year, only 20 had passed the qualifying test, he said.

Only two percent of the province's teachers were qualified to teach science and maths, he said.

Thirty teacher training colleges in the province have been closed – and the new Mathematics, Science



and Technology Education College (Mastec) now offers a four-year teacher's diploma course aiming at excellence, he said.

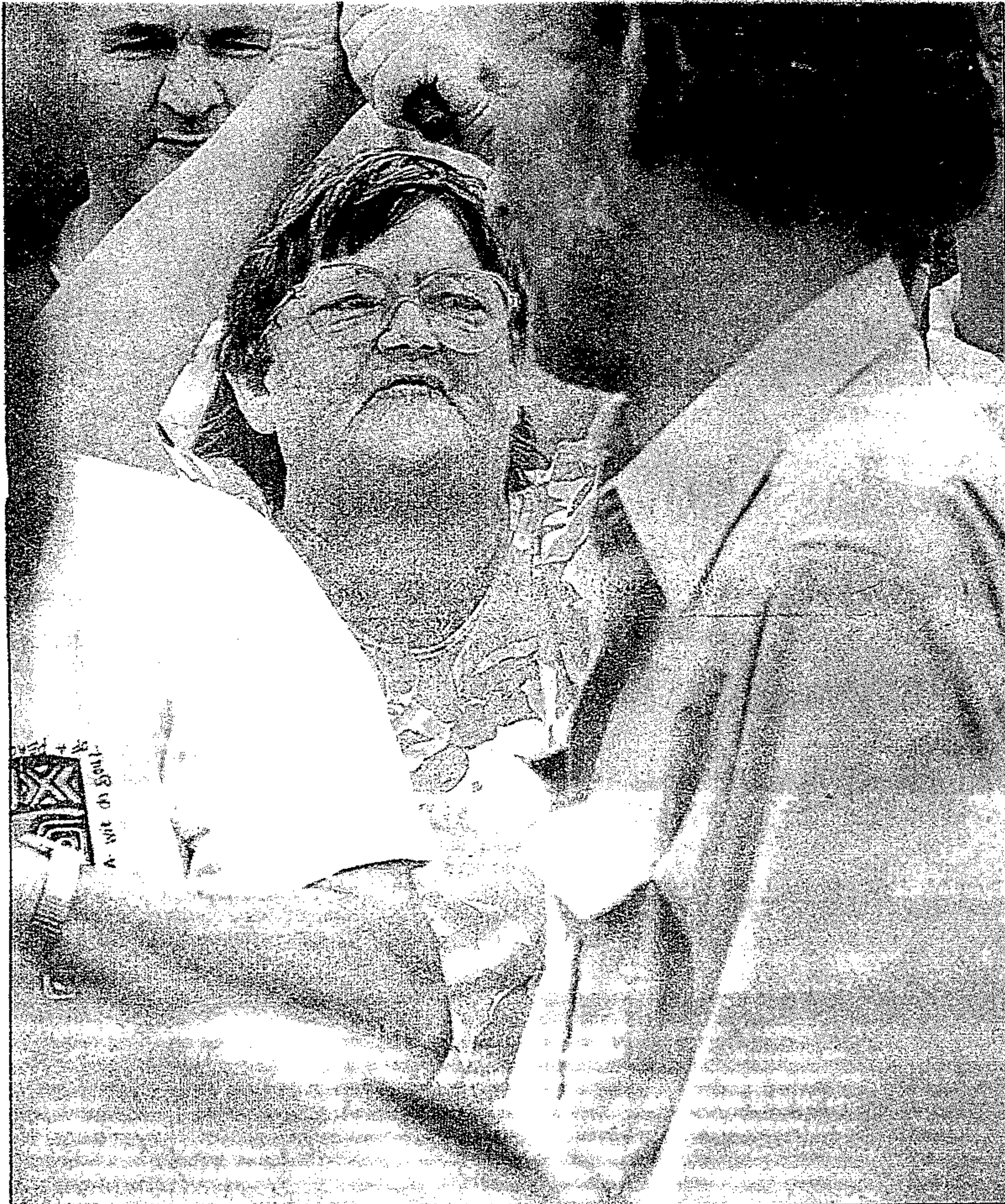
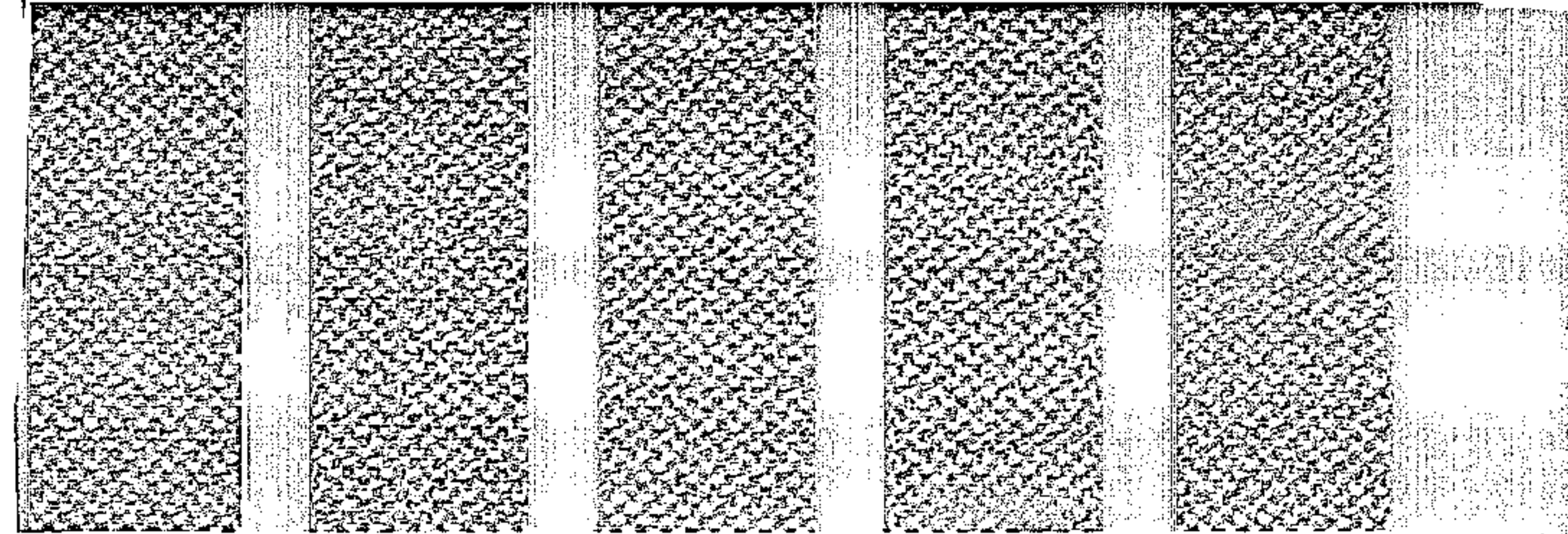
"When we took power in April 1994 and I was appointed minister, I thought that in the first five years of our government I would be able to do away with at least the most grotesque scars of Bantu education. Two years down the line I have gone only as far as to begin to understand the depth of the problems of education in my province. It is an intricately woven be-

quest of oppression."

□ City Press found the Muthuhadini Combined School near Elim so overcrowded that classes were being held under flimsy structures of zinc sheeting and under trees.

Over 700 pupils and 12 teachers share two toilets and one tap.

□ At Tshakuma in the former Venda, over 500 children at the Raluthaga primary school were crammed into seven classes. The school had no water tap or electricity. Most children were attending classes under trees.



CALL TO ARMS: This pensioner was determined to make her presence felt during the 1995 confrontation with township residents over possession of an empty primary school in Ruyterwacht. Other elderly residents battered down the hatches because they were terrified their homes would be overrun by township dwellers. **PICTURE: BENNY GOOL**

'Racist' Ruyterwacht (50) CT 29/1/97 comes in from the cold

BITTER images of whites fighting blacks for possession of a school are what most people remember about Ruyterwacht. Now, two years later, the community and the pupils of Esangweni High School have made their peace.

Their story is no fairy tale: it reflects a microcosm of change in South Africa.

In 1995 more than 4 000 black school pupils descended on the empty "whites only" primary school in Ruyterwacht as part of a nationwide campaign to highlight

overcrowding in black schools.

The local residents were horrified. Their peaceful suburb had been over-run by people they perceived as hoodlums. Armed with sjamboks, clubs and dogs, they set out to defend what they thought of as rightfully theirs. Through the wire mesh fence of the school, white met black to exchange racial insults and taunt one another.

It was an ugly face of white South Africa, and the images of reconciliation going



Back to basics in education if budget cut

(50)
CT28/11/97

EXPECTED CUTS in the Western Cape education budget are likely to result in a "back to basics" approach at many public schools. **CAROL CAMPBELL** reports.

THE first priority for education authorities in the Western Cape was to ensure that every child was sitting at a desk, in a classroom, in front of a teacher, with a book on their desk — everything else was a luxury, the MEC for Education, Ms Martha Olckers, said yesterday.

She said she would "go back to basics" if estimates that her education budget was to be cut by a third (R500 million) were accurate.

Extra expenses like school security and busing of city pupils to schools outside their areas would be reassessed.

"We don't know what our budget cut is going to be — we have looked at the cuts for the past two years and worked out this estimate.

"Once we have supplied the basics we will have to see what money we have left over and then decide how to spend it," Olckers said.

The country's education budget will only be made known with the national budget in March/April this year, and once the national education budget is known provinces will have a far clearer idea of how much money they have to spend.

Yesterday Mr Brian O'Connell, the head of the Western Cape Education Department, said that while the new Schools Act made all schools equal in the eyes of the law, it would be some time before they were funded equally.

Many schools needed "redress" funds to help them to an equal footing with public schools in wealthier areas, and it was not clear how, when or if the national education department would make this money available.

He said the WCED was supplying textbooks and stationery to most schools, but parents whose children were at the old "state-aided" schools (Model C and church schools) were paying to "top up" textbook supplies.

"How we distribute the education budget in future is still an issue we have to look at.

"Will we have to give parents a means test before we give their child a textbook?

"I don't know — these are policy issues which have to be worked out," he said.

The principal of Rondebosch Boys High School, Mr Chris Muri-son, said he was waiting to see how South Africa's "new deal" for education would benefit his school.

Like all old Model C schools, parents pay for everything except the salaries of a fixed number of teachers and administrative staff, who are paid by the government. Parents pay to employ four full-time and four part-time additional staff.

"I'm not anticipating any change in our funding in the immediate future, but in the long term we are hoping we will be on a par with all public schools."

Parents at the school have voted to pay higher school fees so that they don't constantly "fork-out" for textbooks, stationery and school trips.

"We charge R4 500 a year for school fees, but it includes everything — even things like geography field trips — (but) obviously sports tours are not included."

At Livingstone High in Claremont, principal Mrs Rhoda Hendricks said pupils were using textbooks that were falling apart and, in some cases, borrowed from neighbouring schools.

"Our pupil numbers have increased, but we are still struggling on with the same number of textbooks."

The rising cost of textbooks meant schools were able to buy even fewer with the cash they were given from the education department.

"We keep our fees low (R220 a year) because it is part of our school ethic to give all pupils, from all walks of life, a good education so they can have a chance in life," she said.

The principal of Muizenberg Junior School, Mr Andy Raven, said that for the first time this year he had asked parents with children in the senior primary school to buy two text books — almost everything else at the school was paid for through school fees, a R25 class levy every term, and the government subsidy.

The school held a "swimathon" every year and collected recyclable goods to raise money for "luxuries" like computers and library books, he said.

R1,37m rural schools plan set in motion

(50)
Kevin O'Grady

BD 21/1/97

GAUTENG education MEC Mary Metcalfe launched the provincial government's R1,37m rural school upgrading project at a farm school in the Vanderbijlpark area yesterday.

The project is part of the Gauteng community-based public works programme for which R15m was made available by the provincial government for the 1996/97 financial year.

The schools project is one of a number to rehabilitate such assets as schools, community centres and crèches.

An education department spokesman said seven farm schools were being built or upgraded as part of the project. Two were in the Gatsrand local council area and five in the Vaal River council area.

One of the aims of the project was to give communities the opportunity to take part in the preparation, planning and implementation of projects, the department spokesman said.

It was hoped that, besides addressing the problem of inadequate learning facilities, the project would temporarily ease unemployment.

More than R314 000 was being spent at the Ramosukula School, at which the project was launched yesterday.

In order to address the inefficiency in the delivery of social security, and to eliminate the existing fraud and corruption, I have with the support of Cabinet and the MEC's for Welfare of the provinces, appointed the Committee for the Restructuring of Social Security (CRSS) which was chaired by Rev Frank Chikane. The Committee has made recommendations which have far-reaching implications for the problems which are being experienced within our social security system.

The situation in the provinces can be summarised as follows:

- *Eastern Cape*

The province has eliminated 14 000 duplicates. The estimated amount involved is R6 020 000. Beneficiaries within the province used multiple documents on application. The duplicate payments did not involve payments across provincial borders.

- *Free State*

After the amalgamation of the old House of Assembly and the House of Representatives onto the Provincial system during 1996, seven cases of double payments were identified. These cases were cancelled and a deduction will be made as soon as the pay out history is updated. The amount involved is R40 880. Payments across provincial borders were not involved as the amalgamation process in the other provinces has not been finalised yet.

- *Gauteng*

This province's response was in the affirmative - presumably that there were double payments. Quoted as: "Yes, unable to determine at this stage."

- *KwaZulu-Natal*

They have conceded that duplicates are occurring. However, it is difficult to

provide an accurate answer as to the numbers and the amount involved.

- *Mpumalanga*

One duplicate payment was identified. This was uncovered by accident as the beneficiary had two identity numbers and received payment using two different payment methods. No amount was provided.

- *North West Province*

All cash beneficiaries have been reviewed. Due to the fact that the amalgamation has not been completed, the reviews can to date not be captured on the system to eliminate duplicate payments. Duplicate payments were detected during the previous amalgamation with the ex-Bophuthatswana system. The number of duplicates are unknown, and hence no amount is provided.

- *Northern Cape*

Their response states that "all the cases that were affected by a possible double payment in this province were rectified prior to the pay date."

- *Northern Province*

Their Social Security Directorate confirmed that there were no double payments in this province during the period specified.

- *Western Cape*

Double payments can and do occur. The ability of the Western Cape Social Services Department to counter this is limited. The private company previously contracted by the province enrolled about 194 000 of the 300 000 beneficiaries onto a database. The company verified 1 040 clients as possible double payments, but upon investigation it seems that only a few of these were double payments. An exact number of beneficiaries and amounts involved could not be provided.

Howse and

(2) no, an official press conference accompanied by the investigative Report of the Committee on the Restructuring of Social Security will be released early tomorrow by myself with the complete recommendations of a structured task team chaired by Rev Frank Chikane.

*25. Dr E A SCHIÖEMAN - Agriculture and Land Affairs.† [Withdrawn.]

*26. Dr D J DE VILLIERS - Public Enterprises.† [Withdrawn.]

*27. Mr J S A MAVUISO - Transport.† [Withdrawn.]

Language policy in education: guidelines

*28. Mr T D LEE asked the Minister of Education:†

(1) Whether his Department is currently compiling guidelines on the application of the language policy in education; if not, why not; if so, when will these guidelines be available;

(2) whether he will make a statement on the matter? N71E

The MINISTER OF EDUCATION:

(1) Yes. The national Department of Education is currently compiling guidelines on the application of the language policy in education. This process could result in three documents:

1 Norms and Standards Regarding Language Policy published in terms of Section 6(1) of the South African Schools Act, 1996.

2 The Language in Education Policy, encompassing

- the aims
- the policy

- reference to norms and standards in document 1.

3 A Guideline Document, encompassing

- explanations
- recommendations
- a glossary

- proposals on the composition, status, functions and funding of Provincial Advisors on Language Policy in Schools.

(2) Statements in this regard will be made after 27 February 1997.

SAA: delayed flights

*30. Mr J T ALBERTYN asked the Minister for Public Enterprises:†

(1) How many flights of the South African Airways were delayed during the period 1 March to 31 December 1996 in comparison with the corresponding period the previous year;

(2) whether she or her Department intends taking any steps in this regard; if not, why not; if so, what steps? N73E

The MINISTER FOR PUBLIC ENTERPRISES:

(1) During this period there was a strike by technical workers at SA Airways, causing an unusual number of delays. Any comparison with the corresponding period in the previous year would therefore be meaningless in that it will not be illustrative of any trend.

(2) In response to a concern from the Department, the Transport Board of Directors and the Management of the Airline are involved in monitoring the issue in order to curtail delays to an absolute minimum.

It is important to note that delays are not only created by the Airline. Other factors

METCALFE LEADS THE WAY

PM 7/2/97

Gauteng Education MEC Mary Metcalfe is to enter exploratory talks with other provincial departments and landlord associations about turning vacant CBD buildings into schools with associated housing accommodation.

This long-awaited move by government to lift the tenor of some of SA's ailing cities could justify the redevelopment of city blocks — something individual landlords cannot do on their own, says market analyst and valuer Erwin Rode. But he stresses it must be driven by government in a co-ordinated manner.

The challenge will be to establish whether refurbishment costs can beat new school building costs and whether the allied housing development can meet low and middle income budgets.

Developers say this may not be difficult — provided the sellers of central city property aren't greedy. Rode estimates that in real terms the value of CBD buildings in Johannesburg has halved over the past four years (*Property* May 31 1996).

CBD refurbishers like Gerald Olitzki claim End Street buildings east of the Carlton Centre can be bought for as little as R150/m². He says converting D-grade offices into A-grade costs him around R550/m² and residential refurbishment should not be much higher. An upmarket loft developer from Cape Town says residential conversion costs him around R750/m² (*Property* June 7, 1996).

Metcalfe says only 70% of school-going children can be accommodated this year in the province's schools. Many schools have double and triple sessions.

"Schools must be accompanied by housing to create stable family environments," Metcalfe insists. "It has to be an integrated approach," adds her director of finance, administration and buildings, Alan Moonsammy.

They will liaise with Gauteng Housing

MEC Dan Mofokeng to identify suitable inner city precincts for the proposed projects. Mofokeng last week announced a R2bn housing programme for the province, but details were not available.

More helpful was the designation of areas by the Gauteng Safety and Security Ministry to house inner city police. The areas, mainly in the eastern sector of the Johannesburg CBD, are Ferreirasdorp, Marshalltown, Doornfontein, New



Mary Metcalfe . . . many schools have double and triple sessions

Doomfontein, the city centre, Joubert Park, Jeppestown, Berea, Hillbrow, Bertrams, Lorentzville and Troyeville.

The SA Property Owners' Association (Sapoa) estimates that in the Johannesburg and Pretoria CBDs there are 390 300 m² of vacant A- and B-grade office space. This month Sapoa will start to quantify vacant older stock countrywide. Rode estimates that half the office stock in cities like Johannesburg and Pretoria is C- and D-grade.

Metcalfe wants to build 100 primary and secondary schools in the province over the next seven years.

Research by property market analysts such as Planet and Urban Development Studies is showing a drift among middle income black home buyers to areas closer to the city and perceived "better schools." Reduced transport costs are also a decisive factor in their move.

There are some government schools in cities but these have tended to respond to — rather than lead — urbanisation trends. For example, a new school for street children was recently established in Mayfair, Johannesburg.

Recent CSIR research has recommended placing only secondary school students from grades 10-12 in the cities, but Metcalfe asks "why not all levels of school-going children?"

In the past, her department has built its own 25-classroom primary schools at a cost of R3m-R4m each. They are usually 2 156 m² buildings, including circulation areas and toilets, and take around 1 000 pupils. They cost about R1 762/m². The

department's secondary schools usually have 42 instruction rooms, are 4 585 m² in size, cost R1 265/m² and house 1 000 students. Each classroom is about 50 m² in size. Costs are around R6m-R7m.

The department's 1997-1998 budget, after repair and maintenance costs of R30m-R40m, is R120m. That could build about 24 schools.

Negotiations with landlords will be tough. Metcalfe wants Central Jo-

hannesburg Partnership executive director Neil Fraser to drive the process, possibly also to negotiate with landlords.

Fraser is behind moves to resuscitate the inner city and represents business interests in Johannesburg's Inner City Development Forum, a larger consultative body made up of government, business and community representatives of downtown Johannesburg. They are now preparing local development objectives for an end-March deadline imposed by the province. Planning for allied transport and other infrastructure and social facilities is part of their brief.

Moonsammy says many individual landlords have approached him to sell single buildings directly or on leaseback. He says ownership is cheaper.

Metcalfe says she is "annoyed" with the NP, which has tried to show from East Rand trends a disinclination among blacks to attend schools in formerly white areas. "The figures show enrolment in Benoni's schools dropped because parents preferred to place children in Itwatwa, where land and housing were available." *Alison Goldberg*



Secure: headmaster Dave Campbell and teacher Barbara Hughes with some of the pupils at the school, which is funded by teachers' retirement packages. JACK LESTRADE

Retirement packages fund 'perfect learning environment' private school

PAUL OLIVER
STAFF REPORTER

A private school funded by teachers using their retirement packages is up and running and has been described as the perfect learning environment with small classes and teachers of the highest calibre.

"Since we started Cedar House in Claremont last year it is as though we have pressed all the right buttons and the school has taken off like a space shuttle," said headmaster Dave Campbell.

Instability in the education system and the neglect of pupils caused by overcrowding has prompted the group of teachers from government schools to establish Cedar House, a co-educational private secondary school.

The school offers tuition for Std 6 to 9 at R12 000 a pupil a year.

Matric will be introduced next year and pupils will write the Western Cape Education Department's senior certificate examination.

"As far as we are concerned this is the perfect learning and schooling environment for both pupils and teachers.

"For the pupils it offers a small, secure, happy and hard-working environment, while we as teachers feel we have been offered a new lease on our professional lives.

"We embarked on this venture because the situation in state schools was becoming intolerable. Our children are treated like adults and, although we don't have a school uniform, we strongly emphasise a dress code."

The school involves itself in outings and promotes nature.

Two trips are planned this year to visit



Relaxed: Dave Campbell relaxes with some pupils during a break at the Cedar House school

the Orange River and Sutherland, and forms part of the school's ethos to foster self-worth and self-reliance in an atmosphere of mutual trust and respect.

"Pupils will always be made aware of their social and environmental responsibilities in a disciplined environment, free from pettiness," Mr Campbell said.

Cedar House cost about R25 000 to set up and was designed for about 75 pupils and registered as a private school with the Western Cape Department of Education.

The teachers are all highly-schooled educators with an average teaching experience of more than 15 years. Most were heads of their subject departments at government schools.

The school's objective is to provide a

stimulating and secure learning environment with enriching subject-related activities and excursions.

Strong emphasis is placed on close communication with parents.

There are 54 pupils enlisted at Cedar House, roughly 13 to a class.

The nine teachers offer tuition in English, Afrikaans, Xhosa, biology, history, geography, science and accountancy.

Art classes are available after hours and although the school offers no sport activities, pupils are encouraged to join private sports clubs.

"In theory we can cater for an additional 25 pupils, pushing the total number to a class to 20, still a highly acceptable figure," Mr Campbell said.

Wits pioneers system to lift children's study chances

Kevin O'Grady

10/21/97

(b2)

WITS University has developed a project to equip disadvantaged schoolchildren for tertiary education that it plans to put forward to the education ministry as a model for broadening access to institutions across the country.

The project, which was launched officially yesterday but which has been in the making for the past two and a half years, had attracted interest from the World Bank and from local and overseas companies.

Wits dean of students Ron Carter, who pioneered the project along with former Wits deputy vice-chancellor June Sinclair, said 4 000 pupils would leave school transformed from below-average students of mathematics, science and English to students capable of being accepted at universities "anywhere in the world".

The project involved the university in a partnership with 20 schools in its "neighbourhood" in which a team of senior tutors worked with children in their learning environment on courses

the pupils "traditionally would have shied away from", Carter said.

Schools assisted in the selection of children for the project but were specifically asked not to choose necessarily the best students, but those with motivation or "students who failed but who believed they could pass with the correct motivation".

Pupils from standard 6 through to standard 9 were chosen for the project — about 25 for each subject from each standard — and it was envisaged that they would stay with it until they matriculated.

Through the "generosity of several American companies and banks", five computer centres had been opened to assist the pupils in their studies and five textbook libraries stocked with 20 000 donated books.

Levels of motivation among the chosen pupils were high and feedback received to date had been "extremely positive".

Carter said: "Teachers say it has brought back the culture of learning and teaching."



The Rev Vukulke Mahana, left, leading prayers at the launch of the partnership agreement between Wits University and 20 black Gauteng high schools which took place at the campus yesterday. On the right is Wits dean of students, Ron Carter.

Pictures: TYRONE ARTHUR

Natal principals may face law in schools squeeze

Scores of pupils kept out

ARGUS CORRESPONDENT

Durban – Scores of KwaZulu-Natal school principals who are turning away pupils by the hundred are falling foul of new education department regulations.

Three weeks into the academic year, pupils are being forced to stay at home because of overcrowding at schools, living outside a school's region or being "too old".

Former House of Delegates-controlled schools are particularly hard-hit, with Phoenix schools flooded with applications from nearby KwaMashu pupils, some as old as 23.

But principals who did not provide, among other things, written reasons for rejecting applications were breaking the law, the department said today.

Many school heads questioned by reporters admitted written reasons were not being given.

But according to attorneys Shepstone and Wylie, the new Schools Act, although passed, has not yet been put into effect.

Pupils turned away might have recourse under the new constitution, however.

KwaZulu-Natal Education Minister Dr Vincent Zulu has said no school could refuse admission to pupils. "If schools are full, the department will have to look at alternative arrangements."

The provincial education department's spokesman, Nagoor Bissetty, said that according to regulations, notice of which had been sent to schools at the beginning of the year, schools could determine their own admission policy as long as they were not in conflict with legislation. The Schools Act obliged principals to tell a parent in writing of the refusal to admit a pupil and also to provide reasons. And a principal had to tell rejected pupils of their right to appeal to the region's chief director.

"If a principal does not do this, it is an infringement of the regulations," Mr Bissetty said, and any complaints would be investigated.

Mr Bissetty said schools in KwaMashu had more than 100 empty desks. "This intrigues the department," he added.

(55)
ARG 12/21/96

BENGU'S CLIMB-DOWN

FM 14/2/97

Government's teacher rationalisation plan — which has precipitated a mass exodus of teachers from the education system — is up for review.

The severance agreement took two years to negotiate and resulted in more than 11 700 teachers accepting vo-

Government has so far approved 11 792 voluntary retrenchment packages in its drive to redeploy teachers from well-resourced provinces and schools to needy ones.

This number far outweighs those who are prepared to be transferred to rural areas and townships. This, and the cost of the severance packages, has grounded the scheme.

Provinces and schools with teachers in excess of the 40:1 primary school pupil-teacher ratio and 35:1 high school ratio had to offer them up for redeployment. Those who did not wish to be transferred could opt for retrenchment on the basis that they would never again be allowed to work in the State education system.

To comply, the Western Cape (which has the most favourable ratios) reduced its teaching complement by 6 000 last year. More than 450 principals opted for golden handshakes, bringing the total cost of retrenchments to R519m. Though 1 200 applied to be transferred there were no posts available in other provinces, says Education MEC Martha Olckers.

"That's when the whole thing blew up. The fact that any teachers exist for redeployment is because of us. We bit the bullet in the full knowledge that it would destabilise education in our province."

On Monday, Bengu accused the National Party-controlled province of exaggerating the policy's shortcomings to discredit the ANC.

But Bengu's policy has come under fire from all quarters.

On January 23, ANC acting secretary-general Cheryl Carolus criticised the ministry's implementation of the policy. It had been inadequately communicated and had adversely affected teacher morale; guidelines on pupil-teacher ratios were implemented without distinguishing between administrative and teaching staff or the subjects teachers taught; and the department had not taken measures to equip redeployed teachers for their new posts.

On Monday Bengu admitted that better

ways needed to be found of achieving equity in educational expenditure by the year 2000. The policy had been a "shot-gun approach" which prevented government from targeting which expertise it needed to retain.

SA Democratic Teachers' Union (Sadtu) spokesman Don Pasquallie says Bengu's announcement comes as no surprise as the policy's failure had been the subject of recent bilateral meetings with the Minister.

Sadtu plans to table a new proposal aimed at achieving immediate equity between schools and provinces based on a 30:1 pupil-teacher ratio.

"It will be costly, but that's not our problem," Pasquallie says.

In calling for wide consultation in reviewing the policy, NP education spokesman Renier Schoeman says: "It was not resulting in redeployment. It had become a fiasco by causing a massive outflow of much-needed expertise."

DP health spokesman Mike Ellis says:



"It is unfortunate that it has taken the Minister so long to realise that his department's over-hasty and ill-considered plan for rationalising education has decimated the ranks of experienced teachers and may have caused irreparable damage to our schooling system.

"Both pupils and teachers have been left demoralised and uncertain, with many teachers now having to deal with classes of 50-60 students.

"Attempts to provide a lowest common denominator education are in the process destroying what was good in the old system, without appreciably improving overall standards in the new."

Claire Bisseker

luntary retrenchment last year, costing the State close to R1bn.

Despite the implications of rescinding the agreement at this stage, affected parties on all sides have expressed relief not outrage at government's decision to pull back from the brink before the education system is plunged into chaos.

Education Minister Sibusiso Bengu says government should rethink the policy, but has stopped short of admitting it was a mistake.

"If it was a mistake, it wasn't my mistake," he told a press gathering in parliament on Monday.



DOUG PITHEY

Preparing for school: Deborah Schuling and Diane Payne with children from Elkanah Pre-primary School in Blouberg

New era in education sparks a boom in private schooling

Teachers and parents are taking charge ⁽⁵⁰⁾

AR 15/12/97

TWEET GAINSBOROUGH-WARING
STAFF REPORTER

Private schools in the Western Cape are going from strength to strength, while government schools struggle with large classes and staff shortages after thousands of teachers took voluntary retrenchment packages.

Many of the schools have been opened by experienced teachers, who opted to take severance packages and invest their funds in the setting up of private schools.

Other schools have been started by parents and are run under a trust-funding system.

The schools are operated from vastly different venues - including halls, farms and private homes.

Tressa Colmer, principal of Noordhoek Private School, which caters to children up to Standard 4, said: "Working with smaller groups of children has surpassed all our expectations.

"For example, discipline is no longer a major issue and the children don't have to be policed into doing their homework."

At the end of last year many parents re-assessed the education of their children as the move towards bigger classes at government schools meant less individual attention.

In addition, the cutbacks in teachers meant schools were losing specialist slots and pupils were losing subject options.

Carol Barhouch, principal of Cannon's Creek in Pinelands, said: "It's a dream, this is what teaching is all about. Working in smaller numbers means each child gets a chance for a 'hands-on' experience of what is being taught.

"In addition the children are enjoying the attention in class."

She said several pupils had remarked on how great it was to have their questions answered when they put up their hands and how quickly they got assistance when they needed help.

In addition, smaller numbers in the play area at break meant everyone was included in games, and children mixed across age groups.

David Wynne, principal of Somerset College in Somerset West, said: "The numbers are small - here you have to do your homework and for some it's been a bit of a culture shock."

He said the same applied on the sports field, where at large schools only a select few made it into teams.

"Here everyone gets to play and all are encouraged to take part in sport," he said.

The new schools set conservative goals for growth, but most are taking in more children than anticipated and are reporting growing waiting lists for 1998.

Mrs Colmer said: "Next year is fully booked - we will probably expand to accommodate the demand and will be offering Standard 5."

The new crop of private schools is offering education from pre-primary to high school.

As far as sport is concerned, local clubs and schools with ample facilities have been keen to help the new schools.

Deborah Schuling of Elkanah Pre-Primary School in Blouberg said the

Education Department was no longer subsidising pre-primary education.

This had put pressure on existing pre-primary institutions to have facilities to ensure children were "school-ready."

Pre-primary school education is now costing parents more than R500 a term, while working parents often have to pay more for after-school care.

'It's a dream, this is what teaching is all about'

Local production of solar panels 'to cut costs 35%'

Ingrid Salgado

BD 19/12/1977

LOCALLY manufactured solar cells are to be fabricated in SA for the first time, reducing SA's reliance on imported solar cells and cutting their costs by up to 35%.

Sun Power Technologies, which opened the continent's first solar cell and panel fabrication plant this month in Johannesburg, has patented a process for developing cells.

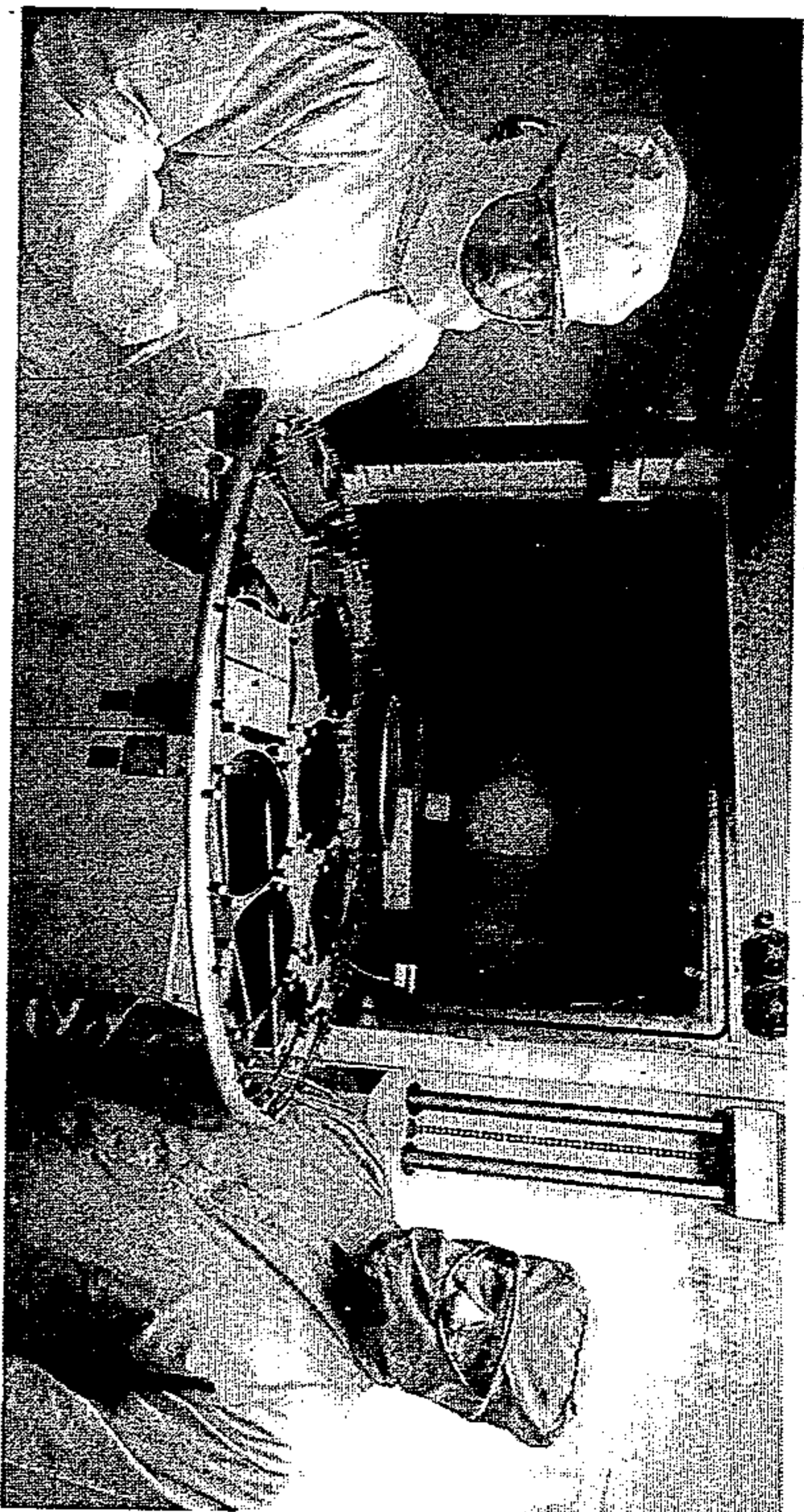
The company's polycrystalline silicon cells were suitable for large applications at about two-thirds the cost of imported silicon cells, MD Andre Neveling said yesterday. In the past SA had been dependent on solar cells mainly from the US, Germany and Italy.

Neveling said the locally made cells had enormous export potential. They had attracted interest from companies in India, France, Norway, Israel, Saudi Arabia and the Netherlands. The plant would have to grow by up to 10 times to meet foreign demand alone.

The plant was capable of producing about 1,8-million polycrystalline cells a year. Neveling said Sun Power expected the plant to start full operations by the end of next month.

Solar power could complement government's low-cost housing programme, he said. Other applications included radio and television beacons and supplies to farmers and game lodges. Armscor was potentially another large client.

The group had initiated further research into solar power with the aim of halving the cost of solar power to end-users and increasing the efficiency of its solar cells.



Sun Power Technologies MD Andre Neveling, left, and solar fabrication director Grant O'Reilly demonstrate how to operate a metallisation unit at the group's solar cell manufacturing plant in Johannesburg, which is expected to reduce SA's reliance on imported solar cells.

Picture: ROBERT BOTHA

Western Cape seeks to withhold payment of school subsidies

Linda Ensor

BD 20/2/97

CAPE TOWN — Budgetary constraints have prompted the Western Cape education department to seek ways of withholding subsidies for poor pupils attending public schools.

School principals reacted with outrage at the threatened loss of their subsidy and said some former model C schools were on the verge of bankruptcy. The department had received 26 000 applications for

assistance and had asked schools whether non-payment would cause them difficulty, department head Brian O'Connell said. Last year R8m was spent on bursaries for pupils whose parents earned less than R15 000 a year.

O'Connell said significant savings had to be made in the last month of the fiscal year if the department was to balance its books. For instance, public schools were not getting funds for refurbishment, laboratory

supplies and library books.

"Our hope is that, as we are having to cut back on critically needed services, some schools might decide to carry the burden themselves and not rely on the department to support them," O'Connell said.

"However, if all schools insist that they cannot exist without it, we would have to pay," he said. Many schools had said non-payment would cause them financial difficulty. Some legal experts said all

obligations on the state to provide assistance fell away with the implementation of the SA Schools Act from January 1, but others held that it would be illegal to deprive schools of aid in the six month transition period to the end of June if this meant they were unable to carry out their functions properly.

Governing bodies of state-aided and state-subsidised schools only took over financial responsibility for the institutions from July 1.

GARDENER AIMS TO BECOME WELDER

Adult learners get few funds

CT 25/12/97 (50)

WHILE MANY adults try to continue their interrupted formal education, funding shortages are eroding efforts to provide opportunities. Education Writer **CAROL CAMPBELL** reports.

WHEN Leslie Maysela, 19, was in Std 5 he dropped out of school to help look after the cattle.

When he was old enough to leave home the teenager made his way to Cape Town, where he now works as a gardener — but he has not given up his dream of becoming a welder, despite his lack of formal education.

To achieve his goal he registered with the C-West night school, held at Wynberg Boys' High School, and is already on the road to achieving his matric. Welding is one of his subjects.

Maysela is one of millions of adult learners in South Africa who have little formal education but who hope the new government will continue finding the money to give them the opportunity to work for a better life.

"At the school in Qumbu, the Transkel village where I grew up, there were no doors or windows,

were domestic workers, farm labourers, petrol pump attendants, residents from the Lakeside shack settlement and even soldiers from the nearby military base.

Tuition fees ranged from R25 to R50 a year.

"We teach everything from basic literacy through to matric.

Last year our pupils passed 62% of the subjects they wrote for their matric exams."

While Wynberg Boys' High, like many other local high schools, has made its premises available to the night school, the cost of employing teachers is borne by the Western Cape Education Department (WCED).

This means that this type of community initiative, with facilities and resources shared, could be jeopardised by the massive budget cut looming this year for education in the Western Cape.

Mr Brian O'Connell, the head of the WCED, said his priority was to give every child (of school-going age) a school building to go to, a desk, books and a teacher.

"Only then will any money left over be divided up for school secu-

rity, transport and adult education," he said.

Mr Joe Samuels, the chairperson of the Adult Educators and Trainers Association of South Africa, said less than one percent of the national education budget was spent on adult education.

"Most of this money is spent on adult literacy programmes, leaving a negligible amount for other adult learning opportunities."

Recent research had also revealed that the private sector and overseas donors were decreasing their funding for adult education.

"Full value for the billions spent on children's education will only be achieved when those children go home to adults who understand, enjoy and encourage learning," said Samuels.

But while officials and politicians fight for a bigger slice of the education pie, Leslie Maysela has his head in his books and his heart firmly set on completing matric.

"Now I am earning R600 a month, but when I have finished matric I will be able to get a good job and earn much more money."



THE WORLD OF LEARNING: Domestic workers (from left) Ms Gloria Nyabe and Mr Leslie Maysela (center) are studying at the C-West night school, an adult education initiative in Qumbu. Mr Gerry Mills (right) is a teacher at the school. **PICTURE: ADAM...**

There's a whole new world of schooling

New Curriculum 2005 will shape minds for the next century

(50)

ARL 2/14/97

THE BIRTH OF THE NEW SCHOOL CURRICULUM HAS SOUNDED THE DEATH KNEEL OF THE OLD APARTHEID EDUCATION SYSTEM WHICH SHAPED MINDS FOR MORE THAN 40 YEARS. EDUCATION REPORTER SABATA NGCAI TAKES A LOOK AT THE CURRICULUM TO SEE WHAT IS NEW ABOUT IT

After months of hard work at the drawing board, South African stakeholders have come up with a product that will make its mark on education for the next century and beyond.

In terms of the new curriculum, school as pupils know it today will soon be out of fashion. For a start, pupils will be called "learners" and exams will be a thing of the past.

Last week, the education ministry unveiled "Curriculum 2005" which aims to create "thinking, competent future citizens" via a "lifelong system which is people-centred". It is a radical break with the education system most South Africans know which:

- Featured passive learners;
- Was exam driven;
- Promoted rote learning;
- Had a syllabus which was content-based and broken down into subjects;
- Was textbook/worksheet-bound and teacher centred;
- Had a rigid and non-negotiable syllabus;
- Made teachers responsible for learning and motivation dependant on the personality of the teacher;
- Emphasised what the teacher hoped to achieve;
- Placed content into rigid time-frames; and
- Denied public comment on the curriculum development process.

However, the new curriculum intends to produce:

another by asking questions, debating and coming up with solutions and understanding.

The introduction of the new curriculum will be done in phases, starting with grades 1 and 7 (Standard 5) next year. grades 2 and 8 (Standard 6) in 1999, grades 3 (Standard 1) and 9 (Standard 7) in 2001, grades 4 (Standard 2) and 10 (Standard 8) in 2000, grades 5 (Standard 3) and 11 (Standard 9) in 2002 and grades 6 (Standard 4) and 12 (Standard 10) in 2003.

In 2004 and 2005 there will be fundamental reviews of the new curriculum with a view to improving and refining goals.

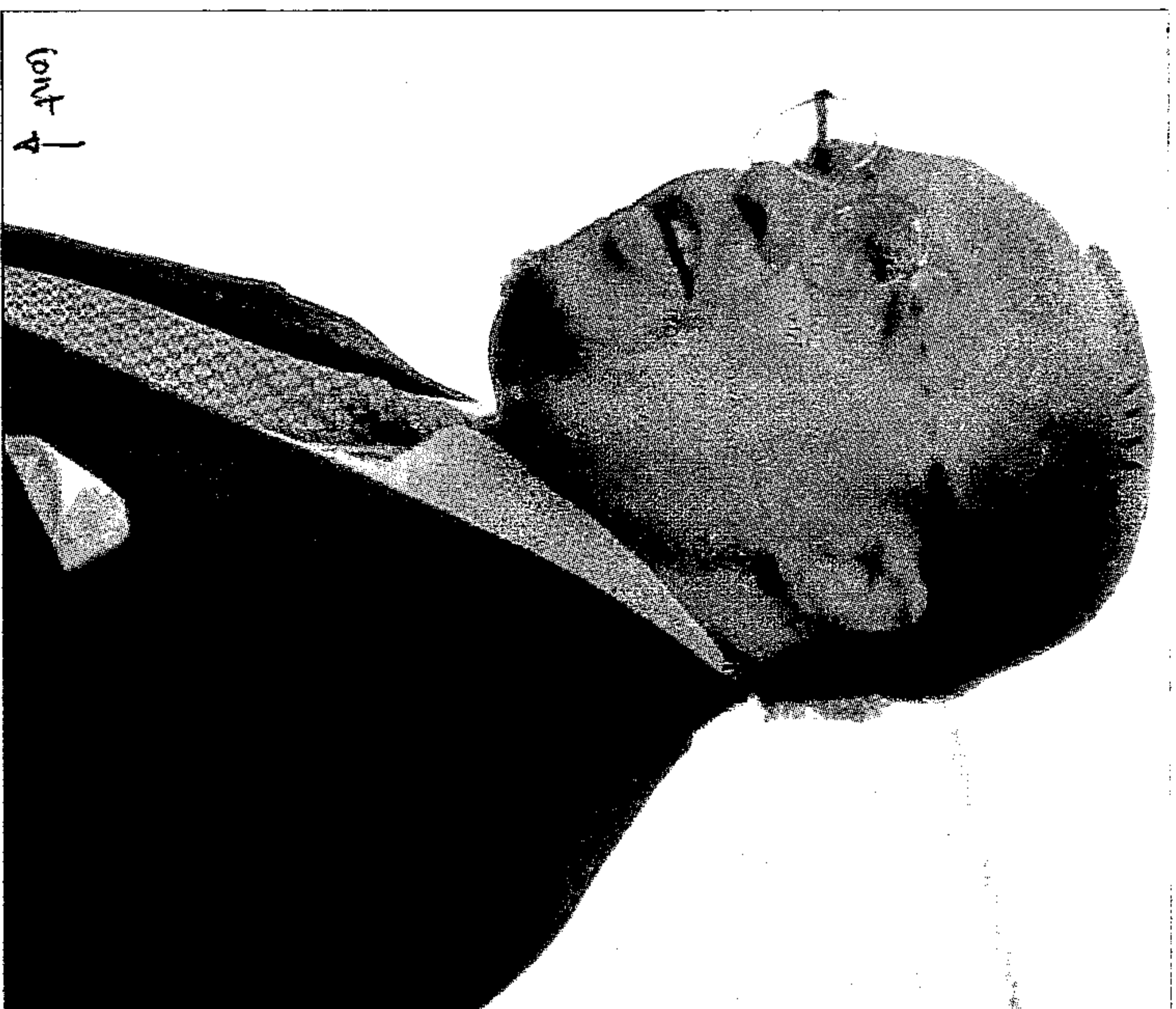
Even terms used in education are to change; pupils and students will be called "learners", teachers will be "educators" and subjects will be replaced by "eight learning areas", each run by a committee of teachers, students, workers and specialists, as well as education officials.

The learning areas are:

- Communication, literacy and language learning: people interact with the world and one another through language and the new curriculum aims to improve communication and create a South Africa free of intolerance, misunderstanding and prejudice, the focus of this learning area.
- Numeracy and mathematics: maths encourages logical thinking and problem-solving and teaches people analytical skills that will allow them to make critical decisions. This is expected to equip the learners to cope with a rapidly changing technological environment.
- Human and social sciences: South Africa needs responsible citizens who are able to operate in a culturally diverse, democratic society. People will learn how to interact with one another and with their environment.

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South Africa needs responsible citizens who are able to operate in a culturally diverse, democratic society. People will learn how to interact with one another and with their environment.



Looking ahead: Education Minister Dr Sibusiso Bengu envisages a system of outcome-based learning

on performance in one language and mathematics, and

- From Grade 5 upwards, one language must be passed.

Provincial education departments will determine other levels of achievement required for promotion against the background of national norms and standards determined by the minister of education.

The classroom environment is also expected to change once the new curriculum is implemented.

Changes are expected to enable learners:

- To have greater self-esteem because they will be allowed to develop at their own pace;
- To learn to value teamwork and how to take responsibility for their own learning.

Learners will become analytical and creative thinkers, problem solvers and effective communicators. They will know how to gather and organise information and conduct research.

They will be more aware of their responsibilities to the environment and the people around them;

- To understand why they are learning. Constant feedback will keep them motivated.

Parents also have a role to play. They are required to share with the state the responsibility for the education of their children.

They are encouraged to further their own education and use any knowledge gained to build and develop their communities and country.

The first step is for parents to understand the new curriculum and get involved in the governing bodies of schools.

- Active learners;
- Critical thinking, reasoning, reflection and action;

- An integration of knowledge; learning that is relevant and connected to real life situations;

■ Learner-centred schooling where the teacher is a facilitator who constantly uses groupwork and teamwork to consolidate the new approach;

■ Learning programmes that are guides allowing teachers to be innovative and creative in designing programmes;

■ Learners who take responsibility for their learning and are motivated by constant feedback and affirmation of their worth;

■ Emphasis on outcomes - what the learner becomes and understands;

■ Flexible time-frames allowing learners to work at their own pace; and

■ Encouragement of comment and input from the wider community.

In terms of the new curriculum, pupils will no longer be expected to regurgitate what the teacher tells them, as was the case in the past. They will learn from one

► Natural sciences: to manage the resources of the world effectively, people need to understand the universe. This

'The first step is for parents to understand the new curriculum and get involved in the governing bodies of schools'

learning area is intended to equip learners to understand natural resources and manage them effectively.

■ Arts and culture: through developing creativity and exploring diverse cultures, spiritual, intellectual and emotional aspects will be promoted.

■ Economic and management sciences: this area develops all people into economically active citizens able to take part in the economic development of the country.

■ Life orientation: to cope with the challenges of a changing society, learners need to develop life skills. Life orientation includes the building of self-esteem, survival skills and a healthy lifestyle.

■ Technology: without access to technology learners will be unable to compete internationally. This learning area will promote all aspects of technology - planning, design and manufacturing.

Each learner is expected to demonstrate general skills, abilities and values, knowledge, attitudes and understanding that should be displayed in a particular

context. These are called learning area outcomes and specific outcomes.

The learners' progress will be measured against these outcomes rather than against their performance. There will be no passing or failing.

Learners who do not meet the criteria for attaining a standard can apply for reassessment. Learners can decide when they are ready for assessment.

Teachers will assess learners continuously through strategies like peer- and self-assessment, initiating projects and assisting in putting together portfolios.

Only at the end of grades 9 and 12 will there be comprehensive external assessment. Some external assessment will also be done at the end of grades 3 and 6.

The outcomes-based system enables the learners and teachers to determine whether or not learners are achieving the agreed outcomes.

In terms of the curriculum "a variety of assessment methods will be available to ensure the methods are suited to the performance being assessed".

"Methods will not disadvantage individuals or groups by hindering or limiting them in ways unrelated to the evidence sought.

"Evidence collection for use in assessment will be ongoing, linked with the normal course of learning or working and not from one-off assessment occasions.

"The methods used will be straightforward, pre-arranged and will not interfere

unduly with learning. Learners will understand the assessment process and the criteria to be applied and can contribute to the planning and accumulation of evidence."

On the medium of instruction, a learner in a public school "shall have the right to instruction in the language of his or her choice where this is reasonably practicable".

The governing body of a public school may determine the language policy of the school subject to:

■ The national policy determined by the Education Minister in terms of the National Education Policy Act; and

■ The provincial policy, provided that no form of racial discrimination is practised in exercising this policy.

Schools shall provide for more than one language of teaching where there is a need.

The curriculum requires that:

■ All schools offer at least one approved language as a subject in Grade 1 and Grade 2;

■ All schools offer at least two approved languages, of which at least one shall be an official language, from Grade 3 onwards; and

■ All language subjects must get equal time allocation.

Pupils will be promoted to the next class according to the following requirements:

■ In grades 1 to 4, promotion is based

For the teachers and trainers, the curriculum requires them to focus on the outcomes of education rather than "merely teaching information".

It encourages teachers and trainers to translate the learning programmes into something achievable.

"There will be a shift away from content-based programmes where teachers aim to cover the curriculum in a predetermined amount of time.

"Teachers and trainers are encouraged to find ways of providing conditions of success in the classroom.

"A positive learning environment is seen as essential to educator and learner motivation."

The curriculum requires teachers and trainers to become facilitators rather than "transmitters of knowledge".

They will use a variety of methods of instruction to help each learner to learn.

Teachers are encouraged to broaden their perspectives, to be proactive, interactive and share their ideas with one another.

They might even be able to teach jointly with others in some learning areas. The teacher would probably teach the whole class for some sessions and place the learners in groups in other sessions.

In-depth teacher training will be conducted for teachers in grades 1 and 7 during the course of this year.

Facilitators are expected to be trained in each province and they will be responsible for conveying information to teachers.

Preparation for life forms crux of new school curriculum

By EDWIN MAJOU

The technical committee responsible for fine-tuning the content of the Department of Education's new school curriculum has announced details of how the "outcomes-based" educational system will operate.

Committee chairman John Mathfield told a media briefing in Pretoria yesterday that when the new curriculum is implemented for pupils in grades 1 to 7 next

year, the emphasis would shift away from textbook learning.

The new curriculum would promote values and principles of a democratic society, preparation for life, critical thinking and integration of different types of knowledge, rather than rigid adherence to subject boundaries, he said.

The committee had developed rationale and outcomes expected in eight learning areas, including language, literacy and communi-

cations; mathematical literacy; mathematics and mathematical sciences; human and social sciences; natural sciences; technology; economics and management sciences; arts and culture; and life orientation.

Committee member Dr Jaap Kuiper said that while developing a curriculum for science, it had to be accepted that up to now the subject had been academic, abstract and alien to pupils who had studied it just to gain entry into

university. The new science, however, was "right now, real and relevant".

Pupils studying mathematics would in future not only learn about algebra and geometry, but also about taxes, international monetary concepts - such as how to read the Dow Jones index - and how the subject relates to culture, Mzwandile Kibi said.

Dr John Carneson said human and social sciences would focus on democracy, giving pupils a

chance, by the time they reached Grade 3, to analyse a democratic structure within their school and deal with problems which may have arisen during the process. Hand in hand with this would be lessons on geography, and how it related to history.

David Kramer said technology would enable pupils to understand how electricity works and how housing, health and RDP policies work and impact on the country.

55) 82W 3/4/97

mer SA Breweries MD and Kersaf chairman Dick Goss, is the parent driving the ambitious initiative. He confirms that "R1,2m is in the bank, while another R800 000 is being processed."

Once the founding issue of 150 debentures is fully subscribed, the price will rise to R30 000. "Thereafter," adds Goss, whose son and daughter are among Uplands Prep's 300-odd pupils, "it will increase in line with inflation."

The debentures will be fully redeemable after the child leaves the school, or if parents decide they no longer want a place.

The college hopes eventually to be able to redeem debentures at a premium. But Goss stresses this is not a financial investment but an investment in children's education.

The debenture scheme — for which financing is available and which is being underwritten by Imperial Bank — has been received enthusiastically because there is growing demand for top-notch, independent education of an internationally acceptable standard. But there are also other reasons.

Uplands Preparatory was founded in the area in 1928 as Fuller's Homestead School. It was renamed and relocated to its present campus in 1945 and built a sound reputation for providing an excellent, well-balanced education in an idyllic, Lowveld environment.

It has been fully and successfully multiracial since 1983. It also provides an alternative for Gauteng parents battling to gain admission for their children at places like Michaelhouse or St Anne's in KwaZulu-Natal, but who would prefer to have them board closer to home. White River is just three hours' drive from Johannesburg.

Goss points out that in line with the school's motto — "Today's thinking child is tomorrow's achiever" — Uplands College will focus on "quality education relevant to attaining entrepreneurial skills.

"It will also strive to equip students with creative, technical, scientific and mathematical skills to enable them to hold their own on a global basis," he says. *Linda Stafford*

PRIVATE SCHOOLS

(50)

DEBENTURES FOR BRAINS

FM 4/4/97

The historic co-educational Uplands Preparatory School in White River, Mpumalanga, is the latest institution to be swept up in the new wave for independent education.

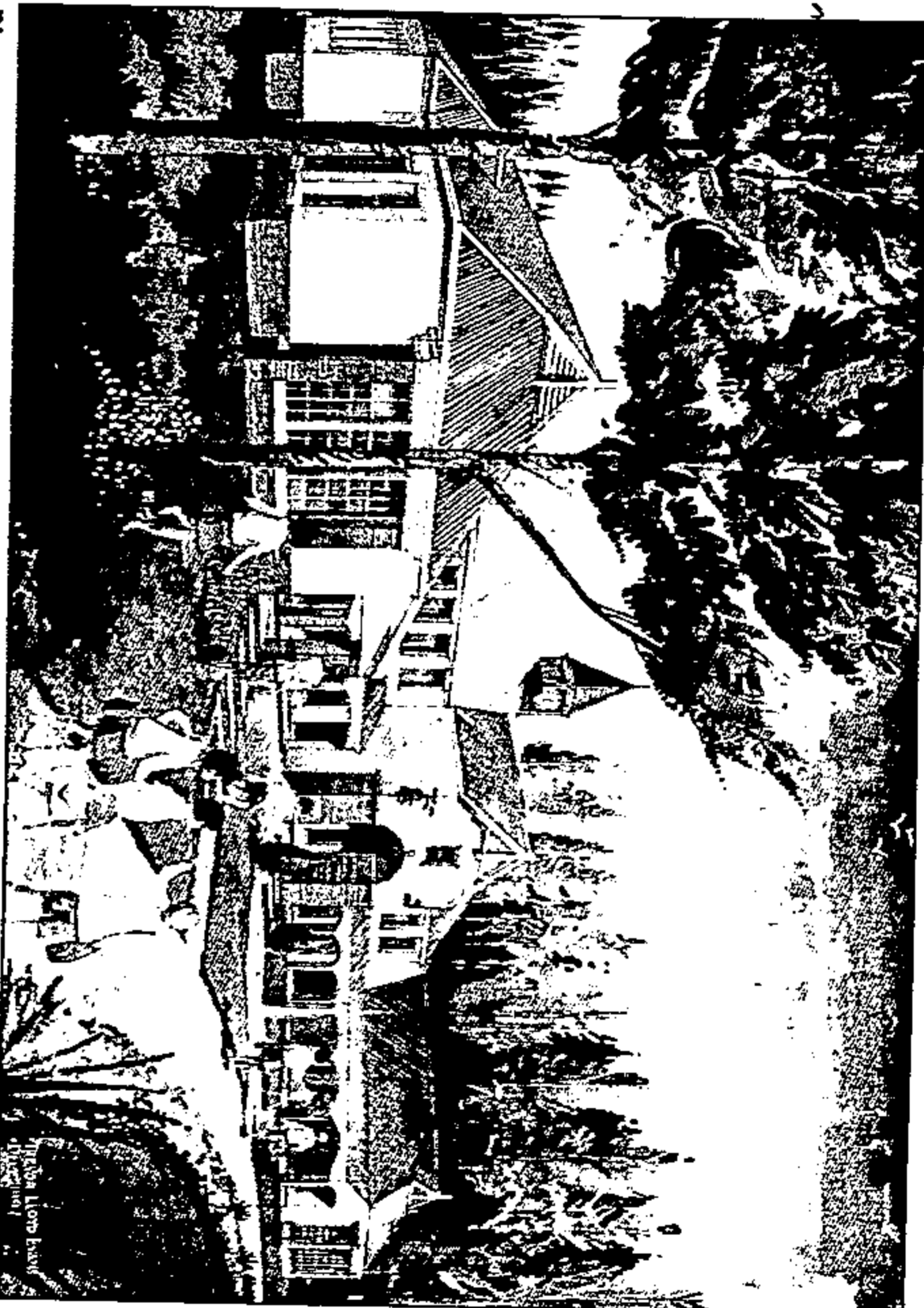
On the strength of a 35 ha piece of land donated by paper giant Mondi, as well as swift response to a pioneering debenture scheme, it will begin constructing a college adjoining the existing junior school in June. A principal will also be appointed in June, and Uplands College will open for the 1998 school year. It will cater initially for about 100 std six, seven and eight pupils. The objective is to have

a matric class by 1999.

In only a few weeks the Uplands steering committee has raised nearly R2m through the sale of founder debentures to not only the parents of newly enrolling

pupils but also to donors. This is halfway to its late-May target of 150 at R25 000 apiece, or about R4m.

Wildlife documentary film-maker Richard Goss, the only son of retired for-



Pleasant prospect . . . artist's impression of the envisaged Uplands College, White River

English starts to dominate

(50)
Sowetan 4/4/97

Government's commitment to all 11 languages could be mere lip service

Political Staff

HEAD OF THE PAN South African Language Board Dr Neville Alexander has warned against English becoming the sole language of power in South Africa.

But he is pessimistic about whether anything can be done to stop it. Alexander's remarks came after renewed debate in Parliament about how South Africa could best exercise the language rights included in the new Constitution.

The discussion in Parliament, which is still at a preliminary stage, is likely to take cost into account, with estimates that it will cost R100 million a year to use all 11 official languages fully, including translation of all documents, legislation and debates.

Alexander delivered a paper at the University of the Western Cape on Tuesday, during the Harold Wolpe Trust's inaugural conference on the political economy of social change, on "language rights and the national question".

He said a policy of effective unilingualism would exclude many "common people" from the most important decision-making processes.

This "marginalises and disempowers people and at the end of the day undermines the very democracy we

pride ourselves on having attained."

Alexander quoted research which concluded that command of the former colonial language opened the way for people to be recruited into the ruling classes.

"The present tendency in this country towards replicating this scenario is disturbing, to say the least."

He doubted whether language planning agencies like his board, the State Language Services, the Human Rights Commission or the public protector would be able to counter the trend. A policy of English-language dominance would be a policy of middle-class advancement.

"We have to push for the systematic development of the African languages such that they can be used at all levels of society in all domains of life."

Language development should be put high on the political and cultural agenda of the nation. Alexander warned that the "safety clauses" in the Constitution which stated that the promotion of equality of languages was subject to being "practicable", and could reduce the commitment to equality to lip service.

Alexander said his board, if supported and used correctly, could help to build democracy in a multi-lingual country.

Teaching for the real world

Nov 7/4/97 (50)

New methods will ensure that
learners gain the skills they need

By EDWIN NAIDU

In a radical break from the past, the new schools' curriculum will strive to prepare pupils for life in the real world instead of just teaching the alphabet, how to add and subtract, and giving bland textbook-driven lessons in history or geography.

The new curriculum, to be launched next January, will promote the values and principles of a democratic society and will strive to prepare pupils for life, engender critical thinking and integrate different types of knowledge, rather than a rigid adherence to subject boundaries.

Traditional school subjects such as history, geography and biology will be included in the eight learning areas, which include language, literacy and communications; mathematical literacy, mathematics and mathematical sciences; human and social sciences; natural sciences; technology; economics and management sciences; arts and culture, and life orientation.

The curriculum will be implemented in Grades 1 and 7 next year, running parallel with the existing system until 2005. Each year two new grades will be launched and two phased out.

The general education and training band will cover three areas: the foundation, intermediate, and senior phases, each of which has laid down aims for pupils from early childhood up to senior school level.

The curriculum for pupils in the foundation phase is guided by principles covering integration, holistic development, relevance, participation and ownership, accountability and transparency.



Pupils in the intermediate phase (Grades 4 to 6) will be encouraged to pursue group and project work, with peer assessment an essential part of their learning.

The senior phase (Grades 7 to 9) aims to stimulate argument during which pupils will be expected to come up with multiple solutions to single problems.

Further education and training, which will not be compulsory, will prepare pupils for higher education, and adult basic education and training will enable adult learners to reach a mini-

mum level of education, or the chance to improve their qualifications at a post-school level.

Broadly, the critical outcomes which underpin the constitution and have been adopted by the South African Qualifications Authority (SAQA) will ensure that learners gain the skills, knowledge and values that will enable them to contribute to their own success, as well as to the success of their community and the nation.

Chairman of the technical committee, John Mathfield, said the committee was asked by education minister Professor Sibiso Bengu to consolidate and develop the solid groundwork established by educators involved in drafting of the curriculum since 1994.

He said the new outcomes-based curriculum was based on a structure that begins by recognising the critical skills and values that are important for all South Africans to acquire.

"These critical outcomes are expanded into specific outcomes in each of the eight learning areas.

"Learners will need to show evidence that they have achieved these specific outcomes.

"The kinds of evidence required to prove a range of skills, knowledge and values are specified by assessment criteria and range statements," Mathfield said.

He said traditional assessments of pupils through examinations would be replaced by assessments in different ways which show learners' progress.

Tests and examinations would continue but pupils would also be assessed on their portfolios, self and peer assess-

ments, projects and a range of other methods to measure achievements of outcomes.

Pupils would progress from pre-school, through a series of grades from Grade 1 to Grade 9 in the General Education and Training Band, and Grades 10, 11 and 12 in the Further Education and Training Band.

Speaking after the launch in Parliament, Bengu said the new curriculum aimed to ensure pupils were able to think, solve problems, collect, organise and analyse information, work in a group as well as independently, communicate effectively, and make responsible decisions.

"I am confident that it will be a giant step forward in ensuring quality education for all the people of South Africa and that it will be embraced by all those who have a part in the learning process," said Bengu.

A spokesman for the department of education said Curriculum 2005 would be finalised by November and that there was "considerable amount of work ahead of us".

He said the document provided a clear vision of the road ahead, from which there could be no turning back.

Specific details of Curriculum 2005

The Department of Education's technical committee's discussion document, dubbed Curriculum 2005, contains details of specific outcomes, assessment criteria and the broad range of guidelines under which the new curriculum will operate in each of the following areas:

■ Language, literacy and communication (including sign language and alternative methods of communication) will teach pupils to access information and to think and express their thoughts logically, critically and creatively.

■ Human and social sciences contribute to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. They will equip learners to make sound judgments and take appropriate action that will contribute to sustainable development of human society and the physical environment.

Pupils will learn about democracy and how South Africa has changed, and will be expected to demonstrate patterns of social development and participate in promoting a just and equitable society.

■ Technology is defined as the use of knowledge, skills and resources to meet human needs and wants, recognise and solve problems by investigating, designing, developing and evaluating products, processes and systems.

■ Mathematical literacy, mathematics and mathematical sciences is designed to make pupils understand the world and make use of that understanding. The new syllabus aims to teach pupils not only algebra and geometry, but also about taxes, international monetary concepts (such as how to read the Dow Jones index) and how the subject relates to culture. Science classes will be "right now, real and relevant".

■ Natural sciences seek to teach pupils how to investigate phenomena related to the natural sciences and demonstrate an understanding of concepts and principles and acquired knowledge in the subject.

The various themes which will form the backbone of the syllabus are the planet Earth and beyond, life and living, energy and change, and matter and materials.

■ Arts and culture will be underpinned by the principles of non-racism, democracy, freedom of expression, the affirmation of all cultural expressions and the promotion of inter-cultural exchange. The syllabus will focus on various art forms, including dance, drama, music and arts technology, and media and communication.

■ Economic and management sciences aim to prepare South Africans to understand the critical importance of reconstruction, development and economic growth for a sustainable future. Pupils will be encouraged to participate in entrepreneurial activities, demonstrate a personal role in the economic environment and develop managerial expertise and administrative proficiency.

■ Life orientation will teach pupils how to live meaningful lives in a society undergoing rapid transformation. Religion will not be part of life orientation, because the technical committee is of the view that spiritual elements of the pupils' development, which include religion, are catered for both within and outside the curriculum.

Star 7/4/97

(50)

Education department rehires 'R1-m men' (50)

SABATA NGCAL
EDUCATION REPORTER

Controversy has erupted over the Western Cape Education Department's temporary rehiring of two senior staff members who left recently with benefits which colleagues say totalled about R1-million each.

Angry department staff say the men, former directors L Consul and D Bagus,

took severance packages and have been rehired as "consultants".

The department insists they retired early and did not take severance packages, getting only normal retirement benefits.

Mr Consul said he and Mr Bagus retired in 1995. He declined to disclose their retirement packages. The payments they are now receiving have not been disclosed.

Mr Consul said he had been rehired on contract last month as an adviser to West-

ern Cape education head Brian O'Connell. He referred further questions to acting head Brian Gilbert, who said the two men had been hired "to assist in management".

Mr Gilbert said Mr Consul and Mr Bagus retired as directors in 1995 "long before the voluntary severance packages were announced. They are hired for a period of three to six months only to assist in management and not as advisers or consultants."

AKG 8/4/99

Govt's education policy is built on sand

THE document which explains how the education department's new Curriculum 2005 will operate outlines a very ambitious plan. It tells us this new "learner-centred" curriculum, aimed at eliminating rote learning and encouraging critical, flexible thinking and innovative teaching, will revolutionise society so that "soon all South Africans will be active, creative, critical thinkers living productive and fulfilling lives".

There is no doubt most of SA's problems would be solved if we could attain such a situation. Unfortunately, the problems bedeviling education are larger than the department of education would like us to believe, and there can be few clearer examples than Curriculum 2005 of rearranging the deck chairs on the Titanic as the icebergs approach.

What is particularly puzzling in this instance is that the icebergs are only too obvious. Government is being either deliberately deceitful or enormously naive to suggest that by tinkering with how material is taught it can provide a quality education for all in a few short years.

No matter what the curriculum dictates, children do not stand much chance of becoming "active, creative, critical thinkers" when their teachers are poorly qualified and are teaching too many pupils to be effective anyway; when they do not have textbooks, when they do not have classrooms, when they have none of the resources and facilities which make for creative teaching and interesting learning, and when the entire administrative system is so chaotic that even basic functions are not being performed adequately.

It may have provided fewer opportunities for celebrations and grand launches, but the education department perhaps should have looked first at some of the more mundane elements of education.

One vital issue is the administrative capacity of the provinces. Education is now a provincial responsibility, so the provinces will

A new philosophy for learning in schools is all very well, but will it work in practice in

SA? asks DP education spokesman Mike Ellis

co-ordinate the implementation of Curriculum 2005. Yet they are struggling to make and implement decisions about matters much less complicated than implementation of a new curriculum.

In seven out of the nine provinces, despite the fact that the school year began three months ago, no new textbooks have yet been ordered. In three of the provinces, no agreement has yet been reached on what system to use for the ordering of textbooks. In the remaining four provinces a system has been decided on but not yet implemented, or implemented only in part.

This is symptomatic of the general state of disorder in the provincial administrations. There may or may not be justifiable reasons, but the point remains that if provinces cannot yet cope with the relatively basic task of ordering new textbooks, it is unrealistic to expect them to co-ordinate the implementation of a radical new approach to teaching.

But of even greater importance are the teachers, who are directly responsible for implementing the new curriculum. It was revealed a short while ago that 4 600 more teachers than the government initially planned to lose had accepted voluntary severance packages. The few who opted for the redeployment option are still waiting to be redeployed. The consequence has been that the provinces which were supposedly to benefit from the rationalisation process have seen no benefits at all and the provinces which were relatively well off have suffered.

It has also become obvious that the option of severance was most attractive for the most experienced teachers. Some 65% of the teachers who accepted packages

in Gauteng were either principals, deputy principals or department heads. In the Western Cape, one out of every three school principals has been lost. This brain drain is taking place while in many parts of SA children are being taught by teachers who do not have even a matric exemption. Yet the successful implementation of Curriculum 2005 requires skilled and experienced teachers.

Everybody is aware of the enormous shortages of classrooms and other basic resources in many

schools as a result of apartheid discrimination.

Some 13 000 classrooms need to be built in KwaZulu-Natal alone. Yet central government is allocating no money to make up these backlogs, and so the backlogs will therefore continue, and probably worsen, for the foreseeable future.

John Mathfield, chairman of the technical committee behind the document, recognised that there might be problems with implementation but added that "part

of the way is better than nothing". The DP believes that this is a dangerous approach.

Firstly, the ability of schools to implement the curriculum will depend on the skills and experience of teachers and on the facilities that are available. Well-resourced schools (which tend to be in white areas) will probably have fewer difficulties changing their teaching methods than schools in the poor, rural areas of the country. These latter schools will probably be retarded in carrying out even

their normal tasks as a result of complications arising out of the adjustment.

As a result, the people who government has promised it will build a better life for are the ones who will suffer.

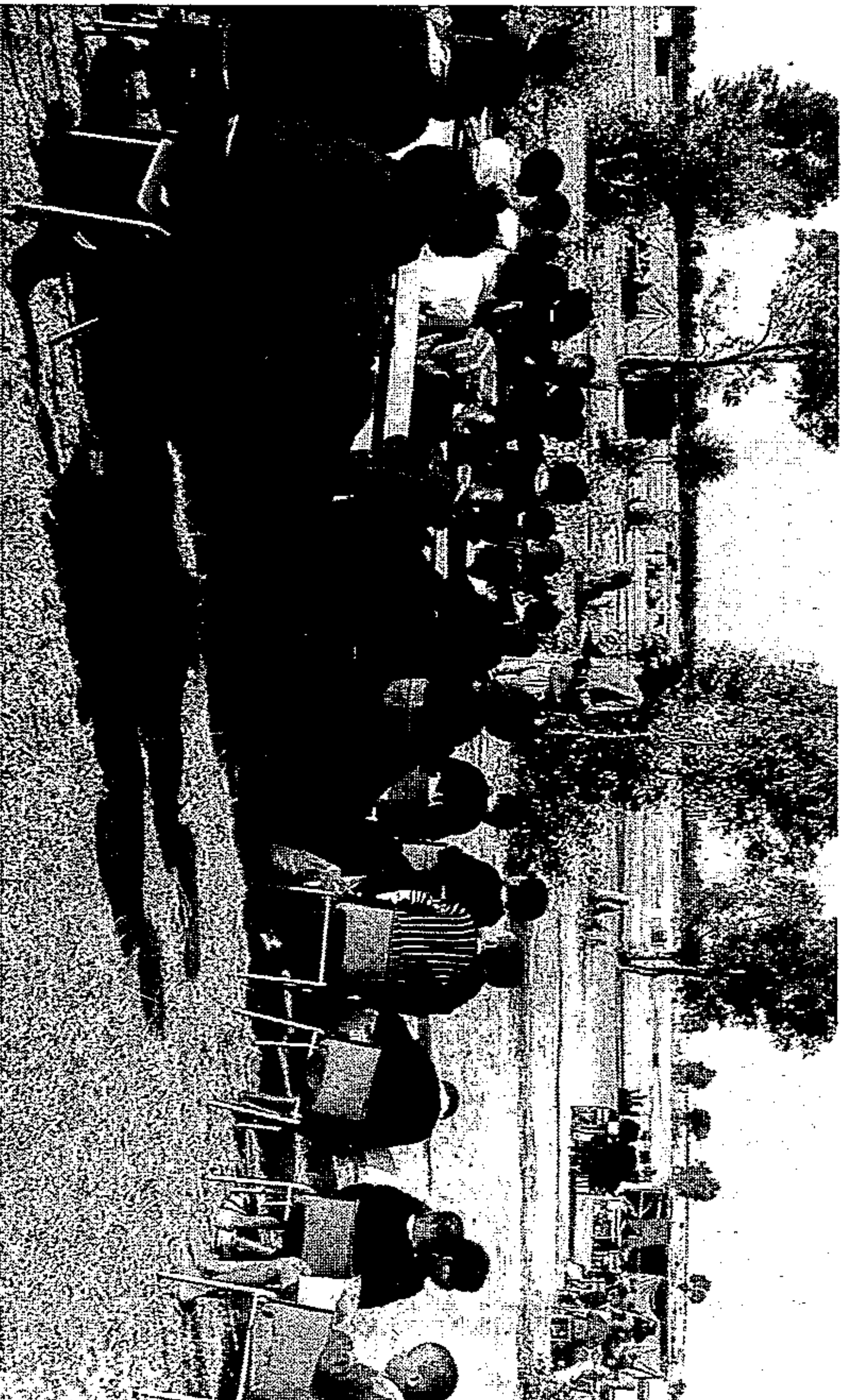
In many of the provinces there is simply not the capacity to even start implementing the curriculum. Those provinces with already weak administrative structures will be thrown into further disarray by the extra responsibilities placed upon them. Furthermore, there may be unforeseen consequences for the constitutional validity of government's actions in relation to the implementation of the new curriculum.

The state has already taken charge of the implementation process to a limited extent due to lack of capacity at provincial level. Yet the constitution states that education is a provincial matter. Whether or not the increasing centralisation is deliberate, the consequences will not be in accordance with the spirit of the constitution.

It does not seem likely that the administrative weaknesses in many provinces will improve enormously in the near future, and the centralisation of authority in education matters is very likely to increase.

As tempting as it may be to launch new and exciting ideas, the government must understand that new ideas are meaningless if the capacity to implement them does not exist. The less glamorous aspects of government will not run of their own accord, but no other plans can succeed unless these are attended to properly.

□ Mike Ellis is Democratic Party spokesman on education and health.



Classrooms in the veld ... conditions which will be a challenge for the new teaching techniques.

Debentures raise R4m for private school

Kevin O'Grady

A JOHANNESBURG school has become the second private institution in SA to fund its establishment and construction through the selling of debentures — and has so far raised more than R4m.

Dainfern College, situated on 14ha donated by Johnnic and bordering on the suburb of Dainfern, opened its doors in January when construction of the junior primary section was

completed. The senior primary and secondary sections will be complete by the end of next year.

The other school which has gone the debentures route is Uplands College in White River, Mpumalanga, which raised about R2,5m in a matter of weeks. Dainfern marketer Stella Upneck said her school had raised R4m since it started issuing debentures.

Upneck said the idea for establishing the school came

about when her family moved to the suburb and realised there were few private schools in the area to choose from.

Johnnic was approached and donated the land, which has a sewer pipeline running through it, on the grounds that it was unattractive for residential development and that the establishment of a school would boost the value of its neighbouring residential developments, Upneck said.

They began selling debentures — at R35 000 each — and the system was so successful that, to date, debentures had already been purchased and secured for pupils starting grade 0 in 2002, she said.

The debentures secured a child's place at the school for as long as they needed it and were resold when the child left the school. Although interest was not guaranteed, the price would increase annually with the value of the school.

Upneck said the debentures for children starting grade 0 had been so popular they had already increased the price. They now sold for R35 000 for the first 20 places; R39 000 for the second 20 and R43 000 for the third 20.

The focus was on preparatory school education but the school was striving to include senior grades by January next year. The school was classified as a co-ed day school but was based on the values of a traditional private school.

Schools team up in fight for standards

Joint talks with Government

ARG 12/4/97

(50)

TWEET GAINSBOROUGH-WARING
STAFF REPORTER

More than 70 Western Cape schools have joined forces to negotiate with the Government as concern grows that the education reform programme will lead to a drop in standards.

The schools have come together to try to ensure standards are maintained and even improved at state schools.

Originally the group consisted of the governing bodies of a small number of schools in the southern suburbs and Peninsula, but has expanded rapidly to include schools in other areas, including Parow, Stellenbosch and Paarl.

It is an informal association of governing bodies that want to present a united front.

Duncan McConnachie, who heads the group, said: "The group is seen as a leader on educational issues, and is constantly approached by schools in other

provinces for information and guidance.

"At present a prime focus is to ensure the governing bodies of public schools are able to exercise the powers given to them by the new SA Schools Act.

"Governing bodies cannot efficiently manage schools without these essential powers, one of which is the right to select and appoint teachers based on educational merit."

He said certain labour agreements between the Government and teacher trade unions were interfering with the authority to have teachers appointed on merit, which was contrary to the SA Schools Act.

Mr McConnachie said the group was also backing an application to the High Court by Grove Primary School for an order against the Education Minister, Sibusiso Bengu, and 30 other respondents.

Grove Primary contends that the teacher re-deployment policy

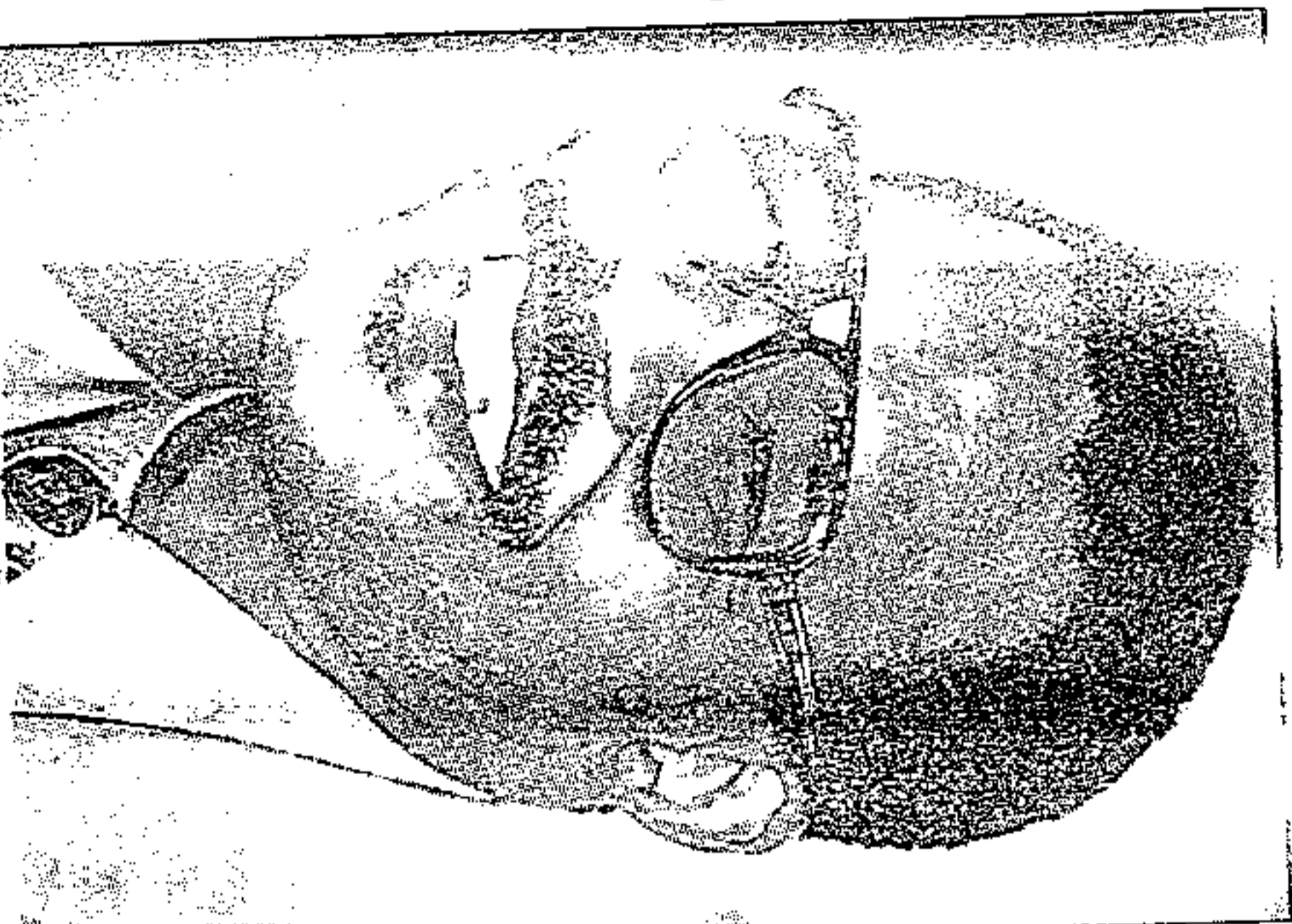
unlawfully prevents it from appointing the most educationally sound teachers to posts vacated by teachers who took severance packages.

"Because this is a vital issue affecting all state schools, members of the group are supporting the litigation," he said.

"We realise the Government is in a dilemma, and our aim is therefore to be as constructive as possible and to assist in achieving equity in education, provided the changes made are educationally sound."

He said negotiations over the Schools Bill were an example of what the group had achieved. He said a positive contribution had been made to amendments included in the final Act.

"In this regard government must be given credit for being prepared to listen to constructive criticism, and we hope negotiation will be seen as means to finding an alternative to the re-deployment policy," he said.



HARD HAT ON: GRACH

Bored to rail: Maitland High's William Janjies



Question: an over-the-hill? K.S. Andre Viljoen



Caution: Bontelheuvel's Lennie Van der Rede

Principals fear new curriculum fiasco

SABATA MGCQI
EDUCATION REPORTER

Plans to revolutionise teaching will flop unless the Government solves many underlying problems, including big classes and high stress levels among teachers. Western Cape teachers and principals have warned.

They are voicing growing concerns that Curriculum 2005, to be introduced in all South African schools, could be unworkable.

The new education system, being phased in from next year, is designed to abolish rote learning and encourage pupils

to think for themselves. It will begin in Grade 1 (formerly Sub A) and Grade 7 (formerly Standard 5) next year, be extended to all levels by 2003 and fine-tuned by 2005.

Western Cape teachers had their first briefings this week.

But senior educationists say Curriculum 2005 is bound to fail unless the Government deals with problems caused by rationalisation and redresses imbalances.

They say mounting frustration, big classes, high stress, over-hasty implementation of the system and lack of adequate information could undermine the process.

Lincoln Mali, spokesman for the Education Ministry, said these concerns had

been raised previously, but the department could not wait to resolve them before implementing the system - which was aimed at developing education.

He denied the department was rushing the process. He said it was treating it "cautiously and with the urgency it deserves".

But teachers are questioning whether the "outcomes-based" curriculum will work in South Africa, where circumstances differ from those in countries from which it has been copied.

Sea Point Primary School principal Philip Gurney, who visited New Zealand,

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To page 3

New curriculum flop feared

From page 1

where the system is used, cautioned that it should be handled with great care.

"New Zealand has a population of 3.5 million, a pupil-teacher ratio of one to 20, and highly qualified teachers," he said. South Africa had a much bigger population, language problems, limited resources, underqualified teachers and big classes.

"How are we going to cope if we rush? There are still underlying problems of over-stressed teachers who have to cope with increasing workloads as a result of the teacher rationalisation process.

"We and other schools expect to lose more teachers when phase two of the rationalisation process is implemented. I'm not sure if the curriculum could be implemented next year under those circumstances.

"We like its superb ideals for the country, but the process needs to be slowed down. At least the Government needs to initiate pilot projects in all nine provinces and in different types of schools to see how it will work," he said.

His view was echoed by the acting principal of Maitland Secondary School, William Janjies, who said the changes were being rushed and were "bound to fail as long as the imbalances of the past are not redressed".

"The Government should make money available to bring the historically disadvantaged schools and historically advantaged schools to the same level," said Mr Janjies. "Until the Government addresses those imbalances it will never move forward. A new class struggle will emerge and could plunge the country into revolution". Many schools had to cope with gang-

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sterism, big classes and few teachers, "then on top of that burden is the new schools curriculum. Teachers are flocking to doctors' surgeries because of high stress levels. How do we implement the new curriculum when we have such problems?"

Most principals in township schools were impressed with the curriculum, but some said they did not have any information about it.

Mongezi Memani of I D Mkhize Secondary School in Gugulethu said he would get clarity only when he attended one of the teacher information sessions being run by the Western Cape Education Department.

The Pan Africanist Student Organisation hit at the Government for trying to enforce the new curriculum while black schools were facing a crisis.

Are we playing games with matter? See page 6

Books in, teachers out

50

M&G 18-24/4/97

Marion Edmunds

THE cash-strapped Western Cape Education Department is depositing millions of rands into the bank accounts of adult literacy centres for spending on education materials — but largely ignores their administrative and teaching needs.

With confusion rife, concern is mounting among literacy centres and providers of education materials: they worry that the system set up by the Western Cape adult education sub-directorate to distribute state and foreign funds for literacy programmes is designed to promote the interests of publishing companies, rather than of learners.

A departmental representative said R14,6-million is budgeted for adult-based education this year, drawing R5,4-million from the national foreign-funded Ithuteng project, R1,17-million from national allocations and the rest from provincial funds.

The amount allocated to learning materials leads to skewed expenditure.

For example, chair of the Karoo's Klawervlei Literacy Project Stefanus Jooste told the *Mail & Guardian* his centre had received R21 000 for learning materials and R3 000 for administration, travelling costs and salaries.

"We don't know what to do and it's a real problem, because we are 55km away from the nearest farm. In the beginning, they said we could have money and decide ourselves what to do with it, but when the contract came, they specified that most had to be spent on learning materials."

Jooste said that they were obliged to buy materials from the only provider that visited them and they were now desperately looking for funds to train teachers and keep the centre going in order to use their costly materials.

The ease with which centres can get money for materials is frightening. All they have to do is submit a claim detailing the number of learners they have on their books and the number of subjects they are studying.

Non-governmental organisations

(NGOs) told the *M&G* that they are then paid R200 per learner per subject, with

the proviso that the money only be used to buy materials, and be spent within 30 days. The department said it pays R400 per learner per subject.

At this point the booksellers descend on the NGOs to push their wares. Many of the smaller centres do not have sufficiently well-trained or skilled facilitators to select appropriate materials for the programmes. Nor have they the skills to assess the competence of their learners so that they can decide which level of books they need.

The department claims that some centres have up to 3 000 learners although the largest centre identified by the *M&G* in the Western Cape, the National Literacy Co-operation, claims to have only 500 learners on its books.

The Department of Education has been reluctant to comment on the scheme for the past three weeks, and the senior directors of adult education — the only people permitted to answer questions — have been inaccessible. This is a frequent complaint by the literacy centres, which have been battling to find out about teacher-training so that their educators can learn how to use the costly materials they have already bought.

Most of those contacted did not want to speak on the record about the shortcomings of the department as they feared it would jeopardise their chances of getting more money.

It appears that problems are not limited to the Western Cape. In KwaZulu-Natal, the Education Department has been veering off in a different direction, spending a disproportionately large amount on teacher-training for adult educators and ignoring the purchasing of materials.

"The differences between the provinces in approach are pretty startling ... and getting the balance right between materials and training is clearly tricky. I think, however, it will be very difficult to monitor how the money is spent in the Western Cape, given the system they are using," said Elda Lyster, co-ordinator of the department

of adult community education at the University of Durban-Natal.

COSTS PER LEARNER TO BE CUT

Bengu has budget blues

(50) CT 22/4/97

IN REAL TERMS the national education ministry has less to spend per learner this year than last, and feels left out of budget policy-making.

EDUCATION Minister Dr Sibiso Bengu is dissatisfied with the R36,5 billion allocated his department in the 1997/98 Budget, and wants planning and budget procedure changes.

Introducing a debate yesterday on his budget vote, Bengu said there was a decrease in real terms compared with last year, in keeping with the decrease in the overall state Budget.

"The education system enrolls more learners from year to year, and retains them in the system longer. With fewer funds in real terms, this means less per learner to go round. Decision-makers in education, and all who work in the system, are therefore faced with a clear set of challenges. Costs per learner must be reduced," Bengu said.

On the budget process, Bengu said it did not allow his ministry and department to influence the amounts voted for provincial education.

"In my view that is not how it should be. We have fought a fragmented 16-piece racial and ethnic system in order to embrace a fragmented 10-piece national/provincial system. The collective national interest in education is too important, and too costly, to be jeopardised, whether by lack of imagination, or by dogmatic insistence on unilateral provincial prerogatives.

"The simple truth is that we have one, integrated, interdependent system. Let us, national and provincial governments, do the rational and far-sighted thing, and plan for its

development," Bengu said.

He said a creative alteration would enable the national and provincial governments to address collective responsibility for human resource development.

Bengu said agreement should be reached on medium to long-range performance targets and priorities for resourcing common national goals and to work together to achieve them.

"I'm talking co-operative government within the strict terms of our Constitution, not national dictation," Bengu cautioned.

On voluntary severance packages, Bengu said his ministry was seeking new solutions to the problems of right-sizing and achieving unity in close collaboration with the organised teaching profession.

Dr Blade Nzimande, chairman of the parliamentary portfolio committee on education, called for the budgeting process to be broadened to allow MPs to play a role in

determining the government's education priorities.

Nzimande said he was concerned that the national department was not able to exert its influence on provincial departments, to ensure that they delivered on national objectives.

National Party education spokesman Mr Kenier Schoeman said uncertainty in the teaching profession, funding, weak administration, political agendas and disruption of the tertiary sector were real threats to the stability of education.

Democratic Party spokesman Mr Mike Ellis called on the government to address the flight of experienced teachers and the capacity of provinces to co-ordinate and implement Curriculum 2005.

Unless the ministry of education was able to address these matters urgently, Curriculum 2005 would be still-born, said Ellis. — Political Staff

Education budget under fire

BY JOYIAL RANTAO

6071) (741) STW 22/4/97

Cape Town - Education Minister Dr Sibusiso Bengu has declared himself dissatisfied with the R36,5-billion allocated to his department in the 1997-98 Budget and has called for a change in the planning of budget procedures.

Introducing a debate on his budget vote, Bengu said the large sums allocated for education represented a decrease in real terms compared with last year.

"The education system enrolls more learners from year to year, and retains them in the system longer. With fewer funds in real terms, this means less per

learner to go round. Decision-makers in education, and all who work in the system, are therefore faced with a clear set of challenges. Costs per learner must be reduced."

Bengu said the current process did not allow for his ministry and the department to exert any direct influence on the total amounts to be voted for provincial education.

On voluntary severance packages, Bengu said his ministry was seeking new solutions to the problems of right-sizing and achieving unity in close collaboration with the organised teaching profession.

Adult education funding needed

Kevin O'Grady (50)

BD 24/4/97

GOVERNMENT wanted to increase the number of people in adult basic education and training (Abet) programmes to 1-million by 2001 from the current 395 000, but would need huge funding increases to do this, according to documents released yesterday.

The documents, released at the end of a three-day workshop attended by government and nongovernmental organisation representatives in Johannesburg, set out a draft four-year plan to implement government's the policy.

According to the documents, it cost about R1 000 a year to keep a person in an Abet programme and the education department's Abet budget is R13,1m.

National Literacy Organisation national director Enrico Fourie said the final plan, to be released in September by Education Minister Sibisiso Bengu, would include costing models.

HSRC hunts way to spare rod but keep school discipline

Teachers urged to be positive

(50)
ART 24/4/97

SABATA NGCAI
EDUCATION REPORTER

The Human Sciences Research Council is planning to explore how to use discipline at schools in a positive way.

If successful, say education experts, the project will bring about a radical change in the predominantly punitive school system of discipline.

The project, expected to kick off next month, aims to show teachers how to focus on the more positive aspects of discipline.

Jan Niewenhuis, head of the HSRC unit for education and training studies, said many teachers tended to equate discipline with corporal punishment, expelling culprits and other negative practices, and put

little focus on positive aspects of discipline.

"For example, how do you reward pupils for good behaviour? This is how teachers should look at discipline. How do you encourage pupils to form part of a policy decision-making process at school?"

Dr Niewenhuis said there should be motivating factors to encourage pupils to behave better. The initiative was prompted by research in schools and interaction with the Department of Education. "The more we talked to school principals the more we found they had difficulty enforcing discipline, especially after the abolition of corporal punishment," Dr Niewenhuis said. "Everybody is looking for an alternative to corporal punishment. For that reason we felt we had a role to play."



LEON MULLER

On guard: a security officer on duty at a Peninsula school. 'Bring back corporal punishment. A good whack or two on the behind is not child abuse or violence, it is just effective punishment,' says one principal

City schools turning into battlefields

ARG 24/4/97 (50)

Violence is becoming rife at schools in the city, and a Newlands principal has warned that action is needed urgently to prevent playing fields turning into battlegrounds.

High school heads blame worsening violence on television and film violence, drug abuse, gangs and the abolition of corporal punishment.

Several principals report that old-fashioned playground brawls are becoming serious assaults.

This is in keeping with what has become the "accepted norm" of a violent society portrayed on television and in films, they say.

In one case, a matric pupil and martial arts expert hit a younger boy so hard after a school dance at SACS in Newlands that he had to have reconstructive surgery.

A teacher at a Wynberg school confirmed an incident in which a boy jumping the tuck shop queue during break was stabbed with a breadknife.

In Brackenfell, Standard 8 classes at two schools were recently reported to be planning to "sort things out" in gangland style on a secret battlefield after school.

SPECIAL REPORT



JOHAN SCHRONEN

- Pupils hold teachers hostage, page 15
- Probe into school discipline, page 17
- Editorial comment, page 19

But police got wind of the imminent war and intervened by closing in on the instigators before the planned battle.

SACS headmaster Gordon Law cited a "lack of respect for people and property" and the increasing "physical approach" by boys as major reasons for the increase in schoolground violence.

"In the mass media, but especially on

television and in cinemas, everything is settled by some sort of violence," he said.

"School children are impressionable and easily influenced. When a famous cricketer appearing on television wears a certain headband or whatever, the next day half the school wears them.

"The same counts for violence: it became fashion overnight."

Mr Law urged: "Bring back corporal punishment. A good whack or two on the behind is not child abuse or violence, it is just effective punishment."

He said that punishment consisted of detention or picking up rubbish, while teachers had to hire security guards to keep watch on school functions such as discos. The "warning signs" were there and he appealed to the community to act now before schoolfields turned into battlefields.

Mr Law expressed shock over last week's incident at his school, which happened after a disco.

The increase in drug abuse in schools and gangsters peddling drugs were also factors that introduced violence in schools, according to a Claremont teacher.

Schools in some Cape Flats areas

known for gangsterism had a different view of playground violence.

Teachers in Guguletu, Khayelitsha, Mitchell's Plain and Lavender Hill reported a gang culture among pupils of all ages.

Faseed Manie, deputy principal of Lavender Hill Senior Secondary School, said teachers treated the problem by addressing the underlying family or social causes, rather than with a "cut and dried" punishment approach.

"Yes, it is true that many of our children belong to gangs, or at least associate with gangsters, but the true picture is not one of a school that is paralysed in the grip of gangs," said Mr Manie.

"When we detect a problem with a pupil, we try to turn a negative situation into a positive one by instilling a sense of ownership and responsibility into parents.

"The pupil will realise that we care and that he would be a good candidate for rehabilitation. But we need the support of the broader community.

"It is a dagger in my heart when the headmasters of some Model C schools ask us before a sports meeting whether it is safe and calm at our school."

Debate favours saving Oudekraal

MELANIE GOSLING
ENVIRONMENT WRITER

IF you don't want the Oudekraal development to go ahead, write a cheque for about R200 million and buy the land.

This is the view of University of Cape Town economics lecturer, Dr Hugh High, who yesterday shared a platform with Save the Mountain Campaign organiser Ms Desiré Buirski, at a public debate organised by commerce students.

The subject was: Oudekraal — should it be developed?

High, adopting the "tragedy of the commons" argument, said the only way to protect the environment was by securing property rights.

Although the Constitution had guaranteed property rights, a problem in South Africa was that prop-

erty was being taken by stealth.

"There's the honest way to take property and that is by writing out a market-price cheque. Another is to lay down so many regulations and restrictions that the owner can do little with it.

"People who say they don't want Oudekraal developed are really saying to the owner 'You have R200m, you can continue to keep it, but you can never use it'.

When regulations on land go too far, it's de facto stealing, because you're taking away the right to land use.

"If Ms Buirski wants to save Oudekraal, all she has to do is write

(50) CT 24/4/99
out a cheque," High said.

Buirski, speaking against the development, said Table Mountain was a national asset, recognised internationally as a biological "hot-spot" with the greatest number of threatened species.

"Are we going to privatise the entire slopes and cover them with hotels? The beauty of this mountain is unparalleled. There are 217 endemic species on the mountain — there is not another place on the planet with this number in the same space.

"The big tourist drawcard to the Western Cape is its beauty. They're not coming to see Disneyland on

the slopes of Table Mountain, or the French Riviera. They're coming to see the peninsula and the mountain chain," Buirski said.

She said parts of the mountain, which should belong to the nation, had been sold off during the apartheid era into private ownership for "ridiculously low prices".

"Table Mountain is not yet a national park. Greedy individuals are trying to make a quick buck before it becomes a park. There's a gold rush on Table Mountain to get development in.

"And how are R1-million houses at Oudekraal going to help the housing crisis in the Western Cape? The answer is, it's not," Buirski said.

After a vote by a show of hands from 500 students, the chairman declared the "anti-development" lobby had won.

'Just how are R1-million houses at Oudekraal going to help the housing crisis?'

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After a vote by a show of hands from 500 students, the chairman declared the "anti-development" lobby had won.

PRETORIA — SA's mathematics and science pupils were at the bottom of the class compared to their eastern counterparts, and believed luck had a hand in good results, a study released by the Human Sciences Research Council yesterday showed.

The study, based on data obtained at the third international mathematics and science study, showed that grade seven and eight pupils from SA performed worst in maths and science.

Children from Singapore, Hong Kong, Korea and Japan were found to be the top performers.

The study revealed a much higher proportion of South African pupils believed luck was a factor in achieving good re-

SA pupils at bottom of class in maths, science

BD 25/4/97
sults in maths and science compared to their counterparts abroad.

The South Africans were also less inclined to attribute good results to hard work than children from elsewhere.

Grade seven pupils in SA were found to do considerably less homework than others.

The council's report outlined other factors that might add to the poor performance of school children in SA.

Deprived socioeconomic backgrounds, the fact that parents of many children had insufficient education to assist their children, and mainnutri-

tion were cited as factors. Other factors were a lack of facilities for sports at schools, the distance of pupils' homes from schools, and the fact that many pupils received tuition from private tutors. Their mothers' education level was also cited as a factor. The council's report also pointed out that many of the curriculum materials were being revised.

The data for the report was based on a survey of 400 primary schools and 17 000 South African pupils. The global sample included pupils from 11 countries — Java.

HSRC pinpoints why maths pupils struggling

Socio-economic factors highlighted

ART 27/4/97

(50)

SABATA NGCAI
EDUCATION REPORTER

Poor maths and science standards at South African schools may be the result of deprived socio-economic conditions, lack of qualified teachers and the general school environment, says the Human Science Research Council.

The HSRC has researched the problem following the Third International Mathematics and Science Study report which showed maths and science pupils in South Africa ranked at the bottom of a list of 41 countries surveyed. HSRC researchers found that a number of factors could be considered as possible reasons for the poor performance. These are:

■ Poor socio-economic conditions – the report said that many pupils came from deprived socio-economic backgrounds and most parents had only basic primary education and were unable to help with school work. The report also cited malnutrition as a problem which could “adversely affect a child’s powers of concentration”.

■ Irregular school attendance by teachers and pupils, lack of facilities, shortage of textbooks and disruptions at many schools.

■ Shortage of properly-qualified maths and science teachers at secondary schools.

■ Peer pressure at many schools did not support pupils who wanted to excel.

■ As in many other countries, there was often “subtle and not-so-subtle” discouragement for girls who wanted to enter mathematics and science-based careers. Girls were also expected to do household work, restricting study time.

■ Only about 21 percent of South African pupils wrote the international test in their home language. For many pupils, especially blacks, the language of instruction at school was not the same as their home language.

In the light of South Africa’s proposed new curriculum to encourage pupils to think for themselves, the HSRC said great benefits might be obtained from doing similar tests every two years to monitor progress.

Gauteng education is R500-m

Jobs and services are on the line after department

overspent by R1-billion last year

By Lee-Ann Alfreds

The Gauteng Education Department overspent by more than R1-billion last year, causing it to be underfunded by more than R500-million this year.

This means less money will be available for staff, mainly teachers, raising the possibility of retrenchments and the curtailing of much-needed programmes.

Presenting their 1997/98 budget to the education standing committee on Friday, senior department officials disclosed they had spent R5,56-billion in 1996/97. This was more than R1-billion in excess of the R4,53-billion allocated to education in the province.

This will leave the department underfunded by R532-million.

Gauteng Education MEC Mary Metcalfe denied last night that teachers would be retrenched.

She said the teaching sector would be reduced through rightsizing, the second phase of which was to start as soon as the province

had been given the go-ahead to continue.

Rightsizing was embarked upon by the national Government last year to streamline and restructure the teaching sector. The provincial governments had no choice but to implement the process, which involves redeploying or offering teachers voluntary severance packages to bring about equitable teacher/pupil ratios in all schools.

Metcalfe said the province had been forced to overspend because they had received less money from the national Government last year. She said rightsizing would have to proceed more rapidly.

"We won't have to cut services. It's a question of making sure that the posts and the teachers follow where the money has gone."

Of the R1-billion, R290-million was to be paid out to 3 300 teachers who had been granted voluntary severance packages, according to the department's administration and personnel chief director Barend Wessels.

He said R18-million had been paid out last year and R55-million since April 1.

The remainder, R217-million, would have to be paid out of the 1997/98 budget, Wessels said.

According to the officials, the 1997/98 budget also did not take into account the 5% annual increase in the school population due primarily to inter-provincial migration.

Of the R5,03-billion which has been allocated to education this year:

- R3,9-billion will be spent on staff, mainly teachers;
- R196-million on building new schools and renovating and repairing old ones;
- R15-million has been set aside for implementing the new curriculum next year;
- R10-million each for youth affairs and school governance programmes;
- R36-million for adult basic education;
- About R45-million for early childhood development.

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SCHOOL FUNDING

FM 5/9/97

Putting Humpty together again

SA's first comprehensive survey of schools exposes critical backlogs

The ANC is pressing for urgent change in the way government funds schools in light of a shocking report which reveals critical backlogs in facilities and equipment in the former homelands and rural areas.

The School Register of Needs Survey is an "indictment of the apartheid education system," says ANC parliamentary education committee chairman Blade Nzimande.

The survey, handed to the committee last week, is one of the most extensive data gathering and analysis projects yet undertaken in SA. Each of SA's 27 864 schools was surveyed for physical facilities, services, equipment and resources.

The report details overcrowding, acute shortages in equipment and lack of basic necessities such as desks or worktops.

Nzimande's proposals were to be presented to the National Assembly this week. If accepted, would make education disbursements to the provinces subject to the needs identified by the survey.

Currently, provincial population is the primary determinant of the amount of

money a province receives from the central treasury. That means a largely urbanised province like Gauteng, with the second most people, gets a relatively large slice of the education budget — though more serious schooling backlogs exist in the Eastern Cape and Northern Province.

This means poorer provinces with greater need cannot afford to buy or build crucial facilities — thus perpetuating the skewed nature of development, says Nzimande.

"The worst cases of neglect are in the rural areas and the former homelands," he says. "Our funding strategy needs to start taking cognisance of this factor — the Finance & Fiscal Commission needs to take this into cognisance in its strategies."

The survey was carried out by the Human Sciences Research Council, the Education Foundation and the University of the Orange Free State. It gives the Department of Education a complete list of the needs of all education institutions for the first time.

The department says the survey's findings will be linked to "Census '97, the annual school survey and the matric results" to maximise planning.

The report found that 24% of all schools do not have running water within walking distance. The most water-deprived schools are in Northern Province (48% with no water), Eastern Cape (34%), KwaZulu-Natal (25%) and the Free State (22%).

On the basis that schools should have at least one toilet for every 20 pupils, the report finds shortages of nearly 67 000

school toilets in KwaZulu-Natal, more than 51 000 in Northern Province and almost 47 000 in the Eastern Cape. Nearly half of all existing toilets are pit latrines. One in eight schools has no toilet at all.

The report estimates a total backlog at schools of 1.17m student work tops and chairs, nearly 104 000 teacher chairs and more than 102 000 cupboards.

"Forty percent of schools have no desks and chairs for administration and 415 schools have no cupboards for administration," the report states. "Of the total number of schools, 55% had no typewriters or computers for administration."

Classroom shortages are especially high in the Eastern Cape (15 538 classrooms needed), KwaZulu-Natal (14 534) and the Northern Province (13 670) — 80% of the national classroom backlog of 57 499.

More than half of all schools (57%) have no electricity; as many as 79% in the Northern Province, 77% in the Eastern Cape and 61% in KwaZulu-Natal.

Specialised facilities, such as laboratories and workshops, exist only in one of every eight schools in the Eastern Cape and one in seven in Northern Province. Fewer than half the schools in KwaZulu-Natal, North-West and Mpumalanga have such facilities.

Only one in five schools in the Eastern Cape has telephones, one in four in the Free State and one in three in the Northern Province. In KwaZulu-Natal, North-West and Mpumalanga fewer than half the schools have telephones.

Justice Malala

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COMMENT & ANALYSIS

Democracy stifled by language barrier

SD BD 3/3/97

The dominance of English as the language of SA politics is inhibiting democracy, writes Steven Friedman. Unfortunately, there are no easy solutions

IT IS, to misquote, not always treason to raise the right issue for the wrong reason. Which is another way of saying that, in the heat of the furor over who did or did not "sell out the Afrikaner" at constitutional negotiations, a very important issue is being raised.

But the way in which it is being aired probably ensures that it will not be taken seriously.

The issue is the treatment of local languages — in other words, the 10 official tongues which are not English.

In the row about FW de Klerk and the Kempton Park deal, the treatment of Afrikaans since 1994 has, inevitably, been raised.

Whatever the merits or otherwise of the complaint that the language is being "marginalised", in this particular context, Afrikaans is certain to be seen as an issue dragged into the debate to continue the battle between the old order and the new.

This is a pity, because, if the issue of local languages becomes a pawn in the current political fight, we will not face it. And we desperately need to address it.

Why is language so important, despite the political debate's tendency to ignore it? Because Afrikaans is not the only local language which is being overshadowed by English — nine other official ones are in the same boat.

It seems likely that, at most, about one in six South Africans are first-language English speakers and that the language in which more and more of our public business is being conducted is a foreign tongue to most of our people.

This has alarming consequences. Firstly, it is a severe barrier to attempts to create a democratic society.

Research continually confirms an obvious reality: that most of our citizens are able to express complex and well thought-out political opinions, provided they are able to do so in their own language. When they have to do so in

English, they struggle.

The "marticulate masses" which many of our well-heeled analysts sometimes worry about — people who can "hardly string together a sentence" on the issues of the day — are, in reality, very articulate and perfectly capable of stringing together many a sentence. But, when they are forced to do so in English, they find it difficult to express their thoughts.

Since politics in this country is increasingly conducted in English — despite the fact that most of those who conduct it were brought up speaking something else — the effect could be to shut out most citizens from the public debate.

And, as soon as political dealing moves "below" the elite level at which everyone speaks English, it is quite possible that local negotiations of various sorts between citizens and officials are hampered because most people are expressing what they can say in English, not what they think. If hardly needs a genius to conclude that democracy cannot function as it should in these circumstances.

English's growing dominance could have economic implications too. Besides the problem of communication in the workplace — particularly when skills need to be taught — many South Africans may be hampered in their ability to learn subjects such as maths and science and to acquire technical skills by the fact that these are usually taught in English.

If our school system moves towards growing use of English, the problem will worsen.

In East Asia, some intellectuals in growing economies such as Korea or China are fond of pointing out that teaching and official

business in their countries are conducted in local languages while the Philippines, which has lagged behind the region economically, relies on English.

This raises at least the possibility that one reason for Africa's inability to produce people with world-class technical skills could be that they are imparted in languages which people are battling to master.

However, the issue is much

more complicated than that.

Firstly, a switch into local languages would not, in itself, offer a panacea for Africa or this country. Panama, for example, uses Swahili as its official language without notable educational, economic or political success.

The reason, according to linguists, may lie in differences between African and Asian languages: for a variety of reasons, the latter apparently have more

ready-made technical terms.

Even if we were to start teaching these subjects in local languages, a great deal of effort would be needed to generate the necessary terms — and to find people able to teach technology and science in the vernacular.

A second and related point is that most African countries, this one included, would find it impossible to settle on a single local language for public business because there are several in each country. If SA were to settle on one official language, for example, English is probably the only choice which would not start a war.

Thirdly, English is increasingly the language of international communication and commerce — speaking it opens doors which are closed to vernacular speakers.

It could be argued, therefore, that to deny pupils an English education is to condemn them to exclusion from a host of opportunities and possibilities. As a result, pressure on pupils whose home language is not English to learn in the new "world language" comes, in the first place, from their parents who see a vernacular education as a passport to another generation of poverty.

For all these reasons, English is likely to continue to play a major role in this country — possibly a dominant one. But that does not remove the obligation to tackle the language question, for our progress may well remain limited until we do.

We have not addressed it, except symbolically — by creating 11 official languages which, given the logistical nightmare this creates, means that, in practice, we have only one — and rhetorically, by

stressing the right of people to express themselves in their languages without doing anything about it. A probable reason is that our new elite prides itself on its ability to speak English and seems either to assume everyone else speaks it too — or they should if they want to get on in life.

If we need more evidence that our public debate is often out of touch with the society (a reality enhanced by the fact that the elite speak English), we might note that the "affirmative action" debate rarely if ever tackles the disadvantage imposed on millions of people by their need to speak English in business and technology.

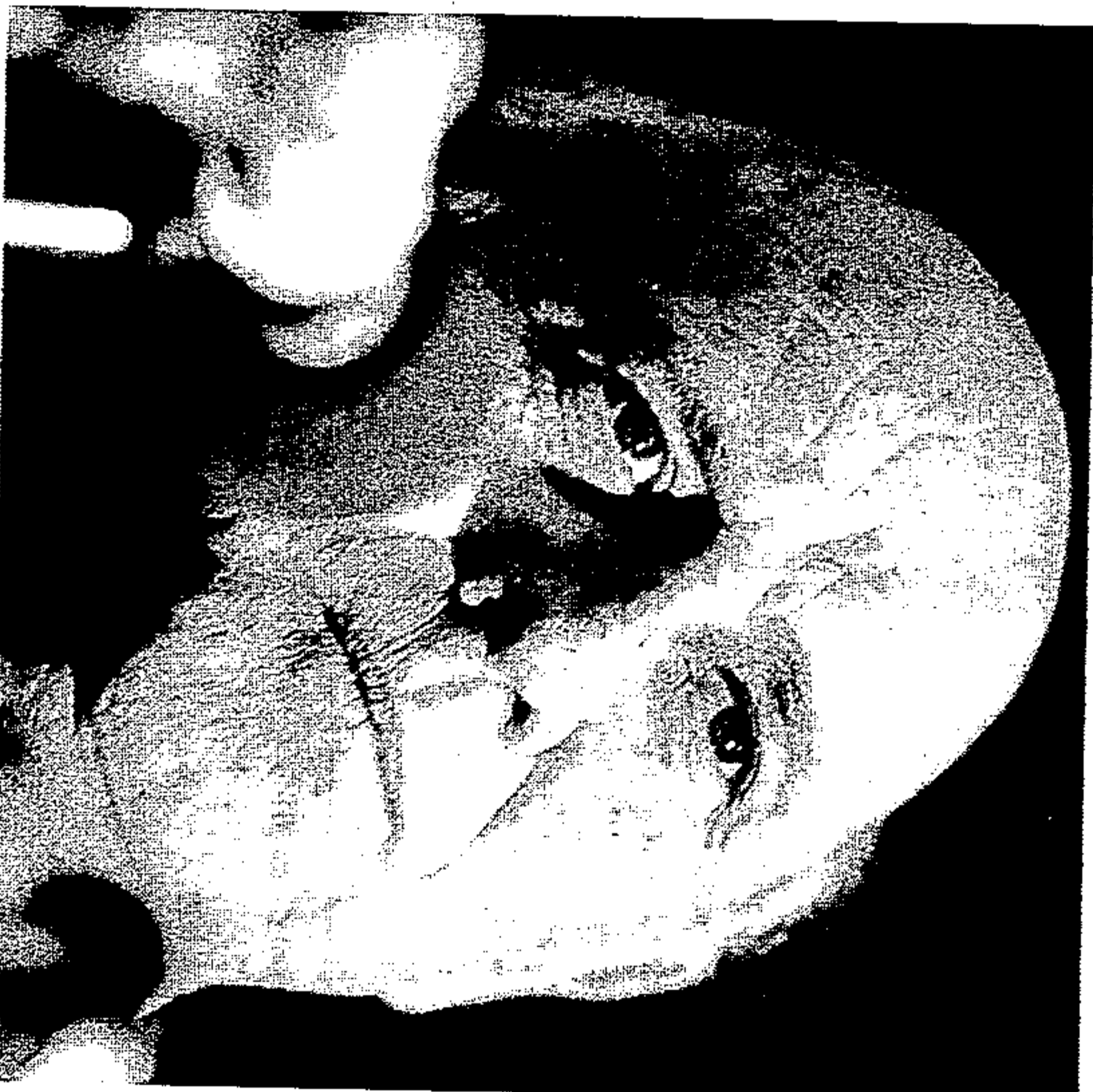
At the political level, it is surely not beyond our wit to find ways of retaining English as a lingua franca, but still creating opportunities for citizens to communicate politically — and deal with officialdom — in the language of their choice. Educationally and economically, there are no quick and easy answers. A policy which encouraged people to pass through the education system speaking only their own languages would probably be resisted, with good reason, by pupils and parents alike.

But it should also be possible to find ways of mixing English's dominance with opportunities for pupils to learn the basics of scientific and technical subjects in their own language.

And it is surely vital that white pupils be compelled to take more than two official languages so that they can begin to understand what their fellow citizens are saying and thinking.

However, whatever route we choose, it is essential for our progress that we move beyond the current row about Afrikaans to begin a debate on how we are going to enable our majority who are not first-language English speakers to express themselves politically and reach their full potential.

□ Friedman is director of the Centre for Policy Studies.



FW de Klerk ... accused of 'selling out' Afrikaans

New education legislation under fire

CAPE TOWN — Draft legislation proposed by the Western Cape education department would allow officials to order medical operations for children with special education needs, without the agreement of the parents, the National Coalition of Home Schoolers said yesterday.

The organisation said the province's draft School Education Bill constituted a major threat to the fundamental rights of children.

It also said that the department was appropriating far greater powers than a welfare officer or district surgeon currently enjoyed when dealing with children.

The bill would allow students with special needs to be subjected to medical

or psychological examination, or be removed to a school or institution for special education, without the consent — or even against the will — of the child or parents. The bill provided for these actions to be taken without a court order or warrant.

Special education included psychological or medical treatment, therapy or operations.

The bill's provisions on the powers of a school attendance officer were also alarming, the organisation said.

This official would be able to enter any premises, public or private — using violence if necessary — in pursuit of a truant, and this on nothing more than a suspicion and without a court order or warrant. — Sapa.

BD 6/3/97

Illiteracy: South Africa's economic timebomb

(50) MTC (6M) 7-13/3/97

Aspasia Karas

CRIME and unemployment grab the headlines, but an even greater obstacle to putting South Africa on the fast growth track is illiteracy. The fact that the National Economic Development and Labour Council (Nedlac) put the issue high on its agenda at its first meeting this year highlights the growing concern that without education, all efforts to boost the economy will be stymied.

The Nedlac constituencies committed themselves to finding a way to fund industry-based training by the next council meeting on May 9. The decision coincides with Adult Literacy Week, and the tabling in Cabinet of the Department of Labour's Green Paper on human resource development.

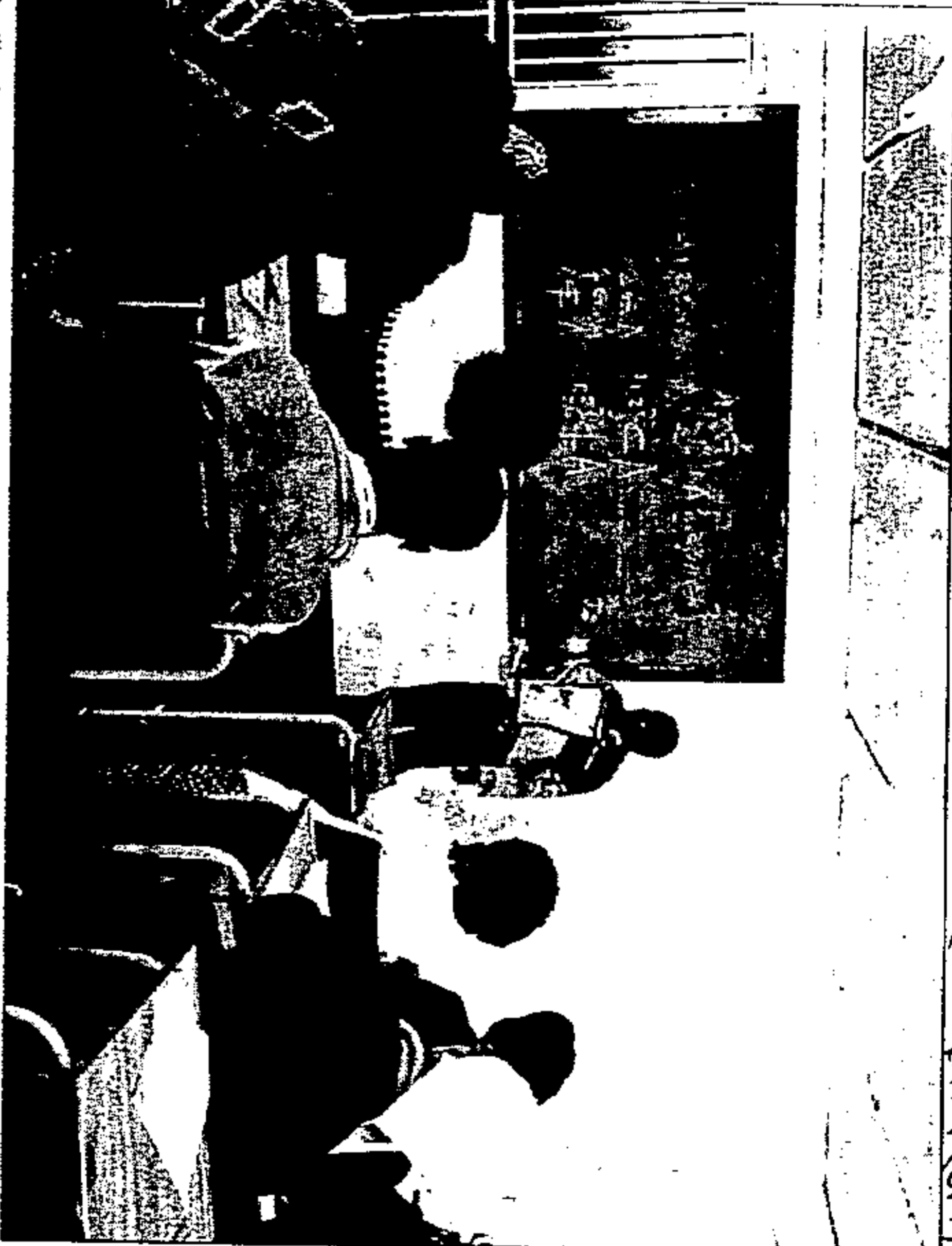
The fact that a quarter of the population can barely make out the headline, let alone get as far as the first sentence of this article, is on the agenda again. The most recent literacy study completed in 1995 showed that 10-million to 15-million South Africans are functionally illiterate. In other words, they do not have the competencies of a standard seven school pupil. Between seven and 10-million do not have the competencies of a standard five pupil.

According to Enrico Fourie, director of the National Literacy Co-operation (NLC) — an umbrella group for more than 150 non-governmental organisations in the literacy field — functional illiteracy entails an inability to abstract information, draw conclusions, or make the necessary associations in a given text.

While the statistical parameters are measured against an ideal definition of what standard seven or five competency should represent, the impact of the disrupted and historically unequal South African education system throws even these figures in doubt. The reality is that close on 15-million people simply cannot read.

The impact of functional illiteracy on the economy only becomes obvious when, for example, you are stuck behind someone who takes 20 minutes at the automatic teller machine. Fourie explains: "Because of the stigma attached to illiteracy, it is internalised, especially because of our society's hegemonic 'First World culture' emphasising tertiary learning."

Nevertheless, studies show that widespread illiteracy is a major



Spelling it out: Without education, all efforts to boost the economy will be stymied

daily concentrated in the 16-to-25 and 35-to-60 age groups — critical groupings whose reading problem is eating away at the future growth and development of South Africa.

Adding to the problem is that the most radical programmes undertaken by the government and institutions focus on employed workers, rather than the unemployed, who are the greatest victims of illiteracy. Consequently, the programmes concentrate on industry-based training rather than holistic educational competency.

Wendy Dobson at Nedlac says the debate boils down to "who pays, how much, and what is the money going to be used for? If there is a payroll levy, is it applicable to companies that already pay a lot on training?"

The national human resources policy envisaged by the Department of Labour will establish a national training fund. Currently, certain sectors such as the hospitality and metal and engineering industries have formalised training funds that set training standards and implement them.

The question they are asking is: how can we

should be a single national front or sectoral ones. Sectoral funds raise concerns that certain areas would slip through, while a national fund that would be formalised and tripartite in nature could set appropriate standards, decide on national needs and priorities, and then support sectoral funds.

Labour supports the national fund concept and is also proposing a 4% payroll levy. According to Dobson, the business has a different view. "If they can avoid the levy they will. Where they are already spending a lot on training, which is the case in the financial sector where the product is based on training, they would want to negotiate a rebate."

She adds that business believes a national fund would be too bureaucratic and too distanced from sectoral needs, while encouraging the proliferation of government bodies and institutions.

More importantly, such a fund and body would not help the unemployed or special interests, like the informal sector, which encompasses the bulk of the population.

The debate at Nedlac reflects a polarised view on the

human resource issue, but the Presidential Lead Project to promote Adult Basic Education and Training (Abet) for the majority of the population is floundering.

Furthermore, the Department of Education has created a line function to deal with Abet, but has not provided a line function budget item for it. As a result, R50-million was allocated as an interim amount to the programme, and represents less than 1% of the entire education budget.

The difficulty of prioritising adult education is patently obvious, but the pressing timeliness imposed by the growth, employment and redistribution (Gear) policy needs should throw a different light on the issue.

Gear's success depends on building an economy capable of competing in the global market. A reasonably skilled workforce is central to this model — hence the concentration on human resource development. But the underlying South African literacy status cannot support the vision.

Fourie argues that the impact of illiteracy is not only felt in terms of the economy, but in human resources, health care, and social development.

in a far more serious way, because people are handicapped by lacking basic political skills, which further undermines the domestic and social environment.

Much of the R50-million in education is being spent on a project called 'litering' — ready to learn. It focuses on 10 000 adult learners per province, and is being conducted with a parallel project funded by the European Union, and initiated by the NLC — the "thousand learner project". The aim is to test standards, norms and values in terms of developing a basic Abet programme for the country.

Fourie explains: "We are trying to develop a localised system with which we can reach as many learners as possible with the least possible resources."

The next step is to develop key policy guidelines, which they hope to formalise through legislation by 1998. At the moment, however, the statistics are bleak for new adult learners in the South African system. According to EDU, an education statistics agency, only 330 000 new learners have entered the system per year since 1994.

The Abet vision outlines a system that can provide literacy at a very low cost without compromising a general education standard. The system should be flexible and comply with particular community needs. The final result of the pilot learner programmes shows that it can be done. But the lack of resources in education are frustrating hopes.

The example of the Gauteng province night-school system is illuminating. While the infrastructure is available, and gives the province an advantage, the system of adult education simply reflects the formal education system. This is not what a fully fledged Abet programme would do: it should provide a base from which adult learners could enter the job market, and would begin to integrate with the national human resource programmes, supplementing their functional approach and developing well-rounded assets to society.

The lack of money and strategic planning is preventing the development of such a system even where infrastructure exists. The lobby for a restitution fund would begin to address the question.

The point of the Adult Literacy Week marketing exercise is to emphasise that adult basic education is not only a problem for the Education Department, but also a national crisis and should be given the same attention as

Education gets 1,2% boost to R5,5-bn

Education gets the biggest slice of today's Budget.

The already high education budget increases 1,2 percent to R5,559-billion for this year.

Education will constitute 21,3 percent of total government spending and 6,5 percent of Gross Domestic Product for 1997/98.

Education also represents 45,5 percent of all social services spending and remains the largest single category of government spending.

Over 80 percent of the education budget

EDUCATION

ARG 12/3/97 (50) (50)

is allocated to pre-primary, primary and secondary schooling, with the remainder to tertiary education. About R954-million has been given for school building projects.

Spending on education personnel has been reduced.

"Containment of personnel costs through a right-sizing programme for educators has contributed to the comparatively slow growth for this function," said Mr Manuel.

A total of R5,431-billion will be provided for universities and technikons, including an increase in the subsidy to tertiary institutions to 12 percent.

The University of the Western Cape gets

R145,6-million, down from R182,6-million last year, while the University of Cape Town is to get R256,9-million, up on last year's R250,6 million.

The National Student Financial Aid Scheme got R200-million. Mr Manuel said negotiations were taking place to channel more international donor finance in the government kitty to higher education. This will include an additional R100-million to be given to the bursary scheme.

The average funding level of institutions of higher education will be 65,6 percent. In addition, the government will spend more on adult education, from R6,5-million last year to R13,1-million this year.

Protection services share increases to R30-billion

The protection services - police, prisons, justice, courts and defence - get a bigger share of the budget compared to last year, with a total of R30-billion allocated to them.

This overall amount given to protection services represents an 5,3 percent increase.

The expenditure on police, justice and correctional services will increase by about 15 percent once improvements in conditions of service are taken into account.

"This provides a clear indication of the seriousness with which government is approaching crime," said Finance Minister Trevor Manuel.

Remuneration of employees accounts for nearly 70 percent of the budget of the protection services.

The police's R13,1-billion, is 14,4 percent above last year's level and represents 6,9 percent of total government expenditure and 2,1 percent of the Gross Domestic Product (GDP).

The prison's R3,9-billion, is 23,5 percent more than last year and represents two percent of the total expenditure and 0,6 percent of GDP, while the courts of law get R2-billion, which is a 13,3 percent raise and represents one percent of total expenditure and 0,3 percent of GDP.

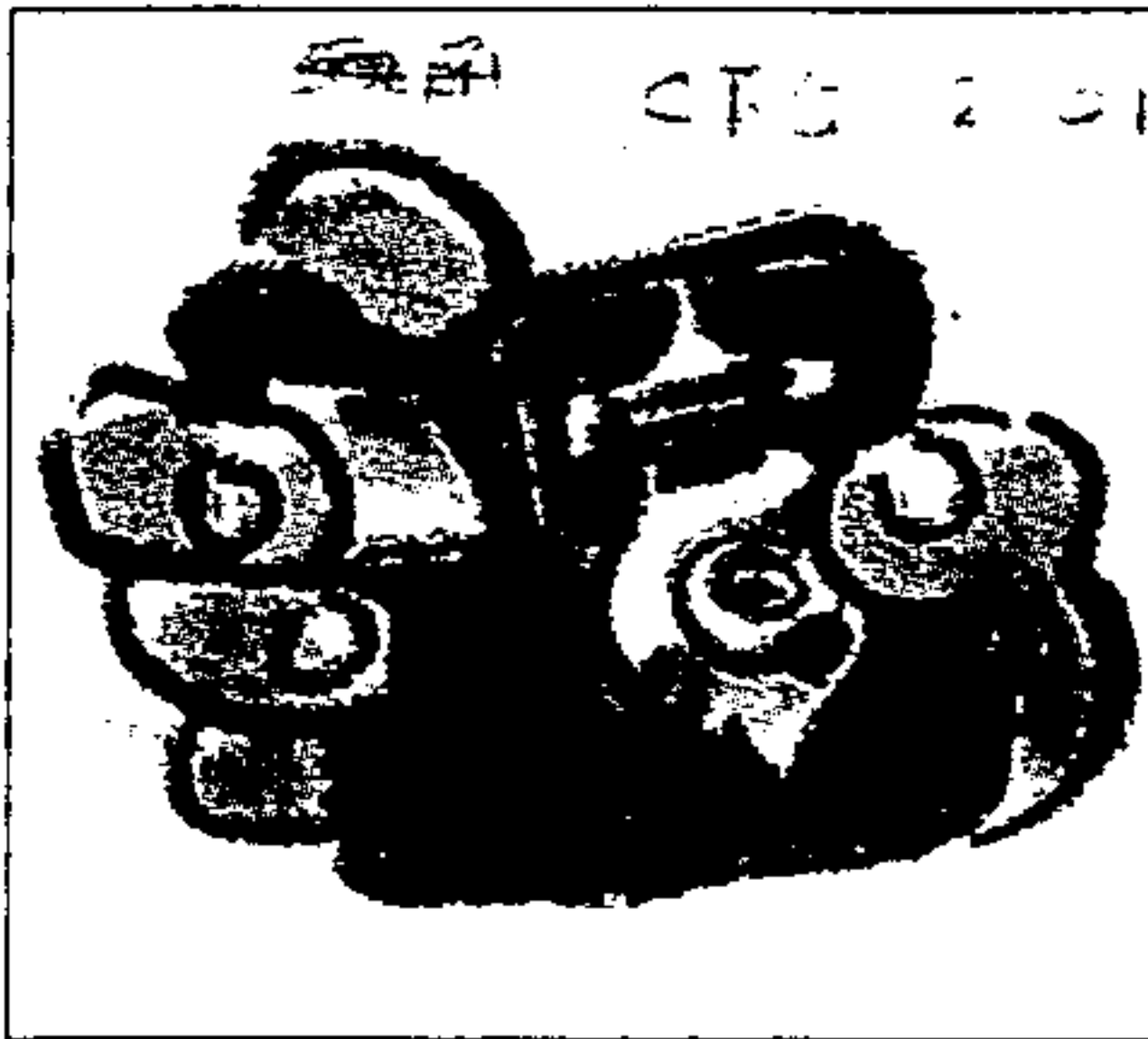
An amount of R406-million has been made available this year for the National Crime Prevention Strategy. The strategy will cost R902-million and will run for three years.

The commercial arm of the police has had its allocation increased from R60 500 last year to R101 475.

The allocation to correctional services amounts to R3,32-billion, a 28,1 percent increase over last year. Mr Manuel said

SECURITY

ARG 12/3/97 Protection: up by 5,3%



COLIN DANIEL

that during 1996/97 the number of prisoners, probationers and parolees increased substantially, for which additional funding was approved.

A further amount of R442,2-million included in the Department of Public Works for capital expenditure is to be used for building new prisons and modernising existing facilities.

An amount of R28,9-million has also been included in the Public Works budget for an integrated security system at 18 priority correctional centres. A further sum of R3,8-million had been allocated for an education and training project for prisoners this year.

The Justice Department got a 15,2 percent increase, to R1,812-billion. This raise is partly due to an increased allocation to the Truth and Reconciliation Commission and funds allocated to Reconstruction and Development Programme projects that form part of the national crime prevention campaign.

Delivery of RDP projects 'will speed up'

The delivery of Reconstruction and Development Programme projects will speed up after the initial slow and bumpy start, says Mr Manuel.

About R4,4-billion had been allocated this year for RDP projects, including R500-million for the government's primary school nutrition programme, implemented in 12 300 schools.

About R680-million had been given for free health care. The clinic building programme had delivered 297 clinics, 47 residential units attached to existing clinics, 173 mobile clinics, and 44 vehicles to be turned into mobile clinics and 2 358 clinics would be upgraded.

Mr Manuel said projects in place at the end of 1996 would deliver water to 6,4 million people, and 100 000 people would get adequate sanitation.

The government had allocated R100-million for peace initiatives in KwaZulu Natal.

The urban renewal programme, which aimed at rapid and visible improvements in municipal infrastructure, had been given R245-million and about R2,034-billion had been allocated over five years.

A further R300-million had been given for land distribution, R500-million for the water supply and sanitation programme, R200-million for the Maputo corridor and other spatial development projects, and R350-million for housing infrastructure.

Partly as result of rigorous planning, RDP projects were slow in getting going, Mr Manuel said. "Good progress with implementation is now evident, which will be reflected in accelerating project delivery during 1997," he added.

RDP

Education handed largest single slice for third consecutive year

(50) BD 13/3/97

Kevin O'Grady

EDUCATION spending was the largest single item for the third year running in the budget yesterday, with the sector receiving a R1,11bn or 2,8% increase over last year's spending of R39,165bn.

About R34,7bn of the R40,27bn grant goes to the provinces and R5,431bn of the R5,559bn allocated to the national education department will provide a much needed boost to tertiary institutions which, until recently, were expecting significant cuts to their state subsidies.

However, the total allocation, which accounts for 21,3% of government expenditure and 6,5% of gross domestic product (GDP), was greeted with dismay by teacher and student organisations and runs contrary to a statement by Education Minister Sibusiso Ben-

gu after last year's budget that consistent increases of 5% a year were needed.

In his speech, Finance Minister Trevor Manuel said the amount allotted to education was high by international standards — 5,4% of GDP in industrialised and 3,9% in developing countries — and it showed "the high priority which government attaches to investing in our children's future".

Manuel said the R5,431bn directed to universities and technikons would include a 12,3% increase in the general subsidy formula — bringing subsidy allocations to tertiary institutions to R4,934bn from last year's R4,395bn — and with R200m going to the national student financial aid scheme.

Another R100m was being sought from international donors for the aid scheme and to support

the redress of inequities and imbalances in the higher education system, the Budget Review said.

Manuel said that government would also increase adult education spending from R6,5m last year to R13,1m in 1997/98 while projected expenditure on preprimary, primary and secondary education would increase from R32,332bn last year to R33,074bn.

National Party education spokesman Renier Schoeman welcomed the allocation of such a large percentage of the budget to education, but said "one would obviously like to see even more".

Taking into account pupil increases, SA Democratic Teachers' Union general secretary Thulas Nxesi said a much larger increase in last year's budget should have been set aside.

It also seemed government had "not considered what needs to go to capital expenditure, (as) thousands of our children are still learning under trees".

The issue of provincial autonomy in making education allocations also needed to be addressed, as there were programmes planned at national level which would be implemented by the provinces. "What if a province does not allocate that money accordingly?" Nxesi asked.

SA Students Congress president Andile Sihlahla said more should have been set aside for education and other social services.

University of Pretoria spokesman Mike Smuts commended Bengu for securing increased subsidies for tertiary institutions.

ts eighth consecutive cut

(254) BD 13/3/97

It started later in the year, decide to go ahead with the projects could be initiated asrils said.

defence committee chair-ni said that the battle for navy had not yet been lost.

tional Congress members, ommittee members had to pt and support Manuel's lift in emphasis towards so-ties.

that he was happy with efence review and that the mpleted its discussions on

the future design of the force on Tuesday.

The whole process could be completed within the next two months, he said.

While allocations to the special defence account, which allows for weapons and equipment procurement, was cut from R1,854bn to R1,533bn, the navy and the army received modest increases, connected in large part to personnel costs.

The army's share of the cake rises from R3,542bn to R3,745bn, the navy's from R714m to R793m. Medical services take a hefty cut from R1,026bn to R798m, with the air force seeing its allocation cut from R2,021bn to R1,921bn.

DOWN FROM
1989/90.

Schools face crisis as pupils from Eastern Cape cram in

'Influx may cause W Cape standards to drop'

ARG 15/3/97

(50)

JEAN LE MAY
STAFF REPORTER

Thousands of children from the former Transkei and Ciskei are overcrowding schools in the Western Cape, overburdening teaching staff and the province's education budget.

There were 138 pupils in a Xhosa class being taught by teacher Charles Malgas at Masiyile school in Khayelitsha when Saturday Argus visited the school yesterday.

Mr Malgas said there were 150 pupils in another class, while the average number of pupils to a class in the school was 90.

The ratio aimed at by the national Department of Education in its reform programme is never greater than 1:40.

Masiyile has up to now had a reputation for academic excellence. In 1994 the school achieved a matric pass rate of 84 percent.

But excellence has had a price: the school's official capacity is 1 200, but an astonishing 3 800 pupils cram into it every day, said Atwell Tshumfela, chairman of the school's PTSA (Parents/Teachers/Students Association).

He said he had approached the department "on an almost daily basis" to ask for more teachers, but that his requests were ignored.

The situation was desperate, he said, because teachers were unable to cope.

In 1995 Masiyile had been split into two schools to keep them manageable, but the department amalgamated them again last year without consulting the PTSA, said Mr Tshumfela. The association has now asked for the school to be split into three, but has had no response yet.

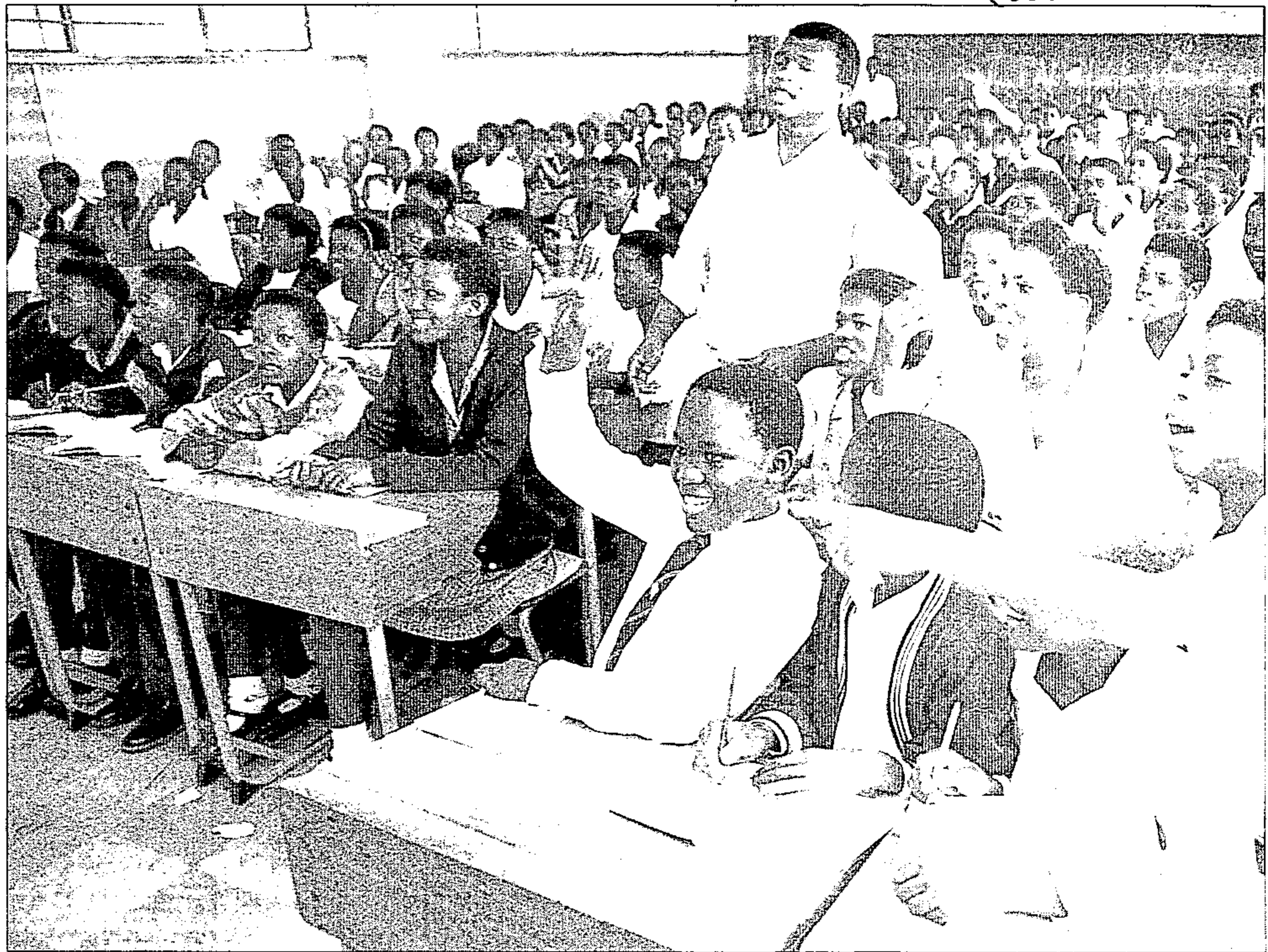
Mr Malgas said many of the children came from the Eastern Cape, but now lived with their parents or relatives, many in squatter camps.

The over-crowding crisis has been attributed to the population explosion in the Western Cape since the repeal of influx control in the late 1980s and to the newly-achieved constitutional guarantee of freedom of movement.

Saturday Argus was assured by an informant, who refused to be named, that at the beginning of the school year pupils arrived "direct from the Eastern Cape, sometimes in taxis or even buses".

They gave local addresses when registering.

Nomkita Makosane, spokesperson for the provincial education department, said authorities were aware that pupils from other provinces were attending Western



ROY WIGLEY

Crowded lesson: teacher Charles Malgas battles to make himself heard in an over-burdened Xhosa class of 138 at Masiyile School in Khayelitsha

Cape schools, but that "we have never come to the point of counting them nor finding out from which provinces they come.

"The children use local addresses when they apply for admission. We supply education on the basis of enrolment supplied by the school principal."

A retired teacher with 38 years of experience, whose last job was at a teachers' training college in the Eastern Cape, told Saturday Argus that the influx of pupils to the Western Cape from that province could lower standards.

It was nothing new for pupils from the

Eastern Cape to attend school in the Western Cape, she said.

"It's been going on since the late 1970s when education started to fall apart in the Ciskei and Transkei.

"Numbers started rising in the early 1990s, peaking since 1994. It will be interesting to see the census figures ...

"This is making an appreciable difference in the size of classes.

"Unfortunately it has done nothing to improve the standard in local schools. Schooling in Ciskei and Transkei is rudimentary and most of the 14-year-olds who came from there have problems catching

up in a Western Cape school.

"Many of them have gone into the lower classes when they arrived here and may even have failed a year, so you now quite commonly get pupils who are 20 years old - and older - in the senior classes."

Eastern Cape schools were supposed to have created another 4 500 teaching jobs, but they have not done so because they did not have the money to pay them, she said.

Education authorities in that province have said they would spend R50-million on refurbishing schools "but what is the good of that if they don't have the teachers?" asked the retired teacher.

New agreement opens doors of EU research to SA scientists

OWN CORRESPONDENT

ARL 15/3/97

(50)

Pretoria - South African scientists will now have access to top-flight European Union research under a co-operation agreement signed between South Africa and the European Union.

The Science and Technology Co-operation Agreement was signed last December and opens up whole new spheres of research to South African researchers in areas as diverse as fisheries, transport and development.

The agreement is worth about R65-billion in 17 different programmes, said Abdoul Aziz M'Baye. Mr M'Baye is economy and industry counsellor of the European Commission in South Africa.

A number of the programmes are based on a shared cost scheme and will allow South African researchers and scientists access to the latest research data available from top European Union (EU) laboratories and research organisations.

A major factor of the agreement is the quick delivery and availability of research

data, which will allow speedier implementation of results to benefit South Africa.

Part of the agreement will allow for an international co-operative programme which will allocate subsidies for researchers in specific fields Dr M'Baye said.

The agreement provides the South African research community with access to all non-nuclear programmes of the EU's Fourth Framework Programme for Research and Technological Development.

This includes visits and the exchange of research workers, engineers and technicians, as well as participation in seminars, symposia and workshops.

The European Commission is hosting a two-day science and technology seminar in Pretoria this weekend as a kick-off for the agreement, with another to take place in Cape Town on Monday and Tuesday.

The seminars will give an overview of the Fourth Framework Programme as well as information on prospects for science and technology co-operation in South Africa and the southern African region.

Schools and hospitals face calamity

Budget cuts hit Cape hard

ST (CM) 16/3/97

(50)

NORMAN WEST, Political Reporter

HEALTH and education services in the Western Cape are close to crisis point following central government cut-backs in provincial budget allocations.

Previous budgetary cuts led to 6 000 teachers being declared redundant last year, causing uproar in the community, protest marches and strikes by educationists.

"The same threat and worse now faces the Western Cape," provincial Finance Minister Kobus Meiring warned yesterday.

He said hospital services were already operating under severe strain, with patients being sent home prematurely because of a lack of beds.

Recent reports indicated there was a severe shortage of resources to train staff and employ technicians to maintain equipment. Some patients were literally left to die in hospital corridors because of archaic equipment that no longer worked.

"This calamity could get worse," said Meiring, and he blamed the looming crisis on the 10 percent or R780-million decrease in the Western Cape budget allocation announced by Finance Minister Trevor Manuel on Wednesday.

Meiring said he would deal with the issue on Thursday when he tables his provincial budget in the Western Cape Provincial Legislature.

He would not give details of what could be expected but warned it would be a "tight" budget, adding that the decreased allocation held "drastic and disastrous consequences for the Western Cape in terms of service delivery".

"Our hospital services are seriously over-stressed, yet we may be forced to close down more beds and even suspend our clinic-building programme. It is that serious," said Meiring.

He said the Western Cape's share of the allocation to provinces had decreased from 12 percent in 1995/1996 to 10,7 percent in the coming year.

He felt the Western Cape's allocation did not amount to an equitable share of revenue raised nationally and did not

allow the province to provide basic services or to perform functions allocated to it as constitutionally required.

He said that over the past two years the province had had to cut 25 000 civil posts, of which 15 000 occurred last year.

Of the R3-billion Western Cape budget, 90 percent is spent on service deliveries in the Health, Education and Welfare (pensions) department. Only 10 percent is spent on roads, public works, nature conservation, the economy and police.

Some 80 percent of the entire budget is spent on teachers' salaries. The province must also pay the increases in pensions.

This means the two major departments — education and health — will have to bear the brunt of the fiercest cuts from the 80 percent allocation they get from the full budget.

"There is simply no other way," said Meiring. "We have to make do with R780-million less than the inadequate budget we already have."

"We can only cut where it is practically possible to do so and that means severe slices in health and education, putting health facilities and further teacher posts at risk — it is as sad but also as simple as that."

VIOLENT CRIMES AT 154 SCHOOLS

R20m a year spent

on protecting pupils

CT 19/3/97

(56)

MEC FOR EDUCATION Mrs Martha Olickers has called for proposals about addressing the high incidence of violent crime at Western Cape schools. **CYNTHIA VONGAI** writes.

MILLIONS of rands are being spent on protection for pupils in the Western Cape instead of education.

Of the region's schools, 154 have been identified as "red zone" because murder, rape and other crimes have been committed on their premises.

Security personnel have had to be stationed at 77 of these schools in an attempt to curb the occurrence of serious crime.

This measure was costing the Education Department more than R20 million a year, the MEC for Education, Mrs Martha Olickers said yesterday.

"We are spending millions on security services at schools and we can't keep on doing this," she said.

Most of the schools affected are on the Peninsula. The areas in which there are "red zone" schools are: Elsie's River, Matroosfontein, Delft, Kulls River, Heideveld, Khayelitsha, Nyanga, Mitchells Athlone, Lavender Hill, Park and Steenberg.

violence was to be stopped, parents would have to take responsibility and instil discipline at home.

In an attempt to address the violence at schools, the Education Department held a workshop on Robben Island yesterday. It was attended by about 40 representatives of the department, police, army, trade unions and teachers.

Proposals are to be presented to Olickers later.

● There are 10 cases a day of child-rape or molestation in Gauteng and 1 000 rapes of women a month, the province's MEC for Safety and Security, Ms Jesse Duarte, says.

Sapa reports that she said yesterday the incidence of rape had increased by almost 20% in two years, a phenomenon she described as "alarming". Last year, there were 12 938 cases of rape and attempted rape, 88 of statutory rape and 1 083 of indecent assault.

According to the quarterly report on serious crimes released recently by the Minister of National Safety and Security, figures given

by Duarte and provincial police Commissioner Sharma Maharaj reflected a decline in all but burglaries and rape.

Duarte said the police were to focus strongly on rape, which had been graded as a priority A violent crime.

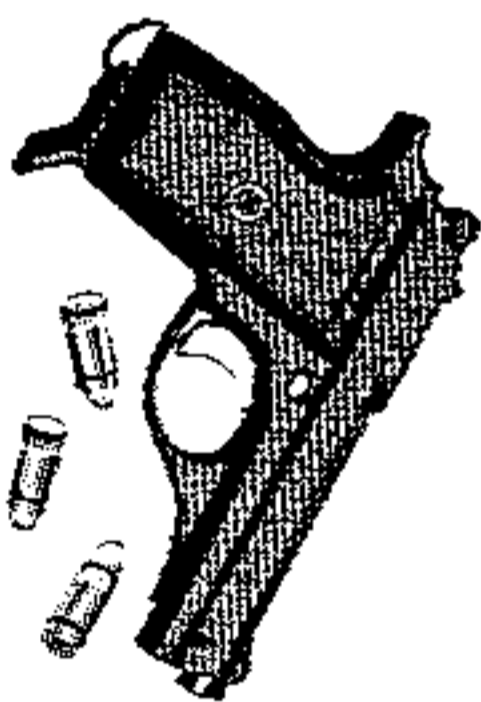
"There are 1 000 rapes a month. This is a phenomenal reality," Duarte said.

"It could be that people are more comfortable about reporting rape to the police. It could be that this has been the level for a long time. From the work of the Child Protection Unit, we can comment that 10 children are raped or molested every day. That figure should be zero."

Most rapes occurred in the home, where the perpetrator was known to the victim.

"How do you combat private crime? Our focus is education — for example, in Soweto schools we meet students' representative councils every week. The treatment of rape has to be unambiguous."

"We have spoken to the justice system about increasing sentences. The Law Commission has proposed a 15-year minimum sentence for certain crimes, including rape."



Cape Town
City Centre

● Elsie's River

● Langa ● Matroosfontein

● Bonteheuwel

● Athlone ● Heideveld

● Nyanga

● Manenberg

● Hanover Park

● Delft

● Khayelitsha

● Mitchells Plain

● Retreat

● Steenberg

● Lavender Hill

Kommetjie

Kalk Bay

Simon's Town

**AREA WITH
HIGH RISK
SECURITY**

Realising noble dreams

(50) Sunele 20/3/97

A HURRIED LOOK AT the Green Paper on education may easily render it an impressive document, well written and articulated. But the issue is not the form but the content.

As the saying goes: all that glitters is not gold. This notwithstanding, one concedes that the Green Paper represents an important advance towards transforming the highest education system.

The Green Paper advocates, agreeably so, the notion of the massification of the higher education system. The present system is viewed as elitism and therefore an exclusive of a privileged few, particularly whites. The proposed funding strategies, as underpinned by the principle of redress will, it is hoped, take care of the implementability of the massification project. In itself the principle is plausible.

It seems as if we may not repeat the mistake of promulgating that all children of a specific age group will receive free primary health care without ensuring that there are sufficient facilities and resources – human, material and financial – to realise our noble dreams.

But massification may cause more problems if we are not, as seems to be the case, sensitive to the language policy. The Government perpetuates a tragic myth that we have 11 official languages that are equal in status.

The fact is the linguistic *status quo* where indigenous languages were perceived as primitive by white racism still exhibits a stubborn prevalence. It would perhaps be preposterous to expect the Green Paper to go off at tangent to the Government's timid mission of pacifying the white community to the extent of overfeeding it with concessions.

Pathetically low

The point is that the present pathetically low participation and success rate of black students may even be more pronounced if the aggrandisement of the higher education system were not linked to a dynamic language policy sensitive to the indigenous linguistic realities.

The high failure rate of black students in relation to white students is due mainly to language problems.

Minister of Education Professor Sibusiso Bengu cannot have forgotten that language, as a product of historical development, is in fact a carrier of culture. Progressive black scholars agree that in this country there are basically two indigenous language categories: the Sotho and Nguni.

Each of these has diversified into several dialects. The notion that we have 11 official languages carries with it a subtle reinforcement of tribal and ethnic attitudes. Our languages are by no means irreconcilable. Bengu should have

The Green Paper on education represents an important advance towards transformation – but does it go far enough? **Nelvis Qekema** elaborates...



Minister of Education Professor Sibusiso Bengu.

considered the idea of establishing statutory language institutes charged with the duty of ultimately developing from the Nguni and Sotho categories at least two standard varieties to be adapted as media of instruction in the foreseeable future.

The technical capacity of languages so developed would have to be extensive so as to facilitate the teaching of subjects like mathematics, physics, biology and so on. I do anticipate that our whitewashed and Eurocentric black brothers and sisters would, out-facing white people, be the first to jump off their chairs angered by the "backward" prospect of returning to Africa.

Lest we forget, their children cannot speak the indigenous languages. We cannot be tired of reminding them that developed nations are those which have embraced their indigenous languages. Consider the Arabic world, Korea, China or Japan. In Japan there is no thesis that is accepted until it is translated into Japanese. Most of these countries were colonised to no lesser extent than ours. Another eloquent example, not to go too far, may be Afrikaans – a beautiful language colonised by the Boers and

elevated into a highly developed scientific language.

We may illustrate the importance of promoting our languages further. You often hear government officials shouting at the top of their voices that "development must be people-driven", but more often that not this "development" is initiated and talked about in a language (English) that is not understood by the majority – the supposed targets of the "development".

Do the functionally illiterate understand President Mandela when he makes important pronouncements in Parliament in English? If not, then who is the President talking to? It stands to reason, therefore, that development as such can never be people-driven.

The further imposition of subsidy cuts by the Government flies in the face of its notion of the massification of the higher education system. This further deprives the minister of the requisite credibility as he seems to preach one thing and practice the opposite. Of course, it is an open secret that the Government is busy smartening itself up for viewing in the beauty contest organised under the auspices of the International Monetary Fund (IMF). Hence the education budget must not massify but be as slim as possible to make a good impression on IMF.

By the Green Paper's own admission, income distribution in South Africa is among the most unequal in the world. Whites, who comprise only 12.8 percent of the population, earn 58 percent of the total personal income.

Knowledge is power

So subsidy cuts entrench elitism in favour of whites. It induces the commoditisation of the education system. We are often reminded that knowledge is power. If we are condemned to buy knowledge, which is power, then the jobless poor majority are cursed to remain forever powerless.

Transformation can under no circumstances be negotiable. Should there be resistance by any institution of learning, the Government should demonstrate the will to discontinue the further granting of public funds to such an institution. Everything considered, we may only hope that massification will not degenerate into messification.

(The writer is a senior member of the Azanian Students Convention).

cry for staff as pupils crowd in

Classes swell to 50 or more

ARG 22/3/97

(50)

TWEET GAINSBOROUGH-WARING
STAFF REPORTER

The education system in the Western Cape is on the verge of collapse as thousands of teachers take retrenchment packages.

Last week the Weekend Argus reported overcrowding in schools in Khayelitsha, where teachers were battling with classes of between 90 and 150 pupils.

This week the St James Primary School in Kalk Bay disclosed it is trying to cope with overcrowded classes of fifty or more pupils.

Educators say these examples are just the tip of the iceberg and many other schools will find themselves in similar situations.

The St James Primary School urgently needs another teacher, but to qualify for an additional teaching post it must take in a further 60 pupils.

School principal Gregory Gordon said: "The school is old and the classrooms smaller than the accepted norm".

The school has six teachers, including its principal, but Mr Gordon believes strongly that a ratio of 40 pupils to a teacher is too high for a primary school.

He says he has appealed to the Western Cape Education Department on several occasions and outlined his position, but his requests have so far fallen on deaf ears.

"The school has been told to approach its parent body, which has already provided a photocopy machine and video recorder, to do more."

Mr Gordon said he had been forced to combine his standard two and three classes, as well as standards four and five.

"Teachers in these classes are teaching more than fifty children at a time, with up to three children at a desk."

"Dealing with two different standards in the same class

puts a lot of pressure on teachers, who have to double their preparation time.

"In addition the children in both standards vary considerably in their academic abilities and require varying amounts of attention."

Tim Gordon of the Western Cape Education Department admitted he was aware of the problems at St James Primary School. He said several options were being investigated.

"A major problem at the school is its classroom size," he said.

Commenting on the overall crisis, he said problems were

'Hard-pressed headmasters are acting as janitor, handyman and secretary'

being encountered with pre-negotiated agreements regarding the redeployment of teachers.

Staff were, however, busy assessing the situation - particularly that of schools with large classes.

"Once we have all the facts, we will be able to draw up strategies and efforts will be made to address some of the problems.

"Peninsula schools serving disadvantaged areas are in similar situations and headmasters are acting as janitor, handyman and secretary in addition to carrying out their teaching duties."

David Kroneberg, principal of Christian David Moravian School in Retreat said his school was also hard-pressed.

Classes had also been combined to stretch the limited number of teachers.

His staff come in after hours to clean the school as there are

no cleaners. Mr Kroneberg also acts as secretary, janitor and bursar, as the school has insufficient numbers to qualify for any of these posts.

At the Constantia Primary School, which serves children from local farms, farmers have pledged their support.

Principal Sam Frans said: "The loss of teaching posts put tremendous strain on the remaining teachers who have much more preparation to do as a result of the combined classes".

He said his school was fortunate because two local wine farmers had come forward to sponsor an additional teaching post from next term.

They have also sponsored a half-day secretary, who is an ex-pupil.

Alistair Witton, Principal of Zerilda Steyn Primary School in Seawinds, said he had grave concerns for the school's future.

His school was originally built for 700 pupils, but now accommodates 1 087 - and the numbers are increasing daily.

Seawinds serves Vrygrond and the Lavender Hill area and Mr Witton says he expects an influx of people drawn by the Capricorn project, a huge industrial development. The council is also building 650 housing units in Montagu Village.

"We cannot chase pupils away, but we are faced with dramatic increases in class size. Already every available inch of the school is being utilised for teaching space, which has meant doing away with the library and audio-visual room.

"Zerilda Steyn is an old school and its classrooms were never intended for more than 35 children."

He said discipline in the large classes was a problem which was made worse by the fact that so many of the children came from broken homes.

Revolutionary plan for

PREGA GOVENDER

(50)

A MASTER plan to revolutionise the education system will be unveiled by the Minister of Education, Professor Sibusiso Bengu, tomorrow.

The new national school syllabus — known as Curriculum 2005 — will be implemented at a cost of R2-billion

and phased in over the next six years.

The bold initiative, which will for the first time shift the emphasis from academic learning to encouraging skills, is expected to help radically transform education.

Borrowing from education models in New Zealand, Australia, Canada, Britain and the Netherlands, it will see the total scrapping of the present education system.

ST 23/3/07

One of the most far-reaching implications of the new policy is the replacement of existing school textbooks, bought at a cost of millions of rands.

The deputy director general of curriculum development in the Department of Education, Dr Ihron Rensburg, said the textbooks would be obsolete in the new curriculum.

"A major area to be addressed would be the axing of

blatantly false information and bias from textbooks and the adding of information on new international developments. Specialists in education have been commissioned to write the new textbooks," he said.

The country's 360 000 teachers will have to be re-trained before they can start teaching the new syllabus.

The new education policy makes provision for pupils to

branch off into academic or vocational and technical fields of study after they pass Grade 7, now called Std 5.

Rensburg said technical education would, for the first time, become available to pupils from Grades 1 to 12.

"An important feature of the new curriculum will be the introduction of national assessment tests in languages and the sciences for pupils in Grades 3 and 6," he said.

Rensburg said the new syllabus would be introduced next year to pupils in Grades 1 and 7.

"Teachers of those grades will undergo two weeks of training in July to prepare them," he said.

He said Curriculum 2005 was a complete overhaul of this country's education system and was being hailed as the most "important milestone" in South African

schools this century.

The SA Democratic Teachers' Union, the country's largest teacher body, this week welcomed Curriculum 2005, saying it shifted the emphasis from rote learning to developing pupils' vocational and technical skills.

Edwin Pillay, the union's national deputy president, said it would enable pupils to compete for jobs on the international market.

education

'EMBRACE AND MAKE IT HAPPEN TOGETHER'

New day of learning dawns despite delays

JOHANNESBURG: A new curriculum for schools is only 85% ready, and will be implemented gradually next year, following training for teachers.

TODAY Education Minister Professor Sibusiso Bengu launches in Parliament a new way of learning for schools, although his department has yet to complete work on the curriculum.

After almost two years the curriculum is only 85% complete. It has also been found wanting technically, prompting the department to appoint a task team earlier this year to upgrade the "poor" quality of the curriculum.

Even before its implementation, the department backed down on its original plan to launch the curriculum in four grades (one, four, seven and nine) following widespread concern from teacher organisations about whether teachers are ready to teach the new course materials. The department has now decided to implement the curriculum in Grades One and Seven only.

The curriculum would run parallel with the existing system being phased out until 2005.

Deputy-director of Education, Dr Ihron Rensburg, said every effort would be made to train teachers on how to teach the curriculum before it is implemented nationally next year.

Rensburg said the new syllabi were 85% complete and of a poor technical quality.

He said a technical task team,



NEW ERA: Sibusiso Bengu

made up of representatives from three teacher organisations, spent the first quarter of this year investigating ways of improving the technical aspects of the curriculum. Their work is expected to be completed by the end of April, leaving the department with the remainder of the year to finalise its work and teach teachers about the new system.

"The decision to start with two grades came about after the concerns from educators over the speed at which the new curriculum was being phased in and our ability to manage the changes at classroom levels.

"By phasing in two subjects at a time, we reduce the risk of problems," he said.

(50) CT 24/3/97
Rensburg said at least 500 individuals, including educators from around the country and overseas experts, had made an input into the drafting of the new curriculum, which is based on the ideal of providing lifelong learning for all South Africans.

Traditional school subjects would be replaced and incorporated into the following eight learning areas: communications, literacy and language learning, numeracy and mathematics, human and social sciences, physical and natural sciences, technology; arts and culture, economic and management sciences, and life orientation/personal and social development.

Rensburg said the department had taken into consideration the concerns voiced by teacher organisations when the curriculum was first announced last October.

However, Rensburg said the department did not expect the implementation of the new curriculum to take place smoothly.

He said: "The department will put together a management team to deal with flashpoints or areas of difficulty. Obviously, our main concern would come from ensuring that teachers understand the curriculum and are given the tools to implement the programme.

"We have been able to reach broad consensus on drafting of the new curriculum, now it is up to all of us to embrace it and make it work together," he said. — Own Correspondent

New schools syllabi still has problems

(50) Sowetan 24/3/97

Sowetan Correspondent

EDUCATION Minister Sibusiso Bengu is to launch a new way of learning for South African schools in Parliament today, even though the Department of Education has not yet completed work on the curriculum.

Almost two years after work first began, the curriculum is only 85 percent complete. It has also been found wanting technically – prompting the department to appoint a task team earlier this year to upgrade the “poor” quality of the curriculum.

Even before its implementation, the department backed down on its original plan to launch the curriculum in four grades (one, four, seven

and nine) following widespread concern from teacher organisations about whether teachers are ready to teach the new course materials.

The department has now decided to implement the curriculum in Grades One and Seven only. The curriculum would run parallel with the existing system being phased out until 2005.

Deputy-Director of education Dr Ihron Rensburg said at the weekend that every effort would be made to train teachers on how to teach the curriculum before it is implemented nationally next year.

He said the new syllabi was 85 percent complete.

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of representatives from three teacher organisations, spent the first quarter of this year investigating ways of improving the technical aspects of the curriculum.

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Rensburg said at least 500 individuals, including educators from around the country and overseas experts, had made input into the drafting of the new curriculum, which is based on the ideal of providing lifelong learning for all South Africans.

Opposition parties furious over exclusion from debate on the revamp

Bengu turns SA education on its head

Assessment rules as textbooks close on 40-year exam era

Opposition parties are fuming over their exclusion from discussions on and the launching of South Africa's new schools curriculum.

They said the incident was disgraceful and against the spirit of reviving the culture of education in South Africa. However, the Department of Education has apologised and promised to make a formal apology to the party portfolio committees.

The Democratic Party said it was "extremely annoyed" that it was not invited to the launch. Its spokesman on education, Mike Ellis, said the exclusion of the opposition parties was not in the spirit of the new education system everybody desired to build.

"This is completely against the spirit of reviving the culture of education in South Africa," Mr Ellis said. "The curriculum was not even discussed at portfolio committee level."

"How can the minister allow the launch to go ahead without informing the opposition parties?"



It works like this: Education Minister Sibusiso Bengu explains how the curriculum will make pupils think

Education Minister Sibusiso Bengu has unveiled a new school curriculum that encourages pupils to think for themselves, instead of regurgitating what teachers tell them.

The new system is aimed at encouraging greater co-operation among pupils, and at reducing teachers to facilitators. It is a radical shift from textbook-oriented education to an outcomes-based system.

It aims to teach pupils how to research, debate issues, tolerate other points of view and empathise with others. The system is aimed at encouraging pupils to learn about responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial skills.

Professor Bengu said the shift from the content-based education, which had dominated the country for more than 40 years, to an outcomes-based system sought to ensure that pupils became better citizens.

"Its aim is to equip all pupils with the knowledge, competence, values and attitudes that are necessary for success after they leave school or complete their training," Professor Bengu said at a ceremony outside Parliament.

The new curriculum aimed to ensure

SPECIAL REPORT



SABATA NGCAL

pupils were able to think, solve problems, collect, organise and analyse information, work in a group, as well as independently, communicate effectively and make responsible decisions.

Teaching would become learning-centred, with emphasis on group work and developing the ability of pupils to think critically, research and analyse.

"Pupils will have greater self-esteem because they will be allowed to develop at their own pace," the Minister said.

"The exam-driven system will develop into one in which pupils are assessed on an ongoing basis.

"Rote learning will make way for critical thinking, reasoning, reflection and

action. Knowledge will be integrated, learning relevant and related to real-life situations.

"In a learning-centred environment, the teacher becomes the facilitator, guided by learning programmes that allow him or her to be innovative and creative in designing programmes," he said.

There are eight areas of learning that have been approved for the new curriculum. They are:

- Language, literacy, communication.
- Mathematical literacy.
- Human and social sciences.
- Natural sciences.
- Technology.
- Arts and culture.
- Economic and management sciences.
- Life orientation.

The new curriculum is expected to be implemented next year, beginning with grades one and seven.

Other grades are to be phased in and the process completed by 2003.

Teachers will be given in-depth training, which is expected to begin soon.

A pilot project will run in the second half of this year to assess needs and pre-empt problems.

(50) ARG 25/3/97

Equally annoyed was the National Party, which said its exclusion was "disgraceful".

"It's a great pity that the department chose not to inform members of the portfolio committee about the curriculum and the launch," said Renier Schoeman, NP spokesman for education.

"It's disgraceful that a matter of such significance was handled so clumsily. There has been a lack of inclusivity and transparency in the process."

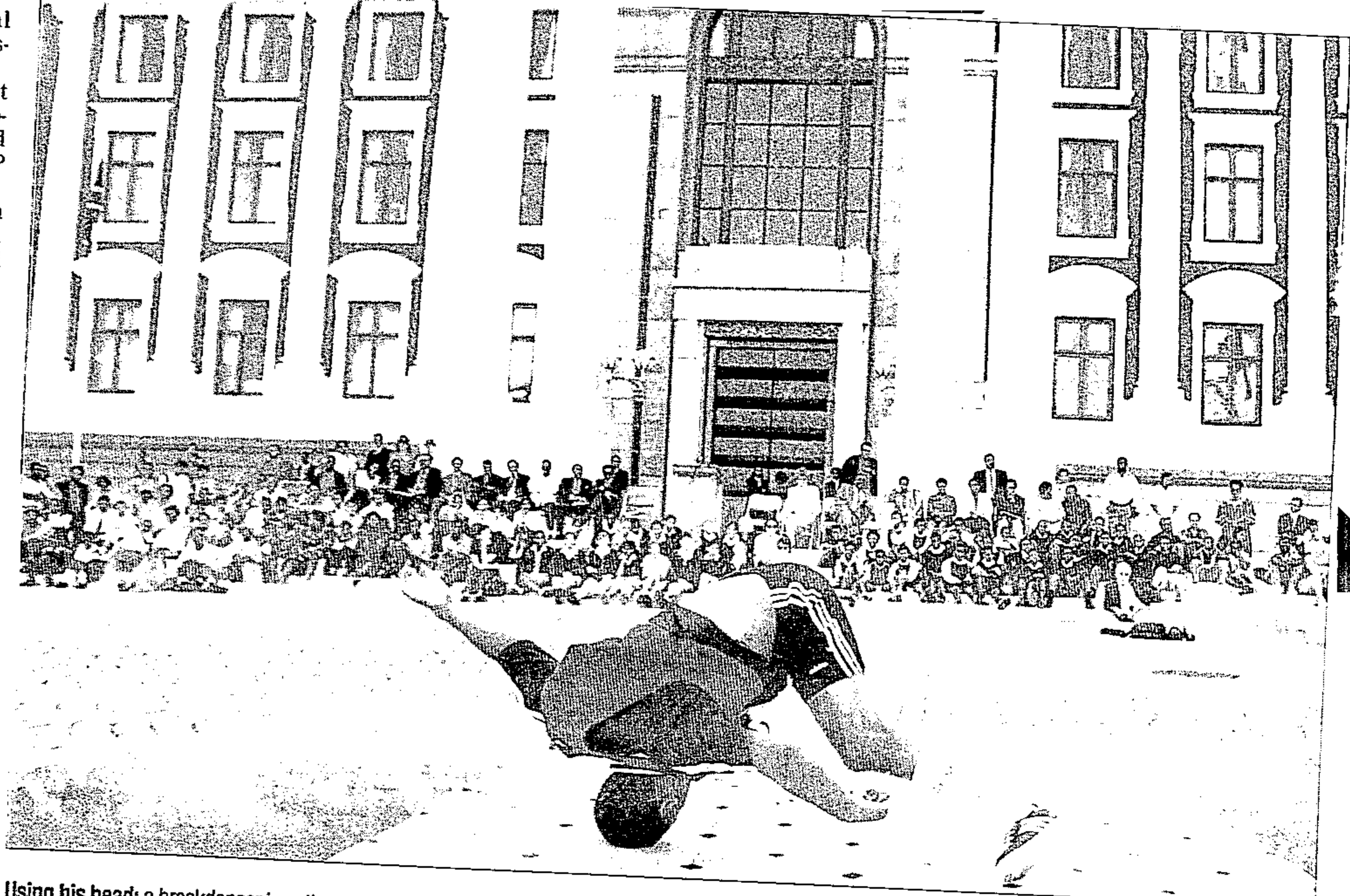
Thami Mseleku, special adviser to Education Minister Sibusiso Bengu, apologised for not inviting parties in the portfolio committees. "We will make a formal apology to them; we had no intention to exclude anyone." He could not spell out clearly the reasons why the parties were not invited.

In Johannesburg, Freedom Front education spokesman Leon Louw said the new curriculum would undoubtedly have an effect on culture-based education. Sapa reports. He said the FF was particularly concerned about its effect on culture-based education for Afrikaner children.

"The present rationalisation of teachers clashes directly with certain principles contained in the system and this can lead to unending problems."

Further problems could be expected with the replacement of the present standard tests and examinations by the evaluation of pupils.

"It can definitely influence the determination of norms and standards."



Using his head: a breakdancer in action outside Parliament as the Education Minister unveils the new school curriculum, which is to be introduced from next year

ROY WIGLEY

Bengu launches new school curriculum aimed at 'outcome'

Kevin O'Grady

CAPE TOWN — A new curriculum for SA schools, which has eight new learning areas and steers away from rote learning and the external assessment of pupils, was launched by Education Minister Sibusiso Bengu yesterday.

The new curriculum, technical details of which were handed to Bengu yesterday and will be made public next week, would be implemented in grades one and seven next year, Bengu said. Two grades would follow each year un-

til the curriculum was in place in grades six and 12 in 2008.

All SA's 360 000 teachers would be introduced to the curriculum's new approach this year. Teachers in grades one and seven would be targeted for in-depth training and a pilot project would be run in the second half of the year "to assess needs and pre-empt problems which may arise", he said.

Launching the new curriculum, known as "Curriculum 2005", on the steps of Parliament, Bengu said it would see a shift from the old content-

based curriculum to one which was outcomes-based. "This aims at equipping all learners with the knowledge, competencies, values and attitudes which are necessary for success after they have left school or completed their training. Its guiding vision is that of a thinking, competent future citizen."

The curriculum, together with the labour ministry's skills development plan, was part of government's overall human resource development strategy aimed at "creating a total vision for a fully informed citizen in a society that

encourages lifelong learning".

Apart from drastic changes to teaching methods and syllabus content, the new system would allow learners to acquire the same qualifications whether in schools, colleges or other training programmes.

A further education and training certificate issued to a school pupil on completion of grade 12 would also be issued to a learner reaching an equivalent level in the national qualifications framework, which links various areas of education.

Education

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they learn as they move from one learning situation to another".

It would ensure that credits and qualifications were easily transferable from one learning situation to another.

The new subject areas, which would replace existing subjects, were language, literacy and communication; mathematical literacy, mathematics and mathematical literacy; human and social sciences; natural sciences; technology; arts and culture; economic and management sciences; and life orientation, he said. Some external assessment would take place at the end of grades three and six but comprehensive external assessment would be done at the end of grades nine and 12.

Education deputy director-general

Ibron Rensburg said that for a pupil to proceed to the next grade (apart from in grades nine and 12) he would be expected to present himself for assessment "and display a certain level and set of abilities". If he failed to do this, he could prepare again for assessment.

Bengu said that after the curriculum was finally in place in 2003, it would undergo a "fundamental review" in 2004 and 2005 "to improve and refine the achievements".

The new plan was criticised by Democratic Party MP Mike Ellis and the textbook publishing industry which questioned government's ability to have support materials ready for the curriculum to be implemented next year. He said that while the plan was a good idea, "it might be dead on its feet before it even starts" because of the loss of many experienced teachers through rationalisation and because of growing class sizes.

Bengu said the framework, which was "at the heart" of the new curriculum, would provide learning opportunities regardless of age, circumstances, gender and level of education and training. It would ensure that learning was recognised whether it took place in formal or informal settings; that learners were able to move between the learning and working environments and that areas of learning were related "to enable learners to build on what

Continued on Page 2

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Learnings

'HOPE FOR LEARNERS'

New curriculum is 'outcomes-based'

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THE SCHOOL curriculum envisaged by Education Minister Sibusiso Bengu involves a shift from content-based rote-learning to giving learners the knowledge and values needed for success after leaving school. (50)

EDUCATION Minister Dr Sibusiso Bengu yesterday unveiled Curriculum 2005, the government's revolutionary new "outcomes-based" school curriculum, intended to encourage learners to develop at their own pace and take responsibility for their learning.

Curriculum 2005, to be slowly phased in from next year, emphasises integrating education and training and is based on a view of learning that rejects a rigid division between academic and applied knowledge.

The new curriculum, aimed at gearing pupils to be "thinking, competent future citizens", will involve a shift from a content-based rote-learning system to one aimed at equipping learners with knowledge, values and attitudes necessary for success after leaving school or completing training.

The curriculum will be phased in from January next year, starting with grades one and seven, with the goal of introducing it for all 12 grades by 2003.

Bengu said some external assessment would take place at the end of grades three to six, but only in grades nine and 12 would there be comprehensive external assessment and certification.

He said next year teachers of grades one and seven would be given in-depth training and a field test would be run later this year to assess their needs and pre-empt problems that might arise.

"All teachers will be introduced to the

outcomes-based approach in 1997. Facilitators will be trained in each province and will then be responsible for conveying the information to the teachers," he said.

In 2004 and 2005 a review of the curriculum would be undertaken to improve and refine the achievements of its goals.

"Today heralds the dawning of new hope for the learners of our country, most of whom have, until now, had to contend with a system which was racially divided, riddled with prejudices of all kinds and totally inequitable," Bengu said.

The report would be open for public scrutiny and comment, and would then be amended.

Curriculum 2005 was welcomed with reservation by opposition parties. The DP's Mr Mike Ellis said that while it had potential, it came at the wrong time.

"It coincides with the retrenchment or early retirement of the most experienced and qualified teachers who would make it work. Thousands of our very best teachers who are needed to promote this new thinking and make it work have now left or are in the process of leaving. The new approach requires closer teacher-pupil contact, yet our classes are already large," Ellis said.

The National Party's Mr Renier Schoeman said the process would have to be managed effectively if it was to result in an improved situation. "Good intentions are not good enough," he said. — Political Staff

No pay for Lingo experts

PAN-SOUTH African Language Board (Pansalb) members have not been paid since their appointment nine months ago, and some academics serving on the government-appointed body may not be remunerated at all.

The salary issue has been bogged down by red-tape after State Expenditure told cabinet that Treasury Rules exclude executive university staff from receiving remuneration.

At least eight of the 13 board members, including chairwoman Prof N C P Golele, are attached to universities, an Arts and Culture department spokesman said yesterday.

Pansalb was established last year to address all language issues in the country.

A department spokesman said a meeting with the department of state expenditure had taken place last week and recommendations would probably be made within 48 hours.

—Sapa

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'TIME TO BITE THE BULLET TOGETHER'

Levy could spark jobs boom

GOVERNMENT proposes an additional tax on business to fund a skills training plan, but business doubts it will work. Political writer **HENRY LUDSKI** reports.

A TAX on businesses, that could net hundreds of millions annually to fund a major skills training programme to stimulate the economy and spark a possible jobs boom, has been proposed by the government.

The bold plan, announced by Labour Minister Mr Tito Mboweni yesterday, forms part of an over-arching plan to better harness South Africa's human resource potential.

The central thrust of the proposed initiative would be to plough funds from a pooled training levy of businesses into clearly-defined priorities sectors.

Companies would be able to draw from the central reserve to

satisfy some of their own training requirements.

The Initial Skills Development Strategy for Employment and Growth proposal, which is set for implementation next year, maps out how the fund generated by the 1%-1,5% wage levy can be put to work to promote the government's broader goals of economic, employment and social development.

The strategy is aimed at bringing South Africa's human resource and training objectives in line with the government's economic and employment growth policies, as outlined in the Reconstruction and Development Programme as well as the Growth, Employment and Redistribution (GEAR) strategy.

It would entail radically re-defining and restructuring existing national and industry boards and identifying national, industry and enterprise priority areas which would be specifically targeted for skills development delivery.

Through a system of grants, these sectors would be provided with incentives to encourage them to meet their specific targets.

The skills development programme is also seen as a way to improve employability and self-sustainability for both employed people and new entrants to the labour market, said Mboweni.

The proposal has received a lukewarm response from big business, which expressed scepticism about the levy and the impact it would have on job creation.

Business South Africa's Mr

Adrian du Plessis promptly slated the suggested levy, saying although businessmen recognised the problems they were instinctively uncomfortable with levies.

The SA Chamber of Business said it would first have to study the strategy document before it could comment fully.

Mboweni said human resources development was an integral part of economic and employment growth measures outlined in the RDP and GEAR. "It is time for us to bite the bullet together... Without skills development it is likely that growth will be hindered by critical skills shortages," Mboweni said.

The suggested levy system could be phased in within the broader framework of tax reform, which was being investigated by the Katz Commission, he said.

Eighty percent of the levy revenue would be channelled to sectoral skills development funds for enterprise-based training. The remaining 20% would contribute to a national fund aimed at addressing priority skill needs in areas identified by the government and a national skills authority.

Mboweni said the government would also make a fiscal contribution, particularly to programmes aimed at priority skills and donors would be canvassed.

The strategy was aimed at school-leavers and the unemployed, who would obtain nationally-recognised qualifications for the formal sector, to help to become self-employed.

Businesses would benefit through improved competitor and productivity, while workers would have improved bargaining power.

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Study problems blamed for SA maths failures

Language a barrier ⁽⁵⁰⁾

ARGUS CORRESPONDENT

Pretoria - South Africa's maths and science results will improve only if pupils change their attitude towards studying.

This is the view of Kobus Maree of the Department of School Guidance at the University of Pretoria, who has developed a new questionnaire to measure study orientation in mathematics.

The completely unacceptable situation surrounding mathematics in South Africa could only be solved if studying improved dramatically, Professor Maree said.

Pupils' emotions, habits and attitudes to mathematics, as well as the way in which they perceived the subject, their teachers and the teaching of the subject, the class atmosphere and their home circumstances, played a significant role in their eventual achievement in mathematics.

According to Professor Maree, the

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disparities between the results of the various population groups were cause for serious concern.

The Foundation for Research and Development has released figures showing 0,3 percent of black pupils, 2 percent of coloureds, 16 percent of Indians and 20 percent of whites passed Grade 12 (matriculation) with exemptions in maths and science.

Pupils from environments lacking stimulation were frequently at a disadvantage; they struggled in the subject and they learnt more slowly, Professor Maree said.

Problems caused by being taught in a language other than the pupil's mother tongue contributed to anxiety in mathematics and undermined achievement in the subject.

Professor Maree has developed a questionnaire to determine the problems of under-achievement in the subject, and to help solve them, and this was released at the Human Sciences Research Council.

Bengu unveils new school curriculum

By Rafiq Rohan
Political Correspondent

Sowetan

25/3/97

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Ministry strikes at the heart of educational change by altering what and how we learn

THE much-awaited new schools curriculum, which sounded the death knell of the divisive apartheid system of education, was released by Education Minister Mr Sibusiso Bengu yesterday.

At a launch on the steps of Parliament yesterday, Bengu said the new curriculum would foster learning which encompassed a culture of human rights, multi-lingualism, multi-culturalism and a sensitivity towards reconciliation and nation building.

In the new system the role of the teacher also undergoes radical transformation. The teacher becomes a facilitator. This year will be used to introduce teachers to their new roles in "the outcomes-based approach", Bengu said.

The new curriculum will do away with final examinations, which are presently the most important part of education at school.

The eight new areas of study for learners at school are language, literacy and communication; mathematical literacy, mathematics and mathematical sciences; human and social sciences; natural sciences; technology; arts and culture; economic and management sciences; and life orientation. The new programme does away with learning by rote and adopts an integrated approach to learning which incorporates life skills in all subject areas.

Evaluation will be directed through the

National Qualifications Framework which, among other things, will ensure that education and training are brought together.

All learning, whether it takes place in formal or informal settings, will be recognised. Learners will be able to move between the education and work environments.

Bengu said the new system would take just over eight years to be phased in. Next year the new curriculum becomes operative in Grades 1 and 7. Grades 2 and 8 will be introduced in 1999, Grades 3 and 9 in 2000, Grades 4 and 10 in 2001, Grades 5 and 11 in 2002 and Grades 6 and 12 in 2003.

Fears that haste and job losses may ruin system

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SABATA NGCAL AND CLIVE SAWYER
STAFF REPORTERS

Teacher organisations and specialists that helped draft the new school curriculum said it was a significant shift from the past, but warned of serious problems if it was implemented too quickly.

And the Democratic Party has warned that the recent retrenchment of teachers could wreck the new system.

The National Professional Teachers' Organisation of South Africa said it was concerned with the time frame for the implementation of the curriculum because the department needed time to train and orientate teachers.

Spokesman Andrew Pyper said the organisation believed the Government should start at grade 1 and see how the system worked, so that if there were any problems they could be rectified easily.

He said it was important to orientate teachers so they knew how to implement it.

"The time frame is unrealistic and we may run the risk of delivering a faulty product," Mr Pyper warned.

Emilia Potenza, a curriculum specialist

and the author of a new history textbook, said the hastened implementation was bound to result in problems because teachers had not been prepared sufficiently to make the change.

She said there also was some confusion about the new grade system. The new curriculum is expected to be implemented next year in grades one and seven. Education Minister Sibusiso Bengu said all teachers would be introduced to the outcomes-based education this year.

The department is expected to train facilitators in each of the nine provinces and they will be responsible for conveying information to the teachers.

DP education spokesman Mike Ellis said the plan had plenty of potential but Professor Bengu had already created obstacles to its success.

The proposed curriculum was going to need the best, the most experienced and qualified teachers to make it work, but it coincided with the retrenchment or early retirement of exactly this type of teacher.

"Thousands of our very best teachers, who are needed to promote this kind of thinking and make it work, have now left or are in the process of leaving."

Radical education changes launched

Emphasis to move from learning by rote to a combination of academic and applied knowledge

BY JOVIAL RANTAO
AND EDWIN MAIDU
Cape Town

Education Minister Professor Sibusiso Bengu yesterday unveiled "Curriculum 2005", the Government's revolutionary "outcome-based" school curriculum through which pupils will be encouraged to develop at their own pace.

"Curriculum 2005", which will be slowly phased in from next year, places a strong emphasis on integrating education and training, and is based on a view of learning which rejects a rigid division between academic and applied knowledge.

The curriculum, unveiled by Bengu amid great fanfare in a ceremony in Parliament, is also aimed at gearing pupils to be "thinking, competent citizens".

The new system will involve a shift from a content-based, rote-learning system, to one aimed at equipping learners with the knowledge, values and attitudes necessary for success after they have left school or completed their training.

The new system will see a move from textbooks to hi-tech learning involving the Internet and CD-ROMs, and the return to oral tradition. Greater classroom activity is envisaged, with ratios staying at 1:40 for the time being.

Bengu said the ratio was being reviewed.

The new system will have three phases: foundation phase (grades 1-3), intermediate (grades 4 to 6) and senior phase (grades 7 to 9).

The curriculum will be phased in from January next year, starting with grades 1 and 7, with the goal of phasing in the new curricula for all 12 grades by 2003.

Bengu said some external assessment would take place at the end of grades 3 to 6, but only in grades 9 and 12 would there be comprehensive external assessment and certification. He said this was, however, still being discussed with the National Certification Authority.

He added that next year, teachers of grades 1 and 7 would be targeted for in-depth training, and a field test would be run later this year to assess their needs and pre-empt problems that might arise.

"All teachers will be introduced to the outcomes-based approach in 1997. Facilitators will be trained in each province and will then be responsible for conveying

the information to the teachers," he said, adding that "Curriculum 2005" was a "giant step forward" in ensuring quality education.

During 2004 and 2005 a fundamental review of the curriculum would be undertaken in order to improve and refine the achievements of its goals.

The report would be open for public scrutiny and comment, and once these had been made, amendments would be effected.

The new curriculum for schools in South Africa would produce "critical and creative thinking as opposed to apartheid education, which did nothing to prepare one for life, said Gauteng educationist Emilia Potenza.

Potenza is piloting a project to explain the new curriculum to teachers at schools in Gauteng.

She said the new way of learning would make learners, whether schoolchildren or adults, solve problems using "industrious methods".

Unlike in the past, where pupils could memorise notes on the eve of a major examination, the new system aimed to produce learners who were independent and analytical.

"It is diametrically opposed to what people have been used to. While in the past one could get into trouble for asking too many questions, the new system aims to stimulate more discussion among pupils," she said.

Potenza, a curriculum specialist who is involved in a pilot project on behalf of the Gauteng Department of Education to explain the new curriculum to teachers, said teachers she had come into contact with were enthusiastic about the changes.

However, she added that certain teachers were still insecure about how it would work.

"It's a bold step which, if it works, could lead the country into the 21st century. So, if teachers feel they are not on board, they could sabotage the process," she said. "However, the reaction I have had from schools in townships was quite encouraging."

"Curriculum 2005" was welcomed with reservation by opposition parties. The DP's Mike Ellis said while the new initiative had potential, it came at the wrong time. "It coincides with the retrenchment or early retirement of the most experienced and qualified teachers who would make it work."

The NP's Renier Schoeman said the process would have to be managed effectively if it were to result in an improved situation.

New path for education trust after R100m accord

Pearl Sebolao

WITTY the announcement of a R100m funding agreement between the Joint Education Trust, the national education department and the European Union (EU) yesterday, the trust announced it would move towards becoming an implementation agency, in line with changes taking place in the education sector.

At the trust's annual review meeting in Johannesburg yesterday trust executive director Nick Taylor said during the next three years the trust would focus on project management, especially administering

the R100m from the EU.

He said the trust would assist with the implementation of new programmes in the education department and the development of government's capacity to access and manage donor grants.

The money would be used for various projects, including piloting the education department's Reception Year programme in early childhood education and an adult learners programme.

The trust was also involved with other players in the education sector, and would enlist their help where appropriate to transform the education and training system.

"Such partnerships are the key to breaking the logjam inhibiting the delivery of educational ser-

vices," Taylor said.

Trust vice-chairman and parliamentary education select committee member Naledi Pandor said although government was committed to meeting the challenges facing the education system, it did not have enough resources to respond to all of them.

"Partnerships occasioned by the existence of the trust and other nongovernmental organisations suggest a plausible and successful model of education co-operation between communities, business and government," Pandor said.

Business could also, Pandor said, play a role by providing training in the workplace as there was a demand in the economic sector for the services of multiskilled workers.

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R100-m for education

(50) Sowetan 26/3/97

European Union donation will give reform in education a massive boost

By Sonti Maseko

REFORM of education in South Africa received an added boost with the announcement by the Joint Education Trust (JET) yesterday of a R100 million funding agreement between itself, the Department of Education and the European Union.

JET executive director Dr Nick Taylor said in Johannesburg yesterday that the R100 million received from the EU would be used over the next three years to help the department in establishing and implementing quality in pre-school learning, adult basic education and helping the Government to access and manage donor grants.

The trust would be responsible for the management of the project, in consultation with the EU and the Government.

Taylor said the funding agreement

was "one of a number of new collaborative ventures in which JET is involved, working with the public, private and NGO sectors to transform the education and training system. Such partnerships are key to breaking the logjam inhibiting delivery of educational services".

Also at the occasion, member of the parliamentary select committee on Education Ms Naledi Pandor said the partnership between JET and non-governmental organisations suggested a successful model of education co-operation between communities, business and the Government.

This had to be done because the Government alone was not able to meet the problems in education due to constraints in its resources.

"Government will benefit greatly from developing links with JET and proven NGOs that can make a contribution to the challenges before us," Pandor added.

City schools take

govt to court

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the resultant vacancies on a permanent basis and are determined to do so through procedures consistent with the best educational practice." Maree said it was imperative to retain and build quality in the public school system, which was consistent with equity as long as decisions were taken on the basis of what is best for education, rather than extraneous considerations. "You can't use education policy as a labour relations football," Maree said.

The school's planning and implementation of fundamental change had preceded the 1994 election and also the national and provincial education departments' emphasis on transforming education policy and introducing equity in the public school system. The Grove had also expressed full support for the principles, policies and educational sound procedures for achieving change proposed in government policy documents. Maree said the school had accepted the funding formula based on the higher pupil-teacher ratios and accepted that schools with teaching posts above the ratio would have to lose posts while new posts would be created at schools with fewer teachers. The school had moved swiftly to meet the required ratios while

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Teacher redeployment hinders equity drive
—Page 12

A SCHOOL that supported government moves to bring about equity in education is now taking it to court over the methods employed. **RONNIE MORRIS** reports.

THE Grove Primary School in Claremont — supported by about 50 other Cape Town schools — is taking the government to court next week to have the redeployment procedures for teachers scrapped. This was confirmed yesterday by Ms Helen Maree, chairperson of the school's board of governors. She said the school had supported the government's moves for equity in education but had begun to resist when it became clear that the rationalisation procedures were shaped by political considerations. The school believed that this would be detrimental to retaining and building quality in public education.

An application for an interim interdict pending a review and setting aside of the redeployment process, would be brought against the Minister of Education and his provincial counterparts, the national and provincial education departments and all parties to the Education Labour Relations Council (ELRC). Maree said the school had been taken by surprise by the emergence of the strategy that involved the voluntary severance package and

fact that it was still being compiled schools from appointing permanent staff to important vacant positions. The Grove had, however, been unable to prevent teachers from accepting the voluntary severance package and its staff complement had fallen below the stipulated ratio. "This is an unsatisfactory situation. We now urgently need to fill

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Maree said The Grove's board of governors had resolved to join a loose coalition of about 50 Cape Town schools to protest against these proposals while continuing to implement changes at the school through what it believed were educationally appropriate strategies.

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investigating and introducing strategies to keep school fees as low as possible in order to broaden access.

A bursary scheme had also been established.

Maree said the school believed that the redeployment strategy was motivated (at least in part) by political and labour considerations during the months preceding last year's local government elections. In the face of strong opposition during the election campaign from teachers and teachers' organisations to the prospect of retrenchments (particularly in the Western Cape), President Nelson Mandela had promised there would be no teacher retrenchments.

In the wake of this undertaking the government had introduced the "redemption not retrenchment policy", which combines the voluntary severance package (VSP) and the redeployment list.

Maree said the school had opposed this vigorously because it believed it was a "political sham" that would be educationally retrogressive and extremely expensive — introducing huge additional and unnecessary costs at a time when rationalisation was required because of the financial crisis.

The school's opposition was also based on the fact that the severance package would inevitably remove some of the best and most experienced teachers from the public school system.

Redeployment, as envisaged by the government's proposals, would remove, to a large degree, the element of competition and choice from the teacher selection process.

A new curriculum to make kids want to learn

Shifting the spotlight onto the learner

GILLIAN ANSTEY

CHILDREN aged 15 will be equipped to enter the job market if all goes well in the new curriculum.

Free compulsory education stops after grade nine, the old Std 7. Pupils will write an external exam and those who pass will receive a General Education and Training Certificate.

"By that point they must have a broad, general education that will enable them to move forward. They will be equipped to function in the world of work and in society in general," said Khetsi Lehoko, the chief director for general and further education.

Those who continue with the old Stds 8, 9 and 10 — to be called grades 10, 11 and 12 — will receive a Further Education and Training Certificate.

What this voluntary education will cost and what it will comprise, especially in terms of how many credits will be needed for university entrance, is still vague. "The committee on further education is still looking at it," Lehoko said.

Educationists have welcomed the new curriculum in principle. It is not difficult to see why.

Curriculum 2005, as it is called in honour of the year aimed for its final revision, raises the value of the results of learning. It is no longer learning for learning's sake.

Professor Johan Muller, the head of UCT's education department, said the curriculum put the spotlight on the learner rather than on content.

"It doesn't say, 'learn

Hamlet. It says: 'The learner must be able to do x, y and z without prescribing what book you use to do that'," he said.

The eight essential outcomes — what the learner must be able to do — include the ability:

- To communicate effectively using visual, mathematical and language skills;

- To identify and solve problems by thinking creatively and critically;

- To work effectively with others in a team, group, organisation and community;

- To use science and technology effectively and critically and in a way which shows responsibility towards the environment and the health of others; and

- To show awareness of the importance of cultural sensitivity.

Eight learning areas have been chosen to achieve these goals. The more familiar ones are:

- Communication, literacy and language learning;

- Numeracy and mathematics;

- Human and social sciences;

- Natural sciences; and

- Economic and management sciences.

New learning areas are: arts and culture, life orientation, and technology.

Learning is divided into phases. All outcomes refer to what the learner should be able to achieve by the end of grade three (Std 1), grade six (Std 4), grade nine (Std 7) and grade 12 (matric).

According to a draft framework dated this month, by the end of grade three, for example, learners in mathematical literacy must be able to

understand maths as a human activity and be able to demonstrate counting and measurement in everyday life, illustrate at least two mathematical activities at home, and show the link between maths and technology.

In life orientation, by grade three learners should be able to demonstrate an understanding of *ubuntu*.

However, some educationists question the pace at which the changes are being introduced.

Naledi Pandor, a member of the parliamentary select committee on education, said "a new teacher, one able to respond to innovation and new learning" must be produced. This cannot happen overnight.

Her views are supported by Muller, who said: "The curriculum doesn't talk much about the teacher, but the teacher has to do a lot more work. He or she has to choose the way to get to the outcome and help establish the environment in which the pupil will get there."

"They don't have the money or the time to raise all the teachers to the right level. The leap is too big. There is a risk it will widen the inequalities."

Aubrey Matlole, the national education officer of the SA Teachers' Union, said: "There is a need to build capacity among teachers. Only grades one and seven are being phased in next year, but many teachers and schools are worried about the training of teachers who are to implement this."

Saloshini Muthayan, the deputy director for early childhood development for Eastern Cape education, said even grade-one teachers would have to learn more about other groups in South Africa. "Children will learn that they have rights and what the basis of the Constitution is," he said.

Emilia Potenza, a curriculum specialist who

WHAT THE NEW EDUCATION IS ALL ABOUT

OLD **NEW**

- Exams are the main method of evaluating pupils' abilities. Pupils are assessed on an ongoing basis.
- Syllabuses stick rigidly to their subjects and do not deal with related fields of study. Emphasis on integrating the different types of knowledge relevant to the pupils. Deals with real life.
- Syllabus is rigid and non-negotiable. Syllabus is seen as a guide, with teachers having to adopt innovative and creative ways helping their pupils to learn.
- Parents and public are not consulted. Comment and suggestions from parents and the public are encouraged.

QUESTIONS AND ANSWERS

Why the change from the present system?
The government wants to educate South Africans to become critical thinkers, who are able to contribute to developing themselves, their communities and the country as a whole.

Will there be subject teachers?
No, because learning areas — where subjects or areas of knowledge are grouped together — will replace subjects. More than one teacher may teach a learning area.

How many credits will I need to get into university under this system?
The first class to matriculate under this system — those who start on grade seven (Std 5) this year — will do so in 2003, and the SA Qualifications Authority is still working out how many credits are needed for university entrance. The Department of Education says...

Will the new system affect private schools?

Chalking

GILLIAN ANSTEY

WHEN the Std 2 pupils at Shadrack Mbambo Primary in Tsakane on the East Rand are asked to name water's uses, they say it is used to

WHAT THE NEW EDUCATION SYSTEM MEANS

| OLD | NEW |
|--|--|
| The main method of pupils' abilities | Pupils are assessed on an ongoing basis |
| stick rigidly to their and do not deal with | Emphasis on integrating the different types of knowledge relevant to the pupils. Deals with real life. |
| rigid and non-negotiable | Syllabus is seen as a guide, with teachers having to adopt innovative and creative ways of helping their pupils to learn |
| on what the teacher achieve | Emphasis on what the pupils understand |
| parents and public on how pupils are taught is | Comment and encouragement from parents and public encouraged |



Khetsi Lehoko

QUESTIONS AND ANSWERS

| | | |
|---|--|---|
| <p>Will there be subject teachers? No, because learning areas - where subjects or areas of knowledge are grouped together - will replace subjects. More than one teacher may teach a learning area.</p> | <p>How will the system be phased in? Starting with grades one and seven, two grades will be phased in each year.</p> | <p>Will there be compulsory religious instruction in schools? The actual content of each learning area is still to be announced but according to a draft document dated this month, religious teaching falls under life orientation. The focus is on learners' understanding their own religion and respecting the beliefs and values of others.</p> |
| <p>How many credits will I need to get into university under this system? The first class to matriculate under this system - those who start on grade seven (Std 5) next year - will do so in 2003, and the SAQA Qualifications Authority is still working out how many credits are needed for university entrance. The Department of Education says</p> | <p>How many children will there be in a class? The department hopes to have a pupil-teacher ratio of 40:1 in primary schools and 35:1 in secondary schools. However, the number of pupils in a class could be higher because the figure includes teachers who don't always teach, such as school heads.</p> | <p>Will parents be better prepared for the new school? The actual content of each learning area is still to be announced but according to a draft document dated this month, religious teaching falls under life orientation. The focus is on learners' understanding their own religion and respecting the beliefs and values of others.</p> |

en grade- uld have out other Africa. ll learn ights and f the Con- said. a, a cur- list who has been piloting teacher training in the new curriculum in Gauteng, said the new approach was demanding on teachers. "Its success depends on good learning material and there aren't any ready to serve as examples," she said.

Chalking up new victories

GILLIAN ANSTEY

WHEN the Std 2 pupils at Shadrack Mbambo Primary in Tsakane on the East Rand are asked to name water's uses, they say it is used to

couldn't. If a child forgot one word, they couldn't carry on. "Now the kids can listen to others and correct if a child is wrong. Before, when someone said something wrong, the whole class laughed. Now they're beginning to notice we're not all the same and

would survive without services. By drawing on pupils' own experiences, she is fulfilling the curriculum's requirements and teaching them things in which they are interested. "I think education in this country will improve tremendously."

much will school change for learners next year? "They will still learn the basics like reading and writing, but will also learn that children, they have rights. Pupils will learn to think for themselves. Schools will be more open to parents and the community. Exams will be more practical and will assess a learner's ability to apply their knowledge. A new system affect private schools."

How many credits will I need to get into university under this system? "The first class to matriculate under this system will be those who start on grade seven (Std 5) next year. It will do so in 2003, and the SA Qualifications Authority is still working out how many credits are needed for university entrance. The Department of Education says it will be phased in over a period of three years."

How will the system be phased in? "Starting with grades one and seven, two grades will be phased in each year. The Department of Education says it will be phased in over a period of three years. The Department of Education says it will be phased in over a period of three years. The Department of Education says it will be phased in over a period of three years."

Will there be compulsory religious instruction in schools? "The actual content of each learning area is still to be announced but according to a draft document, dated this month, the Department of Education says it will be compulsory for all learners to understand their own religion and respecting the beliefs and values of others." (Graphic from Kapa)

At last we had the whole picture — and we had learnt it in a way which had developed our reading and comprehension skills, as well as our listening skills. This is what Potenza calls "jigsaw reading" — reading part and listening to the rest. It is quicker and more effective than reading the whole story alone. Potenza, walking from group to group, had been ready to answer queries at all times. This focus on the teacher facilitating the learner is exactly what the new outcomes-based curriculum is all about. And Potenza had achieved her task. She had wanted: "to demonstrate a critical understanding of how South African society has changed and developed." We were one step along the way to understanding that. The union was a way for blacks to stand up for their rights. It gave people hope. We learnt how one mineworker and writer, Jason Jingoes, had said in 1927: "Although the initials stand for a fancy title, to us Bantu it means basically that when you ill-treat the African people: 'I See You' (ICU)." Potenza also achieved her aims for the lesson. Knowledge: finding out about the first national black trade union. Skills: practising reading, pooling information and working co-operatively in groups; and Values: enabling confident expression in examining South Africa in the 20s and 30s. Her mission had been accomplished — and it had been fun.

1, said even grade-6 teachers would have more about other in South Africa. Children will learn to have rights and be basis of the Constitution," he said. 1 Potenza, a curriculum specialist who has been piloting teacher training in the new curriculum in Gauteng, said the new approach was demanding on teachers. "Its success depends on good learning material and there aren't any ready to serve as examples," she said.

Chalking up new victories

GILLIAN ANSTEY

WHEN the Std 2 pupils at Shadrack Mbambo Primary in Tsakane on the East Rand are asked to name water's uses, they say it is used to heal and to get rid of evil spirits. These answers are not from their textbook but, for the first time, they are correct because their teacher is teaching from the new curriculum in which textbooks are not the only source of information.

Agnes Skosana is one of a pilot group of teachers from eight East Rand schools who have been trained in outcomes-based education. If her experiences are any indication, the new approach is a roaring success. She says: "The kids seem happier than before and some even come to my house, even on the weekends, and demand more work."

And I don't have to punish any more. When I give them an assignment, everyone is busy. "If I get a phone call and have to rush to the office, when I come back they are not making a noise. Instead, they are collaborating." Skosana says pupils used to regurgitate their textbooks, with no analytical or creative thinking. "If I asked them to give me the facts in their own words, they couldn't. If a child forgot one word, they couldn't carry on."

By drawing on pupils' own experiences, she is fulfilling the curriculum's requirements and teaching them things in which they are interested. "I think education in this country will improve tremendously," she says. "Our Std 10s used to pass and then sit around because they couldn't do anything. With the present system, they will leave school with life skills, with something they can use in the outside world and not only in the school situation." It is uncertain whether other teachers will benefit in the way that Skosana has. She has received intensive, practical training in the new curriculum, with two 90-minute sessions a month since September. However, other teachers will probably not be as lucky. For example, the Western Cape has planned one two-hour introductory session, followed by one-day training for those teaching the grades that will start next year. Skosana is also ready to embrace change. In her 24 years of teaching, she has often attended workshops to improve her skills. She started her career with a Std 8 and a two-year teaching qualification. She later got her matric through correspondence and is now studying for a degree.

WEATHER AND TIDES

Cloudy and cool with showers. NINGA: Partly cloudy but warm in the afternoon. N PROVINCE: Partly cloudy and cool with showers. NORTHERN CAPE: Partly cloudy and cool with showers. EAST CAPE: Partly cloudy and cool with showers. WEST CAPE: Partly cloudy and cool with showers. KZN: Partly cloudy and cool with showers. NORTHERN BUTHE BUTHE: Partly cloudy and cool with showers. LESOTHO: Partly cloudy and cool with isolated thundershowers. SWAZILAND: Partly cloudy and warm.

along the coast will be strong south-westerly. KWAZULU NATAL: Partly cloudy and warm with isolated thundershowers. The wind along the coast will moderate to fresh south-westerly. NAMIBIA: Fine in the west, otherwise partly cloudy and warm. BOTSWANA: Partly cloudy and warm. LESOTHO: Partly cloudy and cold with isolated thundershowers. SWAZILAND: Partly cloudy and warm.

High/Low High/Low Cape Town 0649/0038 1827/1304 Mossel Bay 0706/0040 1834/1311 Knysna 0724/0065 1851/1326 Port Elizabeth 0042/0702 1930/1310 East London 0708/0049 1939/1318 Durban 0659/0044 1920/1308 Walvis Bay 0712/0039 2007/1300

After she has given the class a task, she moves around and allocates marks for pupils' contribution to their group discussions and every step they are taking. "I allow them to formulate their own questions and they are credited for whatever they do." One of her tricks is that she prepares her own learning materials. A recent lesson was about paying for rates and services and involved discussions about how townships

could survive without services. "Now the kids can listen to others and correct if a child is wrong. Before, when someone said something wrong, the whole class laughed. Now they're beginning to notice we're not all the same and our understanding is different." "It's creating positive self-esteem and what I hear all the time is: 'The way I understand it... That's creative, as far as I'm concerned.'" Devising specific outcomes for lessons has proved to be a logical approach, she says. "You must know what you want to achieve. I come to the lessons with preconceived ideas about what outcomes I want to achieve and, by the end, we've achieved other outcomes as well." Skosana has 45 pupils in her class, but she finds that continuous assessment is no trouble.

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OUT WITH THE
ROTE . . .
 Education Minister
 Sibutsiso Bengu's
 ministry has
 unveiled a new far-
 reaching education
 plan, which
 focusses on
 people-centred,
 lifelong learning
 and a culture of
 human rights,
 rather than the old
 passive learning
 system we knew.



A look at the new 'Curriculum 2005'

50 | CF 30/3/97

CLASS of pupils sitting silently in rows listening to their teacher, exams hanging over their heads like the sword of Damocles . . . a normal South African scene, but one which is to change dramatically.

This week, the Education Ministry unveiled its plan for the next century: "Curriculum 2005".

The new curriculum aims to create "thinking, competent future citizens" by a "lifelong education system which is people-centred". It is a radical break with the education system most South Africans know.

Out goes: a rigid divide between academic and practical knowledge; passive learners; rote learning; a set syllabus which divides subjects from each other; and, exams.

In comes: lifelong learning; a cul-

SCHOOL as pupils know it today will soon be out of fashion. For a start, pupils will be called 'learners' and exams will be a thing of the past in the Education Ministry's plan for the next century, writes CHIARA CARTER.

ture of human rights; active learners who proceed at their own pace and are continually assessed, not only about what they have learnt, but how they learnt; an emphasis on critical and rational thinking and creativity; the teacher as facilitator, and group work.

Even the terms used in education are to change: pupils and students will be called "learners", subjects will be replaced by eight "learning areas" - each run by a committee of teachers, students, workers, specialists and education officials.

The eight learning areas are:

- Communication, literacy and language learning;
- Numeracy and mathematics;
- Human and social sciences;
- Natural sciences;
- Arts and culture;
- Economic and management sciences;
- Life orientation; and,
- Technology.

These learning areas will be taught not from a syllabus but through "learning programmes" - a set of learning and teaching activi-

ties and ways of assessing learners' achievements. Teachers will be allowed to develop their own programmes as long as they take into account the needs of learners.

The new system will be "outcomes based" - which means it will focus not only on what is learnt, but the kinds of knowledge, skills, attitudes and values the learner demonstrates.

All learning will aim to encourage effective communication, critical thinking, responsible behaviour, and the ability to manage oneself and work with others.

Each learning area will also have its own skills and values, and the new curriculum entrenches multilingualism and multiculturalism.

No school will be allowed to refuse a learner admission on the grounds of language and learners will have the right to learn in the language of their choice where this is reasonably practical. Schools will

offer at least two approved languages from grade three onwards.

The new curriculum will be introduced gradually, starting with grades 1 and 7 next year, and permeating the entire education system by 2003.

It is structured into a National Qualifications Framework which provides learning opportunities for all learners.

There is a nine-year-long compulsory schooling band, at the end of which (the old Standard 7), learners get a General Education and Training Certificate. Adults who reach the same level receive the same certificate.

Learners who continue to the end of the schooling system (the old Standard 10) will get a Further Education and Training Certificate.

Those who continue into the Higher Education and Training band will get certificates, diplomas and degrees.

'Inefficient' education department under fire

00 5/5/97

(50)

Nicola Jenvey

LADYSMITH — KwaZulu-Natal's education department came under fire at the weekend when the SA Chamber of Commerce (Sacob) regional congress called for stringent measures to be taken to promote a functional and equitable schooling system for the province.

In a motion proposed by the Hibiscus Chamber of Commerce and Industry and seconded by the Estcourt Chamber, delegates accused the provincial schooling system of being "fraught with inefficiencies, politics and indecision" and causing significant suffering for both KwaZulu-Natal's youth and the local economy.

More than 3 000 qualified teachers had been induced to leave the profession, resulting in the situation being aggravated and effectively undermining the future educational capacity.

Sacob president Philip Krawitz said this was despite the KwaZulu-Natal education department being second

only to the SA National Defence Force in terms of its size.

"Management has allowed fraudulent advantage to be taken of the system by unscrupulous people and it is questioned whether the inadequate financial resources allocated for the purposes of education are being used to best advantage," the motion stated.

Delegates questioned how the department could approve an "elaborate" R9m school when the amount would provide 10 communities with school buildings and additional classrooms.

The congress proposed the KwaZulu-Natal government promulgate legislation which forced the education department to function as one homogeneous unit and appoint appropriately qualified persons to vacant senior posts. The construction of elaborate buildings had to be halted to allow a more equitable distribution of funds.

Provincial MP Alex Hamilton said SA had denigrated technical education while placing undue emphasis on university education.

SAB takes 'last resort' legal action against defaulters

Patrick Wadula

SA Breweries was clamping down on defaulters among township taverners who owed the breweries millions of rands in debt, SAB public affairs director Adrian Botha said at the weekend.

He said many township traders owed the company thousands of rands, and the amount had built up over several years. At least five women who ran taverns in Soweto owed the SAB more than R1,3m.

The taverners said they had received summons recently to appear before the High Court after failing to settle their debts to SAB. The amounts were being contested, they said.

Botha said discus-

sions were held with the SA Liquor Traders' Association, an affiliate of the National African Federated Chamber of Commerce (Nafcoc), and a credit forum was formed.

"We tried to solve the problems through a number of avenues avoiding the legal route and it was unsuccessful."

He said certain arrangements were made with the taverners to pay the debt, but not all were fulfilled.

"Like any other business, after other means of collecting the debt have failed, every company ends in taking legal action," he said.

SA Liquor Traders' Association national coordinator Churchill Mrassi said the association would ensure open negotiations.

Transnet land lease awarded

Bonile Ngqiyaza

THE Cape Town Consortium's R3bn proposal to build a casino, hotel and entertainment complex on Transnet-owned land in Culemborg was adjudged winner of the tender lease by a Transnet executive board meeting at the weekend.

The consortium is headed by Hyatt, and includes partners in the black empowerment group, Development Group Internal and LTA subsidiary Retail Property Projects.

Hyatt group executive David Hartley said yesterday the consortium would commit 30% of net profit for investment in empowerment projects and place a substantial portion of shares with people in disadvantaged communities.

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W Cape schools targeted for big new budget cuts

Teacher pay-offs blamed

SABATA NGCAL

EDUCATION REPORTER

ARG 6/5/97

Further drastic cuts to teachers' leave benefits, school subsidies, equipment and security have been announced by the Western Cape Education Department because of "severe" budgetary constraints.

Provincial Education Minister Martha Olckers blamed the cuts on the teacher rationalisation process.

Presenting her budget speech to the provincial parliament yesterday, Mrs Olckers revealed that teacher development through the use of study leave had "virtually been halted".

She said the annual expenditure on teachers' leave would drop from 12 percent to 4 percent for the current financial year.

Mrs Olckers also announced that the money allocated for independent schools, which had been reduced annually since the 1995/96 financial year, would be cut this year as well.

There are also drastic cuts in school security systems and repairs to school buildings. The department got R2,8-billion

this year, R347-million less than last year. Mrs Olckers said 90,2 percent of the budget would be used for salaries for teachers and administration staff.

She blamed the teacher rationalisation process for heavy staff costs.

"If there are delays in the rationalisation process, then this percentage will increase," she warned.

Technical colleges would suffer most because of the cuts. "No money has been budgeted for equipment and the budget for materials has been significantly cut.

"This means that students seeking second-chance and vocational education opportunities will have to purchase their own materials for practical training."

The department would not be able to provide schools with technological equipment, Mrs Olckers said. It would only be able to give technological support to those schools which already had the equipment.

Schools seeking burglar alarms would not be able to get them.

She warned pupils and parents to protect school buildings, because there were inadequate funds budgeted for rebuilding and repair, although vandalism was rife.

Nurseries' tariff poser

NOW that Guguletu and Nyanga are part of Cape Town municipality there is pressure for the same tariffs to be charged for council facilities there as elsewhere in the same municipality.

The problem is that fees for the nurseries run by the council's health department are considerably lower in Nyanga and Guguletu than elsewhere — R9 per child per week, compared with R22, due to rise to R25 in the forthcoming year.

At yesterday's amenities and health committee meeting, councillors decided to hold a special meeting to sort out tariffs. —

Metro Writer

(50) CT 7/5/97

Schools allowed to choose own language policy

Parents get bigger say (50)

ARG #15/97

SABATA NGCAI
EDUCATION REPORTER

Schools will soon be able to determine their own language policy in a radical departure from the old system of departmental control.

This was revealed by National Department of Education officials when they briefed parliamentary education committees yesterday.

The officials presented a discussion document on the new Curriculum 2005 education system and a guideline on language policy to be implemented at schools from next year. The new policy gives parents on governing bodies more say in the education of their children.

School governing bodies should take into consideration laws dealing with language in education and the constitutional rights of pupils, the officials said. Governing bodies should stipulate:

■ Whether the school would be a single, parallel, dual or multi-medium; and,

■ How the school would promote multilingualism by offering additional languages as fully fledged subjects.

The guideline policy document provides that pupils should be encouraged to take up the option of a second language in Grades 1 (Sub A) and 2 (Sub B). A third lan-

guage should be encouraged from Grade 3 (Standard 1) onwards, particularly where this was the pupil's home language.

The optional language should also be used to extend the use of African languages and languages of international trade. The new language policy also stipulates that:

■ In grades 1 to 4 promotion must be based on performance in at least one language, and in mathematics;

■ From Grade 5 (Standard 3) onwards, at least one language must be passed;

■ From Grade 10 (Standard 8) to Grade 12 (Standard 10), at least two languages must be passed, one on first-language level and the other on at least second-language level. At least one of them must be an official language.

The document proposes that, subject to norms and standards determined by the Education Minister, the level of achievement required for promotion should be determined by the provincial education departments. The document recommends that every effort should be made to provide all pupils with the "cognitive and effective advantages of home language education".

It urges the provincial education departments to give "particular attention and assistance to schools in which the only language of teaching is not the home language of a significant number of pupils".

Kramer v the old schools' system

(50) Star 8/5/97

Meet two of the people behind the new outcomes-based education system

By ADAM COOKE

The decision to put South Africa on its current course towards outcomes-based education (OBE) was taken by people who knew that the inherited education system was wrong – but not what was right.

This statement should be taken seriously when it comes from a man who has been central to writing and compiling the content of OBE. But it does need some clarification.

David Kramer, who is CEO of the NGO Protec and has been a member of the technical committee for the new curriculum, is not afraid of venturing into the unknown: "In 10 years we could look back and wonder about that decision, but we will definitely have made progress."

And he has good reason to be sure of the new direction – the walls of his Braamfontein office are covered with collages and paintings by his two young children who are about to enter formal schooling.

"They will be the first wave of the thousands of children who are



RIAN HORN

In search ... of solutions. David Kramer is driven by the constant feeling the new education system is the right path for SA.

to go through an education system I have been creating," he says, with one of his trademark little smiles that could break into bellicose laughter at any moment.

The economist turned NGO-technology-activist's sense of fun is perhaps best described by the small victories he had as a student teaching illegally at night school

in Soweto in the early 1970s.

"Many of us would go in disguise – people wore [clerical] dog collars to escape the spectre of the police," he says.

On his return to South Africa in 1984, four years after leaving to avoid the military, he joined Protec. The NGO aims to increase the number of technologically skilled

people in the country, and Kramer saw it through to its current quota of 25 000 students.

His commitment to his field emerges as he rehashes a tired phrase: "Political liberation is hollow without economic growth, and that goes nowhere without technology."

His concern for the success of the curriculum does not come from a political agenda, but from the worry that South Africa could trip in the rush to produce the new curriculum.

"I would rather postpone the 1999 elections than rush the curriculum," he says, making the point that the speedy introduction of the system has been driven by the demands on the ANC to deliver the goods.

He says South Africa needs to move quickly to establish itself and its role in the international community before it gets left too far behind, a strong argument for moving even faster than at present.

"Education is like everything in my life," he says with a parting gem, "there is a perpetual sense that we are nearly there."

How OBE teams work

Teams around the country have spent several months establishing what outcomes-based education – the skills, abilities and values a pupil will be expected to demonstrate – should encompass under the new education dispensation.

The teams, which worked to deadlines and had to specify outcomes for each learning area by the time the curriculum is introduced to Grades 1 to 5 next year, comprise:

■ **Learning Area Committee (LAC):** A group of between 20 and 30 people in each of the eight learning areas – communications, literacy and language; human and social sciences; technology; arts and culture; life orientation; natural sciences; numeracy and maths; and economic and management sciences. The groups, made up of specialists, teachers and unionists, generated the outcomes of each area.

■ **Technical Team:** A committee, which has just completed its task, made up of 12 members nominated from each of the eight LACs. The team refined what had been generated by the LACs and worked out the final form.

Melissa, 'king' of new curriculum, says more time was needed, but ...

By ADAM COOKE

Melissa King's quiet excitement at the prospect of becoming a mother for the first time is complemented by her enthusiasm for the birth of a new school curriculum.

King says she gave up her post on the Independent Examinations Board's management team in favour of an advisory position in order to get pregnant. And, she says, it worked.

She has been both a member of the technical team and the language learning area committee.

"It's been a fascinating process. A whole range of people working together over the past months, grappling with new ideas and making them work," she says, a slight frown appearing as she recalls intensive discussions which will affect schooling for generations to come.

This sort of challenge and exploration is something King has never shied from.

Born in Brazil to what she calls "wealthy colonial parents", she grew up in the then Lourenço Marques in Mozambique. This was a centre, she says somewhat embarrassed at not having been



Blooming marvellous ... When Melissa King moves into gear, things begin to change.

fully aware of the civil war at the time, of "delicious hedonism".

After moving to university in Durban, she packed her bags in search of greener pastures, and hitched to Lesotho where she spent the next five years teaching.

Three of those years she was in an overcrowded, under-resourced school in the Maluti mountains, an experience that began her long relationship with education and

"made me understand the manner of things".

She describes the outcomes-based education system by looking back at her BA honours degree she completed in the early 1970s: "For the first three years of the degree I never knew what I was learning. I ploughed through the set books blindly."

Now, she explains, pupils will be told what it is they will be learning before they have even started the class, and afterwards they will be able to see what they can do with these skills.

She sympathises with teachers who, facing the new system, are confused by official directives. "There are bound to be muddles. When you are dealing with something as complicated as this you could spend 100 years planning and preparing."

She adds that quick movement into the new system needs to be balanced against the cost of leaving things as they are.

Suddenly the door to her Melville office opens and a colleague steps in: "You know, she's really much more important than this little office portrays. It's just that she's in a family way."

Roll on family.

Bills are unpaid as schools feel pinch

(50) Sowetan 12/6/97

By Sowetan Correspondent

SOME former model C schools around Gauteng have stopped paying their water and electricity bills because they do not have the money to do so.

And the situation is expected to impact heavily on the already financially strapped Gauteng education department, which will have to foot the bill in terms of the new South African Schools Act.

NP education spokesman Juli Kilian told a Johannesburg newspaper she knew of at least one former model C school in Claremont that had stopped paying its services bill because of decreasing subsidies.

She said several other schools in Newlands and Brixton could soon be

forced to stop paying because they were battling to make ends meet.

Kilian said the Claremont school had informed the Greater Johannesburg Metropolitan Council they would be unable to pay and other schools had also written to the council to inform them the education department was now responsible for paying service bills.

Under the old legislation state-aided schools were responsible for their own bills. But because state-aided schools no longer exist, the Government was now responsible, she said.

Education superintendent-general Mr James Maseko said he was not aware that schools were unable to pay their bills. But he said schools would be responsible for their own

bills until the national Education Department had finalised the new school funding formula.

The council did not know of schools that had stopped paying for services. But a council spokesman did not rule it out, saying it was likely that schools were battling to pay, like many other people.

SA Federation of State-Aided Schools chairman Hennie van Deventer said he was aware of "thousands" of schools battling to pay for services.

But he said it was more a problem for rural and township schools than former model C schools. Van Deventer also supported Maseko's statement, saying former model C schools were still responsible for their services bills.

Some schools won't pay services bills

(50) Star 12/5/97

BY LEE-ANN ALFREDS

Some former Model C schools around Gauteng have stopped paying their water and electricity bills because they do not have the money to do so, The Star has learnt.

And the situation is expected to impact heavily on the already financially strapped Gauteng Education Department, which will have to foot the bill in terms of the new South African Schools Act.

NP education spokesman Juli Kilian told The Star she knew of at least one former Model C school, in Claremont, which had stopped paying its services bill because of decreasing subsidies.

She said several other schools in Newlands and Brixton could soon be forced to stop paying because they were battling to make ends meet. Under the old legislation, state-aided schools were responsible for their own bills. But because state-aided schools no longer exist, the Government was now responsible, she said.

Education superintendent-general James Maseko said schools would be responsible for their own bills until the national department had finalised the new school funding formula.

South African Federation of State-Aided Schools chairman Hennie van Deventer said he was aware of "thousands" of schools battling to pay for services. But he said it was more a problem for rural and township schools than for former Model C schools.

However, whether the Education Department can afford to pay is unclear. Although Maseko said the budgeting process was "ongoing", Gauteng Education MEC Mary Metcalfe recently said the department had made no provision for paying the service bills of the former state-aided schools.

Metcalfe also acknowledged that the issue was sensitive, as many former Model C schools could easily use it to make a "political case".

Kilian agreed. "They bashed a very good partnership agreement between schools and parents (when former Model C schools were abolished) and schools might want to make that point," she said.

However, the NP encouraged schools to pay their service bills, otherwise pupils would suffer.

School elections set to make lasting difference

(50) Star 13/5/97

By LEE-ANN ALFREDS

They are arguably South Africa's third most important elections so far, yet they have passed virtually unnoticed until now.

However the elections for new school governing bodies just might prove to be one of the most obvious and lasting signs of SA's new democracy.

The governing bodies, which have to be constituted by June 16, will usher in an era of unrivalled parent, student, community and staff participation in the running of schools.

Together, these various interest groups will be responsible for determining the language and religious policy, setting the school rules, administering the property and buildings, and recommending staff appointments.

Governing bodies can apply for additional functions to set the admission policy and extra-mural curriculum of a school, purchase textbooks and equipment, and explore complaints.

The constitution of govern-

ing bodies in Gauteng started with the election of student representative councils (SRCs) on April 21, Education Department spokesman Lawrence Tsipane said yesterday.

He said while SRC elections were supposed to have been concluded by April 25, about 5% of schools were still busy electing their student representatives. The election of teachers and other staff members started at the end of April and was almost finished. The election of parent representatives started on May 4.

He said all governing bodies were expected to be constituted by May 31 to meet the June 16 deadline stipulated in the South African Schools Act.

Once the bodies were constituted, workshops would be held to train members.

In terms of the new law, governing bodies must comprise the principal and representatives from students, parents and staff, with the number of representatives from the students and staff equalling the number of parents.

EU donates R86m to education

Kevin O'Grady

BD 22/5/97

(50) ~~22~~

THE European Commission committed itself yesterday to providing R86m for technical support to the education department, in terms of an agreement signed between the department, the European Union (EU) and the Joint Education Trust.

Announcing details of the agreement in Pretoria, education director-general Chabani Manganyi said the funds would be used for early childhood development, adult basic education and training and for projects in the department's general further education and training branch.

In terms of the agreement, which was endorsed by EU ambassador Erwan Fouéré, the trust, a nongovernmental organisation, would receive payment directly from the commission and be responsible for financial receipts and disbursement on behalf of the department.

Disbursements would be specified by a project steering committee estab-

lished in the department with representation from the EU and the trust and no payments would be made until work plans and budgets had been approved by the committee and the commission, the agreement said.

Manganyi said the agreement formed part of the European programme for reconstruction and development which was signed in February by Deputy Finance Minister Gill Marcus and Fouéré.

The three sectors that would benefit from the funding had been identified, in consultation with provincial education departments, as "priority areas", and it was intended that the funds would build capacity and enhance delivery, Manganyi said.

Nongovernmental organisations, qualified individuals and other bodies would be subcontracted to assist the national and provincial education departments in policy formulation, planning, developing capacity, building systems, producing curriculums and materials and piloting delivery.

R86-million EU boost for education (50)

CT 22/5/97

LISA TEMPLETON

NON-GOVERNMENT programmes for basic adult education and pre-school development have received a much-needed windfall of R86 million from the European Union (EU).

Yesterday the EU, the Department of Education and the Joint Education Trust signed the financing agreement — part of the European Programme for Reconstruction and Development.

The grant is to be spread over a three-year period and Early Childhood Development (ECD) and Adult Basic Education and Training (ABET) are priorities.

"ABET and ECD have never had specific financing from the government, which normally focuses on the compulsory 10 years of schooling and tertiary education, so this is a relatively huge amount," said Ms Leigh Darroll, spokesperson for the Joint Education Trust, which is managing the project.

"The grant will complement existing government initiatives such as the Ithuteng Ready to Learn Campaign aimed at boosting adult basic education, and the reception year programme that helps pre-schoolers adapt to school circumstances before they start school."

The grant will be distributed across all provinces and will also be used to develop the government's capacity to manage programmes like these.

Cash mystery as new township schools crumble

Building costs unknown

SABATA NGCAL
EDUCATION REPORTER

(50)

AR ARG 29/5/97

The Western Cape Education Department cannot specifically account for thousands of rands of taxpayers' money it spent to build school buildings that are now crumbling in black townships. Some schools are falling apart five years after they were built.

After inquiries, the department said it had no record of the amount paid to Stocks Housing, which built one of the schools, Nkazimlo Public Primary School in Khayelitsha, in 1992.

A few weeks ago about 50 pupils at the school narrowly escaped injury when their classroom ceiling caved in. Even the firm of architects which, according to the department, "approved" the building could not be traced. The department said the firm no longer existed.

At Nkazimlo Primary, walls are falling apart and classroom ceilings look as if they could collapse.

The department blamed the problems on the old Department of Education and Training, which it said was responsible for school buildings.

Construction company Stocks Housing said it could not disclose the amount originally spent on the crumbling school and said its client, the Education Department, "should know better".

"The exact amount is unknown," the department said in a statement. "All large building contracts for the ex-DET were handled and awarded by the department's (DET) head office in Pretoria."

The department said the consulting architects for the school project were DeHart, Loubser & Rabie. "This firm of consultants approved the building," the statement said. "It is alleged that it no longer exists."

The department refused to grant the Cape Argus an interview on the issue and asked instead that questions be faxed to it. A spokesman said officials gave no reasons for refusing the interview.

Curriculum 2005 is regressive

CT 2/6/97

(50)

THE GOVERNMENT'S much-vaunted Curriculum 2005 programme amounts to an inversion of the demand for people's education, say **BERNADETTE JOHNSON, NINA BENJAMIN** and **EDWARD COTTE**. The authors submit that the context in which the new curriculum is to be implemented will shape its "regressive nature".

A SUPERFICIAL reading of Curriculum 2005 has allowed many to conclude that its commitment to critical learning is a significantly progressive development within South African education.

The reason for this is that the notion of critical learning was at the heart of the demand for people's education in the 1980s — a demand that centrally aimed to challenge not only power relations within education but within society at large.

We would argue that if Curriculum 2005 were to be analysed in relation to all other education policy documents such as the National Commission on Higher Education (NCHE), the National Qualifications Framework (NQF), the Green Paper on Higher Education and the South African School's Bill, people's education has only been captured in form, but not in content.

Most of the reviews of Curriculum 2005, recently featured in the Cape Times, have submitted that although the new curriculum may be a good idea, it is not workable within the present context.

This is a context that is characterised by under-resourced schools, inequality within the education system and poorly trained township teachers.

This argument, however, is flawed. How can Curriculum 2005 be a good idea if it is not workable?

Such an approach creates a farcical dichotomy between policy and policy context. In fact, policy is useless unless it is able to contend with the context in which it is to be implemented.

The central feature of the new curriculum is that it represents a departure from a "content-based approach" to education, to an "outcomes-based approach", which will be located in a framework of lifelong learning or the NQF.

Placed alongside the NQF and the South African Schools Act, Curriculum 2005 signals a regression from past practice.

Compulsory schooling up to age 15, grade 9/Std 7, the exit point of General Education, is even lower than in the early days of apartheid when it was Std 8.

What this means is that the state is taking less responsibility for the education of the poor in the country. In fact, it is providing minimum educational levels for the working class by dropping the exit level and arguing for the payment of education from grade 10 onwards. This will effectively mean that the working class will have less access to education.

A key feature of the "outcomes-based" approach is "critical learning". Its exact nature, however, is extremely unclear within the document itself.

Instead of clarifying this, the curriculum

asserts that the outcomes have to be decided upon by the learning-area committee, which will be composed of teachers, students, workers, specialists and education officials.

This proposal is indicative of an approach within policy development that suggests that vagueness opens up contestation. However, given the nature of the present balance of forces, the end result of this process of contestation is not unclear.

To the contrary, it would follow that what is meant by "critical learning" is overwhelmingly clear if read alongside two key features of the present context.

On the one hand, there is the intention of gearing education towards science and technology and skills-based education, which is explicitly indicated in the NCHE documents and the Green Paper on higher education.

On the other hand, the absence of an intellectual layer capable of providing an alternative conception, and further exacerbated by the weakness within the mass movement itself, is strikingly evident.

These twin features have meant the landslide victory of a market-driven conception of education. This has been framed in such a manner that, in form, it has brought on board some of the demands raised under the people's education banner.

Curriculum 2005 has been framed in this manner due to the strength of the mass organisations of the 1980s and the memory that these demands have in the consciousness of broad sections of South African society.

"Critical" learning is, therefore, more likely to involve understanding how to



CURRICULUM 2005: With the new policy, the state will provide minimum educational levels and the working class will have less access to education.

develop a management plan, how to work in teams and take responsibility for the labour process.

In this sense, the curriculum is consistent with the context in which it is to be implemented. It is explicitly geared towards the needs of "big capital".

A progressive content of the notion of "critical learning", which allows learners to explore divergent conceptual frameworks in order to critique social change and development, the life blood of people's education, will certainly not be encouraged.

Curriculum 2005 is an inversion of the demands for people's education.

It is, therefore, dangerous to simply assume that Curriculum 2005, even though it does not elaborate upon what exactly is meant by "critical" learning, is progressive or a good idea.

In fact, the context in which the curriculum is to be implemented will shape its regressive nature.

□ The authors are members of the Student League at the University of the Western Cape.

responsibilities of governing bodies. Employment should be

Outrage at cabinet stand on rhino trade

CT 4/6/97

THE Environment Ministry had not been consulted about a government decision to support renewing international trade in ivory and rhino horn, Environment Minister Dr Pallo Jordan said yesterday.

He told a meeting of the National Assembly's environment committee that the cabinet would not change its mind.

The issues are to be raised at next week's meeting of the Convention on International Trade in Endangered Species in Harare.

Jordan promised to brief the cabinet tomorrow about the committee's concerns.

Members of the committee said they were disturbed that the executive had reached a decision without consulting Parliament or the public. Renewing the trade could lead to widescale poaching.

The Southern African Development Community had resolved last year to ask that elephants be downgraded from "endangered", but SA had since decided not to include its own herds, Jordan said.

The proposal to renew trade in rhino horn had been made by the Natal Parks Board, which envisaged harvesting horn from living white rhino to halt poaching.

The present policy on elephant and rhino had curtailed illegal trade, but had not answered the question of how best to use Africa's natural resources and meet developmental needs.

"I think it is within the power of the minister to turn this around," Mr Nic Koornhof (National Party) said. "We need more time (and) consultation."

Mr Aubrey Mokoena (African National Congress) said the committee could not allow itself to be sucked into the depletion of natural resources in Africa.

The African director of the International Fund for Animal Welfare, Mr David Barritt, said later he was alarmed by the cabinet's decision. "How can we square that with the new democratic SA?" — Sapa

Gauteng seeks delay in implementing new system

CT 4/6/97 (50)

JOHANNESBURG: Gauteng's education authorities have called on Minister of Education Dr Sibusiso Bengu to postpone introducing the new curriculum next year as its schools will not be ready to do so.

Teacher unions, which have said teachers throughout the country will not be ready to implement the curriculum next year, have welcomed the call.

It is believed that the Western Cape and the Eastern Cape are to make similar reports to Bengu to persuade him to delay the process.

Bengu tried to reassure teachers yesterday that they would learn the new curriculum as they taught it. However, he opened the door to a postponement.

"If in our assessment we are not ready, we will not hesitate to inform the public accordingly," he said.

It was decided last year to introduce the new system only in Grade One and Std 5 next year.

Speaking at an education conference here yesterday, the co-ordinator for the Gauteng Department



'LEARN ON JOB': Sibusiso Bengu

of Education's Institute of Curriculum Development, Mr Haroon Mohammed, said the province had assessed its state of readiness and decided the curriculum should be delayed.

"We will manage implementation in Grade One, but it is doubtful we can manage Grade Seven (Std 5)."

It would be recommended to Bengu that the curriculum be introduced in Std 5, as well as Grade Two and Std 6, in 1999.

"Given the 48 000 teachers we have to reach in the province, it would be better to set a strong foundation with Grade One," Mohammed said.

The South African Democratic Teachers' Union, although keen for the new system to be introduced as soon as possible, said it might be more realistic to delay it.

The National Professional Teachers' Organisation of South Africa's executive director, Mr Andrew Pyppe, said he was "delighted" by the decision by Gauteng authorities.

"We hope their recommendation will bring about what we have been requesting," he said.

The Association of Professional Teachers also welcomed the move.

Asked at the conference if the government would ensure teachers understood the new system before it was implemented, Bengu said it would be necessary to do so. He did not want criticism that educators "are not informed because they are going to be informed". — Own Correspondent and Sapa

Drug companies decry forced generic medicine

CT 4/6/97

(91) (53)

DURBAN: DRUG companies have slammed the government for trying to enforce the use of generic medicines and have warned that the importation thereof could damage the local manufacturing industry.

The Pharmaceutical Manufacturers Association (PMA) said it was "concerned" with proposed legislation that would make generic substitution compulsory.

PMA chief executive Ms Mirryena Deeb said in a statement that although industry was not opposed to the use of generics it was against measures that forced the use of generics because this amounted to "government favouring one competitor ahead of another".

The draft medicines bill, to be debated in Parliament on Friday, states that the pharmacist should substitute every prescription with a cheaper generic, and must also inform the patient of the benefits of substitution. — Own Correspondent

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Court threat to halt go-slow by regional staff

SABATA NGCAL
EDUCATION REPORTER

(58) 5/6/97
ART 5/6/97

The Western Cape Education Department is threatening to seek a court interdict restraining its employees in eight regional offices from continuing their go-slow protest.

However, the employees claim the department has instructed the regional offices to suspend them without pay. They vowed to oppose the interdict and any other action the department might take.

Education Department head Brian O'Connell confirmed at a press conference that he would send letters to the staff today "to request them to use the right channels" for their grievances.

The tension comes after months of a go-slow by the department's regional offices because of dissatisfaction with the implementation of the decentralisation process.

After the amalgamation of the racially segregated departments in 1994, the department has now to decentralise its staff members to regional offices.

Mr O'Connell said he would ask the employees, who were members of the Western Cape Education Forum, to channel their grievances within the framework of the Education and Labour Relations Council, failing which they would face a court interdict.

"If it (the forum) continues its illegal and unfair disruptive actions, the department will have no alternative but to interdict its conduct in the Labour Court," Mr O'Connell said in a statement.

Curriculum 2005 in shreds before it starts

ARC 9/6/97

SABATA NGCAI
EDUCATION REPORTER

The implementation of Curriculum 2005 lies in tatters as education departments grapple with a cash crisis and technical problems.

Education departments in the Western Cape and KwaZulu Natal said the lack of funding and staff were the biggest problems they faced, while the Gauteng education department has signalled that it will be able to introduce the curriculum in only one grade. All provinces were expected to implement grades one (Sub A) and seven (Standard 5) next year.

Western Cape teachers and educationists have expressed reservations in the past few weeks that the new curriculum was bound to fail because it was "rushed" and had "underlying problems".

Six months before the curriculum

ought to be implemented, the department was still planning to visit all provinces to assess the situation and make recommendations. "At the moment we just hear rumours that there are problems," said Thami Mseleku, the special adviser to Education Minister Sibusiso Bengu.

Western Cape curriculum head Brian Schreuder said the development of guidelines had been very slow because of the complexity of the process.

He said technology as a subject was one of the priorities but there was no indication as to where the department would get money to introduce it.

In KwaZulu Natal, curriculum head Saba Naicker said: "We were all concerned about the time-frame in the beginning but the main concern now is funding." He said the province was also struggling to obtain new material for the curriculum.

But Dr Naicker said the province was

(50)
still prepared to implement both grades. "It would be a retrogressive step if we didn't implement the curriculum in both grades next year."

Gauteng Department of Education curriculum development unit co-ordinator Haroon Mohammed said the unit had already informed the National Department of Education that the province was ready to implement only grade one next year because there was "not enough money for the process".

He said Gauteng had set up a lot of structures for the implementation of the curriculum "but we don't think that is sufficient to implement both grades comfortably next year".

"We don't have enough money as well as the personnel to carry out the work."

He said his unit was busy completing the orientation process and the training of teachers was expected to begin in July.

32 Catholic schools rise above daunting odds and deliver

(50)

By ADAM COOKE

Amid the many gloomy pictures often painted of South Africa's schooling system are 32 gems that have been identified by the Catholic Institute of Education as "resilient" - they are thriving against all odds.

"We looked at schools that flourished in communities racked by poverty and unemployment, and sometimes violence. And they worked because the school had made a conscious decision to work,"

said one of the chief researchers, Mark Potterton.

These schools were usually not far from centres that had been overwhelmed by the difficulties of their environments and their histories.

The report, which emerged last month after almost a year of research into why some schools succeeded in creating cultures of learning and teaching and others did not, could also rattle a number of conventional wisdoms.

The report found that na-

tional policies and national campaigns were not necessarily the best way to tackle the desperate conditions that typify so many South African schools.

"You have to move intervention from a national down to a school level. Much like the Masakhane campaign, the Culture of Teaching and Learning Campaign appears to have taken the wrong tack," said Potterton.

The report found that structural changes may have "high symbolic value but do not nec-

essarily result in improved learning conditions".

But the most important feature of "resilient" schools, the report found, was a sense of responsibility for their terrain, and the ability to muster resources to do something about problems.

"The key here is a preparedness to act, a move from passivity and victimhood to active agency," the report found.

Some schools had begun creative fundraising drives, others had involved the whole school

body in mental tasks like cleaning, but all had helped to build a sense of pride for teachers and pupils.

Also important was the leadership ability of school principals. These were mostly energetic and visionary individuals, who enlivened their schools and engaged actively with the surrounding communities.

Some of the schools still practised corporal punishment - banned in new legislation - but all were exploring new ways of disciplining children.

Star 9/16/97

Schools crisis as pupils carry knives, guns

Star 9/6/97

(50)

Soweto teachers feel powerless to
control children who come to class
armed with assortment of weapons

By **BONGIWE MLANGENI**

Lack of discipline and order has turned many Soweto schools into hotbeds of violent crime as teachers battle against pupils who carry guns and knives in classrooms.

But, in spite of regular stabbing or shooting incidents in or near school premises involving pupils, the Gauteng education department has not yet implemented security measures to address the problem.

The question of safety in schools came to light after Aggrey Kone (16), from Veritas High School in Meadowlands, was shot in the wrist and shoulder by a fellow pupil who was showing off a gun he claimed to have obtained from a friend.

Aggrey was admitted to hospital and his assailant ran away immediately after the shooting, said school district deputy director David Matsebetlela.

A few months ago, a Bosmont pupil died after he was shot by another pupil at school.

Wandile Zwane, a spokesman for the Centre for the Study of Violence and Rehabilitation, said violence in schools was a result of easy access to guns in townships.

"There is also no culture of learning, so pupils get involved in other activities," he said.

There are no accurate sta-

tistics on the number of violent crimes taking place in schools but Soweto police said incidents were reported almost every month. They believe, however, that most go unreported.

Zwane said teachers were helpless and referred to an incident in Soweto where a pupil was found with an AK-47 hidden in his school bag but teachers were afraid to reprimand him because they feared for their lives.

"They want to intervene but they are scared. Also, many pupils have lost confidence in adults," Zwane said.

Gauteng education department spokesman Aubrey Matshiqi said shooting was regarded as a criminal offence and should be handled by the police.

He suggested, however, that rehabilitation for the offending pupil should be considered.

He said the department was still consulting teachers' unions and many suggestions had been made, including the introduction of screening bars or security guards at schools.

Andrew Pyper of the National Professional Teachers' Organisation of South Africa said this would jeopardise the process of education.

"We have to look at the root of the problem, which lies outside the schools," he said.

A new day dawns for schools

Parents, all staff members and pupils will have a say

ARLT 10/6/97 (50)

THE LONG-AWAITED ELECTIONS OF NEW SCHOOL GOVERNING BODIES START THIS WEEK. THE NEW STRUCTURES WILL GIVE PARENTS POWER TO TAKE PART IN SCHOOL POLICY DECISIONS FOR THE FIRST TIME. EDUCATION REPORTER SABATA NGCAI LOOKS AT THE NEW STRUCTURES.

In the old system of education, schools were controlled in an authoritarian and fragmented way. Teachers, pupils and parents had very little say in how schools were run and even less say in the policy-making process.

The introduction of the Schools Act in January this year brought hope to parents, teachers and pupils.

The act demands that all public schools introduce representative and democratically elected governing bodies to replace the old (sometimes unrepresentative) structures which were in place at schools.

The aim of the new governing bodies is to involve parents and make sure they take part in decisions affecting the education of their children.

The governing bodies will have the power to decide on admissions, religion and language policies, a code of conduct for learners (pupils) and school hours.

They will also control the school property and buildings and support the work of the principal and educators (teachers).

Governing bodies will have to supplement State funding by raising money or charging fees, or both, and will be responsible for improving educational equality at the school.

The governing body membership will consist of three groups of people - the elected members, the school principal and co-opted members. The elected members are parents of learners at the school, educators at the school, administrative staff - including gardeners - and learners at the school.

The co-opted members will be members of the community and owners of school property, or their representatives, if the property is privately owned.

The Schools Act stipulates that the number of parents on any governing body must be one more than half of all the members who may vote. Parents who are employed at a school cannot represent parents on a governing body.

Co-opted members are optional and are there to help the governing body with its functions. They may not vote.

Learners on the governing body must be elected by the representative council of learners.

The number of members on a governing body will vary from one school to another.

Provincial education authorities will tell schools in each province the exact composition of their governing bodies.

A governing body must elect office bearers, including at least a chairperson, treasurer and secretary. A parent may only be chairperson of a governing body if he or she is not employed at the school.

Membership of the body is for a limited period of time - no longer than three years for a member other than a learner and not

Everything you need to learn about governors

Provincial education ministers must place notices in the Provincial Gazette outlining the following details:

- ✓ How long members and office bearers may serve on a governing body
- ✓ The appointment of a person to take care of the process of nominating and electing governing body members
- ✓ The procedure for disqualifying or removing a governing body member or dissolving a governing body
- ✓ How to fill a vacancy on a governing body
- ✓ Guidelines on how to achieve maximum representivity on a governing body
- ✓ A formula for working out the number of members of the governing body to be elected in each membership category. The formula must provide reasonable representation and be able to be applied to the different sizes and circumstances of schools
- ✓ Any other matters necessary for the election or appointment of members

A governing body's constitution must provide for:

- ✓ A meeting at least once every term
 - ✓ A separate meeting with parents, pupils, educators and other staff at least once a year
 - ✓ The recording and keeping of minutes
 - ✓ Making available the minutes for inspection by the provincial head of department
 - ✓ A report to parents, pupils, educators and other staff at least once a year
- The governing body must write its constitution, approve it and send a copy to the provincial head of department within 90 days of being elected

A governing body is allowed to set up committees such as:

- ✓ An executive committee that takes day-to-day decisions to ensure the smooth running of the school
- ✓ Committees on finance, fundraising, staff appointments, sports, health and school property
- ✓ A public school enrolling pupils with special education needs must set up a committee to deal with their welfare. The committee chairperson must be a member of the governing body but other members need not be

Responsibilities of a governing body:

- ✓ They will be responsible for the governance of every public school
- ✓ The admissions policy of a school must be determined by the governing body, within national and provincial frameworks
- ✓ A governing body may not administer any test related to the admission of a pupil or authorise the principal to administer such tests
- ✓ A governing body may determine the language policy of the school, within national and provincial frameworks
- ✓ Religious observances may be conducted at a school under rules issued by a governing body, as long as observances are conducted on an equitable basis and attendance by pupils and staff members is free and voluntary
- ✓ A governing body must adopt a code of conduct for pupils after consulting pupils, parents and educators
- ✓ A governing body of a public school may, after a fair hearing, suspend a pupil as a correctional measure for up to a week, or pending a decision by the provincial head of department on expulsion
- ✓ A governing body must function in terms of a constitution that complies with requirements determined by the provincial MEC by notice in the Provincial Gazette

The following powers, functions and duties must be performed by all governing bodies. A governing body must:

- ✓ Promote the best interests of the school and try to ensure its development by providing quality education for all pupils
- ✓ Adopt a mission statement
- ✓ Adopt a code of conduct for pupils
- ✓ Help the principal, educators and other staff perform their professional functions
- ✓ Decide the times of the school day, which must be consistent with staff conditions of employment
- ✓ Administer and control the school's property, buildings and grounds, including hostels if applicable
- ✓ Encourage parents, pupils, educators and other staff to offer voluntary services
- ✓ Make recommendations to provincial education ministers on the appointment of

educators at the school, subject to the Educators Employment Act of 1996 and the Labour Relations Act of 1995

- ✓ Make recommendations to provincial education ministers on the appointment of non-educators
- ✓ Allow school facilities to be used for educational programmes not offered by the school at the request of the provincial minister of education
- ✓ Carry out all other functions given to the governing body by the Schools Act
- ✓ Carry out functions set out by the national Minister of Education in the Government Gazette, or by the provincial education minister in the Provincial Gazette

A governing body may apply to take on the following additional tasks:

- ✓ Maintaining and improving the school property, buildings and grounds
 - ✓ Determining the extra-mural curriculum and the choice of subject options, according to provincial curriculum policy
 - ✓ Buying textbooks, educational material or equipment for the school
 - ✓ Paying for services to the school
- A provincial head of department can refuse to allocate functions if the governing body does not have the capacity to carry them out

Functions of the governing body can be withdrawn by the provincial education minister only if:

- ✓ The governing body is told of the intention to withdraw a function and the reason for doing so
- ✓ It is given a reasonable chance to make representations on the issue
- ✓ The minister gives due consideration to such representations

The Schools Act stipulates that the provincial head of department, out of provincial funds, must set up a programme to:

- ✓ Provide introductory training for newly elected governing body members to enable them to perform their functions
- ✓ Provide continuing training to governing bodies to improve their performance or enable them to take on additional functions

more than a year for a learner.

The new governing bodies will perform the functions of their predecessors until they begin functioning under the Schools Act on a date to be decided on.

For their part, the provincial education ministers must ensure that school principals and officers of the education department help governing bodies perform functions specified under the Schools Act.

The governing body may allow the reasonable use of school facilities for community, social or school fundraising purposes.

A governing body may be allocated additional tasks.

If a governing body wants additional tasks, it must apply in writing to the provincial education minister, who may refuse to give permission for the extra tasks to be taken on, and may also withdraw a function of a governing body.

In emergency cases, the provincial head of department may withdraw a function without communicating the decision as long as he or she gives the governing body reasons, reasonable opportunity to make representations and duly considers the representations.

The provincial head of department can suspend this action, and any person ag-

grieved by the decision can appeal against it. If a governing body ceases to function, the provincial head of department must appoint someone to perform its functions for not more than three months.

This period can be extended by three months, but the total period cannot be more than a year.

A member of a governing body is obliged to withdraw from a meeting if any issue in which he or she has a personal interest is being discussed and decided.

Expenses incurred by governing body members in performing their duties may be reimbursed by the governing body.

Rasool spreads preschool aid

AKG 10/6/97 (50)

SABATA NGCAI
EDUCATION REPORTER

The province's Health and Social Services Minister, Ebrahim Rasool, says his department has made progress in "deracialising" subsidies paid out to preschools.

Mr Rasool said the number of children being subsidised had increased sharply compared to what it was in 1994.

He was speaking while accompanying President Mandela on a visit to

preschools in Langa, Guguletu, Khayelitsha and Mitchell's Plain to commemorate International Children's Day, celebrated on June 1.

Mr Rasool said the subsidy for each child was no longer allocated on racial lines. This year, the department's budget for crèches had increased from R14-million to R30-million to benefit the 38 000 children in preschools.

Mr Rasool said the department aimed to push the subsidy up to R35-million within the next two years.

SUNDAY ANALYSIS

The enemies of change refuse to learn

(50)

ST 19/6/97

THE resurgent debate about Curriculum 2005 has brought together an interesting mix of individuals, organisations and parties in an attack on the fundamentals of our flagship programme and the ability of our educators to implement it successfully.

For the experts such as Stephen Mulholland (Sunday Times, June 1), the time-frame for implementation is immaterial — they want to kill Curriculum 2005 at its infancy. This attack must be exposed for what it is: an ideological assault on the new path for our country as agreed upon by the broadest alliance of South Africans.

Mulholland's approach to South Africa's growth and prosperity is to create educational opportunities for a talented few, while leaving the rest of society to be supported by charity and welfare. The new path, on the other hand, recognises the worth and potential of every South African and accepts that the development of our society depends on a sound human resource development strategy.

We are committed to accelerating the investment in our people — especially at the lowest of society's ranks — through a lifelong learning framework linked to, rather than separated from, education and training learning pathways.

Mulholland's insinuation that this approach will produce "empowered illiterates" exposes his allegiance to the elitist, inequitable and fragmented status quo which protects his privileges while condemning millions to a life of poverty, illiteracy and ignorance.

Our human resource development agenda seeks to ensure that learners are put on a lifelong path from the onset, and

*Curriculum 2005's
opponents seek to
defend old privileges,
writes Professor
SIBUSISO BENGU*



that their learning beyond school is tightly linked to career mobility. We will also endeavour to recognise and accredit the knowledge and skills gained through their labours by adult learners who for decades have been bypassed for real education and training. Learning and career-path mobility, horizontal and vertical, is to be linked through a common and overlapping qualifications framework.

The so-called "lost generation" of unemployed workers, rural women and disabled learners are now an integral part of the new learning nation, and not discards to be either pitied or confined to jails or health institutions.

Moreover, it is quite clear that learning at the end of the 20th century can neither be narrowly vocationally oriented for those already working, nor narrowly knowledge-based for those in general, further or higher education. This is so since the large-scale restructuring of the economy and society demands learners and citizens who are mobile and flexible, who engage in self-led expansion of their competencies and self-led improvement of their performances, while working in groups, teams, organisations and communities.

Learning therefore has to be outcomes- rather than narrowly content-based. Rote learning

has to make way for self-led engagement which will improve competencies, knowledge and skills in order to enable learners and citizens to flourish in transforming and diversifying environments.

This disproves the misinformed assumption that we are seeking to introduce narrow skilling into education. Indeed, a cursory study of our national curriculum framework and our national statement on the curriculum for Grades 1 to 9 will show that we seek to focus learning on the development of skills, values and knowledge.

As much as we have been enriched by experiences of other countries, we have ensured that our approach is grounded firmly in its South African and African context.

I am therefore puzzled by the selective examples Mulholland gives to support his simplistic argument. He and his fellow detractors base their so-called expertise on generalities rather than specifics, and they must be seen for what they are: detractors who seek to obfuscate rather than clarify.

I have been amused and fascinated by those who seek to paint Curriculum 2005 as a reelection ploy either on my part or the ANC's. No right-minded individual or self-respecting organisation would risk attaining our vision for the year 2005 for short-term political gain.

To those who attack our teachers, let me state that I have great confidence in their ability to make the turn into the true professionalism for which they have been crying out.

I am absolutely determined to follow through with the implementation of Curriculum 2005, while nevertheless remaining sensitive to professional advice on the readiness of the educational environment. I am presently studying a report from my department which reviews provincial capacity and readiness, as well as the status of further development work on the curriculum. I will discuss its recommendations with my provincial counterparts, and inform the public about any decisions we take on the timetable for Curriculum 2005's implementation. If we are ready we will go full steam ahead; if there are shortcomings we will revise our deadlines accordingly.

I have been inspired by the overwhelming demonstration of support for Curriculum 2005. Detractors of the Mulholland sort are few and will not be allowed to derail it. They have used the courts, media, Parliament and all other possible avenues to resist our transformation efforts at every step of the way, but we remain determined to introduce planned, managed and principled change throughout the education and training system. On the other hand, constructive criticism is the cornerstone of Curriculum 2005, and I welcome it.

Our country urgently needs an education and training system which will take us into the 21st century. That is what Curriculum 2005 is about, and we are determined to get there.

● Bengu is the Minister of Education

Axe falls on top school

AKU 16/6/97 (55)

Cuts sound final bell

SABATA MECAL
Education Reporter

A 32 percent cut in provincial government grants to private schools has sounded the death knell for struggling St Columba's High School in Athlone, which is to close after 56 years.



Old boy: Pailo Jordan



Old boy: Adam Small



Old boy: Brian O'Connell

Ironically, news of the funds cut that will shut the school at the end of the year was conveyed in a letter from Western Cape education head Brian O'Connell, who is an old boy of St Columba's.

Adam Small, professor of social work at the University of the Western Cape, is another well-known old boy.

Other independent schools are also expected to close.

The situation has been exacerbated by the fact that the schools have not yet received this year's grant - the subsidy is usually paid in four cheques at the end of each term and have had to use overdrafts to pay salaries.

After getting the letters telling them of the subsidy cut last week, representatives of the 77 independent schools in the



ONE D. JI WA

End of an era: Brother Paul Hurly, headmaster of St Columba's High School in Athlone, has announced that it is to close after 56 years.

Funding cuts force Athlone school to close

From page 1

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ARL

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to school on one hand and cutting school subsidies on the other.

St Columba's principal, Brother Paul Hurly, said it cost R1-million a year to maintain the school. The school got R500 000 a year as a state subsidy until 1995 and another R500 000 had come from the parents as school fees. Last year the situation changed when the school got only about R330 000. The school was able to raise fees, with the consent of the parents, to

reach the R1-million needed.

Brother Hurly said that this year the school would get only about R220 000 and parents could not afford to raise R780 000. They proposed moving their children to other schools instead.

St Columba's opened in 1941 as a coloured school but opened its doors in 1976, in defiance of the racial laws of the time, to pupils of all races. Despite the fact that it is a Catholic school, pupils were predominantly Christian and Muslim. Heartbroken Brother Hurly expressed

his sadness at the "forced closure" of the school. "We have been doing what was needed, to uplift the standard of education and the community of the Cape Flats, but we are now forced to close down," he said.

"I cannot understand their (the Government's) logic when they say children are our future and then cut down on their education. It does not make sense to me."

Brother Hurly has arranged with their sister school in Green Point to take some children, if parents agree, and the staff from next year.

Schools crisis

Western Province's education

CHARL DE VILLIERS

THE Western Cape's crisis-ridden education system faces more controversy — this time in the Cape Town High Court.

Tomorrow, more than 70 city schools will be seeking a High Court order to scrap the controversial teacher redeployment system.

And, the SA Democratic Teachers Union is tomorrow planning nationwide protests against the rationalisation process which, they say, has cost millions of rands without benefiting disadvantaged schools.

The court action is being led by the Grove Primary School, supported by 70 other public schools whose governing bodies want the right to advertise teaching posts and appoint the best applicants through open competition.

In terms of the redeployment scheme, the Western Cape Education Department this week sent out instructions to public schools specifying the names of teachers to fill existing vacancies.

If a school is not satisfied with the teacher allotted to a vacant post, the onus is on the governing body to explain why on the basis of "curriculum requirements". The education department will then decide whether to accept or reject the school's submission.

Tomorrow's court battle follows a wave of teacher protests against Education Minister Sibusiso Bengu's earlier "right-sizing strategy" which has been widely condemned for stripping schools of their best staff, demoralising remaining personnel and dangerously eroding the quality of education without achieving the government's aims of equity.

Morale in some schools is rock-bottom — and at one school, Good Hope Seminary in Vredehoek, teachers have gone as far as declaring a formal dispute with their principal in the wake of "sliding standards", sources said this week.

Education department spokeswoman Nomkhita Makosana failed to answer inquiries about the school, but it is reliably understood that the ructions being experienced at the Vredehoek school are common to many others.

Explaining the bid to seek High Court

intervention against the controversial redeployment scheme, Bergvliet Primary School headmaster Richard Street said yesterday: "We basically feel that schools should have the right to choose the best teachers for the job."

But according to the Cape Teachers Professional Association, representing 10 000 teachers, the High Court action was "racist" and was attempting to entrench the white privileges of apartheid-era education.

In a letter to parents this week, Street said more than 70 local schools supported the application against Bengu, all nine provincial education MECs — including the Western Cape's Martha Ockers — and the Education Labour Relations Council.

The action was being funded by parents of about 42 000 pupils.

Street said lawyers had this week also handed the provincial education authorities a letter requesting that the redeployments not go ahead pending the outcome of litigation.

Helen Maree, chairperson of the Grove governing body, said the education authorities had this week sent schools redeployment instructions which confirmed the seriousness of the situation.

"The instructions require schools to fill vacant posts with a teacher nominated by the department.

"While some might be good teachers, this is not the issue. It is essential for schools to be able to appoint the best applicants available from the widest pool of talent. This is compatible with employment equity," she said.

Agreements thrashed out in the process of industrial relations bargaining should not be used to shape education policy, Maree said.

"The education labour relations council's agreement was driven by the interests of trade unions, not the needs of education."

The government had pledged equity in public education spending, but instead of abolishing posts in over-supplied schools and creating new ones in under-supplied schools, it had chosen "the severance package and redeployment strategy, which was costing millions of rands, but not redistributing resources to disadvantaged schools".

system to face a legal challenge

goes to court

ST(CM) 1/6/97

(50)

Harbo



Department of Education risks 'egg on face' again

Planned new curriculum has lofty ideals, but may do more harm than good, writes Gavin Lewis

In the wake of the controversial national education policy of reaching equality in pupil-teacher ratios via the offering of severance packages or voluntary relocation of teachers comes Curriculum 2005.

While intentions are noble, indicators are that in practice the department runs the risk of getting egg on its face again.

Curriculum 2005 is intended to redesign school curricula. The emphasis is away from rote learning and away from studying subjects in isolation from each other. Instead, subjects will be regrouped into associated clusters, with new text-

books with the emphasis on life skills.

Our curriculum is outdated, there is too much emphasis on rote learning, we do need life skills training.

Curriculum 2005, to be phased in over the next seven years, starting in 1998 with Grades One and Seven to run parallel with the old system until all grades have been altered accordingly.

There are those who have problems of a philosophical nature with the new approach. They feel that the new system pays too little attention to reading, writing and arithmetic - and too much to trendy sociological views of the need for self-esteem and "outcomes-based" systems that in other countries

have produced pupils with higher school certificates who are functionally illiterate.

In my view there will be a clash between ideals and reality. There are capacity constraints at provincial level even with the existing system, going down to such basics as the ordering and commissioning of new textbooks on time.

Some provinces, along with the Institute for Catholic Education (700 schools) are already calling for Curriculum 2005 to be launched in Grade One only at first.

Teachers need to be retrained for the new system. Reportedly, almost half of the country's 370 000 teachers have been reached by a US Aid-funded R20-million retraining programme. But we face the

problem that in many black schools up to 40% of teachers are under-qualified (the low matric level) even for the old system.

Then there are other practical difficulties. The new system places much more emphasis on individual pupil assessment - at the same time as the pupil teacher ratio is being widened.

Teacher morale is, in general, low, given dissatisfaction with salaries and the impact of the voluntary severance package system which, in the Western Cape to take only one example, took out one of every three school principals. Some 19 000 teachers applied for severance packages - only 260 for voluntary interprovincial transfers.

Star 24/6/97 (50)

Once again, the Department of Education seems to be flying in the face of reality. No attention is paid to those schools that, amid poverty, consistently out-perform others in their neighbourhoods. Strong principals, parent involvement and discipline seem to be the key factors in determining excellence in our schools. Why don't we highlight these centres and replicate them? In the face of the enormous challenges facing schools every day in underprivileged areas, a politically-correct curriculum would seem low on the list of priorities. ■ Dr Gavin Lewis is editor of the two independent monthlies, the RDP Monitor and the Tourism Into Brief.

THE BIG STORY

The tables have turned for Afrikaners

'Language of the oppressor' now believes itself to be under threat

TODAY IN 1976 BLACK STUDENTS EMBARKED ON A NATIONWIDE PROTEST AGAINST THE USE OF AFRIKAANS AS A LANGUAGE OF INSTRUCTION. EDUCATION REPORTER SABATA NGCAL LOOKS AT THE STATUS OF AFRIKAANS NOW AND ITS STRUGGLE FOR SURVIVAL

On this day 21 years ago, scores of school-children lost their lives and thousands were injured by police bullets while protesting against the Bantu Education laws which forced them to learn half their subjects in English and half in Afrikaans.

This week, those involved in the struggle and those who were seen as part of the oppression spoke frankly about their views on the uprisings.

Former Cabinet Minister Dr Piet Koornhof said he fought "very hard" to halt the Education Bill, which sought to impose Afrikaans on black students as a medium of instruction. He accused the late Dr Andries Treurnicht, then Deputy Minister of Bantu Education, of coming up with the idea.

"I told him this would have serious consequences for the country," he said in an interview. "I asked if he could stop it." But Dr Treurnicht had proceeded with the bill and it was passed by the Cabinet.

"We used to fight a lot because of his conservative views. I disliked him. I even spoke to the Minister of Bantu Education at the time, the late Mr M C Botha, but he said there was nothing he could do."

The victims of the uprising say they still feel the pain of the police brutality 21 years ago.

One of them is 43-year-old Valindawo Lujabe who was shot by police in his right leg and in the back while he was on his way home from work. "I knew nothing about what was happening," he said. "I was walking down NY 78 when I was shot at with many other people."

"One of them died metres away from me. Even when I was admitted to hospital, I was under heavy police guard. I was working as a labourer in Woodstock and I lost my job. After I was released from hospital four months later, I could not get a job. Now I live on odd jobs to support my family," said Mr Lujabe.

ANC MP and chairman of Parliament's joint standing committee on defence Tony Yengeni said the struggle against Afrikaans was brought about by the fact that the South African government at the time used Afrikaans as a tool of oppression.

"If you failed Afrikaans you failed the whole examination," said Mr Yengeni, a student at Guguletu's Fezeka High School at the time. After writing matric he went into exile and joined Umkhonto weSizwe, and returned to the country in 1986.

"The regime used the language as a tool to oppress black students. We revolted against it. The tone changed later to include our demand for political freedom."

"As a new government, we came up with a constitution which recognised 11 official languages. As the majority party in the government, we have an obligation to uphold the constitution. Afrikaans should be equal to other languages."

"The African National Congress in its Freedom Charter points out that all national groups should have equal rights."

"Afrikaans cannot enjoy a special status over other languages. That does not mean Afrikaans-speaking people should stop speaking the language or should not be proud of their culture," he said.

"The problem with some Afrikaans-speaking people is that the language enjoyed a special status for so long when about 50 percent of the language was used on television and 90 percent in the police force. That cannot be allowed to continue."

Referring to the controversy going on in Afrikaans universities on whether they should use Afrikaans as the main medium of instruction, he said: "If Stellenbosch says Afrikaans should get a special status at the university I am totally against that. Their approach is fraught with very serious dangers for our country."

"People should be free to speak their language, but imposing one language in an institution is unacceptable. When trying to build unity, should we stress things that divide us?"

While many Afrikaners have apologised for what happened in 1976, they feel it is their right to see that the language survives. About two years ago, some Afrikaner communities came together to form Vriende van Afrikaans (Friends of Afrikaans) to make sure the language was



Students on the march: Hippo vehicles start moving into position in Soweto as pupils take to the streets to protest against Afrikaans as a teaching medium

kept alive. They felt the language was "threatened in every corner of the country" by the new Government's policies.

The organisation's national co-ordinator, Gideon Joubert, apologised for what happened 21 years ago, but emphasised that Afrikaans should enjoy the same status as the other languages.

"I'm sorry that it happened, it was wrong to force one's language on another," he said. "We decided to form the organisation about two years ago because the Afrikaans language was threatened in all walks of life. Our intention is not to make Afrikaans the sole language in the country. We want to promote and protect the use of the language."

"No one should force a language down our throats against our will. The SABC has changed and in the SAA (SA Airways) there is no more Afrikaans, it has been overtaken by English."

"The English language is forced down our throats by the policies of the present government. Recently the Minister of Education told the University of Stellenbosch to change its policy."

"I see nothing wrong in having Afrikaans at the university as the main language because the English language is also given a fair share. About 30 percent of the students at the institution are English-speaking. Children should be taught in their mother-tongue," said Mr Joubert.

"Our intention is to reach out to the underdeveloped and underprivileged communities, especially those that are Afrikaans-speaking. The organisation is not against any other language but unashamedly and unapologetically pro-Afrikaans. We aim to ensure that Afrikaans has a fair place in the towns and cities where we work and live," he said.

Professor Bengu provoked anger at the University of Stellenbosch when he said its language policy needed an urgent review.

He said the reality was the majority of South Africans perceived the university's Afrikaans language policy as a pretext for the perpetuation of apartheid privilege.

How can you say I am an oppressor? asks hurt, angry Koornhof

SABATA NGCAI INTERVIEWED FORMER CABINET MINISTER PIET KOORNHOF ABOUT THE 1976 UPRISINGS - AND GOT A REACTION HE HAD NOT BARGAINED FOR

When I visited Dr Koornhof's double-storey flat in the luxurious Dolphin Beach complex in Table View, he kindly offered me a seat in his sumptuous lounge.

Our interview centred on the 1976 uprisings, when he was still a cabinet minister. He knew in advance what we were going to talk about because we had made arrangements by phone the previous day. The minute he sat down to talk he pulled out a book, *Divided or United Power*.

This is where he looked for his curriculum vitae showing that he held other portfolios in 1976 and not education. "I was the Minister of National Education - I was responsible for white education," he said.

After lengthy telephone calls Dr Koornhof found that the Minister of Education at the time was the late M C Botha.

I asked him what role he had played to convince the Cabinet not to proceed with the Education Bill that forced the use of Afrikaans on black students and which culminated in the Soweto uprisings.

"Andries Treurnicht came up with the bill," he said. "I said to him, 'Can't you see this is going to lead to serious consequences, can't you stop it?' I also spoke to M C Botha and he said there was nothing

he could do. I thought pushing Afrikaans down the throats of the students would have serious problems for the country just as it did when the British pushed English down the throats of the Afrikaner people."

Dr Koornhof said he and Dr Treurnicht had disliked one another. "In 1978 when I made a speech in America that apartheid was dead in South Africa he attacked me and accused me of being a traitor and a communist."

I said to him: "Many black people perceive you as an oppressor, especially during the time of forced removals when you were Minister of Co-operation and Development, and you once proposed a separate television channel for black people in the mid-'70s. How can you convince black peo-

ple and the students of 1976 that you were a reformer who stood up for them?"

"Oppressor," he said loudly and repeatedly. He left his seat and went towards the phone and came back. "How can you say I am an oppressor after I have done so much for the black people?" he said, rocking backwards and forwards in his chair. His face turned red with anger.

"It was the decision of the Cabinet. It was traumatic for me," he said referring to the television channel for blacks. "How can you come all the way to ask me such a stupid question? I called you to my home for help and now you ask me about something else. I am very upset," he said.

In spite of repeated explanations that I had nothing against him and that it was

my duty as a journalist to ask sometimes awkward questions, he would not listen.

"How can you say I am an oppressor?" he said, angrily pushing some cushions away from him. "Do you know I am the only white man who got the Freedom of Soweto? How could I have got that if I was an oppressor? I did a lot for black people - an oppressor? I did a lot for black people - phone Buthelezi (the IFP leader), he will tell you about me, phone Annie Jacobs in Uitsig and ask, I saved Crossroads from being demolished. You hurt me, I wish I could die now," he said in a harsh voice.

I apologised for upsetting him.

As I left, he said I was most welcome to call again. As a parting shot he said: "Young reporters like you need to get their facts right before going to an interview."

Hansard

English (first language) passed/failed

841. Mr M J ELLIS asked the Minister of Education:

- (a) How many pupils took English (first language) (i) higher, (ii) standard and (iii) lower grade as a subject in their matriculation year in 1996 and (b) how many pupils who took English (first language) (i) higher, (ii) standard and (iii) lower grade as a subject in their matriculation year in 1996 (aa) passed and (bb) failed at each level in that year?

N14831E

The MINISTER OF EDUCATION:

Matriculation results for the RSA in 1996 as on 10 January 1997

| Subject | Number who wrote | Number who passed on: | | | Number who failed the subject |
|---------------------------|------------------|-----------------------|--------|-----|-------------------------------|
| | | HG | SG | LG | |
| English First Language HG | 45 214 | 41 732 | 2 893 | - | 44 625 |
| English First Language SG | 9 486 | - | 9 228 | 167 | 9 395 |
| Total | 54 700 | 41 732 | 12 121 | 167 | 54 020 |

HG = Higher Grade
SG = Standard Grade
LG = Lower Grade

Source: Report submitted to HEDCOM by the Department of Education (10 March 1997)

English (second language) passed/failed

842. Mr M J ELLIS asked the Minister of Education:

- (a) How many pupils took English (second language) (i) higher, (ii) standard and (iii) lower grade as a subject in their matriculation year in 1996 and (b) how many pupils who took English (second language) (i) higher, (ii) standard and (iii) lower grade as a subject in their matriculation year in 1996 (aa) passed and (bb) failed at each level in that year?

N1484E

The MINISTER OF EDUCATION:

Matriculation results for the RSA in 1996 as on 10 January 1997

| Subject | Number who wrote | Number who passed on: | | | Number who failed the subject |
|----------------------------|------------------|-----------------------|---------|-------|-------------------------------|
| | | HG | SG | LG | |
| English Second Language HG | 457 908 | 340 860 | 91 229 | - | 432 089 |
| English Second Language SG | 9 927 | - | 9 684 | 178 | 9 862 |
| English Second Language LG | 1 165 | - | - | 1 152 | 1 152 |
| Total | 469 000 | 340 860 | 100 913 | 1 330 | 443 103 |

HG = Higher Grade
SG = Standard Grade
LG = Lower Grade

Source: Report submitted to HEDCOM by the Department of Education (10 March 1997)

Pan South African Language Board: meetings

843. Mr A J LEON asked the Minister of Arts, Culture, Science and Technology:

- (1) Whether the Pan South African Language Board has held any meetings; if not, why not; if so, (a) how many meetings has it held and (b) what specific action has it taken to give effect to its brief;
 - (2) whether the Board has made any recommendations to his Department; if so, what recommendations;
 - (3) (a) what is the budget of the Board for the 1997-98 financial year and (b) what amount will be spent on (i) salaries and/or allowances and (ii) administration in that year?
- The MINISTER OF ARTS, CULTURE, SCIENCE AND TECHNOLOGY:
- (1)(a) The Pan South African Language Board has had 11 meetings since it was inaugurated on 24 April 1996.
 - (b) PANSALB has drafted a strategic plan to drive its activities and has constituted the following sub-committees:

N1485E

- I. Terminology, Lexicography and Place Numbers;
- II. Language in Education;
- III. Translation and Interpreting;
- IV. Provincial Language Committees and Language Bodies;
- V. Development of Literature and Previously Marginalised Languages;
- VI. Status Language Planning; and
- VII. Mediation and Language Rights.

The sub-committee on Provincial Language Committees and Language Bodies has conducted consultations in all the provinces with a view to facilitating the establishment of language committees and bodies. The Northern Province has already established a Provincial Language Council which is already engaged in various language development activities in that province. The Mpumalanga and North West Provinces have advertised for nominations to the provincial language committees. The Free State, Northern Cape and Eastern Cape are engaged in consultations with stakeholders in this regard. In addition, the Deaf Federation of South Africa (DEAFSA) has applied for recognition as a language body.

The sub-committee on Terminology, Lexicography and Place Names has consulted various stakeholders and agencies involved in lexicography development. A conference on Lexicography and Terminology Development is being planned for October 1997.

The sub-committee on Translation and Interpreting contacted stakeholders to solicit information on translation and interpreting needs. An action plan for a consultative forum on training and human resource development of translators and interpreters and on accreditation is being developed.

The sub-committee on Language in Education has been exchanging information with both the national and provincial departments of education and commenting on language-in-education policy issues. The Board's position on language in higher education was presented at the hearing on the Green Paper on Higher Education in Cape Town on 14 March 1997. Communication with govern-

ment departments seeking guidance on establishing language training programmes for employees has begun.

The sub-committee on Development of Literature and Previously Marginalised Languages is in the process of contacting various African language writers' associations with a view to gathering information and determining needs. A consultative meeting is being planned where efforts to develop literature and previously marginalised languages as well as an annual literary prize will be discussed. Institutions of higher education are being consulted on the status of the development of the African languages in these institutions.

The sub-committee on Mediation and Language Rights attended to numerous complaints on alleged violations of language rights. The sub-committee is also in the process of engaging provincial legislatures, government departments and public institutions such as the SABC and SAA on their language policies and practice.

- (2) No recommendations have as yet been made to the Department of Arts, Culture, Science and Technology. The Board's interaction with the Department has been in connection with the establishment of its administrative component and the appointment of personnel.

(3)(a) The budget for the Pan South African Language Board for the 1997-98 financial year is R11.27 million.

- (b)(i) The costs for the approved establishment of PANSALB for a full year amount to R1324 million. An estimate of actual expenditure is not available due to the fact that the regulations governing the appointment and service conditions of staff will only be approved by August or September, after which staff appointments can be made.
- (ii) An amount of R781 000 should be sufficient to cover administrative expenditure for a full year for PANSALB. As they are not fully functional yet, no estimate of actual expenditure can be made.

farmers as well as families with needs that relate primarily to the provision of tenure security. Further, the range of redistribution models, including farm equity and commonage schemes, could not be accommodated by such an approach.

Land at Army Combat School in Lohatla: compromise reached

169. Mr A VAN NIEKERK asked the Minister of Defence:†

Whether he and the Minister of Agriculture and Land Affairs have reached a compromise over the land at the Army Combat School in Lohatla in regard to the (a) resettlement of certain groups of persons and (b) shifting of the Army Combat School; if not, why not; if so, what are the relevant details? C182E

The MINISTER OF DEFENCE:

(a) No agreement could be reached between the parties. The Commission on Restitution of Land Rights has thus decided to refer the claims of the Mareman- and GaThlose Communities to the Land Claims Court. The Commission has further indicated that the Khosis Community does not have a legal restitution claim against the land.

(b) At present there is no intention to shift the Army Combat School to another area. The costs involved are too prohibitive.

To replace the infrastructure alone will be in excess of R250 million. Added to this amount are the costs of relocating approximately 350 families and the clearing of the area of all dangerous objects. No guarantee can be given that the area will be one hundred percent safe for habitation after the clearing operation.

Restitution land: persons moved back

170. Mr A E VAN NIEKERK asked the Minister for Agriculture and Land Affairs:†

(1) Whether any persons have moved back to restitution land after they had already received compensatory land; if so, (a) how many and (b) where in each case;

(2) whether he will provide information on what is intended with the compensatory land of persons who have moved back to restitution land; if not, what is the position in this regard; if so, what are the relevant details? C183E

The MINISTER FOR AGRICULTURE AND LAND AFFAIRS:

(1) No persons have moved back to restitution land after they had already received compensatory land in terms of the Restitution of Land Rights Act, 1994 (Act No. 22 of 1994).

(a) and (b) Fall away.

(2) Falls away.

Filling of vacancies at schools: moratorium

180. Mr L J SWANEPOEL asked the Minister of Education:†

(1) Whether, with reference to certain information which has been furnished to his Department for the purpose of his reply, placing a moratorium on filling legitimate vacancies at schools is compatible with the provisions in respect of the right to education as contained in section 29 of the Constitution; if not, what are the relevant details; if so, to what extent;

(2) whether he will make a comprehensive budget available in respect of (a) staff and (b) services, as approved by the North-West Legislature, for the (i) Westvalia High School, Klerksdorp, (ii) Botshelo High School, Reivilo and (iii) Colinda High School, Vryburg; if not, why not; if so, what are the relevant details;

(3) to what extent is each of the specified schools affected by this moratorium? C193E

The MINISTER OF EDUCATION:

(1) A proper reading of the circular provided, issued by the North West Department of Education on 14 March 1997, shows that there is a moratorium on the filling of vacancies. This moratorium is a province wide initiative.

driven by the need for fiscal discipline. The moratorium is not absolute, however, as provision is made for the appointment of new staff in cases of extreme need. The latter provision would include the need to meet the constitutional rights to education. The circular also makes an additional plea to all managers . . . wherever possible, to utilise existing human resources to meet these needs. . . ."

(2) The budgets for provincial education departments are allocated and approved by the provinces and I did not fulfil a role in this respect.

(3) Further information in this regard is being obtained from the North West Education Department and will be forwarded to the honourable delegate as soon as it is obtained.

Free State: HIV/Aids cases reported

183. Mr R J MOKOTJO asked the Minister of Health:†

How many cases of AIDS were reported in the Free State (a) in 1996 and (b) during the period 1 January 1997 up to the latest specified

date for which information is available in comparison with the corresponding periods in (i) 1994 and (ii) 1995? C196E

The MINISTER OF HEALTH:

There is no compulsory AIDS reporting, therefore there is not reliable data to answer this question.

Literacy levels

184. Mr R J MOKOTJO asked the Minister of Education:†

What was the literacy level (a) in 1995 and 1996, respectively, and (b) as at the latest specified date in 1997 for which information is available, in each of the provinces? C197E

The MINISTER OF EDUCATION:

No official classification of literacy is available. Table 1 shows the percentage of the population, 20 years and older, according to the level of education per province. The information was obtained from the Central Statistical Services, October Household Survey of 1995. No information is available with regard to 1996 and 1997 as yet.

Table 1: Percentage of the Population (20 years and older) according to the level of Education per Province.

| Province | Total Population 20 years and older (Headcount) | No Formal Schooling | Grade 1 to Std 1 | Std 2 to Std 5 | Std 6 to Std 10 | Diploma/ Certificate with Std 9 or Lower | Diploma/ Certificate with Std 10 | Degree | Unspecified |
|-------------------|---|---------------------|------------------|----------------|-----------------|--|----------------------------------|--------|-------------|
| Eastern Cape | 3 069 000 | 15,5% | 5,4% | 26,7% | 46,1% | 0,7% | 5,0% | 2,2% | 0,3% |
| Free State | 1 488 000 | 11,3% | 5,7% | 28,2% | 45,6% | 0,7% | 6,5% | 1,8% | 0,3% |
| Gauteng | 4 799 000 | 4,5% | 1,5% | 13,0% | 65,6% | 0,9% | 8,5% | 4,9% | 0,1% |
| KwaZulu-Natal | 4 393 000 | 15,0% | 3,8% | 19,4% | 52,7% | 0,8% | 4,6% | 2,5% | 1,2% |
| Mpumalanga | 1 500 000 | 22,0% | 4,1% | 21,1% | 46,1% | 0,8% | 3,3% | 1,3% | 1,2% |
| North West | 1 767 000 | 15,1% | 4,8% | 25,2% | 48,4% | 0,6% | 3,8% | 1,5% | 0,5% |
| Northern Cape | 422 000 | 18,0% | 6,2% | 25,8% | 42,2% | 0,5% | 5,0% | 1,7% | 1,2% |
| Northern Province | 2 278 000 | 26,6% | 3,2% | 15,7% | 43,5% | 0,8% | 5,4% | 2,0% | 2,9% |
| Western Cape | 2 385 000 | 5,4% | 3,4% | 22,9% | 54,9% | 0,7% | 7,6% | 4,9% | 0,2% |
| Totals | 22 101 000 | 14,6% | 4,2% | 22,0% | 49,5% | 0,7% | 5,5% | 2,5% | 1,0% |

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Persons receiving special pensions/other amounts

408. Mrs P DE LILLE asked the Minister of Finance:

Whether, with reference to the reply by the Deputy Minister of Finance to Interpellation No 4 on 26 March 1997, he will furnish the names of the 62 persons who received special pensions and the other amounts referred to in the reply; if not, why not; if so, what are their names?

The MINISTER OF FINANCE:

The lists of names of the first persons paid are attached hereto.

Please note that payment of the rest of the beneficiaries have begun.

Less than 25 years Service

| Sp Number | Surname + initials | D.O.B | Yrs Ser |
|------------|--------------------|----------|---------|
| Sp00025557 | Brecker C T | 19360912 | 5 |
| Sp00041504 | Dunnis E J | 19281025 | 19 |
| Sp00041765 | Fallaar A | 19170326 | 5 |
| Sp00022321 | Joseph A | 19321201 | 25 |
| Sp00010702 | Keche T W | 19300105 | 8 |
| Sp00006670 | Lebea T M | 19340206 | 6 |
| Sp00002005 | Leeuw J B | 19321018 | 20 |
| Sp00008554 | Magrath T C | 19320503 | 18 |
| Sp00006556 | Maphele L L | 19351006 | 13 |
| Sp00006687 | Matsenela M M | 19311105 | 11 |
| Sp00004503 | Mawso P P | 19610120 | 14 |
| Sp00001509 | Mdaba T | 19250606 | 8 |
| Sp00009417 | Mhebehe C M | 19340402 | 7 |
| Sp00001424 | Mokgale J | 19360101 | 25 |
| Sp00002532 | Mokone J B | 19331111 | 6 |
| Sp00022063 | Motau P A | 19340429 | 12 |
| Sp00011000 | Perdu J | 19180624 | 6 |
| Sp00028340 | Pilane B J | 19340513 | 5 |
| Sp00000909 | Ramatsui H M | 19280825 | 14 |
| Sp00028314 | Ramplomane B S | 19351226 | 10 |
| Sp00041809 | Sihov S | 19200111 | 6 |
| Sp00023157 | Siswana J | 19330612 | 8 |
| Sp00009309 | Theohle M C | 19340308 | 15 |
| Sp00008337 | Tshikalinga R G | 19341124 | 10 |
| Sp00013818 | Tshikare P L | 19331123 | 20 |
| Sp00049167 | Vuza Z B | 19080916 | 8 |
| Sp00018416 | Xaba N A | 19330401 | 20 |
| Total | | | |

Older than 25 years and more than 25 years service

| Sp Number | Surname + initials | D.O.B | Yrs Ser |
|------------|--------------------|----------|---------|
| Sp00005928 | Babena N D | 19240728 | 25 |
| Sp00041783 | Crocieman M S | 19391228 | 25 |
| Sp00028459 | Magano S P | 19270618 | 25 |
| Sp00000094 | Mogula B | 19280328 | 25 |
| Sp00001510 | Mulaha R M | 19200212 | 25 |
| Sp00041531 | Mokgathi H G | 19281225 | 25 |
| Sp00022574 | Mlangeni A | 19250606 | 25 |
| Sp00028887 | Mano D J M | 19250412 | 25 |
| Sp00032623 | Maseko I M | 19161005 | 25 |
| Sp00042523 | Nkomo C A | 19270717 | 25 |
| Sp00022060 | Nkula M K | 19280919 | 25 |
| Sp00018428 | Ngcobo M | 19301118 | 25 |
| Sp00045715 | Pilly R G | 19250901 | 25 |
| Sp00032566 | Sisulu N A | 19181021 | 25 |
| Sp00012577 | Sisulu W M U | 19120518 | 25 |
| Sp00034805 | Spiller L E | 19260104 | 25 |
| Sp00041801 | Tintio C | 19251225 | 25 |
| Sp00020824 | Tshandana J D | 19290928 | 25 |
| Total | | | |

Deceased Members

| Sp Number | Surname + initials | Link No | D.O.B | Yrs Ser |
|------------|--------------------|---------|----------|---------|
| Sp00041970 | Bardien S | 100 | 19231028 | 16 |
| Sp00022864 | Doluy H M | 118 | 19260523 | 25 |
| Sp00041909 | Dzeube N | 99 | 19200831 | 25 |
| Sp00014989 | Hani L | 126 | 19420628 | 25 |
| Sp00041776 | Langa N C | 97 | 19320120 | 34 |
| Sp00041844 | Madhebe N A | 98 | 19210404 | 25 |
| Sp00042505 | Maduna N C | 113 | 19400620 | 25 |
| Sp00041837 | Matlhele K | 96 | 19250907 | 25 |
| Sp00026851 | Matlhele M R | 115 | 19110304 | 12 |
| Sp00032360 | Mthlanga C N | 116 | 19320410 | 31 |
| Sp00039500 | Mjongole N J | 104 | 19100516 | 5 |
| Sp00043406 | Mogosiwa S S | 122 | 19411009 | 7 |
| Sp00013711 | Mokhepe B U | 121 | 19130910 | 25 |
| Sp00040501 | Myeza S C T | 125 | 19501203 | 13 |
| Sp00013650 | Nape B | 124 | 19250626 | 6 |
| Sp00045943 | Nduli S S | 107 | 19400101 | 25 |
| Sp00042901 | Nisoane M E | 117 | 19300830 | 19 |
| Total | | | | |

SAAFS/ SANDF transport used for Cabinet Ministers/Deputy Ministers

434. Mr D H M GIBSON asked the Minister of Defence:

(1) Whether South African Air Force and/or National Defence Force transport was used in 1996 to transport any Cabinet Ministers and/or Deputy Ministers, if so, (a) which Ministers and/or Deputy Ministers (b) in each case, (i) on what date and (ii) what was the (aa) point of departure, (bb) destination, (cc) purpose and (dd) total cost of the trip and (c) why was SAAF or SANDF transport used on each of these occasions;

(2) whether any of these costs have been recovered from the Departments concerned; if not, why not; if so, (a) what amounts and (b) from which Department, in each case? N714E

The MINISTER OF DEFENCE:

(1) Yes. A total of 169 flights were flown to transport Cabinet Ministers and/or Deputy Ministers. Details requested are set out in the attached table.

(2) Yes. A total of 83 of the flights are for repayment. The costs of 14 of these flights have already been recovered, the rest are in the process of being recovered. In terms of a Cabinet decision of 7 December 1994, the SAAF provides air transport to the President, Executive Deputy President and to the Minister and Deputy Minister of Defence. Costs for these flights are for the SAAF's account. Details requested are set out in the attached table.

(Table bound in Annexures of House - see M332/97.)

SANDF: persons employed

436. Mr D H M GIBSON asked the Minister of Defence:

(1) How many persons were employed by the Defence Force on 1 January (a) 1994, (b) 1995, (c) 1996 and (d) 1997;

(2) whether the number of personnel is to be reduced in the light of reductions in the 1997-98 budget; if not, why not; if so, (a) when and (b) by what number of employees will the SANDF be reduced? N716E

The MINISTER OF DEFENCE:

(1) (a) 1 January 1994: 81 550 members
(b) 1 January 1995: 87 402 members
(c) 1 January 1996: 100 373 members
(d) 1 January 1997: 98 884 members

(2) Yes. The number of personnel will have to be reduced.

(a) Throughout the course of the financial year, principally through the Voluntary Severance Package Initiative and natural attrition.

(b) It is envisaged that by the year 2001 the Department of Defence will have been reduced to its most effective and affordable size. The Defence Review Debate is giving substance to the vexing problem of dividing the budgetary allocation to achieve an equitable balance between personnel, operating and capital expenditure. From this will be derived the exact number of personnel to be reduced.

Home schooling: applications/ requirements

438. Mr M J ELLIS asked the Minister of Education:

(1) (a) How many applications for home schooling were (i) received and (ii) approved in (aa) 1993, (bb) 1994, (cc) 1995 and (dd) 1996 and (b) what requirements must be fulfilled in order for an application for home schooling to succeed;

(2) whether his Department has been informed of or investigated any instances in which children were being taught at home without the requisite permission in 1996; if so, what are the relevant details in each case? N718E

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| No | (c) Projects | (a) Extent of Irregularities | (d) Steps taken | Allocated Amount | Amount Disbursed | (b) Irregularity |
|----|---|---|--|------------------|------------------|---|
| 6 | <u>Northern Province:</u> Mafeke Stream Protection (NEF 1260). | The auditor appointed by the Mafeke Employment Creation Committee is suspected of fraud involving a portion of the R599 432.00 disbursed. The accused has absconded with the financial records and the extent of possible fraud is still under investigation. | The DBSA suspended the disbursement of the balance of R251 900.00 and the Committee of the project has instituted a criminal case against the auditor. | R851 332 | R599 432 | DBSA must still determine but will not exceed R599 432. |
| 7 | <u>Eastern Cape:</u> Zezela Road Project (NEF 1238F). | This project has been completed but the Community refused to pay some of the project agency fees. Possible misappropriation of funds are suspected. | The DBSA suspended the disbursements pending the outcome of the investigation. Balance in the DBSA account is R44 200.00. | R176 800 | R132 600 | DBSA must still determine. |
| 8 | <u>Eastern Cape:</u> Cathcart Daliwe Community Hall (NEF 985). | The previous Committee of the project committed fraud of about R150 000.00. The amount involved from NEF is approximately R16 500.00. The balance of the funds have been granted by IDT and Stormberg District Council. | The Community of Cathcart made a civil case against the Committee of the project. A new Committee was elected and Phase 1 of the project is nearing completion. | R66 000 | R16 500 | R16 500. |
| 9 | <u>Western Cape:</u> Uthango Lotyebiselwano (NEF 676A). | The project is completed and fully disbursed but due to lack of interest to operate the Community Hall, the building is presently being vandalised and in a state of neglect. | Various attempts to get the implementing committee to re-convene were initiated with no results. Despite RDP-Forum involvement to regain interest the initiating parties seem to have lost interest and the asset is subjected to gross vandalism. | R998 271 | R998 271 | |

RDP: donation by American Government

602. Mrs T J MALAN asked the Minister of Education:†

- (1) What portion of the R256,7 million contribution by the American Government towards the Reconstruction and Development Programme was allocated to his Department;
- (2) whether he or his Department will spend any amounts from the portion allocated to his Department, on (a) pre-primary and primary education, (b) adult education, (c) youth development and/or (d) the transformation of tertiary education; if so, what amount in each case;
- (3) whether he will make a statement on the matter?

N9888E

The MINISTER OF EDUCATION:

- (1) The amount of R256,7 million mentioned in the question does not correspond to the records of the Department of Finance. The United States, according to the Department of Finance, obligated an amount of \$212 million in 1994, \$186,9 million in 1995, \$163,5 million in 1996 and an indicative amount of \$100,5 million in 1997 for support to South Africa.

These funds have not been allocated to the Department of Education to use as it deems fit. Bilateral Agreements in terms of which funds are allocated to projects aimed at contributing to the achievements of RDP objectives, have been signed. No funds are transferred through the RDP Fund to government departments. The funds are managed by the US Agency for International Development (USAID), which is accountable to the US Government for the utilisation of these funds.

- (2) The Department of Education, representing the South African Government, in 1995 signed four Bilateral Agreements with the United States acting through USAID. These Agreements include:

(a) *The South Africa Basic Education Reconstruction (SABER) project:*

In September 1995, \$3 900 000 was provided under the SABER Agreement to provide assistance to the Department of Education and selected Provincial Departments of Education to support capacity to address the needs of basic education which includes pre-primary and primary education. An amendment in the SABER Bilateral Agreement, dated 26 September 1996, increased the funding to an amount of \$14 770 000. Of the \$14 770 000 an amount of \$3 870 000 was allocated to be used by USAID for direct contracting of services in the two areas, Grants Management and Technical Assistance (GMTA) and Performance Monitoring and Evaluation (PME). The rest supports Bilateral objectives. This Agreement is in the process of being amended to respond to President Mandela's Education Initiative (PEI) in teacher education.

(b) *The Education Support and Training (ESAT) Bilateral Agreement:*

Signed in 1995, this Agreement provided \$5 000 000 for the purpose of furthering the transformation of Adult Basic Education specifically at the provincial level. The funding level was increased to \$8 000 000 in 1996 by an amendment to the Agreement. Of this \$8 000 000, an amount of \$3 000 000 was allocated to be used by USAID for direct contracting services in GMTA and PME. This Agreement is the primary vehicle for USAID support to the Adult Basic Education and Training sector.

(c) *The Support to Tertiary Education Project Agreement:*

The Agreement signed in 1995 provided funding of \$3 000 000 in support of Youth Development Programmes. This amount was increased to \$9 316 000 by

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an amendment to the Agreement in 1996. The establishment of the National Youth Commission in 1996 led to the Department of Education reconsidering its involvement in this area. The programme for Youth Development has been handed over to the National Youth Commission. The Agreement has also been amended to include support for Further Education, which will be funded by the \$3 666 000 allocated to GMTA. \$3 000 000 has been allocated for Youth Development activities, \$2 500 000 for Training Management Services and \$150 000 for PME.

(d) *The Tertiary Education Linkages Project Agreement:*

In 1995 an amount of \$7 800 000 was provided and in 1996 an additional \$7 800 000 was allocated to bring the total to \$15 600 000. An amount of \$1 006 800 was committed for the National Commission on Higher Education. The remaining funds are being used to strengthen the Historically Disadvantaged Institutions through grants.

(3) No.

New Jobs: GEAR

605. Mr P G MARRAIS asked the Minister of Labour:

- (1) (a)(i) What net number of new jobs were created in 1996 and (ii) in this respect what number was projected by the Government in the macro economic policy framework (GEAR) and (b)(i) what is the objective in respect of job creation in 1997 and (ii) what do the relevant statistics to date indicate in this regard;

- (2) whether he will make a statement on the matter? N1035F

The MINISTER OF LABOUR:

- (1)(a)(i) The latest data from the Central Statistical Service (CSS) indicates that in

the non-agricultural formal sectors an increase in employment of 0.2% was recorded for 1996. This is the figure that has been widely reported in the local media. It represents net employment opportunities of about 11 000 between December 1995 and December 1996.

On the other hand, historically comparable data (i.e. data which has consistently included the former TBVC states) such as those produced by the South African Reserve Bank, points to a net decline in employment opportunities in the non-agricultural formal sectors during 1996. Figures for the fourth quarter in 1996 have not yet been released but during the first three-quarters of the year this set of data showed a decline in employment averaging 1% per quarter.

However, despite these gloomy projections we have to keep in mind that all these data do not include the agricultural sector. Blessed by good climatic conditions this sector's output grew by 26% in 1996, according to the Reserve Bank, compared with the 2% output growth experienced by non-agricultural sectors. Hence we have reason to believe that there has been substantial employment creation in this sector though not yet formally recorded.

- (ii) GEAR projected the creation of 126 000 new formal sector jobs in 1996 and an average of 270 000 new jobs annually during the years 1996-2000. However, the model on which these projections are based consisted of several assumptions about the pace of policy implementation and the behaviour of variables such as foreign and local private investment. It assumes that government policy will stimulate enough private investment to meet the projected targets such as an average GDP growth rate of 4.2% per annum for the period 1996-2000.

We are confident that given adequate time and effort these targets can be realisable.

- (b)(i) In GEAR the government has committed itself to a framework aimed at putting in place the necessary environment and facilitative policies to promote growth in investment, output and employment.

During 1997 the Department of Labour will continue to pursue policies that promote an efficient labour market through labour market regulation that ensures flexibility while providing adequate protection for all participants; skills development; and employment equity.

An efficient labour market is meant to improve worker-employer relations on the shopfloor, facilitate greater labour productivity which improve the competitiveness of South African industry, leading to increased production for the domestic and export markets, further leading to more jobs and higher incomes. The enabling environment for substantial employment creation, in line with GEAR, does not solely depend on labour market policies. It also depends on the successful implementation and impact of complementary government policies such as fiscal and monetary policies, policies to improve industrial competitiveness, and support for small and medium enterprises, land reform and increased agricultural output.

- (ii) Unfortunately the latest CSS employment data is for December 1996. We are not yet able to adequately assess the impact of our policies on job creation this year.

(2) No.

Persons employed in private/public sector: wages/salary bills

609. Mr K M ANDREW asked the Minister of Finance:

What was the wage and salary bill in respect of persons employed in the (a) private sector in total and (b) public sector (i) in

total and (ii) (aa) at (aaa) national, (bbb) provincial and (ccc) local government level and (bb) in parastatals as at the latest specified date for which information is available? N1040F

The MINISTER OF FINANCE:

- Wage and salary bill information regarding the public sector and the non-agricultural private sector are given for the year 1996. The latest available information for the agricultural sector refers to the year ended February 1993.

- The information for the private sector relates to formal businesses only. Information on the wage bill of the informal sector is not available.

| Sector | Reference Year | Wage and Salary Bill (R millions) |
|--|----------------|-----------------------------------|
| (a) Private Sector | | |
| (i) Agriculture | 1993 | R 3 630 |
| (ii) Non-agricultural businesses ¹ | 1996 | R 32 412 |
| (b) Public Sector | 1996 | R 93 355 |
| (i) Total public sector | | R 30 771 |
| (ii)(aa) National government | | R 26 803 |
| (bbb) Provincial governments | | R 10 168 |
| (ccc) Local governments | | R 1 362 |
| (bb) Parastatal institutions | | R 24 251 |
| (cc) Other public sector institutions ² | | |

- The Non-agricultural private sector includes the mining, manufacturing, construction, wholesale, retail and motor trade, hotel and the transport sectors and banking institutions, building societies and insurance companies. Information on businesses in the real estate, business services and community, social and personal services are not available.

- Including universities and technikons, agricultural marketing boards and public corporations such as Transnet Ltd, Telkom Ltd, Denel Pty Ltd, Eskom, etc.

| University | 1994 | 1995 | 1996 | 1997 |
|--------------------------|-------|-------|-------|-------|
| Orange Free State | | | | |
| undergraduate | 4 952 | 5 498 | 6 090 | 6 881 |
| science | 4 531 | 4 819 | 5 523 | 5 452 |
| arts | 4 543 | 5 035 | 5 559 | 5 589 |
| commerce | | | | |
| postgraduate | | | | |
| science | 2 370 | 2 574 | 3 055 | 3 264 |
| arts | 2 214 | 2 391 | 2 819 | 3 276 |
| commerce | 2 748 | 2 798 | 3 021 | 3 448 |
| Port Elizabeth | | | | |
| undergraduate | 4 950 | 5 700 | 6 450 | 7 100 |
| science | 4 250 | 4 900 | 5 550 | 6 100 |
| arts | 4 600 | 5 300 | 6 000 | 6 600 |
| commerce | | | | |
| postgraduate | | | | |
| science | 4 100 | 4 720 | 5 340 | 5 870 |
| arts | 3 180 | 3 660 | 4 140 | 4 550 |
| commerce | 3 180 | 3 660 | 4 140 | 4 550 |
| Potchefstroom | | | | |
| undergraduate | 5 225 | 5 620 | 6 040 | 6 490 |
| science | 4 795 | 5 150 | 5 535 | 5 950 |
| arts | 5 100 | 5 480 | 5 890 | 6 350 |
| commerce | | | | |
| postgraduate | | | | |
| science | 3 700 | 3 960 | 4 260 | 4 570 |
| arts | 3 700 | 3 960 | 4 260 | 4 570 |
| commerce | 3 700 | 3 960 | 4 260 | 4 570 |
| Pretoria | | | | |
| undergraduate | 5 491 | 5 988 | 6 738 | 7 422 |
| science | 4 700 | 5 095 | 5 513 | 5 527 |
| arts | 5 216 | 5 670 | 6 153 | 6 580 |
| commerce | | | | |
| postgraduate | | | | |
| science | 4 580 | 4 985 | 5 435 | 6 000 |
| arts | 3 490 | 3 800 | 4 145 | 5 400 |
| commerce | 3 490 | 3 800 | 4 145 | 5 400 |
| Rand Afrikaans | | | | |
| undergraduate | 5 000 | 5 500 | 6 000 | 6 500 |
| science | 5 000 | 5 500 | 6 000 | 6 500 |
| arts | 5 000 | 5 500 | 6 000 | 6 500 |
| commerce | | | | |
| postgraduate | | | | |
| science | 5 000 | 5 500 | 6 000 | 6 500 |
| arts | 5 000 | 5 500 | 6 000 | 6 500 |
| commerce | 5 000 | 5 500 | 6 000 | 6 500 |

| University | 1994 | 1995 | 1996 | 1997 |
|---------------------|---------------|---------------|---------------|---------------|
| Rhodes | | | | |
| undergraduate | 7 200 | 7 600 | 8 300 | 9 000 |
| science | 6 700 | 7 100 | 7 800 | 8 450 |
| arts | 7 200 | 7 600 | 8 300 | 9 000 |
| commerce | | | | |
| postgraduate | | | | |
| science | 2 700 | 2 900 | 3 200 | 3 480 |
| arts | 2 700 | 2 900 | 3 200 | 3 480 |
| commerce | 2 700 | 2 900 | 3 200 | 3 480 |
| Stellenbosch | | | | |
| undergraduate | 5 420 | 5 990 | 6 770 | 7 400 |
| science | 4 770 | 5 410 | 6 150 | 6 700 |
| arts | 5 090 | 5 630 | 6 350 | 6 900 |
| commerce | | | | |
| postgraduate | | | | |
| science | 5 420 | 5 990 | 6 770 | 7 400 |
| arts | 4 770 | 5 410 | 6 150 | 6 700 |
| commerce | 5 090 | 5 630 | 6 350 | 6 900 |
| Western Cape | | | | |
| undergraduate | 4 725 | 4 725 | 5 180 | 5 710 |
| science | 4 200 | 4 200 | 4 750 | 5 240 |
| arts | 4 200 | 4 200 | 4 750 | 5 240 |
| commerce | | | | |
| postgraduate | | | | |
| science | 4 600 | 4 600 | 5 000 | 5 500 |
| arts | 4 600 | 4 600 | 5 000 | 5 500 |
| commerce | 4 600 | 4 600 | 5 000 | 5 500 |
| Winchester | | | | |
| undergraduate | 5 970 | 6 650 | 7 330 | 8 190 |
| science | 5 380 | 5 960 | 6 580 | 7 680 |
| arts | 6 290 | 6 950 | 7 650 | 8 590 |
| commerce | | | | |
| postgraduate | | | | |
| science | not available | not available | not available | not available |
| arts | not available | not available | not available | not available |
| commerce | not available | not available | not available | not available |
| Zululand | | | | |
| undergraduate | 4 891 | 5 022 | 5 644 | 6 204 |
| science | 4 731 | 5 162 | 5 794 | 6 374 |
| arts | 4 931 | 5 382 | 6 044 | 6 654 |
| commerce | | | | |
| postgraduate | | | | |
| science | 4 891 | 5 342 | 5 994 | 6 594 |
| arts | 4 761 | 5 202 | 5 844 | 6 434 |
| commerce | 4 761 | 5 202 | 5 844 | 6 434 |

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Projected State Expenditure (In Thousands of Rand) on Public and Private Ordinary School Education

| Province | Projected State Expenditure on Ordinary School Education | | | |
|-------------------|--|-----------------------------|-----------------|---------|
| | Public Schools | | Private Schools | |
| | Current Expenditure (R'000) | Capital Expenditure (R'000) | Total (R'000) | (R'000) |
| Eastern Cape | 4 563 901 | 297 910 | 4 861 811 | 9 488 |
| Free State | 1 943 061 | 99 630 | 2 042 691 | 18 442 |
| Gauteng | 4 657 725 | 116 500 | 4 774 225 | 158 534 |
| KwaZulu-Natal | 5 487 161 | 670 007 | 6 157 168 | 39 057 |
| Mpumalanga | 1 889 972 | 175 177 | 2 065 149 | 5 415 |
| North West | 2 114 360 | 143 803 | 2 258 163 | 7 139 |
| Northern Cape | 668 667 | 12 928 | 681 595 | 2 678 |
| Northern Province | 4 008 151 | 306 184 | 4 314 335 | 17 834 |
| Western Cape | 3 495 616 | 190 170 | 3 685 786 | 22 728 |

Minister: gifts given

630. Mr A J LEON asked the Minister of Labour:

Whether he gave gifts to any persons in his official capacity in 1996; if so, in each case, (a) to whom was the gift given, (b) what gift was given, (c) what was the value of the gift and (d) on what occasion was the gift given?

NI1070E

The MINISTER OF LABOUR:

No.

Therefore (a), (b), (c) and (d) fall away.

Provinces: literacy

638. Mr T D L.F.F. asked the Minister of Education:

What was the literacy level in each of the provinces in (a) 1995 and (b) 1996?

NI1078E

The MINISTER OF EDUCATION: (50)

No official classification of literacy is available. Table 1 shows the percentage of the population, 20 years and older, according to the level of education per province. The information was obtained from the Central Statistical Services, October Household Survey of 1995. No information with regard to 1996 is available as yet.

| University | 1994 | 1995 | 1996 | 1997 |
|-------------------|-------|-------|-------|-------|
| Vista | | | | |
| undergraduate | 2 850 | 2 850 | 2 850 | 2 850 |
| science | 2 850 | 2 850 | 2 850 | 2 850 |
| arts | | | | |
| commerce | | | | |
| postgraduate | | | | |
| science | 570 | 570 | 570 | 570 |
| arts | 570 | 570 | 570 | 570 |
| commerce | 570 | 570 | 570 | 570 |
| North West | | | | |
| undergraduate | 3 740 | 3 740 | 3 740 | 3 740 |
| science | 3 740 | 3 740 | 3 740 | 3 740 |
| arts | | | | |
| commerce | 5 270 | 5 270 | 5 270 | 6 200 |
| postgraduate | | | | |
| science | 3 300 | 3 300 | 3 300 | 5 000 |
| arts | 3 300 | 3 300 | 3 300 | 5 000 |
| commerce | 3 300 | 3 300 | 3 300 | 4 000 |
| Venda | | | | |
| undergraduate | 2 960 | 3 410 | 3 610 | 4 365 |
| science | 2 960 | 3 410 | 3 610 | 4 365 |
| arts | | | | |
| commerce | 2 960 | 3 410 | 3 610 | 4 365 |
| postgraduate | | | | |
| science | 2 455 | 2 890 | 3 195 | 3 610 |
| arts | 2 455 | 2 890 | 3 195 | 3 610 |
| commerce | 2 455 | 2 890 | 3 195 | 3 610 |

Public/private schools: expenditure on pupils

628. Mr M J ELLIS asked the Minister of Education:

(1) What was the expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils at (i) public and (ii) private schools in each of the provinces in 1996;

(2) whether any estimates exist of expenditure in this regard for 1997; if so, what are these estimates in each case? NI1068E

The MINISTER OF EDUCATION:

(1) Earmarked State funds for private schools are not bound by conditions concerning the way in which private schools should use these funds. It is therefore not possible to provide any breakdown of the State subsidy to private schools. The projected State expenditure for 1996/97 on public and private ordinary school education is provided in the following table according to province.

(2) No.

(2) Until the formation of the Airports Company in August 1993 the Department was responsible for managing and developing the nine State Airports as prescribed by Law. Since then the Department's function has become regulatory, and it is therefore not involved in the commercial development of any airports.

Even as a private venture the economic viability of developing an airfreight depot at the former Dunnottar Central Flying School is questionable. The following facts need to be borne in mind here:

- Airfreight handling at Johannesburg International Airport is not being negatively effected by the increase in passenger traffic; capacity remains adequate.
- At least 95% of all flights to and from Johannesburg Airport carry cargo as well as passengers. Dividing the two components by means of two handling terminals would thus not be a satisfactory solution.
- Any proposed future usage of the airfield by a private sector developer would, in terms of the constitution, have to be negotiated with the relevant Provincial/Local Authorities and the SANDF.

(3) The SANDF reports that it is no longer maintaining the Flying School at Dunnottar as an airfield. The terrain had been handed over to the South African Army to use as it sees fit.

(4) Fall away because of 2 and 3.

Representations concerning high crime rate
714. Mr A J LEON asked the Minister for Safety and Security:

(1) Whether he has received representations concerning the high crime rate from any persons and/or organisations since 1 January 1997; if so, (a) from whom and (b) what was the purport of each representation;

(2) whether he has taken or intends taking any action in pursuance of such representations; if not, what is the position in this regard; if so, what action;

(3) whether since 1 January 1997 he personally has taken any action aimed at reducing the crime rate; if not, what is the position in this regard; if so, what are the relevant details? N1210E

THE MINISTER FOR SAFETY AND SECURITY:

(1) Yes.

(a) The Minister for Safety and Security received over 10000 representations from organisations, institutions, members of the public etc., many of them on standard-form letters or postcards.

(b) The representations can be divided into three categories namely:

- Postcards regarding *inter alia* the unacceptable high levels of murders, crime and lawlessness etc. (see Annexure "A");
- Campaigns regarding murders of persons e.g. Laurence Levy (see Annexure "B"); and
- Other representations e.g. letters from organisations, institutions, members of the public etc. on diverse aspects regarding crime. Some of these letters contain constructive proposals to deal with the crime situation (see Annexure "C").

(2) Yes. Many of the steps that have been taken and which the Minister for Safety and Security intends to take were spelled out in his speech in the National Assembly on 18 April 1997 on the occasion of the debate on his budget vote and in his speech to the National Council of Provinces, held on 16 May 1997.

(3) Yes. See (2) above. The Minister for Safety and Security is also the chairperson of the Ministers Committee which is responsible for the National Crime Prevention Strategy. He gives direction and directives on a daily basis. Crime levels in South Africa are stabilising and, according to the Crime Reports and the first Quarterly Report of the National Crime Information Management Centre for 1997, they are in some instances, showing a decrease.

Annexure A

I AM CONCERNED ABOUT AND OPPOSED TO...

- * The unacceptably high levels of murders, crime and lawlessness
- * The infringement of property rights
- * Tax pressure on all levels
- * The deterioration in state administration, including health and education
- * The negative influence of poor government decisions with regard to agricultural production and thus food security

I hereby fully support the South African community's appeal to the President and Government to introduce and implement urgent and effective measures.

*J E Wiid, Piketberg
17/3/97*

Annexure B

*Laurence Levy:
Murdered 17 April 1997*

HIS AND OTHER, KILLERS ARE STILL AT LARGE AND CONTINUE TO PERPETUATE VIOLENCE IN OUR SOCIETY, WITH EVERY MURDER IN THIS COUNTRY YOUR CONSTITUTIONAL RIGHTS ARE BEING ERODED.

Help us to take back control and bring them to Justice by faxing this flyer to those accountable

MR S F MUFAMADI (012) 320-5065
MS J DUARTE (011) 355-1850
PRESIDENT N R MANDELA (012) 823-8246
MR T SEXWALE (011) 838-7428

*Will it be your turn next...
or should it be the killers*

Julia Twigg

Annexure C

R. DICKSON & KIE/Co

Boekhouding Haakdoringstraat 6
Sekretariaat West Acres
Tel (013) 741-1072/3
Fax (013) 741-3852
Postbus/PO. Box 1631
NELSPRUIT 1200

Bookkeeping
Secretarial
26/05/1997

**THE HONOURABLE PRESIDENT
NELSON MANDELA
FAX NO. (012) 461-4987**

**MR. F. S. MUFAMADE - MINISTER OF
SECURITY
FAX NO. (012) 320-2059**

**MR T. SEXWALE - PREMIER OF GAUTENG
PROVINCE
FAX NO. (011) 355-1710**

**MR. M. PHOSA - PREMIER OF
MPUMALANGA PROVINCE
FAX NO. (013) 755-3079**

Dear Sir

The citizens of South Africa can no longer tolerate the unacceptable violence and lawlessness which exists in our country.

Each day we are confronted with car hijacking, robberies and senseless murders affecting our lives as well as the lives of our family and friends.

There does not appear to be any attempt to curb this terrible cycle of crime which has become a way of life in South Africa.

The continuation of this violence will result in a loss of confidence by investors and capital flight, thus creating fewer jobs and a spiral of violence. To say nothing of the mass emigration of skilled and educated people who seek personal safety elsewhere and who are so necessary to develop the potential of our new country.

In the interest of all the people of South Africa, we appeal to you urgently to address this serious matter and to introduce visible law enforcement to curtail the violence.

Yours faithfully

**R. DICKSON & Co.
M.L. DICKSON**

Commission for Conciliation, Mediation and Arbitration: person appointed

715. Mr A J LEON asked the Minister of Labour:

Whether a certain person, whose name has been furnished to his Department for the purpose of his reply, has been appointed to the Commission for Conciliation, Mediation



Sad memories ... the late Hector Peterson's father, Victor Peterson (66), takes another look at the memorial tombstone of his son in Orlando West after 21 wreaths were laid yesterday to mark the 21st anniversary of the June 16 student uprising. Hector became the first victim when police opened fire on marching pupils.

Most rallies for June 16 lack sparkle

By RAMOTENA MABOTE AND DIANE SMITH
Political Staff

June 16 commemoration services to observe the 1976 students uprisings were marked by poor crowds and late starts yesterday, with none of the rallies and marches around Gauteng offering the spark often associated with this day.

The only commemoration that drew a reasonable crowd was the march-cum-rally in Soweto organised by the ANC and the Gauteng government.

What started off slowly as a small march from Morris Isaacson High School in White City, Jabavu, Soweto, ended up in a big rally at Orlando stadium where about 5,000 people, mainly children, were addressed by political leaders including Winnie Madikizela-Mandela and Gauteng Premier Tokyo Sexwale.

About 500 ANC supporters, led by Madikizela-Mandela and Defence Minister Joe Modise, gathered at Morris Isaacson before proceeding to Orlando West, where 21 wreaths were laid on the memorial to the first victim of the uprisings 21 years ago, Hector Peterson.

At the Kopanong community centre, the Azanian People's Organisation singled out corruption as the Government's biggest problem.

Azapo president Mosibudi Mangena said it was a "monumental disgrace that the only prominent feature of those who govern us are their huge salaries and their corruption".

At another rally, at Soweto's Regina Mundi church, a splinter faction of Azapo said the struggle for land, wealth and power had not been won.

In Ermelo, Mpumalanga Premier Mathews Phosa warned the ANC not to be complacent but to establish a true non-racial, non-sexist democratic country without hunger and starvation.

► More reports and picture
Page 5

Afrikaans language will be protected, pledges Mbeki

By JOVIAL RANTAO
Political Correspondent

Cape Town - Deputy President Thabo Mbeki has moved to allay Afrikaner fears that Afrikaans would cease to be a language of instruction at tertiary institutions.

"There will be no prohibition against the use of Afrikaans as a medium of higher instruction," Mbeki told a special youth assembly in Parliament.

Mbeki told the assembly,

organised by the National Youth Commission as part of Youth Day celebrations, that the Cabinet had reviewed legislation dealing with higher education and adopted a position that would allow for Afrikaans to be used as a language of instruction at traditionally Afrikaans tertiary institutions.

Mbeki said Afrikaans would be protected and advanced by all South Africans. "We value Venda as much as Afrikaans. Tswana as much as Gujarati."

The deputy president as-

sured Afrikaners that their future was in South Africa.

The Freedom Front youth wing, which has fought Professor Sibusiso Bengu's call for Afrikaans universities, to review their language policy and identity, said Mbeki's assurances were not sufficient.

"We need special measures to preserve our language. The Government must have a policy to preserve Afrikaans," said Kallie Kriel, chairman of the FF youth wing.

The FF Youth had embarked

on an "Afrikaans Crisis Action" aimed at applying pressure on the Government to review its policy of forced assimilation.

Kriel said that if the concerns of the Afrikaner youth were not addressed by the Government, reconciliation among young South Africans would become hollow and artificial.

Later, at a rally held at Cape Town's Grand Parade, Mbeki called on South African youth to be involved in economic activity in community projects to fight crime, and to assist the

Government's fight against Aids.

Mbeki told thousands of youngsters that the June 1976 uprisings had helped to define South African youth as an important formation in the struggle against apartheid.

In a June 16 message, National Party leader FW de Klerk accused the Government of neglecting its responsibility toward South African youth. He added that, after appointing the National Youth Commission, the Government had failed to assist and work with it.

(50) Star 19/6/97

Shutdown looms for 300 Catholic schools

CARMEL RICKARD

THE fate of 300 schools, their staff and more than 60 000 pupils hang in the balance because of a dispute between the state and the Catholic church over how to ensure the schools do not lose their "distinctive religious character".

The dispute concerns church-owned schools, fully subsidised by the government, which are poised to become public schools on private, church land. Legislation states a public school may be located on private property only in terms of an agreement between the relevant provincial MEC and the owner of the land — in this case, the church.

However, when the final version of the

agreement was unveiled this week, church officials said key concerns they had repeatedly expressed were not reflected and so they would not sign it.

If no compromise is reached, the government will not be able to take over the schools. However, since it pays the teachers' salaries, staff could face immediate unemployment.

Brother Jude Pieterse, who chairs the Catholic Schools' Proprietors Association, said it had asked for emergency discussions with officials. But the earliest these could be held was Tuesday — the day before the government printer is given the go-ahead to put the agreement in the Government Gazette.

Pieterse said: "It's a nail-biting situation, with the future of thousands of kids at stake, but we can't back down."

ST 22/6/97

(50)

Writing's on board for private schools

Widespread closures feared as Government leaves them in the lurch

INDEPENDENT SCHOOLS WHICH KEPT THE FLAME OF FREEDOM BURNING DURING THE STRUGGLE YEARS NOW FIND THEMSELVES IN FINANCIAL CRISIS BECAUSE OF THE POLICIES OF THE NEW DEMOCRATIC GOVERNMENT. ONE SCHOOL HAS ALREADY ANNOUNCED IT IS TO CLOSE DOWN AT THE END OF THE YEAR, AND MANY OTHERS ARE NOT SURE WHETHER THEY CAN SURVIVE. REPORTS SABATA NGCAI

Ironically, the schools which took a firm stand against apartheid – their struggle led to a new ordinance being promulgated in 1984 legalising the admission of black pupils to private schools in the Cape – have become victims of South Africa's new democracy.

As Paul Cannon, the headmaster of St George's Grammar School in Mowbray, puts it: "We raised the flag of multiculturalism, now we are forced to close down."

The huge budget cuts and high school fees are behind the problems they are facing as the Government withdraws subsidies and parents face the problem of finding money to send their children to private schools.

More and more of these schools are expected to announce their closure in coming months.

If parents cannot afford to pay the fees of about R12 000 a year charged by private schools, they will be forced to send their children back to state schools where standards are widely perceived to be falling.

Many parents opted for private schools because of overcrowding and poor facilities in state schools.

But independent schools found themselves left in the lurch by the Government last week when it announced a 32 percent subsidy cut to all independent schools in the Western Cape.

Last year, with the consent of parents, the schools raised school fees to supplement an 18 percent subsidy cut. With an additional 32 percent cut, parents and schools, especially those on the Cape Flats, have found themselves in a dilemma.

school. Before 1996, the school used to get a R500 000 state subsidy and had to raise another R500 000 from fees to meet the running costs.

"We have no alternative but to close down," said the heartbroken headmaster of St Columba's, Brother Paul Hurly.

The school has been in existence since 1941 and prominent Capetonians are among its old boys. They include Western Cape Education head Brian O'Connell and Adam Small, Professor of Social Work at the University of the Western Cape.

The school's first teacher, in 1941, 86-year-old Brother John O'Farrell, was devastated when the news was broken to him. "It was like a heavy blow on my head," he said. "It was as if a great friend of mine I have known for many years died."

"I could not understand how a man of Mandela's stature and quality could kill the goose that lays a golden egg."

"I could not sleep for three nights trying to reconcile the high quality of Mandela's personality and the closure of the school. He loves children so much and I can't understand how his Government can destroy their future."

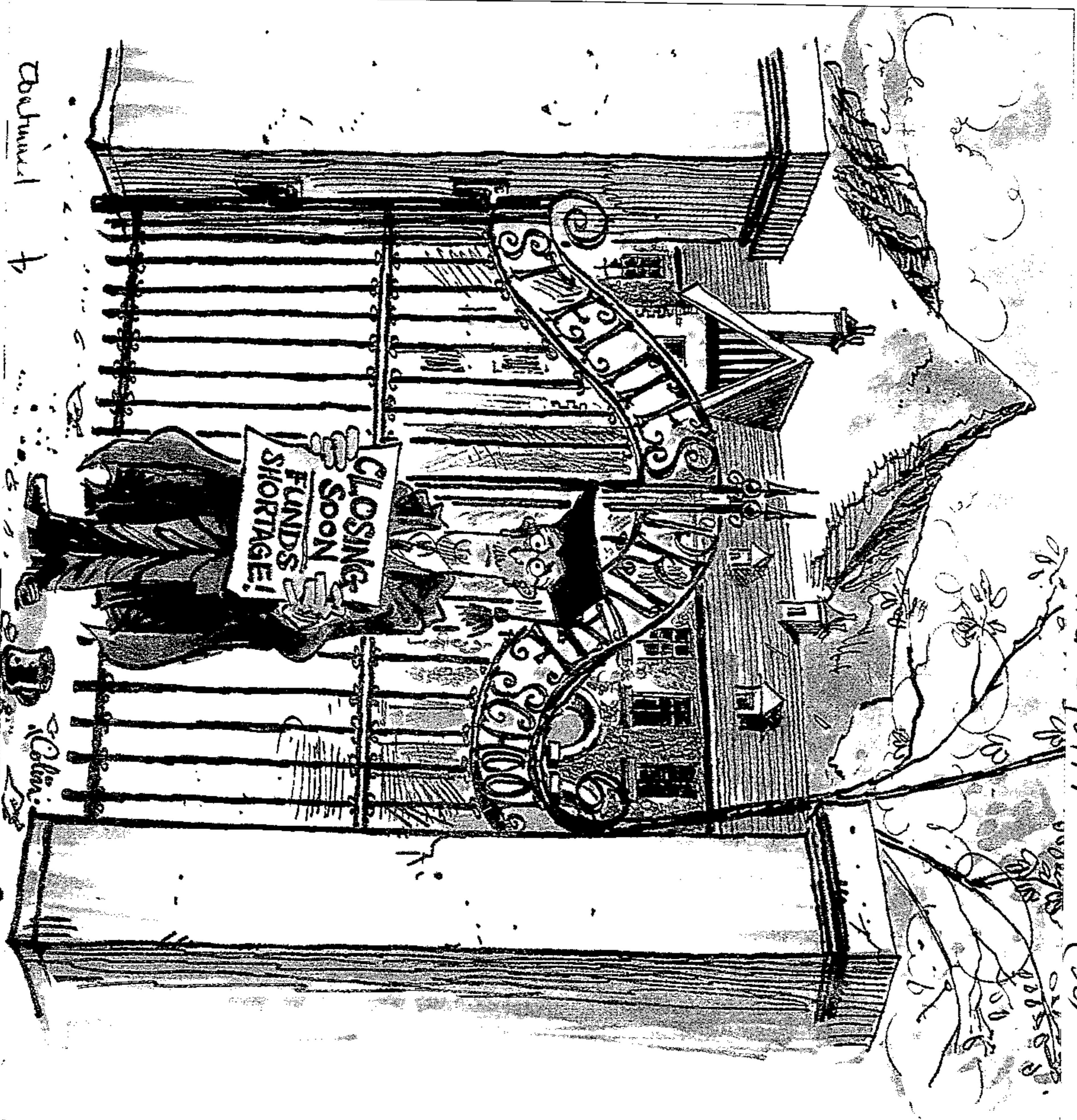
Irish-born Brother O'Farrell was one of the two teachers who established and taught at St Columba's in 1941. He taught at the school for 18 years, six years of which he spent as a school principal.

"We were the first school in the Athlone area; the name and reputation of the school was very high," Brother O'Farrell said. "This is a glaring injustice to the school that has done so much in the past for Cape Town."

He said the independent schools should come together and form a determined united front and say "we are not going to close down".

Brother O'Farrell said another option would be to send a deputation of influential past students of the schools to Education Minister Sibusiso Bengu for talks on the matter.

Some of the teachers at the school blamed Catholic parents for not supporting the Catholic school.



When St Columba's Catholic High School in Athlone called parents last week to inform them about the intended closure of the school at the end of the year, parents opted to take their children to other schools.

After one parent suggested doubling the fees, about 80 percent of parents, mainly from the poor Cape Flats, said they could not afford to pay the amount.

With a state subsidy, St Columba's was one of the more

affordable independent schools. The school's fees for 1997 ranged between R3 267 to R3 993 a year from Std 6 to Std 10 with affordable monthly payments of between R297 and R363. When the subsidy was cut by 32 percent, it meant parents had to double these fees so that the school could survive.

It cost R1-million a year to maintain the

They said pupils who enrolled at St Columba's were mainly Protestant and Muslim.

One of the school's teachers, Michael Curry, who has been connected to the school for the past 25 years both as a student and a teacher, said he was extremely disappointed by the lack of support from Catholic parents.

'Mandela loves children so much and I can't understand how his Government can destroy their future'

"They are not sending their children to the school. The majority of the children here are Muslim and Protestant," Mr Curry said.

Catholic parents were also blamed in 1981 for lack of support when the then cash-strapped St Joseph's College in Rondebosch nearly closed down. The school was saved through a national fund-raising effort.

Another school teetering on the verge of closure is Islamia College in Athlone. Its headmaster, Shabodien Roomany, said he was not sure whether the first Muslim school in South Africa would survive until

the end of the year. He said he could not understand the Government's logic in forcing cost-effective independent schools to close down.

"We get half of what the state gives to public schools for each child. How can we be forced to close down when we are less expensive than the public schools?" Mr Roomany asked.

His view was echoed by Michael Hoare, the executive officer of Catholic Schools, when he said: "It is cost-effective to the department to keep us open."

The schools believed that it was the parents' right to choose where to educate their children and that their choice should not be confined because of subsidy cuts.

"It is the parents' right to choose education for their children as stipulated in the South African Schools' Act," Mr Hoare said, adding that school bursary funds which were used to support underprivileged students were being affected by the subsidy cuts.

Even political parties have expressed concern at the possible closure of schools. National Party education spokesman Renier Schoeman said any attempt to

weaken independent schools was not in the interests of children whose future should be safeguarded.

"Any action which results in the weakening of existing private schools is unfortunate," he said. Mr Schoeman said the private schools had played a very positive role in education.

He said from the information at his disposal, the cutting of subsidies to private schools was taking place countrywide.

"It is something which is important enough to look into," Mr Schoeman said. "We are still trying to gather more facts and we will be monitoring the situation very closely. It is too soon to come up with solutions right now."

The Democratic Party's criticism was sharper. The party said it was the duty of the Government to pay the subsidies as it promised.

"We believe it is the state's obligation to pay the subsidies to those (private) schools," said Mike Ellis, DP spokesman on education.

He said a lot of investigation needed to be carried out to see whether the Government had no money as it claimed or if it

was just an attempt to make the schools stand on their own.

"We have to find out if the State is really battling with the payment of subsidies or if this is just a ploy to reduce subsidies to make the schools more independent," Mr Ellis said.

He warned of disastrous consequences if the schools closed down:

"If those schools close down and children go back to government schools, this would result in the overburdening of already troubled public schools."

Public schools nationally are already battling with the shortage of teachers and swelling classes because of increased numbers of pupils.

The Western Cape is the worst of the nine provinces in this regard.

It had to lose 6 000 teachers in the teacher rationalisation process last year, which left the few remaining teachers battling with a heavy workload.

Other teachers were booked off by doctors for months because of high stress levels.

On the Cape Flats, it is even worse, with between 50 and 70 pupils in one class.

Schools blame cuts on 'bungled' moves

SABATA NGCAI
EDUCATION REPORTER

ARC 24/6/97

The Independent Schools Council has blamed the Government's "bungled" teacher rationalisation process for huge cuts in subsidies to independent schools in the Western Cape.

The council also attributed the crisis - which has already forced one independent school, St Columba's High, to announce its closure - to huge losses through payments to "fraudulent ghost teachers" and other mismanagement, and teacher pay rises between 15,8 and 48 percent last year.

The claims are contained in an open letter to President Mandela in which the council makes an impassioned plea for his intervention to help the embattled independent schools.

The letter was also sent to Minister of Education Sibusiso Bengu, Finance Minister Trevor Manuel, Blade Nzimande, chairman of the parliamentary portfolio committee on education, and all provincial MECs for education.

(50)
Last week the Western Cape Education Department announced a 32 percent subsidy cut to all independent schools in the province.

The council's appeal to Mr Mandela comes against the background of the landmark judgment in the Cape High Court setting aside key elements of the Government's controversial teacher redeployment scheme.

The council said the scheme had been unsuccessful because teachers had refused to be redeployed and opted instead for severance packages.

This was compounded by the fact that the Western Cape Education Department was still paying millions of rands to more than 2 000 teachers who were supposed to be redeployed and to the same number of temporary teachers in those posts.

"Registered schools that are well-managed and which provide education of quality should receive a grant for the basic education of each child enrolled in the school, with special provision being made to give additional funding to the upliftment of the poor and disadvantaged," the council said.

Bengu 'backing down' on new curriculum plan

'Reactionaries' blamed

(50)

MRG 26/6/97

SABATA NGCAI
EDUCATION REPORTER

The Government is backing down on introducing its much-vaunted Curriculum 2005 programme in two grades next year – apparently it will now be implemented only in Grade 1.

This is according to a source close to the Education Department, who said Education Minister Sibusiso Bengu had blamed "reactionary forces" at a recent meeting for forcing him to take the decision.

The amended plan is expected to be made public next week.

The decision comes after appeals in the past few weeks from various provinces to the minister that he rule the curriculum be implemented only in Grade 1 because education departments do not have the capacity to introduce it in Grade 1 and Grade 7 (standard 5) as planned.

All 12 grades are expected to be following the new curriculum by 2005.

Lincoln Mali, a spokesman for Mr Bengu, said the minister had not taken a

decision on the matter and was still studying a report on the "state of preparedness" of the provinces for implementation.

But Gauteng, KwaZulu-Natal and the Western Cape have indicated that lack of funding and qualified personnel mean they will be unable to implement the new curriculum in both grades next year.

Gauteng education authorities told the Ministry of Education they had already set up many structures for the implementation but did not think they were sufficient to cope comfortably with both grades.

That province's Education Institute of Curriculum Development recommended that the curriculum be introduced in Grade 1 next year and the other grades the following year.

The Western Cape department also expressed reservations about its capacity to implement the curriculum in both grades, indicating it would be far more ready to deal with Grade 1 only.

In KwaZulu-Natal funding was a major problem because the province could not get materials for the new curriculum.

Sparing the cane is spoiling the

Teachers fear for their safety as discipline in schools

APR 26/16

THE ABOLITION OF CORPORAL PUNISHMENT IN SCHOOLS HAS RESULTED IN LITTLE OR NO DISCIPLINE, AND ALTERNATIVE METHODS OF CONTROLLING PUPILS HAVE OFTEN PROVED INEFFECTIVE, REPORTS SABATA NGCAI

Most black communities believe that caning is the most effective way to discipline an unruly child.

Hence there was an uproar in township communities when caning at schools was banned last year.

Most teachers and parents disapproved of the ban because they feared pupils would become undisciplined.

Some schools, like Masiyile Secondary School in Khayelitsha, continued to use caning last year in defiance of the ban. And at Bulumko Secondary School in Khayelitsha last year teachers were assaulted and their cars stoned by pupils who went on the rampage because their parents had agreed that teachers could cane them if they misbehaved.

Teachers were even held hostage by students until they were released by police who fired teargas. There was no schooling for about three weeks because teachers feared for their lives.

Lack of discipline in the Cape Flats schools now threatens to turn school campuses into battlefields, with teachers sometimes being the targets.

Pupils have manhandled women teachers and used abusive language, and fighting on school property has become commonplace.

Detention, a punishment many schools have opted for, has not worked in many cases.

Frequently parents have called on teachers to use the cane to control undisciplined children. But so far, the temptation has been resisted by the teachers because it is illegal in terms of the South African Schools Act.

At Manenberg Senior Secondary School, where pupils have manhandled teachers, the principal, Abdurahman Petersen, says the abolition of corporal punishment has tied the hands of teachers and brought about mayhem.

"Taking away corporal punishment is a disservice to children, and to education as a whole," he said.

"We have to call in parents every time children get unruly. We detain them (the children), but this does not work on many occasions. The children defy us because they know there is nothing we can do.

"Sometimes we suspend unruly children, but this is a tragedy because it deprives the child of an education. Discipline fell away after corporal punishment was abolished last year. The boys swear at and manhandle women teachers. If a child knows they can be punished, they will behave much better.

"When corporal punishment was still enforced, there was not a single parent who came here to complain about his or her child being abused. The child knew that if they did wrong they would be punished," said Mr Petersen.

In terms of the Schools Act, any teacher applying corporal punishment could be

charged with assault. The new code of conduct for teachers even prohibits them from using abusive language to pupils.

At Lavender Hill Secondary School, principal Abel Appel said parents had urged teachers to cane the pupils. "We refuse to do it because it is illegal," Mr Appel said.

"The pupils themselves always remind us that we are not supposed to touch or scold them."

He said teachers requested the assistance of parents when they had to discipline the pupils. The school even went to the extent of suspending unruly pupils, with the consent of the parents.

Other teachers attributed the lack of discipline in schools to the problem of bigger classes, which made it difficult for teachers to cope.

At Joe Slovo High School in Khayelitsha, principal Balakazi Mdingi said the school was faced with the problem of truancy. "Discipline will continue to be a problem until the right environment conducive to learning returns - the ideal goal of Curriculum 2005," she said.

"We are faced with problems of bigger classes and we are still grappling with the new teaching methods of the new curriculum. The learning environment leaves much to be desired," she said.

But at Guguletu Comprehensive Secondary School giving extra work to a naughty pupil seems to be working. School principal Nontobeko Msengana says the school involves parents in any decision-making on how to punish the pupils.

"For each naughty child we call a parent and discuss the matter with the child involved," she said.

"We apply our punishment, which on many occasions includes forcing the child to clean up a particular area at the school for a day or two. It works very well and in recent months it has acted as a very good deterrent in restraining pupils from doing wrong," she said.

While some of the teachers feel they were left in the lurch by the Government when it abolished corporal punishment without providing an alternative, the Human Sciences Research Council (HSRC) is planning to explore how to use discipline at schools in a positive way.

When completed, the project is expected to bring about a radical change in methods of maintaining discipline.

The HSRC said it discovered that many teachers tended to equate discipline with corporal punishment, expelling culprits and using other negative practices, but put little focus on the positive aspects of discipline.

The HSRC drew a sample survey from Pretoria, the West Rand, East Rand, Johannesburg and the Vaal Triangle, which revealed that all schools were looking for an alternative to corporal punishment.

In its survey, the HSRC found that educators agreed discipline in schools was essential. But the vast majority felt it was basically the responsibility of the parents to teach children obedience, responsibility, respect for others, self control and discipline.

According to the HSRC, however, teaching children to distinguish between



right and wrong and instilling democratic values was the combined responsibility of parents, schools and churches.

The HSRC survey concluded that some psychological and physical forms of disciplinary action were harmful to the child. As far as the physical punishment was concerned, the surveyed teachers found it totally unacceptable to throw a book or chalk at a child, to pull his/her ear or hair or to pinch the child.

Yet the majority of the respondents found spanking a child acceptable. Spanking was thought to be more acceptable than sending a child out of the class or sending him/her home.

In the same vein, the respondents thought that it was totally unacceptable to belittle a child, to tell the child that they were stupid, or to threaten or to ignore the child.

The majority of the respondents felt that a child's behaviour should not be ignored, and that the transgression should be dealt with. More than a third considered suspension as a viable option.

Parents of pupils at primary schools

differed slightly from the parents of secondary school pupils when it came to able ways of dealing with transgressions. Parents with children at primary schools were more in favour of letting the stand in the corner, pleading with child to stop his/her ill-behaviour, threatening or spanking the child and ignoring the behaviour of the child.

Parents of secondary school pupils were more inclined to agree to shout

the child, send them home or pending them. A vast majority of respondents thought that giving the extra assignment and detention were good options for dealing with transgressions.

In the HSRC survey, parents were asked how serious they regarded certain infringements by teachers.

Sexual harassment of children, staying away from school without a valid reason and doing private work at school were viewed as serious transgressions. Being properly prepared, not checking children's books regularly and untidiness were also viewed as serious.

'Taking away corporal punishment is a disservice to children, and to education as a whole'

cane is spoiling the child

ir safety as discipline in schools breaks down

ARG 26/6/97

The new code of conduct prohibits them from using corporal punishment on pupils. At a secondary school, Mr. M. M. M. said parents had to be told that it is illegal, Mr.

Teachers always remind parents that it is illegal to touch or spank a child.

Parents requested the assistance of the school when they had to discipline their children. Some schools even went to the extent of sending unruly pupils home. Mr. M. M. M. said that the lack of discipline was the problem of big cities and it difficult for schools to deal with.

A school in Khayelitsha, Cape Town, said the problem of truancy and discipline will continue to be a problem in the new environment unless the ideal goal is achieved.

Problems of bigger cities are grappling with the implementation of the new curriculum. The environment leaves a lot to be desired, said the Comprehensive Secondary School. Extra work has to be done to be working. Mr. M. M. M. said that parents in any way to punish the child.

Children we call a partner with the child.

Discipline, which is forcing the child to do the right thing, is very well and intended as a very good way to teach pupils from doing wrong.

Teachers feel they are the Government's alternative, the search Council to explore how to use discipline in a positive way. The project is expected to bring about a change in methodology.

However, many of the respondents found spanking a child acceptable. Spanking was thought to be more acceptable than sending a child out of the class or sending him/her home.

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Parents of pupils at primary schools



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The HSRC survey concluded that some psychological and physical forms of disciplinary action were harmful to the child. As far as the physical punishment was concerned, the surveyed teachers found it totally unacceptable to throw a book or chalk at a child, to pull his/her ear or hair or to pinch the child.

Yet the majority of the respondents found spanking a child acceptable. Spanking was thought to be more acceptable than sending a child out of the class or sending him/her home.

In the same vein, the respondents thought that it was totally unacceptable to belittle a child, to tell the child that they were stupid, or to threaten or to ignore the child.

The majority of the respondents felt that a child's behaviour should not be ignored, and that the transgression should be dealt with. More than a third considered suspension as a viable option.

Parents of pupils at primary schools

differed slightly from the parents of secondary school pupils when it came to suitable ways of dealing with transgression. Parents with children at primary schools were more in favour of letting the child stand in the corner, pleading with the child to stop his/her ill-behaviour, threatening or spanking the child and ignoring the behaviour of the child.

Parents of secondary school pupils were more inclined to agree to shouting at the child, sending them home or suspending them. The vast majority of the respondents thought that giving the child extra assignments and detention classes were good options for dealing with transgressions.

In the HSRC survey, parents were asked how seriously they regarded certain infringements by teachers.

Sexual harassment of children, staying away from school without a valid reason and doing private work at school were viewed as serious transgressions. Not being properly prepared, not checking children's books regularly and being untidy were also viewed as serious.

Although it was generally accepted that it was the task of the teacher to maintain discipline in the class, the question arose as to whose responsibility it was to reprimand the teacher.

The respondents assigned the main responsibility to the school principal.

Although traditionally the line of responsibility runs through the department of education, very few respondents regarded the school inspector as somebody who should reprimand the teacher.

Several parents assigned this responsibility to the school governing body. The HSRC said the pilot study did not attempt to come up with solutions to the problem of discipline at school.

The aim was rather to explore some issues that required further investigation.

The HSRC said the search for solutions would have to involve all stakeholders. "Parents have a right to be involved with the governing of schools and ensuring that discipline is maintained," a HSRC spokesman said.

"Teachers should also be empowered to deal effectively with discipline in schools while maintaining the right of children to fair treatment.

Finding ways to protect these various rights will be a challenge, but we need to find solutions if a culture of learning is to be promoted."

'Taking away corporal punishment is a disservice to children, and to education as a whole'



Curriculum plan bound to fail

Requirements expected of teachers and pupils are just too great, writes Jonathan Jansen

Star 4/7/97 (50)

With the release of 2 005 balloons painted in the colours of the national flag, Education Minister Sibusiso Bengu launched Curriculum 2005 in Cape Town on April 24 1997. And January 1998 was set as an "absolutely non-negotiable" date for the implementation of Curriculum 2005, an educational approach described as Outcomes-Based Education (OBE).

The ministry argues that outcomes would displace an emphasis among teachers on content coverage, make explicit what learners should learn, direct assessment towards specified goals, and make schools and teachers more accountable. But do outcomes in fact deliver what they claim? How do outcomes play out in resource-poor contexts? Can outcomes survive their psychological roots in behaviourism?

There are several reasons why OBE will fail. First, the language associated with

OBE is too complex. A teacher attempting to make sense of OBE will have to come to terms with more than 75 new concepts. For example: to understand the concept of "outcomes" requires understanding of all 66 specified outcomes, competencies, unit standards, learning programmes, range statements, assessment criteria, performance indicators, equivalence, rules of combination, articulation, bands, levels, phases, and their relationship to the South African Qualifications Authority (SAQA). The National Qualifications Framework (NQF), National Standards Setting Bodies (NSBs), School Governing Bodies (SGBs), Education and Training Qualifications Authorities (ETQAs) must all be understood. And so on and on.

Second, in departmental documents OBE is claimed to be the basis for gearing-up the economic growth rate from 3% to 6%, for making South Africa more competitive internationally and reducing unemployment. There is not a

single study which demonstrates any relationship between fiddling with the school curriculum and changing economic realities in a country.

OBE is supposed to create learner-centred classrooms, substitute memory learning for understanding and develop learners who critically apply and demonstrate what they have learnt in different contexts.

How will this happen for an under-qualified teacher with 60 children in a classroom designed for 25 learners with no resource materials?

How will this happen when in many urban township schools more than 80% of learning time is lost to non-school activities? And how can this happen without sustained training at the classroom interface?

The new plan offers a narrow, instrumentalist view of knowledge inappropriate for classroom teaching. There is a fundamental contradiction in insisting that students use knowledge creatively only to inform them the desired learning outcomes are already specified.

OBE also sidesteps the important issue of values in the curriculum. There is no commitment to combating racism and sexism in society, or developing the pan-African citizen, or the role of dissent in a democracy.

An outcome such as "appreciating the richness of national and cultural heritages" could be based on content which glorifies a narrow Afrikaner nationalism and, equally, it could value, in another context, a militant ethnic Africanism.

The management of OBE will multiply the administrative burdens placed on teachers at the very time schools are losing the best teachers through what is euphemistically called "right-sizing". In other words, OBE enters an environment which directly mitigates against the conditions for its success. To manage this innovation teachers will be required to reorganise curriculums, increase the time allocated for monitoring individual student progress against outcomes, ad-

minister appropriate forms of assessment and maintain comprehensive records.

OBE requires a radical revision of the system of assessment. International experience suggests assessment changes only moderately with an outcomes-based innovation. And as the matriculation examination informs, assessment has a powerful backwash on how teachers teach, what content is covered and how learners engage the curriculum. OBE underestimates this problem.

The fact that the apartheid curriculum needs to change is clear. Whether OBE will be able to transform the curriculum legacy of apartheid should be questioned.

There is a real concern that introducing sophisticated curriculum innovations into under-prepared educational environments begins to breed policy cynicism among teachers ... which is what the country can least afford.

Jonathan Jansen is attached to the micro-education policy unit, faculty of education, University of Durban-Westville.

Schools plan leaves Bengu in quagmire

AR 4/7/97

(50)

THE EDUCATION MINISTER FACES OPPOSITION OVER THE MEANS HE CHOOSES TO IMPLEMENT THE NEW EDUCATION SYSTEM, NOT ITS GOAL, WRITES ROGER COPE, HEADMASTER OF MILLNERTON HIGH SCHOOL AND AN EX-PRESIDENT OF THE SOUTH AFRICAN TEACHERS' ASSOCIATION.

The victory which the Grove Primary and 80 other Cape schools achieved in the High Court may be short-lived. The State has moved already to nullify the court order which sets aside Education Minister Sibusiso Bengu's redeployment plan.

From its response it is clear that the State has irrevocably committed itself to filling vacancies at schools by redeploying excess teachers at other schools.

This commitment to redeploying excess teachers, as opposed to retrenching them, has its origin in a public statement by President Mandela before the local government elections in the Western Cape in 1995.

The president was approached by an African National Congress-aligned group of educators who expressed their concern about the threat of retrenchments.

In a spur of the moment response, evidently aimed at eliciting support for the ANC in the elections, the president promised that never in his presidency would he allow teachers to be retrenched.

To this political pronouncement must be added the commitment of the ANC's sweetheart teachers' union, the SA Democratic Teachers' Union (Sadtu), to place the interests of its members before the interests of the children they have to educate. Sadtu has been exclusively concerned with ensuring its members retain their jobs; not in supporting what is best for schools.

The right of schools to appoint the best teacher for the job in a free market is anathema to Sadtu - which explains why they have been so frenetic in their opposition to the Grove and the 80 other schools (although they chose not to oppose them in court).

Much like the Nationalist government in the 1950s when its attempts to remove coloureds from the voters' roll was declared unconstitutional, the ANC Government has now made its first move to circumvent the Cape High Court verdict.

Mr Bengu's department believes it has found a way to get around the court's rul-

ing that school governing bodies have the legal right to appoint the teacher of their choice to vacant posts.

On June 25 at the Education Labour Relations Council, the State put forward essentially the same redeployment scheme, but with one crucial difference: instead of redeployed teachers being appointed, they will be transferred to schools where a vacancy exists.

The South African Schools' Act gives governing bodies no rights when it comes to transfers, no matter that the act never anticipated that vacant posts would be filled by transfers.

This is a provision contained in an entirely separate piece of legislation, the Educators' Employment Act.

The State's new plan is that vacant posts will again be advertised and again only teachers in excess at other schools will be allowed to apply.

Governing bodies will be sent a list of teachers who have applied, from which list one teacher will have to be chosen.

The State will then TRANSFER that teacher to the school where the vacancy exists.

As a sop to governing bodies, Mr Bengu has proposed that schools be given some flexibility in their choice from this list and not be constrained to pick the name at the top of the list.

Sadtu has strongly opposed this concession and will most likely force its withdrawal.

Not content with this legal sleight of hand, it appears that the Government also will push amendments through Parliament which will remove from the SA Schools' Act the rights of governing bodies in making appointments. This will remove any possibility of legal grounds for challenging the redeployment of educators by means of transfers.

It is ironic that the champions of democracy who have made much of seeking to draw the community into running schools in partnership with the State, are resorting to the same heavy-handed, bully-boy tactics of the discredited Nationalist Party.

Once again, the ruling party is using its parliamentary majority to impose its will on an unwilling community.

It is doubly ironic that the legislation which they will have to amend was piloted through Parliament by the ANC itself after extensive negotiations with a very wide number of role-players.

The passion which the Government is



COLIN DANIEL

Besieged by critics: Minister Sibusiso Bengu has become bogged down in an unmanageable process

bringing to bear on this issue appears to be based on an assumption that those who are opposing them on redeployment are motivated by a desire to frustrate the State's efforts to transform education, that they are seeking to maintain racial privileges of the past.

Minister Bengu has said this himself. The Grove school also has been depicted as simply being racist in its motives.

The SABC reported the Grove verdict by saying the school had taken the minister to court in order to protest against the department's plan to redeploy a black teacher to that school.

Ms Helen Maree, the chairperson of the Grove governing body, has been at pains to point out that there is just one issue

which Grove and the 80 other schools are opposing, namely, the removal of their legal right to nominate teachers of their choice to vacant posts.

If Grove was a racist school, it would hardly be supported by prominent black personalities whose children are enrolled there, like ANC MECs Lerumo Kalako and Leonard Ramatlakane, and Department of Education officials like Nomakhitha Makhosana.

The cornerstone of Mr Bengu's transformation of education is the equitable distribution of posts across South Africa. Not one of the 80 schools is opposed to this.

Mr Bengu's problem is the means that he has chosen to effect a reduction of posts at schools which are, by the new norms,

overstaffed.

He opted for the twin strategies of offering voluntary severance packages and redeployment.

The former backfired as it led to an uncontrolled exodus of thousands of well-qualified and experienced teachers, and the latter turned out to be not within his legal powers to do.

Grove's case was based on nothing more than its insisting on its legal rights, granted by the ANC Government, and had nothing to do with resisting equity in staffing.

Grove's staff establishment already has been reduced to the new norms along with every one of the other 80 schools which have backed it. They are not enjoying any privileges in that regard at all.

If Mr Bengu had not been hamstringing by the whim of his president and the obduracy of Sadtu and its fellow-travellers, he surely would have realised that the redeployment scheme was fatally flawed and never should have been implemented.

Apart from the uncontrolled loss of teachers through voluntary severance, its greatest weakness was that it was a bureaucratic nightmare.

In order to effect redeployment, the Western Cape Education Department head office has to handle every single application for every single post at every school. In the first, now aborted, round, this amounted to about 22 000 applications for 1 700 posts.

When redeployment was announced in June 1996, it was envisaged that the first redeployed teachers would fill vacancies created by voluntary severance within months. Then the target date was shifted to January 1997, then to April, then to July, a year later.

The inability of education departments to handle the paperwork involved in redeployment is the major cause of delay in the redistribution of posts.

If Mr Bengu had stuck to his original plan of letting schools manage the process of reducing posts, through retrenchments where necessary, the protracted delays and mess we are in at schools would have been avoided.

It would have been painful for those teachers who involuntarily lost their jobs, but it would have been infinitely better for schools and for Mr Bengu's desire to attain staffing equity.

Instead, he is stuck in a quagmire of an unmanageable process, besieged by critics from all sides. It is a sorry state of affairs.

YOU know you are in the new South Africa when you dare to question government policy — and you are accused of racism. The "racist" label provides the easiest excuse to dismiss critics and ignore the merits of their argument.

Perhaps this is one of the reasons why more and more people who share the government's vision of a working non-racial society are opting out of the process of creating it. It requires too much stamina and resilience, too thick a skin, to engage the debate on the best way to achieve our common goal.

It is easier to retreat into a privatised world — from independent schools to cable TV — than to take on the challenge of creating accessible, affordable, non-racial public institutions as good as the best anywhere.

On a visit to Gauteng last week, I concluded that the middle-class retreat into private institutions is more advanced in Johannesburg than in Cape Town.

This is probably why there has been so little public debate in Johannesburg on the government's teacher-redeployment scheme, which empowers the Department of Education to fill vacancies in public schools by decree, and disregard universally accepted employment practices.

If your children attend independent schools, you do not have to bother about the intricacies of this Orwellian scheme, nor consider its consequences.

But in the Western Cape, where public education is still going strong, 80 schools recently challenged the redeployment scheme in court — and won.

The Cape High Court declared

Public schools should not be bullied by cries of racism

Last month the high court overturned a government ruling and allowed schools to choose their own teachers. HELEN MAREE explains why her school fought for its rights

ST 6/7/97

(50)

the scheme unlawful, not in terms of the old Model C system, but in terms of new laws, passed by our democratic Parliament.

All the schools that backed the case are integrated, and some are predominantly black.

This did not inhibit the howls of righteous indignation and accusations of racism, often from people who were clueless about the issues before the court.

They were not interested in addressing the merits of the case, but in justifying their knee-jerk response that by challenging government policy, the schools were undermining the goal of equity in education.

The opposite is true. The 80 schools believe the redeployment scheme will promote the worst form of inequity. It will entrench a two-tier ed-

ucation system — one for children whose parents can afford to pay high fees at independent (private) schools, and a deteriorating public-school system in which merit has ceased to be a criterion for teacher selection.

A merit-based selection system is entirely compatible with equity. Excellence in South Africa depends on drawing from the widest pool of talent and on achieving diversity in the classroom and the staff room.

These arguments have not yet managed to surface through the flood of simplistic insults emanating from some teachers' unions, which clearly wish to secure guaranteed jobs for all their members, irrespective of merit.

While this is, arguably, a trade union's role, school-governing bodies are legally obliged to act

in the best interests of pupils and cannot accept this situation.

It is particularly ironic that much of the abuse has been directed at a school whose parents and teachers have worked particularly hard to establish a working model of an outstanding public school — integrated, affordable and excellent.

Grove Primary, which led the court application, draws its pupils from the families of cabinet ministers and shack dwellers, and everyone in between. Its middle-class parents have, typically, made a conscious choice for public education to prepare their children for life in a diverse society.

Many of these parents have backed up this decision with a serious commitment of time and energy to the school.

Over 200 parents of all races, together with staff, have established working groups to deal with issues ranging from the school's integration process to curriculum development.

Parents contribute voluntarily, during school hours, to language and reading programmes, and donate to a bursary scheme for children whose parents cannot afford the fee of R265 a month (over 10 months).

They have accepted increased pupil:teacher ratios and adopted an employment equity policy to address the legacy of an almost all-white teaching staff.

One would expect the government to use such a school as a model of what the new South African Schools Act is trying to achieve. Instead, some elements in the ANC and certain trade



A LESSON: Helen Maree, who says challenging government policy does not mean schools are undermining equity

unions seem intent on punishing these parents and teachers for their success in anticipating transformation and implementing it in ways consistent with building the school's quality.

Schools such as the Grove opposed the scheme that combines voluntary severance packages and redeployment because they believe it will prove to be disastrous for public education.

This scheme was devised not to promote transformation in education but to satisfy those most resistant to it. It committed millions of rands

to entice teachers to leave the profession by offering them lucrative severance packages. The aim was to create a large pool of artificial vacancies, providing alternative redeployment destinations to teachers who did not wish to accept posts at schools where they were needed.

The predictable result is that millions of rands have been spent on stripping the education system of some of its most experienced teachers, without creating any benefits for historically disadvantaged schools. Schools like the Grove were al-

so hard-hit. Having accepted the need to increase class sizes, they lost a core of experienced teachers to voluntary severance packages — and were then prohibited from advertising posts, or even interviewing the candidate nominated by the Department of Education to fill each vacancy.

This scheme, which has now been declared unlawful, was devised to meet the demands of a group of teachers, many of them based in the Western Cape.

Contrary to what one would expect, most of them come from schools previously under the House of Representatives — former coloured schools — where pupil:teacher ratios were generally more favourable than in other government schools.

There are obviously excellent teachers among them, and we would employ them. But how can we know who they are if we are not allowed to interview them?

This is how the "race" angle entered this crucial policy debate. It is, of course, a red herring, but the fear of being branded a racist could be enough to tempt some parents to avoid this risk by taking the independent-school option.

This is no solution. Most Grove parents and teachers understand why, given South Africa's history, suspicions of racism inevitably emerge in all areas of public life. The answer is to develop a hippopotamus hide, stick with public institutions and engage the crucial policy debates that are essential to making our new democracy work.

Helen Maree is chairman of the governing body of Grove Primary School in Cape Town

Controversial Curriculum 2005 'may be put on hold'

OWN CORRESPONDENT

CT 11/7/97
PRETORIA: The Department of Education has decided to postpone the controversial implementation of Curriculum 2005 next year — and will not be implementing it in Grade 7 as originally planned.

Although the department has not made a formal announcement yet, it is expected to do so at a press conference here early next week.

Informed sources in the education department said the department was planning to postpone the implementation of the curriculum in Grade 7 (Std 5), but it is still expected to continue with plans to implement the curriculum in Grade 1.

Education Minister Professor Sibusu Bengu yesterday refused to comment on the situation, saying he would make an official announcement about the curriculum next week.

"We have conducted research into teacher readiness and the preparedness of the provinces," was all Bengu's spokesman, Mr Lincoln Mali, would say. "We will be holding a press conference about the curriculum on Monday or Tuesday," he said.

Bengu's advisor, Mr Thami Mseleku, also remained mum. "We might even be announcing that we're implementing it in another grade," he joked.

The department has come under a great deal of criticism for pushing ahead with its plans to implement the new outcomes-based curriculum in Grade 1 and Grade 7 next year.

Education specialists pre-

dicted that textbooks and teachers would not be ready in time. There was also concern about the different levels of preparedness between the provinces.

The education department has also been accused of trying to score political points ahead of the 1999 elections, so that the ANC could be seen by voters to be making changes to schooling.

There has been a lot of tension between what makes educational sense and political sense, said Ms Sue Rees, head of the Association of Professional Teachers.

"Educators believe the new curriculum is a good thing, but they have been concerned about implementing it next year. I have been told by sources high up within the department that the curriculum will not be implemented in Grade 7 next year."

Bengu was placed under additional pressure after reports that Gauteng MEC for Education Ms Mary Metcalfe had recommended that the department postpone the implementation of the new curriculum in Grade 7.

Announcing the postponement after the Gauteng education department's recommendation could have been viewed as the national department following in the footsteps of a provincial one.

But the prospect of a huge failure in implementing the curriculum would have been worse.

Education consultant Ms Marietta van Rooyen, who is a member of the technical committee advising the government on the new syllabus, described the latest decision as "good news".

"The technical committee actually recommended more time for the implementation and I know it has been difficult for the provinces.

● Bengu will also make an announcement about the department's language policy next week.



UNDER PRESSURE: Education Minister Sibusu Bengu

New Curriculum 2005 for Grade 1 only in '98

(50) Star 11/7/97

OWEN CORRESPONDENT

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The education department has also been accused of trying to score political points ahead of the 1999 elections so that the ANC could be seen by voters to be making changes to schooling.

"There has been a lot of tension between what makes educational sense and political sense," says Sue Rees, head of the Association of Professional Teachers. Educators believe the new curriculum is a good thing, but have been concerned about implementing it next year.

Gauteng MEC for education, Mary Metcalfe, has also recommended the postponement of the new curriculum for grade 7.

Deprived? Khoesans in official language bid

ACADEMICS argue that a major paradigm shift would be necessary in the country before the government could accept demands by Khoesans for First Nation status. **MELANIE GOSLING** reports.

KHOESAN leaders called on the government yesterday to recognise their languages as official and to incorporate them into the country's education system.

Some called for Khoesans languages to be the medium of instruction in schools where the majority of pupils belonged to these cultures — which they say are dying out fast as their political marginalisation continues in the new South Africa.

This comes on the eve of the departure for Geneva of a delegation of Khoesans leaders, who will appeal to the United Nations to help them get First Nation status — recognition as the first inhabitants of Southern Africa.

Khoesans appeals to the government for First Nation recognition have been largely ignored. Academics say South African politicians are reluctant to grapple with ethnicity, having thrown off the oppression of apartheid which was underpinned by race.

If the government were to recognise an aboriginal people, it would mean a major paradigm shift for the country.

The Khoesans say if they lose their languages, which many of the youth can no longer speak, their cultures will die within a generation.

A special five-day conference, organised by the University of the Western Cape's Institute for Historical Research, is under way and aims to be a forum for academics studying the indigenous Khoesans of Southern Africa and a platform for Khoesans descendants to articulate their views and demands.

Descendants of Khoesans, formerly known as Bushmen and Hottentots, are scattered all over Southern Africa. Delegates represented groups from the well-established Griqua National Conference and the Khoisan Representative Council to lesser known groups like the Karreijlemense of the Karoo.

Some spoke in Khoesans languages, which were translated into Afrikaans and summarised in English for the benefit of international delegates.

A representative of the Nama Representative Council from the Richtersveld called on the government to:

- Recognise Nama as an official language.
- Include Nama in the school syllabus as a recognised subject.
- Use Nama as the medium for instruction in their schools.
- Instruct the Reconstruction and Development Programme to make funds available to "restore and uplift" the Nama lifestyle.

Mr C le Fleur, of the Griqua National Council, said they had gone beyond the South African borders to contact "our San brothers and sisters" in Namibia and Botswana and incorporate them into one first Nation group.

"We're using this conference to engage the government in serious negotiations. We've got huge expectations for Griqua recognition, identity, and for the protection of the Griqua built into the Constitution. The dead bones of Adam Kok are being blown into life," Le Fleur said.

Mr John Storm of Leeu-Gamka, who spoke in Afrikaans for the Karreijlemense, said some of the delegates had visited the SA Museum at the weekend and seen the Hfeseize Khoesan casts on display.

"They said to me, 'that looks just like my oupa' and then asked me where their forefathers had gone. I told them they would see their descendants all around them at the conference," he said.

He said Karreijlemense, who trekked by donkey cart from one farm to another as labourers, were still oppressed by farmers. If any of them challenged a farmer, they were told: "Ag my ou Hottentot, vat maar die pad (Oh, my little old Hottentot, hit the road)."

Mrs Deborah Cloete, of Steinkopf, speaking in Nama and



'HEAR US!': Descendants of the Khoesans and San people spoke out at an international conference in the city yesterday, where they demanded the government recognise their languages as official South African languages, and that they are introduced as a medium of instruction in their schools. Among them were Elizabeth Maclean (left) and Maria Vries, both Nammas from Steinkopf.

Afrikaans, said her people had been deprived of their land, culture and lifestyle.

"And now we're being deprived of our language. The young people cannot keep it alive on their own. It must be incorporated as a school subject, where the young people can learn it. In this way our languages, and our culture, will survive."

Mr Robert Derenge of the Khwe people, who live in a massive,

impoverished, tent town at Schmidtsdriif near Kimberley, where the old SADF housed them in the early 1990s after they had worked as trackers, appealed to the government to recognise their language.

Professor Phillip Tobias of Wits University, in the keynote address yesterday, said it shocked one today to realise that scholars in Europe had considered the Khoesans, especially the San, to have

been a separate species from humans. Many of these observations were based on pelvic or genital observations.

He said the Swedish naturalist Linnaeus had in 1795 classified the Khoekhoe as "a completely separate species, which he deemed to be on a side-branch of human evolution".

This idea persisted into the 20th Century, when the Cape Synod of the Dutch Reformed Church had

an intense debate in 1913 on whether Bushmen were human beings or animals.

Fronically, the conference is being held in the Cape Synod Centre.

Arts and Culture Minister Mr Lionel Mshah, who opened the conference, said reaffirmation of identities was important in the lives of all South Africans, including people of Khoesans descent. While he said the government's

heritage policy recognised the importance of promoting living culture, he spoke in generalities and made no mention of government's response to calls for First Nation status or official recognition of Khoesans languages.

● The South African San Institute, the Pan-South African Language Board and leading academics appear to prefer the spelling Khoesans to the more commonly known term Khoisan.

PICTURE: BENNY GOOL

PT 14/7/97 (50)

Benggu tipped to delay new curriculum today

(50)

System may start only in Grade 1

SABATA NGCAI
EDUCATION REPORTER

Education Minister Sibusiso Bengu is expected today to announce a delay in the implementation of the controversial Curriculum 2005.

He is expected to announce that implementation next year will be possible only in Grade 1 (Sub A) and not Grade 7 (Standard 5) as originally envisaged.

It is even possible the system will not be introduced next year at all.

Earlier this year Mr Bengu announced that the vaunted curriculum would be implemented next year in grades one and seven.

His announcement went against the wishes of teachers and educationists who felt the implementation was too hasty.

In recent weeks the minister has

been under pressure from the cash-strapped provincial departments of education to implement only in Grade 1 next year.

The departments complained about a cash crisis and lack of qualified personnel to prepare for the introduction of the "outcomes-based" education system, aimed at helping children acquire skills rather than cramming them with information.

The delay has been made more likely by the lack of training in the method for teachers. Training is expected to begin within two months. The provinces have been waiting for support material to help teachers introduce the system.

Teachers say a group of Peninsula principals concerned about the hasty implementation of the curriculum met President Mandela, who in turn promised to speak to Mr Bengu.

There has been speculation that

in schools

Mr Bengu may even announce that the curriculum will not be implemented at all next year, because of underlying problems including overcrowding in schools and ill-equipped libraries.

Saba Naicker, curriculum head in KwaZulu Natal, said the heads of provincial education departments had recently recommended Mr Bengu allow the provinces to implement the new curriculum only in Grade 1.

This was confirmed by the Eastern Cape Education Department, which said most of the provinces felt they would be comfortable if the curriculum was introduced in Grade 1.

"Although we are not sure of what the minister will say, it is very likely that we will be implementing only Grade 1 next year," Mr Naicker said.

Curriculum specialist Emilia Potenza said the shortcomings in the new curriculum were in the process rather than the principles.

New policy on languages

in schools

SABATA NGCAI
EDUCATION REPORTER

(50)

South Africa's new schools language policy will promote multilingualism in line with the constitution, which recognises 11 official languages.

The announcement of the policy by Education Minister Sibusiso Bengu yesterday signifies a radical departure from the past in which only two languages, English and Afrikaans, were recognised as the medium of instruction in schools. No pupil will be denied access to education on the basis of language under the new policy.

Mr Bengu said the new language policy would allow pupils to choose the language of learning and teaching.

He said the objective was to maintain home languages while providing access and effective acquisition of additional languages. While the policy gave powers to pupils to choose the language of learning and teaching on application for admission to a particular school, no school could refuse a pupil who chose the language medium taught in the school.

SA pupils must speak more than one language

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15/7/97
PRETORIA CORRESPONDENT

School pupils may have the right to study in any of the 11 official languages - but practicality is expected to hamper their choice.

The education department's new policy, released yesterday, emphasises the need to be able to speak more than one language and the right to be taught in any of the official languages. But it admits this is a long-term goal.

Issues such as the availability of teachers, textbooks and even pupils (a minimum of 35 particular language before it will be considered) are expected to continue affecting the language of instruction.

Being multilingual should be a defining characteristic of being South African, education minister Professor Sibusisu Bengu said.

Both societal and individual multilingualism are the global norm today, especially on the African continent. As such, it assumes that the learning of two or more languages should be general practice and principle in our society.

But he also pointed out that steps taken to implement the new policy should be reasonably practicable. There is what can be afforded now and what we could hope to afford 10 years down the line, he said.

"I believe that democracy is a good thing, but implementing it comes with a burden. The new language policy stipulates that pupils have a right to be taught in a language of their choice, and states that they must tell the school which language they wish to be taught in when applying for admission.

"Schools, in turn, are expected to take their requests into account and to be seen working towards multilingualism," he said. Bengu said he had asked the department to develop a strategy to develop all languages in the pursuit of this policy, especially those which had been previously disadvantaged under apartheid.

But in spite of this, English could continue to dominate, as many parents view it as important that their children learn a language which can be used around the world.

CT 15/7/97

Pupils get language choice

(50)

PUPILS would be able to choose their preferred language of instruction in terms of the new language policy for schools announced yesterday by Education Minister Dr Sibusiso Bengu.

Bengu said here the policy aimed to provide education in all subjects in all pupils' preferred language.

However, this could take many years.

Bengu said the interpretation and implementation of the policy was likely to provoke controversy.

"I would be naïve to think that at this first go, we would meet all the sensitivities on this matter."

He was, however, positive the policy would offer solutions to problems regarding access, equity, redress and cultural and religious rights which had cropped up over the past two years.

The policy states that if a school offers learning and teaching in the language chosen by the learner, and it has a place available in the relevant grade, the school is obliged to admit the learner.

Should no school in a given area offer the desired language, or where there were not enough learners of a particular language group, the provincial education department is to determine how best the needs of such



POSITIVE: Minister Sibusiso Bengu

learners would be met.

Education Department deputy director-general Dr Ihron Rensburg said alternatives could include home instruction or special "immersion" measures in terms of which learners would be helped to become fluent in the school's language of instruction.

Regarding languages as subjects, the policy states that each learner should learn at least one approved language in Grades 1 and 2.

From Grade 3 onwards, all pupils

will study their language of learning and teaching and at least one extra approved language.

Bengu said the policy was aimed at facilitating communication across language, colour and regional barriers.

"It assumes that the learning of two or more languages should be general practice and principle in our society. Being multilingual should be a characteristic of being South African."

Bengu said some had argued that English and Afrikaans learners should be obliged to learn what he described as one of the nine historically disadvantaged languages.

"We take the view that there should be no obligation in this regard, but that learners should be encouraged in this direction."

Every school would be obliged to announce its language policy and to state how it would promote multilingualism.

Rensburg said schools' compliance with the policy would be measured by looking at these responses.

He added it was impossible for the policy to become a means of preventing access to schools. "No school governing body will be exempted from declaring how it will promote multilingualism." — Sapa

Schools may cater for single language

Kevin O'Grady

(50)
BD 15/7/97

A NEW school language policy, which avoids forcing schools to cater for more than one language group and which steers away from the compulsory study of black languages, was announced by Education Minister Sibusiso Bengu in Pretoria yesterday.

Bengu said interpretation and implementation of the policy, which would take effect next year, was "likely to provoke controversy" and committed himself to reviewing it in 1999.

The policy was likely to be seen as a victory for Afrikaner interest groups in that it allowed single medium schools if requests for tuition in another language were fewer than 40 at primary schools and 35 at secondary schools.

Education deputy director-general Ihron Rensburg conceded this could attract criticism from political parties and interest groups "on the left (of the

political spectrum)" because it seemed to allow schools to limit admissions according to language. However, in discussions on the policy, Afrikaans groups had "moved away from seeking schools organised on the basis of language, culture and religion" and had begun to understand government's drive towards multilingualism.

"The key is that they don't use (the policy) to close admissions," Rensburg said. In order to ensure this did not occur, school governing bodies would be required to announce their school's language policy and "state how it will promote multilingualism".

Bengu said he had resisted pressure from "significant constituencies" to force pupils studying English or Afrikaans, or both, to study a black language as well. "There should be no obligation ... but learners should be encouraged in this direction."

He said the policy dictated that

pupils should choose their language of tuition upon application for admission to a school, and should be admitted if the school used the language or if there was sufficient demand for it.

If no school offered the desired language, the head of the provincial education department should make alternative arrangements for the pupil. Rensburg said this could include designating a particular school to cater for the language and then providing the necessary resources. Home instruction or "special immersion measures", in which learners would be assisted to become fluent in the school's language, were other options.

Bengu said the policy was in line with the fact that multilingualism was the global norm, especially on the African continent. "As such, it assumes that the learning of two or more languages should be general practice and principle in our society."

Bengu revises plans for new curriculum

Kevin O'Grady

DD 16/7/97

(50)

EDUCATION Minister Sibusiso Bengu has scaled down the planned implementation of the new "outcomes-based" school curriculum next year by half, citing funding and staff shortages in the provinces as the main reasons.

Bengu's announcement yesterday follows assertions in April by education officials that, despite questions by political parties and other interest groups about the viability of implementing the curriculum so soon, Bengu was determined to proceed.

Bengu said phasing in the curriculum — which has eight new learning areas and steers away from learning by rote and external assessment of pupils — would now take a year longer than planned, ending with grade 12 in 2004.

Instead of the curriculum being implemented in grades one and seven next year, it would be taught only in grade one. It would be piloted at grades two and seven level at 270 schools — 30 in each province — next year, ahead of implementation in 1999.

He denied he was "yielding to reactionaries" and said the move had been prompted by an investigation, launched in May, into the provinces' capacity to implement the curriculum.

Bengu said the investigation had found that acute funding shortages at provincial level, "where some departments are spending up to 97% of their allocated budgets on personnel", meant that they had insufficient resources to implement the curriculum. Understaffing in key areas of some departments was also a problem.

Other points raised by the investigation included concern about departments' ability to produce quality sup-

port material in time and about the quality of training being given to teachers of the curriculum.

Some provinces had also not yet identified which schools would take part in the pilot programme which was to have started in the third school term and there was "inadequate" training provided for school principals and governing bodies, Bengu said.

"Further areas of concern receiving urgent attention include cost projections for 1998 to 2005, the disruptive role of some teacher organisations and the serious lack of a culture of learning, teaching and service in some schools."

Additional funds were being sought from the department's national development fund and from foreign donors. Some foreign funds raised by President Nelson Mandela's education initiative would also be used.

Bengu could not disclose what the shortfall in funding was, but said: "The total implementation costs would alarm those who have argued against the curriculum being implemented."

Other remedial steps taken included employing sufficient staff and asking education material publishers to shorten production time.

Bengu said the decision to scale down the implementation would allow the piloting of the new grade one curriculum at 270 schools for 11 weeks this year. The pilots would be evaluated fully and the department could amend the programmes "ahead of full-scale implementation".

The National Party welcomed Bengu's decision. It said he had "responded to a realistic assessment of the situation on the ground".

Comment: Page 15

Curriculum slowdown as Bengu gives way

(50)

AM 16/9/97

EDUCATION REPORTER

Education Minister Sibusiso Bengu has finally succumbed to pressure and announced his department will implement the new Curriculum 2005 only in Grade 1 (Sub A) next year and not in Grade 7 (Standard 5).

When Mr Bengu announced the "outcomes-based" curriculum early this year he said it would be implemented in grades 1 and 7 next year.

Although the curriculum, which aims to give children skills rather than spoon-feed them, was welcomed in the education sector, there was concern that it was being introduced too hastily.

Mr Bengu admitted yesterday that cash crises in provinces, understaffing and lack of expertise were some of the reasons which had forced him to back down on the implementation in both grades next year.

The decision followed talks with provincial officials by a task group and recommendations by heads of education committees, who said they would feel comfortable only in implementing Grade 1 next year because of logistical problems.

"We will proceed to implement the new curriculum in Grade 1 as planned, in 1998, but we will at the same time pilot it in Grade 7 (Standard 5) and 2 (Sub B) on a significant scale," he said.

But he said plans to complete the curriculum in 2004 - before the 2005 final date - were still on track.

He said the department had been able to secure funding from national developmental funds and international donor funds.

Plans were also under way to employ sufficient staff in the provinces.

The decision has met a mixed reaction. Some teacher organisations are rejoicing, but the biggest teacher union has expressed disappointment.

The South African Teachers Organisation and the National Professional Teachers Organisation of South Africa (Naptosa) welcomed the decision, saying teachers were ill-prepared for the dramatic shift in education.

"The delay is a great victory for us, but we must use this respite constructively to ensure that our teachers have all been properly retrained," said Naptosa executive director Andrew Pyper.

The director of the Centre for Education Policy Development, John Pampalis, said he was relieved at the decision because the framework for the new system was in place but no content had been completed.

But the SA Democratic Teachers Union said it was disappointed because this further delayed transformation of education.

Mixed reaction to delay of Curriculum 2005

(50) Star 16/9/97
By ADAM COOKE

Curriculum 2005 will be introduced only to Grade 1 next year because a task team has found that provincial education departments do not have the staff or money to go ahead with plans to introduce the curriculum to other grades as well.

Education Minister Sibusiso Bengu made the announcement, which has been met with mixed reaction, yesterday. Some teacher organisations are rejoicing while schoolbook publishers and the country's biggest union have expressed disappointment.

Bengu said the decision to delay implementing the outcomes-based education model up to Grade 7 as had been planned would allow the Education Department the time to properly prepare teachers.

Curriculum 2005 uses the out-

comes-based education model which aims to produce pupils who have a mix of knowledge and skills.

The South African Teachers Organisation and the National Professional Teachers Organisation of South Africa (Naptosa) have welcomed the minister's decision, saying teachers were ill-prepared for the dramatic shift in education.

The new system will see a lot more group-work in classrooms and pupils will be assessed not just on their ability to pass tests, but on their teamwork skills and ability to internalise certain values.

"The delay is a great victory for us, but we must use this respite constructively to ensure our teachers have all been properly retrained," said Naptosa executive director, Andrew Pyper.

Director of the Centre for Ed-

ucation Policy Development, John Pampallis, said he was relieved at the decision because only the framework for the new system was in place but no actual content had been completed.

The SA Democratic Teachers Union said it was disappointed because this further delayed the transformation of education.

"Not all teachers are entirely clued up on the new system, but they are in favour of it and they were ready," said Sadtu vice-president on education, Glenn Abrahams. He said it appeared the problem lay with provincial education department administrations that were in shambles.

Oxford University Press said that while it appeared the decision was in the interests of the country, publishers had been working to tight deadlines to complete educational materials.

Bengu serious about transformation

By Pule Molebeledi

MINISTER of Education Sibusiso Bengu took two decisive steps this week — he announced a review of Curriculum 2005 and introduced a new language policy for schools.

Bengu's measures illustrate his seriousness in taking the transformation of education forward without necessarily antagonising aggrieved communities.

Based on the findings of the task team he appointed in May and the recommendations of the Heads of Education Committee, he said it was in the best interest of learners to revise the implementation of Curriculum 2005.

The task team was headed by deputy director-general of education Itton Rensburg, who was briefed to review the capacity of provinces to implement the new curriculum and check the preparedness of teachers.

Rensburg was also briefed to inquire whether enough work was done to introduce the new programme to communities.

Bengu told a Press briefing this week in Pretoria that they will proceed with the implementation of the new curriculum in grade one as planned in 1998 and, at the same time, it will be piloted in grades two and seven.

He said the review will allow them to focus all resources and efforts on the piloting of grade one in the second half of the year in 30 schools in each

province for 11 weeks.

"We will be able to fully evaluate these pilots, (and) appropriately amend the learning programmes and materials ahead of full-scale implementation in all schools in grade one in 1998," said Bengu.

Curriculum 2005 is an outcome-based education system that is intended to equip learners with knowledge and competencies needed to succeed once they have left school or completed their training.

Not adequately equipped

It was originally supposed to be phased in from 1998, starting with grades one to seven. About 370 000 teachers are currently being trained to implement the programme.

However, the task team found that some provinces were not adequately equipped to undertake the preparatory work for Curriculum 2005 effectively, efficiently and professionally.

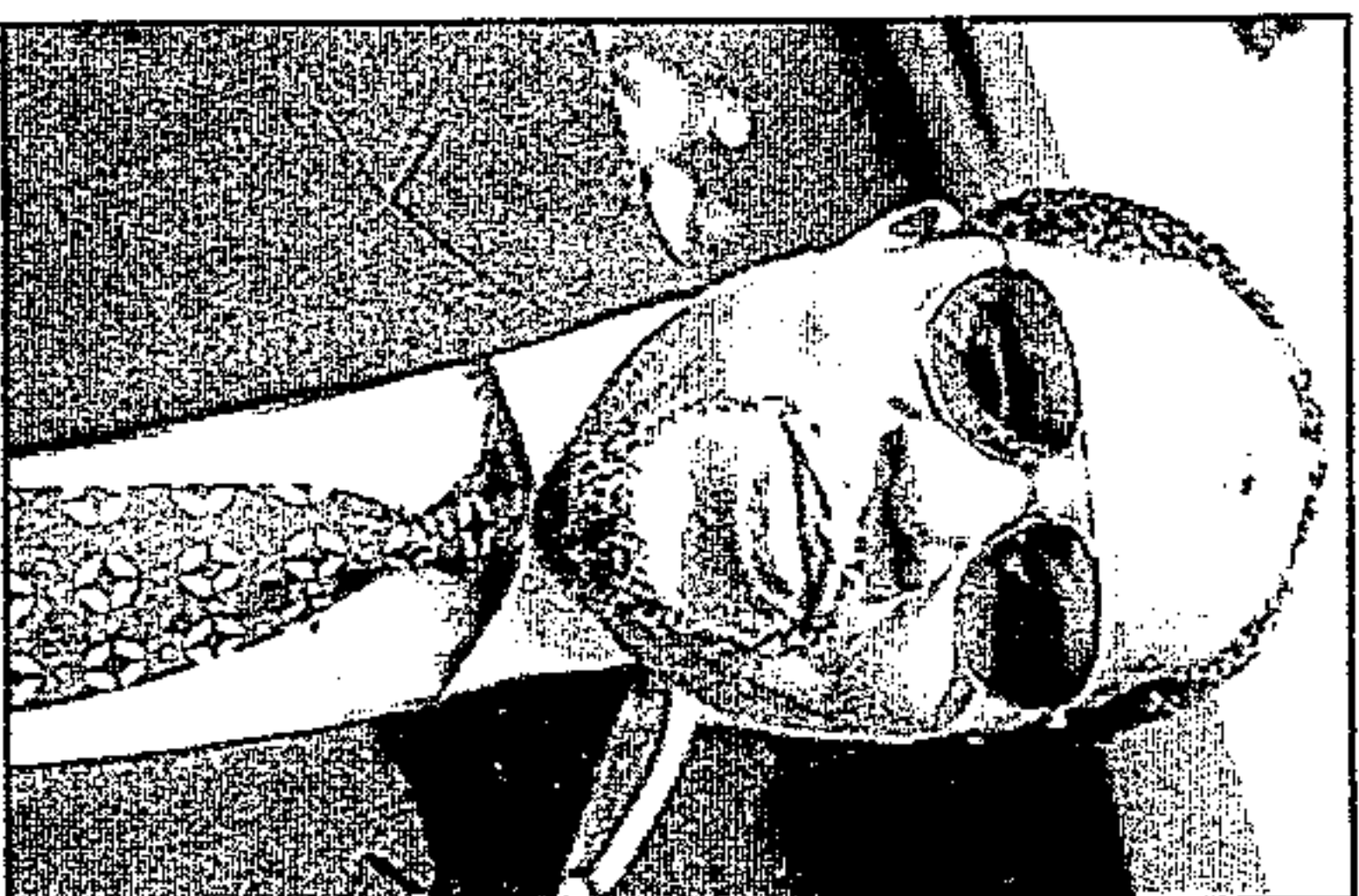
Understaffing, including the fiscal context within which provincial departments operated, also impact on the implementation of the curriculum.

The task team found that the immediate filling of posts was critical to the further development of the new curriculum, the preparation of teachers and the phased implementation of the new curriculum.

In addition, there was concern about the ability of provincial departments of education to produce quality support materials in the short time available.

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Source: Fan 17/19/97



Education Minister Sibusiso Bengu is serious about taking the transformation of education forward.

The critical area of training and educating principals and governing bodies was also found to be inadequate. Bengu said it was agreed that the role, and therefore the education and training of these important players, should be affirmed and enhanced.

The exclusive use of English was also found to have affected training programmes negatively. It limited the effect of communication with most communities.

But all is not lost — Bengu has indicated that they have already secured

additional resources from national development funds and international donors to address the problem of resources and funding.

These funds are earmarked to assist provinces with the capacity to prepare for the piloting of the curriculum this year. He was confident this would go a long way towards alleviating the financial difficulties of provinces.

The employment of adequate numbers of staff will be expedited and is already under way in some provinces. Particular attention will be given to the appointment of subject advisers and staff in the curriculum sections of provincial departments.

This week Bengu also managed to appease some disgruntled constituencies with his new language policy, which seeks to empower pupils to choose their preferred language of instruction when joining schools.

Afrikaner-led parties, like the Freedom Front and National Party — which have a history of conflict with Bengu, accusing him of marginalising their home language — were the first to react positively.

They said the new policy appeared to be the first real meaningful consultation with all stakeholders.

Even though the new policy may take a long time to implement, Bengu said the ultimate goal was to maintain home languages while providing access to and the effective acquisition of additional languages.

"Our policy rests upon the rights of the learner to choose the language of

learning and teaching. However, this right must be exercised within the overall framework of the obligation on the education system to promote multilingualism," said Bengu.

The new language policy is a paradigm shift from the inherited language in education in South Africa, which was fraught with tensions and underpinned by racial and linguistic discrimination.

This affected the access of learners to the education system and their success within it.

According to the new policy, learners must choose their language of learning and teaching when applying for admission to a particular school. Where a school uses the language of learning and teaching chosen by the learner and there is place available in the relevant grade, the school must admit the learner.

Basis for refusing

"There can be no basis for refusing a learner access to a school should these provisions be met," Bengu said.

Where a school does not offer the desired language and there are less than 40 requests in grades one to six or less than 35 requests in grades seven to 12, the Department will determine how the needs of those learners will be met.

Learners and governing bodies have the right to challenge the new policy. This includes the right to appeal, to review and engage in an arbitration process.

Learning to talk to each other

Language policy is aimed at creating one nation

THIS WEEK THE GOVERNMENT LAID TO REST SPECULATION ABOUT THE LANGUAGE OF INSTRUCTION AT SCHOOLS WHEN EDUCATION MINISTER SIBUSISO BENGU ANNOUNCED A NEW LANGUAGE POLICY. **SABATA NGCAI** EXAMINES THE IMPLICATIONS

It became official this week that English and Afrikaans, which have enjoyed a special status in South African education system over the years, will no longer be the sole languages of instruction at schools.

Education Minister Sibusiso Bengu announced far-reaching changes in language policy that are designed to unite rather than to divide the nation.

In the past the government dictated to schools which languages should be used as the medium of instruction. The new language policy gives pupils the right to choose a language of instruction and expects each school governing body to announce the school's language policy.

The ultimate objective of the partnership between pupils and the governing bodies is to promote multilingualism in schools. As Minister Bengu puts it: "You will notice that we have modified our view on multilingualism in the policy itself, where we describe multilingualism as the learning of more than one language rather than more than two languages."

The new policy marks a radical departure from the past where the government used to take decisions for the people, to an era where the pupils and parents are involved in the decision-making process.

Mr Bengu referred to two policies, the Language in Education Policy in terms of the National Education Policy Act of 1996, and the Norms and Standards regarding language policy published in terms of the South African Schools Act of 1996.

He said: "The inherited language-in-education policy in South Africa has been fraught with tensions, contradictions and sensitivities, and underpinned by racial and linguistic discrimination.

"A number of these discriminatory policies have affected either the access of learners to the education system or their success within it.

"Our constitution, however, recognises cultural diversity as a valuable national asset, and tasks the government, amongst other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country."

The underlying principle in the language policy is to maintain home languages while providing access to and the effective acquisition of additional languages. It emphasises passing the languages in order for pupils to be promoted.

The policy document states that:

- All learners shall take at least one approved language as a subject in Grade 1 (Sub A) and Grade 2 (Sub B),

- From Grade 3 (Std 1) onwards, all learners shall take their language of instruction and at least one additional approved language.

- All language subjects shall receive equitable time and resource allocation.

The following promotion requirements



Speaking in tongues: classrooms of the future are aimed at furthering pupils' knowledge of the 11 official languages

apply to language subjects:

- In Grade 1 to Grade 4 (Std 2) promotion is based on performance in one language and mathematics.

- From Grade 5 (Std 3) onwards, one language must be passed.

- From Grade 10 (Std 8) to Grade 12 (Std 10), two languages must be passed, one as the first language and the other on a second language level. At least one of them must be an official language.

- Subject to national norms and standards, the level of achievement required for promotion shall be determined by the provincial education heads.

The policy further requires:

- Learners (pupils) must choose their language of learning and teaching upon application for admission to a certain school. The parent exercises the pupil's rights if he or she is still a minor.

- The school must admit a learner where it uses the language of instruction chosen by the learner and where there is a place available in the relevant grade.

- Where there are less than 40 requests in Grades 1 (Sub A) to 6 (Std 4), or less than 35 requests in Grades 7 (Std 5) to 12 (Std 10) for language instruction in a particular grade not already offered by the school, the head of the Provincial Department of Education will determine how those needs will be met.

The departmental head should take into account the provisions of the constitution, and in particular the need to achieve equity, to redress past discriminatory practices and practicability. The provin-

cial departments of education must explore ways of sharing scarce human resources. They must also explore how to provide alternative language maintenance programmes in schools or school districts which cannot offer instruction in the home languages of the learners.

The policy recognises school governing bodies as key partners in the pursuit of multilingualism. Each school governing body must announce the school's language policy, stating how it will promote multilingualism.

Measures may include offering more than one language of instruction, offering additional languages as fully fledged subjects or using special immersion or language maintenance programmes.

The policy document gives learners and governing bodies the right to challenge any actions in regard to this policy in the Constitutional Court.

Minister Bengu has also asked the Department of Education to launch a

national information campaign on the new language policy, and to develop a strategy in partnership with the Department of Arts, Culture, Science and Technology and the Pan South African Language Board to develop all languages - especially those previously disadvantaged under apartheid.

The provincial education departments must keep a register of requests by learners for teaching in a language medium which cannot be accommodated by schools.

The language education policy aims to:

- Promote full participation in the society and the economy through equitable and meaningful access to education.

- Promote and develop all the official languages.

- Support the teaching and learning of all languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication and South African Sign Language, as well as Alternative and Augmentative Communication.

- Counter disadvantages resulting from different kinds of mismatches between home languages and languages of instruction.

- Develop programmes for the redress of previously disadvantaged languages.

According to Minister Bengu, the new language in education policy is conceived of as an integral and necessary aspect of the Government's strategy of building a non-racial nation in South Africa.

"It is meant to facilitate communication across the barriers of colour, language and region, while at the same time creating an environment in which respect for languages other than one's own would be encouraged."

He said the approach was in line with the fact that both societal and individual multilingualism were the global norm, especially on the African continent.

"As such, it assumes that the learning of two or more languages should be the general practice and principle in our society," the Minister said.

"This would certainly counter any particularistic ethnic chauvinism or separatism through mutual understanding.

"Being multilingual should be a defining characteristic of being South African."

COLIN DANIEL

ONCE a year, the top accounting firms in South Africa send a staff member to camp outside the counselling and careers unit at Wits University.

They want to beat their competitors to the first available date for the university's graduate recruitment programme: a system under which firms visit the campus to entice people to work for them.

Says Raj Narain, a careers educator at Wits: "They want to grab the best students."

This is a priority as the pool of graduates in maths- and science-related fields is so limited.

The rot, which one education expert says is a "cycle of mediocrity", starts at schools.

Dr Sylvia Weir, a consultant to the education department in the Northern Province, says: "You have poorly qualified teachers teaching students who've done badly in matric, who then become poorly qualified teachers."

Last year's third international maths and science study, in which Std 5 and Std 6 pupils in South Africa fared worst out of 45 countries, highlighted the problem.

The latest *World Competitiveness Yearbook*, to be published this week, rates science and technology among the eight factors that determine competitiveness.

In terms of this factor, South Africa has deteriorated progressively, to 37th position from 28th over the past four years.

Overall, in terms of world competitiveness, SA rated 45th, second-last to Russia among 46 industrialised countries.

Mzwandile Kibi, a former university maths educator now working as a consultant to the Department of Education, says maths, science and technology have a distinct bearing on overall economic growth.

"In every country, science, technology and engineering are the fields that make the population innovative and the country competitive."

"It is the technological fluency of its human resources that gives a country the strength to develop the economy."

A psychologist who counsels university students says maths teaches two skills: Induction,

Teachers

send

pupils on road to nowhere

Negative attitude to maths and science leaves SA at the bottom of the class



(50)

which is the ability to take one fact and apply it and the ability to make deductions from given facts.

Dr Khoro Mokhele, director of the Foundation for Research Development says: "Gone are the days when you studied maths because you wanted to be a doctor.

"If you want to improve your competitive edge, it's quite clear that those who prepare themselves for careers in science and



LIFE SKILLS: Shaun Esterhuizen, Michael Holloway and Zama Jolobe, pupils at St Sithians

Picture: ELIZABETH SEAKE

ST 20/7/97

6 and Std 7:

- Proportionally fewer pupils are picking maths or science for matric.
- From 1990 to 1995, 23 in 100 black pupils passed

matric maths and 47 in 100 passed science.

- More than 66 percent of maths classes and 74 percent of science classes have more than 40

pupils per teacher.

- Last year about 1 350 high school maths teachers and about 1 000 science teachers qualified.
- If the numbers doing

matrics increased, and the number of pupils in each class was reduced to 40, we would need a minimum of 4 000 new maths teachers each year.

- The average maths teacher spends only 21 out of 36 periods a week teaching maths.
- KwaZulu Natal has the worst ratio of Std 8

'They realise only in Std 10 that they're stuck. They take biblical studies, agriculture and biology for matric, and then all they can do at university is social work, law or the arts,'

technology-derived fields will do better."

However, many matriculants simply do not have the necessary subjects.

Sandi Malikja, the schools' liaison officer at the University of Fort Hare, says many potential students realise the problem only when she visits their school.

"They realise only in Std 10 that they're stuck. They take biblical stud-

ies, agriculture and biology for matric, and then all they can do at university is social work, law or the arts."

Mary Hilton, the schools' liaison officer at the University of Cape Town, says some pupils believe they can be accepted for commerce courses if they have accounting and business economics. They also think a pass in standard-grade maths is fine.

But for many degrees, it is not enough. Even boilermakers and bricklayers need maths.

Hannes Pieterse, a technical training adviser for the Metal Engineering Industries Education and Training Board, says many who want to do trade apprenticeships are horrified when they are turned away for not having maths.

"A minimum requirement for all 32 trades is Std 9 maths," he says.

There are two solutions for university students.

UCT has an introductory course that qualifies students to continue with a degree that needs maths, and the latest trend at both UCT and Wits is for arts graduates to prepare themselves for the commercial world with a postgraduate management diploma.

The blame for these inadequacies lies with schooling — maths and science teaching in South Africa is disastrous.

A recent report produced by EduSource reveals frightening facts:

- Not all schools offer maths and science in Std

pupils continuing with maths and science to matric; and

- Eighty-five percent of maths teachers but less than half specialised in maths.

Even more disconcerting is a global study quoted in the report.

Completed in 1995 and covering England, Australia, Canada, China, Japan and Portugal, it shows that the main reason young people choose careers in science and technology is an inspiring school teacher.

The local report says: "There is no reason to assume that these findings would not also apply in South Africa."

What is being done to improve matters?

Thirty-six programmes nationwide are involved in upgrading maths and science teachers, but not all achieve their aims.

According to the Joint Education Trust, 90 percent of these have been forced to concentrate on improving the teachers' scanty subject knowledge, instead of their teaching approach.

But two projects begun this year show promise.

One is the Education Department's "second chance" project. Headed by Kibi, it is already giving 850 people who failed or had poor pass marks in matric maths and science a chance to do it again.

Says Kibi: "This is not a bridging course and it's not rewriting matric. It is a totally new curriculum and gives you a different certificate which is equivalent to matric exemption and recognised by tertiary institutions."

One college in each province offers the one-year course, which features hands-on laboratory learning.

The other new project is a college near Pieterburg in the Northern Province that is training 160 future teachers exclusively in the teaching of science and maths.

This is the way to go, says the report.

It is more cost-effective than the present spread of teacher training for high school science and maths over 37 colleges of education, six technikons and 22 universities.

Entrepreneurship 'fostered by more competitive schools'

Nicola Jenvey

DURBAN — Developing an effective outreach-based education system which encouraged entrepreneurial skills among students demanded that schools become more competitive and entrepreneurial themselves, the executive director of the Law Review Project and Foundation for Economic and Business Development, Leon Louw, said at the weekend.

Addressing an entrepreneurial education workshop, he said the allocation of pupils to particular schools by

government was not conducive to developing an entrepreneurial culture. Schools did not have to compete for pupils and so educators had little knowledge of the business principles essential for entrepreneurship.

Louw suggested that the state investigate a grant system to schools based on the number of pupils attracted to institutions, thereby forcing them to offer the particular skills demanded by the surrounding communities.

He said SA already used a similar system at tertiary level, with government subsidies based on the number of

students attending that institution.

Louw disagreed with Education Minister Sibusiso Bengu's proposal that a uniform outreach-based education system be developed across the country, claiming differences created by geography and culture automatically facilitated changing needs.

Rand Afrikaans University economics lecturer Roeloff Botha said SA already had a burgeoning culture of entrepreneurship as economies without it did not enjoy economic growth.

The Soviet Union had experienced a 10% per annum drop in economic

growth over the past five years and on by the Czech Republic, Hungary, Poland and Slovenia had secured relatively strong growth among European countries in transition.

However, Botha warned that the government remained linked to the SA Communist Party and trade union movement. "Opposition exists within this alliance to certain elements of SA's macroeconomic strategy and people who cherish freedom would do well to heed Thomas Jefferson's admonition that the price of liberty is eternal vigilance," he said.

New plans for farm schools will strip farmers of control

BD 22/7/97 (50) (4)

Louise Cook

GOVERNMENT's plans for farm schools would strip farmers of all control over schools on their properties and would lead to the end of sponsorships, plunging the schools into financial difficulties, farmers' organisations said yesterday.

National Maize Producers' Organisation (Nampo) GM Giel van Zyl said Nampo had generated hundreds of thousands of rands in sponsorship money for projects at the organisation's school which serves between 40 and 50 farms in the Free State.

"Government's plan to take full control of the school is a political move and shows no regard for educational development or maintenance of standards. Up to now farmers with schools on their properties were able to intervene in disciplinary matters and day-to-day functioning of the school."

Van Zyl said placing the schools under the direct control of the provincial government would cause disinterest on

the part of farmers to invest any further money in the system.

New regulations to be gazetted early next month would change the governing body system and place the schools under direct control of the education minister of each province. The regulations spell out contractual specifications which each farmer would have to enter into with the provincial education department.

The SA Agricultural Union (SAAU) said farmers would have no protection if the provincial government failed to carry out its contractual obligations to the farmer. SAAU human resources director Machiel van Niekerk said only that the minister could now shut down a school.

Education department chief director Chris Madiba dismissed farmers' claims that it would be the first time a minister would be involved in deciding whether or not a school should be closed. Madiba said even in the past no farm school was able to shut down without ministerial approval.

Company hopes talks will end Atlantis strike

BD 22/7/97 (122) (152) (254)

CAPE TOWN — Atlantis Diesel Engines and the National Union of Metalworkers of SA (Numsa) were meeting yesterday and the company was confident the 11-day strike at its engine plant in Atlantis, on the Cape West Coast, would be resolved.

More than 1 000 Numsa members went out on strike on July 10 after rejecting the company's wage offer of between 9,7% and 10,2%.

Atlantis Diesel Engines MD Rob Shires said yesterday the strike had af-

fects workers substantially. "They have already lost two weeks' wages, while the loss in production at the factory amounts to about R1m."

Shires said 75% of the workforce was working normally. "We are operating at reduced capacity, but we were never in the position where we were not operating," he said.

Shires said the company's average increase was 10,1%, and this was heavily biased towards the lower-paid workers. — Sapa.

Science not offered 'at 20% of schools'

Kevin O'Grady

EIGHT percent of schools in seven provinces do not offer mathematics to their matric pupils and 20% do not offer science, a report in EduSource Data News, a publication of the Education Foundation, claims.

The report, which was commissioned by the education and arts, culture, science and technology departments, said while mathematics and science were compulsory subjects in the junior school phase, about 5% of pupils in the phase did not have access to the subjects.

An analysis of seven provinces (excluding the Eastern and Western Cape) found that in 1995, 146 secondary schools did not

offer mathematics to their standard six pupils and 135 schools did not offer the subject to their standard seven pupils, an omission that affected about 32 000 pupils.

Similarly, 174 schools did not offer general science to their standard sixes and 168 to their standard sevens, affecting about 68 000 pupils. At matric level, 248 schools did not offer mathematics while 651 did not offer science.

The report also found the rate at which pupils dropped out of the subjects in the senior secondary phase was "extremely high". Of the seven provinces for which data was available, KwaZulu-Natal had the worst retention rate, with only 40 pupils enrolled in standard 10 mathematics for every

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100 standard eight mathematics pupils. Overall, 42% of all matric pupils were enrolled in mathematics and 24% in science, the report said.

Another finding was that there were insufficient mathematics and science teachers and class sizes in the subjects were well above government's recommended average of 35 pupils a teacher.

Most mathematics and science teachers were also not qualified to teach the subjects. While 85% of mathematics teachers were professionally qualified as teachers, only 50% had specialised in mathematics in their training. In science, 84% of teachers were qualified but only 42% were qualified in science.

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Tougher parole system tabled in Parliament

CAPE TOWN — Draft legislation for a tougher parole system, allowing courts to fix a nonparole period of a prisoner's sentence, was tabled in Parliament yesterday.

The proposals include new parole boards with greater community representation. In a presentation to MPs earlier this year, director of prison services Annelie Rabe said it was crucial the legislation be accepted by Parliament as soon as possible.

However, because of the need to set up new infrastructure and educate prisoners about the proposed system, it was unlikely that it would be implemented before the end of this year.

The bill proposes that where a court has set a nonparole period, a prisoner not be

considered for parole unless he has served that period, or half of his term of imprisonment, whichever is longer.

If no period has been set, a prisoner will have to serve at least half his sentence. However no prisoner will serve more than 20 years before being considered for parole.

Prisoners sentenced to life will not be paroled until they have served at least 20 years, except those who have served at least 15 years by the time they have turned 65.

Habitual criminals must serve at least seven years in jail.

The existing power of the commissioner of correctional services to grant a two-year remission of sentence to prisoners who have rendered "highly meritorious service" is re-

tained in the Bill, with the additional proviso that this remission may not be deducted from the nonparole period.

The Bill says at least two of the eight members of a parole board must be drawn from the community, but according to the department the chairperson and vice will also come from the community.

The remaining board members are one official of the SA Police Service, one from the justice department, and two from correctional services.

While existing boards, which are dominated by correctional services officials, are only able to advise the minister and commissioner on parole, the new boards will take decisions themselves. — Sapa.

Aliens 'to work on contract basis'

NELSPRUIT — Mozambicans and other foreign farm labourers should not be barred from earning a livelihood in SA as illegal immigrants, but should rather be allowed into the country as seasonal contract workers, the Transvaal Agricultural Union said yesterday.

Illegal immigrants should be allowed to work on a permit system, union president Lorrie Bosman said after a conference with Mpumalanga premier Mathews Phosa.

"We are still against illegal immigration and still believe that stronger controls should be put in place to control it," he said. "But at the same time we also believe foreigners who want to work on SA farms during harvest or other high-pressure periods should be allowed to through a well-controlled permit system."

Recommitting the union to its promise to crackdown on illegal evictions and the under-payment of farm labourers, Bosman said the union had decided to attempt to address the problem internally.

Bosman said the union had voiced its concern about the "rapid" deterioration of both tar and secondary gravel roads in Mpumalanga. "We aren't asking for new

roads but rather for a commitment about the maintenance of existing roads."

Phosa asked the union to draw up a list of the region's most important roads for inclusion in provincial government strategies. "Agriculture contributes significantly both to the country's gross domestic product and in terms of jobs, so we can't allow it to be hurt by either crime, infrastructural problems or other factors," Phosa said.

"We have therefore agreed to meet the union four times a year to resolve concerns and we are also going to be including them in everything from planning the physical Maputo Corridor road to giving them a voice on local authorities."

Farmers are concerned the Maputo corridor crosses prime agricultural land and could disrupt farming, especially by preventing the free movement of livestock over the highway.

"You can't have cows crossing the highway, so we're now looking at special animal tunnels under it."

"It's great that this potential problem was pointed out to us before we actually began construction or it would have been a massive cost later," said Phosa. — Sapa.

Provincial education departments in crisis

BISHO — Government provincial education departments are running out of money and Finance Minister Trevor Manuel has called a crisis meeting on Friday in response to the problem, it was learned in Bisho today.

East Cape MEC Nostimo Balindlela revealed at an Eastern Cape legislature education standing committee meeting this afternoon that Manuel had called the meeting "to get the global picture, to find the shortfalls."

"It was quite surprising to find out that we are all in the same boat," said Balindlela. "Gauteng needs R1bn more and KwaZulu-Natal needs almost that much."

Earlier in this afternoon's meeting Eastern Cape education permanent secretary Ronnie van Wyk said that he had budgeted R6,5bn for the 1997/98 financial year but the department had received only R4,5bn.

"I did not underbudget and we are not overspending. We were underfunded," Van Wyk told the meeting.

He told a finance standing committee recently that the education department would spend R1,5bn more than it was allocated in the provincial budget this year.

Van Wyk and his staff explained his department's cash-flow problems to the committee as the result of the fact that the department had to rely on weekly bank deposits from the national treasury to pay off debts bit by bit.

Democratic Party MP L. Eddie Trent, who is not a member of the standing committee but was present at the meeting nevertheless, said that he knew of a huge, reputable book company which was owed as much as R100m by the Eastern Cape education department.

"This big company can perhaps carry it, but what of smaller ones?"

He declined to name the firm. Balindlela and Van Wyk questioned the validity of such a claim.

"I'm not saying that we don't owe that, but in some cases the companies which make those claims do not have their own books up to date," said Van Wyk.

Balindlela said to Trent: "You must be careful because people can take you for a ride." — ECN.

Leon slams ministers over police protection

Vuyo Mvoko

DEMOCRATIC Party leader Tony Leon yesterday slammed the disclosure that 1 138 members of the SA Police Service devoted part or all of their time to protecting ministers and deputy ministers.

This cost the taxpayer more than R11,5m in the 1996/97 year.

Leon said he became aware of the "waste of resources in the SA Police Service" only through a reply to a question he had tabled in the National Assembly recently.

"If these figures exclude the president and the deputy president, our ministers and deputy ministers are allocated 28 police members each. Contrast this with the rest of the population — a total of 135 984 police members in March 1997 make for roughly one to every 279 people, if the latest census results are to be believed," he said.

Leon called on Safety and Security Minister Sydney Mufamadi to "explain exactly what these 28 police members per cabinet member do to justify their allocation to these positions, and the enormous amount of money spent on them".

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R51-m bus bill would build 8 schools a year

Claims of 'irregularities' investigated

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EDUCATION REPORTER

Eight new schools could be built every year with the R51-million it costs the Western Cape Education Department to bus thousands of pupils from townships without schools.

This means that in the current financial year it will cost 1,8 percent of the R2,8-billion budget to transport pupils to distant schools because none are available closer to their homes.

A department spokesman said building a primary school cost about R5-million and a secondary school about R7-million, while about R4,2-million was being spent every month on bussing.

He said this was an "interim measure" until schools were built.

The department had been taking pupils to and from schools since 1967, because "owing to the influx of pupils into the Western Cape, and a lack of funds, the department is not in a position to build the

required number of schools."

He added: "Pupils are also widely spread over vast areas and it is the policy of the department to build schools at centres to which pupils are being transported.

"Transportation of pupils is much cheaper, compared with housing them in hostels."

The department had contracts with 447 operators to transport pupils to and from schools, but was this week embroiled in a wrangle over the failure of Ahmed's Bus Service to bus pupils to schools in the city.

There were also allegations about "irregularities" with the contract, which the department denied, adding that the tender process had been properly processed.

"All tenders for bus contracts are handled strictly in terms of the State Tender Board's regulations, which compels the department to accept the lowest tender, provided the tenderer has sufficient buses," the spokesman said.

However Kader Ahmed, who was awarded the contract to transport pupils,

admitted yesterday that he did not have enough buses.

Isaac Smith, head of the Western Cape Tender Board, said Mr Ahmed had indicated that he had enough buses, but that the board had investigated the matter after a report in the Cape Argus on Monday.

In terms of the contract, Ahmed's Bus Service was supposed to provide 13 buses for Vuyiseka Secondary School in District Six, 12 buses for Zola Secondary School in Maitland and 16 buses for Zinza Secondary School in District Six.

"During a meeting between the bus company, officials of the department and representatives of schools on Monday, it was agreed that the contractor would sort out his problems this week and as of next Monday, the bus service would be rendered strictly in terms of his contractual agreement.

"If his problems are not sorted out by Monday, the matter will be referred to the State Tender Board with the recommendation that his contract be cancelled."

Olckers set to beg for education cash

EDUCATION REPORTER

Western Cape Education Minister Martha Olckers is expected to ask for more money for the province when the nine provincial education ministers meet Finance Minister Trevor Manuel in Pretoria tomorrow.

But Mr Manuel's office in Pretoria said he would not announce any additional funding for provinces.

"His attendance is part of the continuing work to interact with all the spending agencies," said Mr Manuel's spokeswoman, Jennifer Wilson.

Mr Manuel would meet the ministers to

help them "enhance the financial management in the provinces".

Provincial education departments are believed to be close to financial collapse due to the costly teacher rationalisation process and Curriculum 2005.

The meeting tomorrow follows the announcement by Education Minister Sibusiso Bengu that Curriculum 2005 will be implemented only in one grade instead of two next year because of the cash crisis.

The provinces cannot fund the R400-million a year it will cost to implement the seven-year programme, which is expected to cost at least R2,4-billion.

Johann de Wet, spokesman for Mrs

Olckers, said Mr Manuel was attending, for the first time, the ministers' usual monthly meeting with Dr Bengu.

The Western Cape Education Department received R2,8-billion this year, R347-million less than it got last year. Mrs Olckers said the bulk of the budget (90,2 percent) would be used for salaries.

This prompted her to announce drastic cuts in teachers' leave benefits, school subsidies, equipment and security. Among other expenses, the department spends R51-million a year to transport pupils, and has already spent about R36-million in three months to keep more than 2 000 "excess" teachers in their schools.

chmond police station investigated by the independent com- day as the area remained tense.

Education white paper approved

Kevin O'Grady

FAR-reaching changes to the way the higher education sector will be funded, governed and planned became official policy yesterday after a white paper on higher education transformation was approved by the cabinet.

The paper was released by Education Minister Sibusiso Bengu along with the Higher Education Bill, which is expected to be tabled in Parliament in September.

Bengu said the policy provided for higher education to be planned, governed and funded as one nationally co-ordinated system, a key feature of which would be a broadening of its base "in terms of race, class, gender and age".

The paper spells out language policy for the first time, giving institutions the right to determine their own policies, subject to the constitution.

However, the council on higher education, a body to be estab-

lished in terms of the proposed legislation, would have as one of its first tasks the preparation of a language framework.

Institutions, in their applications for public funding, would have to show how they would meet the framework's goals.

Another of the council's main tasks would be to assess "the optimal number and type of institutions needed to meet the goals of a transformed higher education system". Acting on this information, the minister may, in terms of the legislation, close or merge institutions or parts of institutions.

"Narrow self-interest cannot be allowed to preclude planning which may lead to institutional mergers and closures, and the development of new institutional forms where these are necessary," the white paper says.

The council would also be asked to decide on the desirability of continuing to allow private university acts of parliament, in

terms of which SA universities are established and governed. The paper said these acts were "anomalous" and did not "enhance the achievement of an integrated higher education system".

The council, which education director-general Chabani Manganyi said was expected to be in place during the first quarter of next year, would advise Bengu on a range of issues and also be responsible for quality assurance and promotion in the sector.

Higher education chief director Itumeleng Mosala said the bill also provided for the appointment by Bengu of an assessor to investigate "crises" at institutions, such as those involving financial or other maladministration, and advise him on a course of action.

Despite opposition to the suggestion, events at institutions since the idea of an assessor was mooted "have not convinced anybody it would not be necessary to appoint an assessor", Mosala said.

We need to do this, because like Caesar's wife, justice should be without reproach. It should appear to be such that it is equal for everyone. Anyone who attempts, by some subterfuge, to suppress information for the benefit of someone, has defeated the ends of justice and should not therefore belong in the Department of Justice. This is the key question that my colleague wanted answered by the Minister. Was he keeping his options open or was he watching this case with interest? I ask this question because a very important legal principle was being undermined – that those who are there to serve justice must be seen to be doing it in every possible manner. [Time expired.]

Mr M A MZIZI: Madam Speaker. I put this question to the Minister knowing that the matter was sub judice. What is important is that we wanted the court to arrive at the correct decision. When a witness differs from the evidence-in-chief, the prosecutor discloses that immediately to the court. The prosecutor has two options: He either closes the case or discredits the witness.

However, in this case we did not see justice being done. The case went on until the evidence came out under cross-examination. We request the department to look into the matter so that we can find out exactly what the intention of the attorney-general was.

Mr W A HOFMEYER: Madam Speaker, on a point of order: It is surely improper for the member to stand here and suggest that justice is not being done in a court of law while the case is still proceeding. [Interjections.]

The SPEAKER: Order! I think that would be construed as an attack on the presiding officer. Unfortunately, the member has sat down but I would have members note that if one is dealing with a presiding judge or a magistrate, and the way a case is being conducted, as far as that presiding officer is concerned, it would be unparliamentary. Have you completed your speech?

Mr M A MZIZI: No, Madam Speaker, not yet.

The SPEAKER: Order! Then I must ask you to withdraw it.

Mr M A MZIZI: Madam Speaker, the question does not deal with the presiding officer. It deals

with the person who led evidence. That is the person who misled the court.

The SPEAKER: Order! I want to stress that that point is also sub judice as well as an actual attack on a particular judicial officer while a court case is in progress. I would ask you please to withdraw the last part of your statement.

Mr M A MZIZI: Madam Speaker, I am at a loss. What last part are you referring to? I explained in my statement that in no way was I attacking the presiding officer. We can check it in the Hansard. In no way was I... [Interjections.]

The SPEAKER: Order! Thank you for clarifying that it was not an attack on the presiding officer.

Mr W A HOFMEYER: Madam Speaker, I would like to address your ruling. I distinctly heard the hon member saying that justice was not being done in this case. Whether it is an attack on the presiding officer or on the court as a whole, I think that is an unparliamentary statement and that it must be withdrawn.

The SPEAKER: Order! I do not think the statement is unparliamentary. My ruling was on the basis of whether it was sub judice to discuss the content of the trial. The hon member has indicated that his comments were not meant as an aspersion on the presiding officer of that court, and it is in that context that I accepted what he said.

The MINISTER OF JUSTICE: Madam Speaker, we have entrenched in our Constitution the principle of separation of powers, in particular, a separation of powers between the judiciary on the one hand, and the executive and Parliament on the other hand. There are many cases which are tried in our country today in which I would like to interfere. Personally speaking, there are many decisions which are made in our courts today with which I disagree. However, I respect the separation of powers and I respect the independence of our courts. Therefore, I seek not to interfere in what our courts do.

There are mechanisms which we are trying to develop in our country to secure the independence of the judiciary, but at the same time to ensure that our judiciary is accountable. We have done that by introducing the Judicial Service Commission in respect of our High Courts and we have a

Magistrates Commission in respect of our magistrates' courts.

I say that, because I will not interfere in this particular matter. Moreover, the inquest proceedings have not been completed. The proceedings are still sub judice and the presiding officer has not made any kind of finding, either with regard to the deaths or with regard to the credibility of any of the witnesses, nor has the presiding judge made any finding with regard to the conduct of counsel that have appeared before him in respect of this matter. I find the allegations rather serious.

There was an allegation against the judicial officer, but that allegation was made by the hon member Mr Cassim, and I was very surprised because I never hear a reckless statement from that hon member in this House. However, in this instance he began by asking whether the judicial officer had knowingly concealed or suppressed evidence or information. I find that very surprising. [Time expired.]

Debate concluded.

Implementation of Curriculum 2005

3. Mr L LOUW asked the Minister of Education:*

- (1) Whether the process that is being followed in respect of the implementation of Curriculum 2005 has been found to be adequate; if not, why not; if so, what are the relevant details;
- (2) whether teachers in the provinces are ready to implement the system next year; if not, why not; if so, what are the relevant details? N1800E:INT

The MINISTER OF EDUCATION: Madam Speaker, my response to the hon member's first question is an emphatic yes! The hon member will recall that just recently I announced the results of an investigation done by my department on the adequacy of our plans in so far as they were being matched by the readiness of our provinces. This report showed that the provinces were not adequately prepared and therefore would not be able to implement Curriculum 2005 in both Grades 1 and 7.

As a result of this I announced that implementation in Grade 7 was now being delayed by

one year. The plans still fall within our 2005 vision and therefore, in that respect, they are still perfectly adequate.

I am also aware that the hon member was part of a workshop with his colleagues in the portfolio committee just last week and I hope he was able to judge for himself whether our plans are adequate or not. Our feedback from the people who are going to be central in the implementation of the curriculum tells us that we are still on the right track. May I also remind the hon member of the pilots we are running in 30 schools per province which will also inform us as to the adequacy of our process.

With regard to the readiness of our teachers to implement the system next year, I can only say that our teachers have never been as ready to learn as they are through the implementation of Curriculum 2005 next year and in subsequent years. We have worked with their organisations in developing our plans, we have worked together in our awareness campaign aimed at making the teachers aware of the implications of the new curriculum, we have conducted workshops in all provinces, we have published newspaper supplements in all the languages, and since April of this year, we have trained trainers and appraisers who have in turn trained more teachers in a cascading fashion. [Time expired.]

*Mr L LOUW: Madam Speaker, I hear everything that the Minister is saying, and it is exactly this that is bothering me even more.

The FF is experiencing serious problems with both the content and the process that will lead to the implementation of Curriculum 2005. I will, however, confine myself to the implementation phase of Curriculum 2005 today, since this is the immediate crisis that must be solved if we have any hope of making a success of any new education system in South Africa.

Not only the FF, but also parents, children and teachers, are confused and deeply concerned about precisely what this new system holds for South Africa and how it is going to be implemented.

I want to ask the hon the Minister today, in the light of all this confusion and uncertainty at present, why he and his department are still going ahead with the

hasty implementation of the system, a system that is going to affect all our children and that is going to exercise a long-term influence on the future of education in this country.

I would like to explain why I am saying that this system is being implemented hastily. According to our information, Curriculum 2005 would originally have been tested in certain identified schools for a period of one year by means of pilot projects. The Minister is correct in saying that we were informed by officials of the department at a workshop on Curriculum 2005 last Tuesday that the pilot project would look as follows, and this is what we are concerned about.

Phase 1 will now be piloted in the 30 schools that have been identified in each province, from 11 to 29 August and Phase 2 from 1 to 19 September. A preliminary report with regard to the success or failure of the implementation of the system will then be handed to the Minister on 26 September and the final report on 10 October, after which the Minister will finally have to decide about the desirability or otherwise of the implementation of the system.

My question to the hon the Minister today is how on earth we can test a system as important and far-reaching as Curriculum 2005 for only 30 school days and then decide on the basis of that about whether it is ready for implementation or not. It would surely be extremely irresponsible to expose and to subject children in Grade 1 in 1998 to a system that has not been properly tested and thought out.

The question therefore is, why the haste? Why can the system not be thoroughly tested in 1998, after which a well-informed decision could be made about whether it must be implemented or not, and if so, in which manner? By following such a process, one will not only be able to test the implementation of such a system, but also the feasibility of the content of the system. I am sorry to say that the planning, as it appears at present, looks to us like one big experiment and nothing else.

Mr M J ELLIS: Madam Speaker, the question put by the FF this afternoon is of crucial importance, because the one thing that no country can afford to do is to experiment on its children, particularly in their first year of formal schooling. [Interjections.]

Unless this Minister and the provincial departments have done their planning and homework properly, Curriculum 2005 will be little more than a horrible experiment that will backfire badly on the lives of our children who will have been used and abused in this manner. We all know that the basic literacy and numeracy skills learned in the first year of school are crucial to a child's future.

With regard to the provinces – I ask the Minister to listen very carefully – we know that, according to his own survey, these provinces have not even been able to ensure that there are toilets in all their schools. Yet they are now being asked to introduce something as sophisticated as a curriculum based on outcome-based education, and this is a highly technical and very controversial matter.

For this reason it is of paramount importance that this Minister assures the nation today that his department and the provincial departments have done all they can to ensure that all planning and facilitation possible has been done to ensure the effective implementation of Curriculum 2005 next year, because we do not have the right – I want to repeat that – we do not have the right to experiment with the lives of our children.

Can the Minister therefore assure us that the necessary support materials, the necessary learning materials and the necessary performance indicators will be in place before the start of next year? Is he well and truly satisfied that the workshops and pilot projects that he has again mentioned this afternoon, have been adequate in all respects? Furthermore, have these pilot projects and workshops been conducted throughout the rural areas where, perhaps, they have been most needed? [Time expired.]

The MINISTER OF EDUCATION: Madam Speaker the question I am responding to is whether or not the teachers are adequately prepared. That question has nothing to do with the absence of toilets at the schools. In fact, the hon member who raised this question ought to be ashamed, because it is the past government that created schools without toilets. [Interjections.] All the schools that are being built now have toilets. If only he could learn that Curriculum 2005 has nothing to do with toilets, although we do want to have those toilets there, I believe that there is no confusion.

The question is not aimed at stopping us from implementing Curriculum 2005. It seems to me now, as we implement it at Grade 1 level, that those who are still raising questions as to whether the teachers are ready, are implying that we must not introduce curricular reform. We have replanned, and all the plans are in place, and as sure as anything, we are ready to implement that curriculum at Grade 1 level next year. It is now being piloted. The curriculum for the other grades will be piloted six months before it is implemented. Throughout the coming years, from next year until the year 2005, we shall be testing the curriculum and by the year 2005, we shall be ready. [Time expired.]

*Mr L LOUW: Madam Speaker, the success or failure of Curriculum 2005 depends on whether teachers are trained and ready to implement this system. The Minister also referred to this. If they are not trained and ready, the whole process could become bogged down right there, and education in South Africa would be plunged into utter chaos. The secret of the success of this system therefore lies largely in the hands of all the teachers in South Africa.

Anyone who ignores this fact is making a big mistake. That is why we cannot understand how the Minister and his department can even think about commencing Curriculum 2005 while the rationalisation and redeployment of teachers, which is going to have a direct influence on this system, has not yet been completed.

The department further admits that they do not have enough manpower to train teachers and to have them implement Curriculum 2005, and that they will have to make use of foreign consortiums and non-governmental organisations, naturally at great expense. That is why statements such as "We are going to do it with or without you" or "We will proceed, even if it is not ready" are disconcerting to us.

The hon the Minister has already announced, as he has indicated again this afternoon, that there will be a deviation from the original plan to implement Curriculum 2005 in Grade 1 and Grade 7 next year. It will only be implemented in Grade 1 next year. He admitted this afternoon that this was being done because they had discovered that the provinces were not ready. I think they also discovered . . .

The MINISTER FOR WELFARE AND POPULATION DEVELOPMENT: Madam Speaker, on a point of order: I am deeply concerned that we seem to be reaching a democratic state of health in this country through executive decree by the hon the Minister of Health sitting on the lap of the hon Mr Tony Leon. [Laughter.] [Applause.]

The SPEAKER: Order! Perhaps we can look forward to a new sort of debate in the House! [Laughter.] Hon member, you may proceed. [Laughter.] [Applause.]

*Mr L LOUW: We are saying that the Minister's decision not to implement it in Grade 7 next year is the right one, but unfortunately it only goes halfway. That is why we are asking the Minister to go a step further today by postponing the implementation of the system as a whole and to use 1999 as the trial year for it. One year later is really not going to matter, but one year too soon could have far-reaching negative consequences for education in South Africa.

I want to state very clearly to the hon the Minister and the hon Shepherd Mdaadana who is sitting at the back and making such a noise, that the FF – they must listen carefully now – is in favour of the new innovative reasoning in education, naturally with the balance that if new ideas are implemented, that which was good and right about the old system should be retained.

We are therefore not opposed to new ideas in education. On the contrary, we believe that this is perhaps necessary. All that we are asking the Minister today, is that we postpone the implementation of Curriculum 2005 so that we can contemplate the desirability and feasibility of this system thoroughly in 1998. The FF believes that we owe it to the teaching fraternity and to all the children of this country.

The SPEAKER: Order! Before I call on the hon Minister I would like to ask hon members to lower the dialogue in the House. We need to hear the speakers.

The MINISTER OF EDUCATION: Madam Speaker, the hon member maintains that he is not opposed to changes in the education system.

It is now almost three and a half years after Freedom Day and the curriculum has not been

changed in our schools. The hon member still maintains that we should not introduce changes next year, only in Grade 1. My reading of what the hon member is saying is that no changes must be introduced in education. [Interjections.]

I have never come across such a well-staggered and phased-in approach as the one that we are following and I want to assure him that the teachers are ready.

I also want to say that our campaign to instil a culture of learning, teaching and service must be taken seriously because that campaign calls for us to affirm and to believe that the teachers can do it. I do not think that we are assisting our teacher if we come here to say that he or she is not prepared or is not capable of implementing changes in education. I suggest that we give the teachers the support they need and that we believe in them. If the hon member believes that the teachers are not ready, the teachers may be called to come and speak for themselves. What I have said is that the teachers are as ready as anything and they are excited about Curriculum 2005.

Debate concluded.

Report on SA: 33rd most corrupt country

4. Dr T G ALANT asked the Executive Deputy President:*

(1) Whether his attention has been drawn to the report of "Transparency International" in which South Africa is classified as the 33rd most corrupt country out of 52 countries; if so, what steps are envisaged in this regard;

(2) whether any member of the Cabinet has been instructed to study this report and to formulate proposals with a view to improving South Africa's position in this regard; if not, why not; if so, what are the relevant details? NI832E.INT

The DEPUTY PRESIDENT: Madam Speaker, the answer to the first part of the question is "yes". With regard to the second part of the question, work is taking place in the Office of the Deputy President to prepare for a discussion of this matter by the Cabinet.

The hon member may recall that I raised the important question of corruption during the debate on my Budget Vote in this House on 10 June this year.

I said then that the task that faces all of us is to confront the enormous challenge to restore to our communities a system of social values which creates a climate hostile to criminal and other antisocial behaviour. The first step along this very necessary road is the recognition that we inherited from our past a corrupt society which demands of all of us that we become militant combatants for the moral renewal of our country as part of the process of its reconstruction and development.

I went on to say that the persistent propagation of the notion that all we require to deal with the problem of crime is more police officers and the strengthening of the criminal justice system as a whole, critical though these matters are, is not only a fig leaf with which to hide the reality of a deadly inheritance, but also constitutes the abdication of a responsibility without the discharge of which the cesspool which feeds all criminal behaviour will remain and continue to spawn its bitter fruit. I said that it did nothing to solve the problem or to build the necessary united national effort to add insult to injury by suggesting that corruption is endemic to the system of African governance and is therefore only three years old in our country.

Furthermore, the former editor of the *Sunday Times*, Mr Ken Owen, also addressed this matter in an article in his paper on 2 April 1995, in which *inter alia* he said:

Hardly a day passes without reminders of how bad things were under the Nationalists. The Public Service, according to the Auditor-General's report for the year before the transition, was both bloated and unable to gather tax revenue. The worst areas were the Bantustans which continued to be propped up by the Department of Foreign Affairs even after all financial controls had broken down into a system of wild looting.

Ken Owen continued to say:

This litany could continue forever but the incompetence and corruption of the Nationalists lies mainly in the past because they are not in Government, except in the Western Cape where they are still spending money they haven't got, like drunken sailors.

[Laughter.] [Time expired.]

Dr T G ALANT: Madam Speaker, it is quite clear that three and a quarter years after 11 May 1994, the new RSA in several respects does not enjoy the benefit of the doubt any more. [Interjections.] As in the case of crime, corruption represents one of the most serious threats to the stability of the new South Africa. Two recent publications, the NP's Corruption Barometer and Transparency International's Corruption Perception Index depict the same tale: Corruption is rampant in South Africa. [Interjections.]

The ANC's knee-jerk reaction has been quite predictable. Do not confuse us with facts – just blame apartheid!

This interpellation offers the de facto Head of State the opportunity to react to the perceived level of corruption in our country and to tell us what reforms he has in mind to strengthen the integrity of our systems.

* I can quote figures to show that corruption has nearly got out of control during the past three years and has led to the threatened collapse of the public sector, the damaging of the character of the South African Government and a very poor international image of our country, which serves as a deterrent to investors.

Corruption has cost the taxpayer between R13,5 billion and R20 billion during the past three years. This estimate excludes corruption at local government level. The amount connected with maladministration during the first three years of the ANC Government totalled between R7,9 billion and R10,6 billion.

Fraud was the second most important form of corruption, and between R5,5 billion and R9,6 billion was at issue in this regard. Corruption at national level, excluding the provinces, involved between 75 000 and just over 100 000 people between June 1994 and June 1997. An unacceptably small number of cases of corruption have been followed up by the national Government and provincial governments. Recommendations in connection with the combating of corruption have been totally ignored in some provinces.

It seems to us as if there are individuals in the national Government who are very concerned about the growing problem of corruption, but a

general commitment by the Government to combat corruption has been absent up to now. The reasonable conclusion one reaches is that the ANC Government is soft on corruption. [Interjections.] The facts about corruption are indisputable. The question is whether the Government has the will and the ability to take the lead to eradicate this cancer in the RSA. [Interjections.]

Rev K R MESHOE: Madam Speaker, the fact that corruption has spiralled out of control in this country cannot be denied by any honest person. It is correct to put the blame squarely on the Government, which is too soft on corruption, just as it is too soft on crime. It refuses to be tough on corrupt officials, public servants and some members of the business community, just as it refuses to be tough on criminals.

Blaming the past all the time will not help to solve the problem. Everybody knows that there was corruption in the past. This Government has had more than three years to eradicate corruption from our society, but it has failed. [Interjections.] Calls to declare the prevention of corruption a national priority will not help much, as calls to declare crime prevention a national priority have failed to stop crime in this country.

Mr L M GREEN: Madam Speaker, on a point of order: Is it parliamentary for a member of Parliament to infer that another member is a thief? [Interjections.] The member of Parliament sitting next to the hon Shepherd inferred that the hon Rev Meshoe has abused funds, and that is a wrong inference.

The SPEAKER: Order! Hon Mr Green, could you please tell us how he "inferred" the words.

Mr L M GREEN: The exact words were: "What happened to the R75 000?", referring to election funds. Hon Speaker, that is unparliamentary. [Interjections.]

The SPEAKER: Order! Will the member referred to please rise. The reason why I asked you to repeat the words is because it is an inference which you may have drawn, and not a statement made. Had the allegation very specifically been that he took the money, then it definitely would be unparliamentary.

Mr W A HOFMEYER: Where is the IEC money? [Interjections.]

Dream of a new education order falters

Funding shortfalls in

provincial education could derail more than just the new school curriculum, reports **Ann Eveleth**

THE Minister of Finance, Trevor Manuel, walked into a meeting last Friday with little good news for the provincial education and finance leaders who confronted him. They had hoped that Manuel could cover the spiralling cash shortfalls threatening their ability to transform schools: they wanted him to augment the R40-billion allocated to education.

The Minister of Education, Sibusiso Bengu, is powerless to help. The new Constitution ensures that — in any event his ministry was caught flatfooted when the crisis broke.

Manuel, however, could offer little to meet the provincial needs. As his representative explained this week: "The minister can't just go back and get more money from the Treasury. There isn't actually a pool of money to take from."

It was the first time that Manuel had met colleagues in charge of educating South Africa's 12-million pupils. "We know nothing about financial problems in the provinces unless they specifically inform us," said Manuel's representative, Lincoln Mali. "In terms of the new budget allocation system put in place this financial year we are out of the loop when it comes to provincial funding."

Friday's meeting left the ministry no better briefed. Manuel was reported to have put the funding shortfall at R2-billion, but no one, including his office, was prepared to agree with that figure.

Others said the true extent of the shortfall will only be known following a special investigation by a new



Back to the drawing board: The lack of funds makes it impossible for the provinces to implement new programmes like Curriculum 2005, designed to transform South African education

PHOTOGRAPH: SIDDIQUE DAVIDS

national task team.

The education ministry's limited grasp of the provinces' funding problems is a critical obstacle to the government's plan to transform education. Introducing Curriculum 2005, a key element, has been slowed by Bengu's discovery last month that the provinces simply do not have the cash to implement the estimated R400-million a year programme.

The voluntary severance programme has also been halted after provinces let go thousands of experienced teachers and racked up huge retrenchment costs in the process.

The root of the ministry's lack of information is the provincial fiscal autonomy introduced under the new Constitution. Manuel's ministry now hands out annual lump sums to provincial governments, who decide independently how to spend the share.

While provinces jealously guard their new-found autonomy, they are expected to pay staff and implement "transformational programmes" mapped out at national level from their own budgets.

The national education human resources director, Duncan Hindle, said provinces spend between 72% and 90% of their budgets on staff.

The implications are enormous: "The biggest problem relates to the lack of funds for other projects," Mali said. "If 90% or more is spent on

wage costs, there isn't much left for Curriculum 2005, Adult Basic Education and Training, Early Childhood Development, special needs, educational broadcasting and the use of new technology."

Mali said some provinces might have to delay or drop such programmes. "Yet without these programmes, education will remain the same as it was in the past," he said.

The provinces are playing down any talk of crisis, saying they are looking to bell-tightening and

national assistance for rescue. Gauteng's education MEC, Mary Metcalfe, said the national programmes were "non-negotiable" but conceded there could be "quite serious cuts" if the new task team failed to find solutions.

She argued that provinces were also out of the loop when it came to wage negotiations: "There has been a continuous disjuncture over the past three years between the money available for salaries and the labour agreements reached at national level."

"We have to lighten the mandating procedures between provincial and national departments and we need a more rapid implementation of the current agreed pupil-teacher ratios. We actually have too many people employed."

Manuel's office is not optimistic about finding more money. Off-shore funding "would put us over the 4% budget deficit goal required by the Growth, Employment and Redistribution plan [Gear]", said his representative.

"Outside of increasing the budget, compulsory teacher retrenchments are one of the few options available," Hindle said.

But the unions have drawn a line in the sand when it comes to dismissals. The South African Democratic Teachers' Union national negotiator, John Maluleke, said the union would oppose any talk of retrenchments. "Everyone assumes we have too many teachers, but we in the classroom know that is not true," he said.

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M+G 1-7 | 8 | 97

Academics' solution to South Africa's inequality of skills

BUSINESS EDITOR

The best way to tackle skills inequalities in information technology is to insist on computer training in all public schools, two academics have argued.

Writing in the latest issue of the Trade and Industry Monitor, published jointly by the Trade and Industrial Policy Secretariat and the Development Policy Research Unit at the University of Cape Town, James

Hodge and Jonathan Miller note that the colour and gender distribution of information technology skills is skewed, with 69% of information technology professionals being male and 82% being white.

Calling for a coherent information technology policy for South Africa, they argue that the most effective long-term route to developing widespread computer literacy and addressing inequalities would be an information technology programme in all public schools.

"All other approaches cannot have the desired effect," they write.

"For instance, policies aimed at skills upgrading in firms will exclude the blue-collar workforce and the unemployed. Abdicating state responsibility and leaving it to the market will maintain the status quo."

Putting information technology education in all schools might seem expensive, they say, but there are innovative ways of funding it. Examples in the Western Cape

(50) AR4 5/8/97
include the sharing of resources and costs between schools, adult education classes and community centres and the leasing of equipment at R5 per pupil per term from service companies.

International experience shows the need for a coherent national policy on information technology, they say.

"But perhaps most important of all are initiatives which encourage the professional training and education of information technology users and practitioners."

'Shocking shortage of facilities' in SA schools

806/8/97

(50)

Kevin O'Grady

A SURVEY of the facilities and resources at SA schools had revealed "shocking" shortcomings, including a shortage of more than 57 000 classrooms, that condemned children to "the worst form of human degradation", Education Minister Sibusiso Bengu said yesterday.

Launching the School Register of Needs in Pretoria, Bengu said its findings were "an indictment of all who, by commission or omission, allowed this injustice to occur in this country. This has to change, and it will change".

The register was the first comprehensive database of all schools, their exact locations and the extent of their physical facilities, the condition of school buildings, services provided and resources available. More than 32 000 education institutions were visited during the survey.

Bengu said the register showed there was no water available within walking distance of 24% of SA's schools. The worst-off provinces in terms of water availability were Northern Province (48%), Eastern Cape (34%), KwaZulu-Natal

(25%) and Free State (22%).

Another matter of concern was the low availability of electricity, Bengu said. Only 43% of all schools had electricity, while 79% of schools in Northern Province had none, 77% in Eastern Cape and 61% in KwaZulu-Natal.

The survey's investigation of the condition of school buildings found that the province facing the most serious problems was Northern Province where 41% of the existing buildings were "in a weak and very weak condition". In KwaZulu-Natal, 23% of schools fell into these categories.

Toilet shortages, calculated on the assumption that there should be one toilet for every 20 pupils, were also massive. KwaZulu-Natal schools had a shortage of 66 921 toilets, Northern Province 51 324 and Eastern Cape 46 785. Almost half of all toilets were pit latrines and 13% of all schools had no toilets, Bengu said.

The survey also found that while stationery and textbooks were relatively well provided (62% and 49% of schools respectively), media equipment, collections and learning equipment and materials was "almost nonexistent".

Three provinces had classroom shortages that were "extremely high". These were Eastern Cape with a shortage of 15 538, KwaZulu-Natal (14 534) and Northern Province (13 670). Based on information provided by school principals, about 1,167-million desks and chairs, 103 615 teacher chairs and 102 441 cupboards were needed for classrooms.

Bengu said the survey clearly showed that Eastern Cape, Northern Province and KwaZulu-Natal, which together housed 15 659 of the country's 27 864 schools, were the most disadvantaged as a result of their having incorporated most of the former homeland education departments.

Bengu challenged "individuals, political parties, media groups, religious organisations, financial institutions, nongovernmental organisation and even the government to assist us to restore the dignity and nobility of the learning process".

"If these terrible conditions are not changed, if there is no redress, equity, no sharing of resources, this country will experience a crisis far greater than the one in 1976," he said.

New registration system to curb illegal vehicle imports

Edward West

806/8/97

(52)

GOVERNMENT planned to curb the illegal import of used vehicles into SA through the completion of the final phases of the computerised Natis system of vehicle registration, transport department officials said.

At a discussion on illegal vehicle imports organised by the Motor Industry Federation yesterday, the officials said the Natis system had not been fully operational since 1993.

The situation had arisen because of technical problems associated with different computer systems in the former provinces, and different systems of registration in the former homelands.

Natis would, though, be operational by the end of the first quarter of next year, and the motor industry, through the National Association of Automobile Manufacturers of SA, had committed to have all vehicles manufactured in SA registered in Natis's databanks.

By enabling manufacturers, builders and importers to input chassis and other numbers, problems relating to clerks' duplication of vehicle registrations would be eliminated. Importers, dealers and individuals would be unable to get a licence or bank finance for a vehicle not registered on Natis.

Drivers' licence data compiled by

the home affairs department would also be stored in Natis databanks in due course, officials said. A long, fairly costly registration process, needing police clearance, for second-hand vehicles entering SA in cases of immigration or other purposes, would be established.

Trade and industry department spokesman Philip Snyman said the department had raised the issue of permits for import sensitive industry products during the last customs union meeting. However the union said the issue should be addressed bilaterally.

When bilateral negotiations were attempted, other countries told the department it was a Southern African Development Community issue. "That is where we are right now," he said.

Although figures on the illegal import of passenger cars were hard to come by, delegates were told an estimated 500 to 790 used trucks had entered SA illegally this year, a large proportion of this year's forecast new heavy truck sales of about 3 400 units. This posed a severe threat to viability of the truck manufacturing industry.

The border police, a unit formed two years ago, seized illegally smuggled goods worth R70m in the year to May, mostly second-hand vehicles. From May to now the unit had seized goods worth R40m, also mostly vehicles.

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Johannesburg
6 August 1997

R3-billion a year to fix schooling

Education's poor relations need a massive financial boost, writes Ann Eveleth

MtG 8-14/8/97

(50)

The government will have to find an extra R3-billion a year over the next decade to end educational backlogs and equalise conditions between poor and rich schools, according to an economic adviser to the national Department of Education.

Luis Crouch said the department still had to do a "rigorous costing" of the serious classroom, toilet, water, electricity, textbook and other basic shortages revealed across the country this week. But the government had already mapped out a programme to "gradually" address apartheid educational disparities.

The plan underpinning current education thinking will need "an annual 3% to 4% increase on the existing [R40-billion] education budget beyond inflation for about 10 years".

The extent of the backlogs emerged when Minister of Education Sibusiso Bengu released the first-ever nationwide register of school needs. It reflects a shortage of more than 57 000 classrooms, at least 10 000 boreholes, 15 000 electrical connections, 17 000 telephones and 270 000 toilets.

It shows that most of the country's 32 000 schools have no laboratories or libraries. Most pupils are forced to study with inadequate numbers of desks, chairs and textbooks — and often in ramshackle school buildings, some of which are judged unsafe for educational purposes.

According to public works estimates, classroom backlogs alone could cost the government nearly R3-billion, while the costs of building enough toilets to reach a ratio of 20 pupils to one toilet could surpass R8-billion, at an estimated R3 000 per toilet. Special facilities like libraries and laboratories would cost at least R80 000 each.

The implications for educational equity are underlined by the correlation between poorly resourced schools and provinces with low market results.

Northern Province schools suffer from the worst backlogs: nearly half its 1.9-million pupils are at schools with no water within walking distance, nearly 80% of schools lack electricity, two-thirds lack telephones and 41% need serious repairs.

An average of more than 40 pupils share one toilet, an average 41 children are stuffed into each classroom, less than 20% of secondary schools offer specialised subjects, less than 10% of secondary schools have libraries, and there is only one laboratory per 2 000 pupils. There is a shortage of nearly 14 000 classrooms.



Up in arms: Sattu teachers protest for higher wages at the Union Buildings this week.
PHOTOGRAPH: DANNY HOFFMAN

P.T.O. ↓

The province also scored lowest in the 1996 matric results, with less than 39% of candidates passing.

This compares starkly with the Western Cape, where nearly 90% of schools have telephones, electricity, secondary libraries and specialised secondary instruction, less than 1% of schools are in poor repair, 25 pupils share each classroom and there is one laboratory for every 223 pupils.

The province topped the matric scale last year, with more than 80% of candidates passing.

However, Crouch noted that school resources explained only about one-third of the performance disparities: the socio-economic backgrounds of pupils and the way schools were managed also affected matric results.

"We have known the extent of the classroom shortage for about 10 years, but now we know where they are and we can begin to systematically address these backlogs, improve our management of resources and try to target the most disadvantaged areas," he said.

Crouch said the details provided by the register, together with the recent census data and a new annual school study, would put the department "on a stronger footing" to convince the finance ministry to increase its share of the budget.

Wealthier parents and schools would also have to foot part of their own costs to free up government resources for the backlogs, he added.

The Director General of Education, Ihron Rensburg, said the backlogs are being tackled, with nearly half the R1,6-billion allocated under the Reconstruction and Development Programme in 1995 to the department for classroom construction and upgrading already spent.

Using existing resources would also have to be revised. "It is just not viable to have 90% of funds spent on salaries," he said, referring to the root of financial backlogs in provinces.

The appalling condition of many of South Africa's schools was exposed this week in statistics released by the Department of Education. GILLIAN ANSTEY investigates what it means for a school to have no electricity, minimal water supplies and, sometimes, no toilets

NINE-year-old Amandsen Kgongwana runs across the dusty school yard, past the pit latrine toilets and through a hole in the fence into a neighbouring field. There she squats.

Kgongwana and the other nearly 800 pupils at Chokwe Primary School, 30km west of Pietersburg in the Northern Province, have no option. The six doorless, corrugated iron structures housing long-drop toilets do not work. Reportedly dug too shallow, the ground around them is caving in, forming dangerous dongas.

The teachers, who use two pit latrines in the adjoining housing section where they live, seem relatively immune to the problem, probably because it's been around for the past five years. They are more concerned about the dilapidated school building and the lack of electricity or a telephone.

Beatrice Kgopah, a departmental head, said: "The building is falling down. It is so old. Three years ago we were promised a new building, but it never came."

Another teacher, Michael Masilo Modiba, said: "When the storms come, some of these roofs blow away, and it's dangerous when it rains in summer. The water pours through the holes in the classrooms."



STENCH: The toilets at Masedibu High in Northern Province may have running water, but they are also filthy

Pictures:
NICKY DE BLOIS

won't unless we work hard," Thoka said.

He has, however, spent his school career in less than savoury conditions, with only the simplest of science experiments possible as only the administration block has electricity and there is only one outside tap.

The ablution blocks have running water but are otherwise filthy.

Thoka points to the only patch of green grass in the school grounds. "Do you know why it's so green there?" he says. "It's just outside the boys' toilet and often the water runs out under the door."

Many of the classrooms' wooden doors have been stolen, windows are broken, and the building is dirty.

Learning survival in a blackboard wasteland

Pupils contend with filth, deprivation and ominous intruders

"We need a telephone. If a child has a health problem, we cannot contact the department. If we had electricity, everything would be easier. We could do science experiments and use audio-visual equipment, and at night we would be able to see from the teachers' quarters that the school was safe. People steal things

from the office," he said. Chokwe Primary is so isolated that its teachers know little about the new curriculum, which they will have to start teaching in Grade 1 next year.

Said Kgopah: "I heard on the radio that it's starting next year... Today is

the principals' meeting. Maybe they will come back with circulars." But the school's lack of facilities, including classroom cupboards and any teaching aids, is common. According to a year-long survey released by the Department of Education this week, 24 percent of the nearly 28 000 schools in South Africa do not have water within walking distance, 57 percent don't have power and 13 percent do not have toilets — and of those that do, 47 percent of these are pit latrines.

Chokwe Primary is in the Northern Province, one of the worst-off regions in the country, alongside the Eastern Cape and Kwazulu Natal.

"These are the provinces that incorporated the majority of the former homeland education departments, under the notorious policy of separate development... deliberate and systematic underdevelopment for



BOYS AND GIRLS COME OUT TO PLAY: Chokwe Primary School pupils find things to smile about



GIVE US THIS DAY: Children at the school near Pietersburg quench their thirst

the majority," said the Minister of Education, Professor Sibusiso Bengu, this week.

A visit to another Northern Province school, closer to Pietersburg, in Seshego, showed what his words meant in reality. Masedibu High pupils are scared just being at school. One after another they echoed: "We want better security." Later a matric pupil told why. It is not only that strangers enter the grounds through the six available entrances and start fights and vandalise the building, it is the fear of rape.

"The teachers try to keep it a secret," she said, "but outsiders come here

during school hours, take girls walking around and rape them in the empty classrooms there. It's especially the young girls, who can't respond.

She was one of the handful of pupils desperately trying to teach themselves on Thursday during the South African Democratic Teachers Union's strike.

With matric "trial" exams in three weeks, the pupils are desperate to finish their syllabuses.

John Thoka, who wants to study mechanical engineering next year, is going over *Macbeth* with Michael Makgati, who has his sights set on medicine.

"We want to pass at the end of the year and we

the head of the sciences department, Johanna Hlaka, said of the stinking toilets: "We don't have a specific cleaner. The Department of Works used to do this. Now we've been told to contact the circuit office."

She has other gripes: "We need a better library. In fact, we don't have one. We have just a storeroom for old books which are no longer useful. We don't have enough furniture and the doors don't have handles."

Nevertheless, the pupils have high hopes. "I have a dream for this school: a laboratory, a nice hall and windows in the classrooms," said Thoka.

"I want to be able to do experiments in science and not just learn the theory," said Rosina Kgaabi, who is planning to enrol for a BSc degree next year.

Another pupil, Comfort Leshiba, said the school had improved since they provided extramural activities such as soccer, choir and debating. And do they participate? "Of course!" grinned the few pupils in the desolate school grounds.

Govt plans to do away with schools for disabled

(50) CT 14/8/97

PRETORIA: The future of South Africa's 324 specialised schools is in the balance as sweeping changes are envisaged to education for children with disabilities.

A document outlining the proposal to include children with disabilities in mainstream schools was released for public debate yesterday.

This process, called inclusion, is an international trend, said the chairperson of the commission appointed to look into the project, Professor Sandy Lazarus.

Not all specialised schools would close because the department would still have to accommodate children with severe disabilities who would be unable to cope in ordinary schools.

The provinces would have to decide what to do with specialised schools which were not needed, she said.

According to the commission, only two percent of children with special education needs are catered for, in spite of four to seven percent of provincial education budgets being spent on them.

Inclusion has been hotly debated, with those for and against it more or less divided along colour lines.

It is mainly historically advantaged

groups that are opposed to inclusion.

Specialised schools say inclusion could expose disabled children to ridicule by their peers and that mainstream schools lack the occupational therapists, speech therapists, physiotherapists and psychologists handicapped children need.

But the commission is concerned about the thousands of disabled children who are not receiving specialised education — or any education.

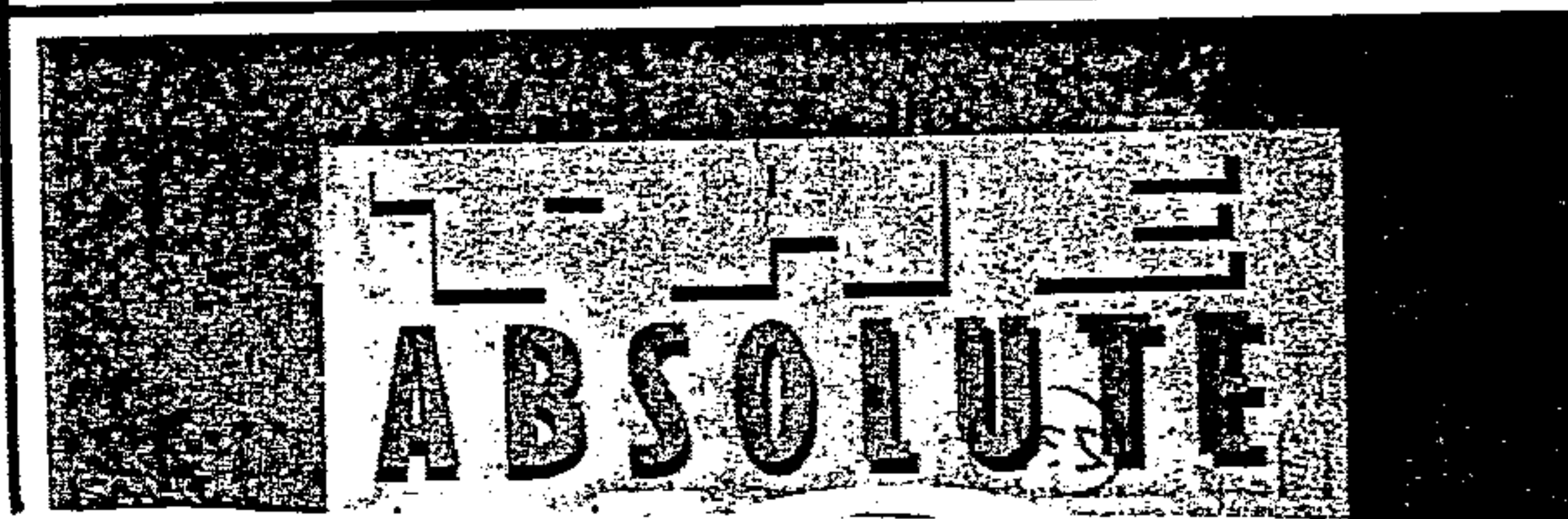
"There must be equitable distribution of resources and redress."

The department would not be able to afford to have specialised schools for all the disabled children in the country.

According to the discussion document, the Education Department hopes to implement the proposal by 2010.

About 10 to 12% of children are disabled, according to international statistics, Lazarus said.

Written submissions in response to the discussion document should be sent to: The Secretariat, NCSNET/NCESS, Education Policy Unit, University of the Western Cape, Private Bag X17, Bellville, 7535. The unit can be contacted at (021) 959-3344. — Own Correspondent



School survey shocks provinces

(50) Sfa 25 | 8 | 97

Avoid the Eastern Cape if you want the best education for your children

POLITICAL CORRESPONDENT
Cape Town

The Eastern Cape, Northern Province and Kwazulu Natal are, in that order, the worst provinces to send your children to school, according to statistics released by the government.

Kwazulu Natal has the highest number of pupils registered, requiring 241 schools to be used in relay, but the Eastern Cape heads the field for the worst pupil density levels per classroom out of the nine provinces, in figures put to the National Council of provinces.

The shocking figures were issued by Eastern Cape education minister Professor Shepherd Mayatula during the debate on intergovernmental financial relations. While Gauteng, the Western

Cape and the Northern Cape do reasonably well on a scoreboard of 17 "education-related criteria of needs", Kwazulu Natal, the Northern Province and the Eastern Cape - which holds the dubious honour of scoring worst in nine categories - lag behind.

The Northern Province ranks as worst in five categories with Kwazulu Natal worst in two categories (toilet facilities and relay use of classrooms).

Kwazulu Natal, however, is also second worst in a further two categories (power supply and classroom shortages), third worst in three categories (water availability and supply of media centres), and fourth worst in three categories (educator-administrators ratio, learner-classroom ratio and supply of telephones). Kwazulu Natal schools also

have the poorest toilet facilities with 66 921 pupils not catered for. It is followed by the Northern Province, 51 324 not catered for. The Northern Cape emerges as the best toilet services with only 3 475 pupils going without.

Water is not available at nearly 25% of schools in Kwazulu Natal, nearly half of schools in the Northern Province are not supplied.

Only 30% of secondary schools have media centres in Kwazulu Natal compared to 86% in the Western Cape.

There are 50,9 pupils per classroom in the Eastern Cape while in the Northern Province there are 44,3. In Mpumalanga there are 41,2 followed by Kwazulu Natal with 39,7. The Western Cape enjoys the best ratio of 24,6.

More than 3 000 schools in Kwazulu Natal are not sup-

plied with power while 4 500 schools in the Eastern Cape go without.

Only 34% of Kwazulu Natal schools have telephones while in the Western Cape nearly 90% are connected.

There are 2,59 million pupils in Kwazulu Natal, followed by the Eastern Cape with 2,23 million. The Northern Cape has only 195 570.

Classroom shortages in the Eastern Cape run to 15 538 with Kwazulu Natal following with 14 534. Third is the Northern Province with 13 670 short.

Sport-loving pupils should avoid the North West province where only 25% of schools have sporting facilities. Kwazulu Natal comes out tops with 47,5% of its schools with these facilities.

► **Tackling the crisis**
... Page 14

Union demands action on school gang terror

ARG 27/8/97 (50)
SABATA NGCAI
EDUCATION REPORTER

The Cape Teachers Professional Association has called on the Government to provide security at schools and to combat gangsterism.

After nearly two months of silence since its rejuvenating 30th annual congress, the 10 500-strong union flexed its muscles yesterday, saying the Western Cape Education Department had failed to provide security "except to make unfulfilled promises".

At a press conference in Bellville, the association said the killing of a

Crossroads schoolboy in class on Monday reflected the "high crime situation and the state of lawlessness".

Its central committee disclosed that it had received numerous reports from teachers complaining that the culture of learning and teaching was being disrupted because schools were being used by gangs as battlefields.

It had even had reports that pupils in classes as low as Standard 2 came to school with objects in their pockets which could be used to hurt other pupils.

The association complained of low morale among teachers because of crime at schools.

School building programme made some 'bad decisions'

Jacob Dlamini

CAPE TOWN — Bad decisions had been made in relation to the national school building programme due to a lack of information, education department director-general Trevor Coombe said yesterday.

Provinces had been allocated funds without proper planning or an in-depth understanding of their needs.

When R1bn was set aside by central government for the school building programme, provinces had had to re-examine their spending priorities, he said. The yearly budget cycles had also handicapped the department's ability to plan over an extended period.

Coombe was speaking during a briefing to the parliamentary education committee on the School Register of Needs Survey, a three-year project completed recently by the department.

Coombe said there was a need for an

expenditure model. The model would allow provinces to make decisions on how to spend their budget allocations using information from the survey.

The survey had identified historical backlogs such as the shortage of classrooms, toilets and a range of other facilities in the provinces. It had covered 32 000 educational institutions and a database had been put together.

Committee chairman Blade Nzimande said the findings were depressing. The committee would meet to consider requesting the National Assembly for a debate on the survey, he said.

Meanwhile, a bill which could force Afrikaans institutions to offer tuition in English to accommodate more students was tabled in Parliament yesterday. The bill would allow tertiary institutions to determine language policies. However, these would be subject to a government-created framework to ensure they were fair and equitable.

Education reform derailed in provinces

50 M+G 29/8 - 4/9/97

Andy Duffy

Government's drive to transform education is going off the rails in the provinces.

Provincial audit reports show many provinces don't know many teachers they employ, and lack the money, the will or the expertise to implement new education policies.

The report represents a further blow to Education Minister Sibubiso Bengu's transformation initiatives. Not only are some provinces' education programmes hampered by political tension, but Northern Province school principals face the additional hazard of being accused of witchcraft.

Bengu has scaled back the introduction next year of the new curriculum — Curriculum 2005 — amid fears about the provinces' ability to fund and manage the programme.

The report, released last week, was compiled by a 15-member audit team led by the Director General of the Public Service and Administration Department, Dr Paselka Ncholo, who visited the provinces between last October and May.

Their findings vindicate Bengu's caution in implementing the new curriculum. With few exceptions, the reports show provincial education is frequently beset by incompetence, confusion and political in-

trigue. Six provinces stand out.

The report outlines "serious tensions between the administrators and politicians" which threatens education in the Free State. "There is a serious communications gap between the MEC [Mxolisi Dukuwana since July 1996, when Sakiwo Belot went up to the national assembly] and the head of department [Dr Ben Khoaili]."

Though accurate figures on teachers employed were not available, the province expected to spend R1,1-billion on personnel this year — R10-million more than its total budget.

Department officials told the investigating team that they only had sufficient funds to pay teachers until December, and expected to overspend their budget by R280-million.

"Training which needs to be done on a massive scale is not a priority for the department because they do not have the funds for it," the report notes.

KwaZulu-Natal education is hampered by understaffing, frequent strikes, lack of cash and political tensions, the report says. Also: "There are serious problems in getting information from the department as this seems to be scattered across three administrative

offices ... this must make information management a nightmare."

The team experienced the nightmare first hand, receiving three different figures for the number of teachers on the province's books — ranging from 73 000 to 82 000.

The provincial education department was not bothering to reprioritise projects in response to budget cuts, which meant it would "grossly overspend". The chief method of recouping the overspending was to hand out severance

packages — "replacing the experienced teachers with new graduates so that they start at the lower end of the salary scale".

The Ncholo team found that North-West education MEC, Mamoekeona Junior Gaoretelelwe was allegedly "interfering in the administration of the department".

Such allegations had been lent weight by the appointment of her husband as a deputy director in the provincial education department — an appointment made after she took up her political office. Her office failed to respond to questions this week.

The Eastern Cape was unable to provide figures on its workforce, but was convinced it had a shortage of

staff. It nevertheless let nearly 1 200 teachers take retrenchment packages. "In all probability there is a shortage of staff," the report adds, "and those taking the package will need to be replaced."

Northern Cape education department officials resented following the strategic plans set down by Premier Manne Dipico and the department's director general, and insisted instead on following their own.

The Northern Province was handing out retrenchment packages to teachers without checking whether the teachers were needed. "Many teachers are unqualified or underqualified," the report adds.

"There seems to be a general lack of discipline at the schools and disciplinary measures seem to be applied inconsistently."

"It was felt that principals who were strict were victimised by teachers and they are often displaced from their schools, with accusations of witchcraft and the like."

Bengu's representative, Lincoln Mali, said this week that the minister was aware of the shortcomings.

But the Constitution bars him from intervening in provincial problems, beyond discussions with provincial premiers and MECs. "There's a much more sober assessment of our ability [to implement the new initiatives]," Mali added.

True Africans must be able to use a truly African language

CP 31/8/97
(50)

WHILE THE language issue provokes heated debates, for Africanism it is a key issue. Language goes to the very heart of the preservation and dissemination of a nation's culture and civilisation.

Language is not only the means of communication but the very heart of a people and nation's culture. Destroy a people's language and you destroy its culture, history and sense of being.

It is little wonder that among other acts of barbarity one of the primary objectives of colonialism and foreign domination is to destroy a nation's language and substitute its own. In doing so they tend to totally divorce a people from their culture, make them feel inferior, and burden those whom they colonise with their own culture. It results in the ultimate alienation.

Language comes instinctively to all of us. World renowned linguist, Naom Chomsky, says we learn languages naturally, without learning formal grammar. The grammar is automatically grafted on from the outset.

When a foreign language becomes the main means of communication and social intercourse it tends ultimately to become the preserve of a few who are privileged to learn it. The mastery of the foreign language and its accompanying culture becomes elevated and something to which everybody aspires. But the masses are left out of it. They are regarded as being illiterate. How can one be an illiterate if you can speak a language? But this is because one's native language is regarded as inferior.

The substitution of foreign languages over African ones in South Africa has created a deep sense of alienation for the African majority. Very few of our people can communicate - read and write - with ease in English and Afrikaans, two languages of colonialism forced upon us by diminishing our own. Do we not know the struggles with which African children have to master these languages, and especially to write in

Elevate African languages, says PAC parliamentary adviser **BENNIE BUNSEE** in his final article on Africanism

them? A few eventually do, but the large majority are left out. And even though their thought patterns are as good as those we regard as being "literate" we consider them to be uneducated.

Notice the different facility with which our African broadcasters communicate on the SABC when they use English and their own languages. When they speak in their own African languages there is a facility of speech they do not attain in English.

Embedded in our native African languages are thought patterns, style, conceptions, which make the study of linguistics so fascinating. The roots of words actually explain the roots of meanings in all their subtleties.

In South Africa today, because of the colonial imposition of English and Afrikaans, we regard study and communication in African languages as inferior. Every African writer aspires to write in English. In this way he feels he will get the recognition he seeks.

Today, under a black government, we have an absurd language policy. How can 11 languages be given equal status, without taking into consideration that a child develops most naturally in his/her native language?

This is a psycho-linguistic fact that we must take into account.

In an African country African languages must be given precedence. For the unity of the African people, it is natural that one or both of the Sotho/Nguni languages must be the lingua franca of the country. Africanisation will mean nothing unless this is done. In fact, by catering to the concept of nine African languages we are subconsciously pandering to the colonial notion that Africans have

no languages but a Babel of dialects.

Of course we do need a language like English for global communication, which is becoming the norm in most countries. There is nothing wrong with this. But it cannot be made to take precedence over African languages. Declaring oneself to become an African, which is the fashion these days, means nothing unless we all take pride in learning and communicating in an African language as we do with English and Afrikaans.

It is crucial for the development of the African child that he is brought up and taught in his native African language and the synthesis of the two main branches in our country is not difficult. If we start by taking pride in African languages it can be done. Afrikaans, for example, was systematically promoted and elevated. Today it is a recognised lingua franca. In the early history of Britain the ruling classes spoke mainly in French. Slowly their own native English was substituted, underwent vast changes and with the rise of Britain as a major colonial power it became the official language, and of the Empire. English was developed to what it is today.

We must elevate African languages so that they are used naturally as a means of communication for all of us. We must use them as main languages in our broadcasting, media, education systems, daily intercourse and so on. It is only in this way that African culture and civilisation can become the foundations of South African society, and not the heterogeneous mish-mash that a Eurocentric culture has created while maintaining its own dominance.

This does not mean the suppression of other languages. They have a right but not at the expense of African languages.

Other nationalities in our country should take pride in learning African languages and communicating in them. Unless this is done South African will remain a foreign country to the African people. This is a matter of will and purpose. The creation of a black elite that merges with the dominant colonial ruling class is based on the language issue.

Nepotism in North West

MTG 12-18 1/97

Controversial MEC proves too much for one of her top officials, writes Andy Duffy

The head of education in the North West province has quit his post in protest against alleged nepotism by the provincial education MEC, who handed out plum jobs to members of her family.

Gulam-Husien Mayet quietly stepped down as provincial education deputy director general four weeks ago, after a long and bitter turf war with the MEC, Mamokoena Junior Gaoretelelewe. The two, who hold the most powerful jobs in state education in the province, have not co-operated since April.

Relations between them collapsed when Gaoretelelewe ordered Mayet to employ her sister-in-law as an attorney in a costly legal battle to dismiss more than 400 foreign teachers employed by the province.

The education department was already receiving free legal advice from the state attorney, and it is not clear what tendering procedures if any were followed in the appointment.

Gaoretelelewe also employed her husband, Walter, as a deputy director in Mayet's department, and apparently refused to consult Mayet on any other appointments she made in his department.

The two also fought over allegations that Gaoretelelewe used the department's 13 community liaison officers — employed to spread the message about national education policy — as her lobbyists during the elections last year for the African National Congress's provincial executive committee. Gaoretelelewe won a seat.

The dispute sulked in North West Premier Popo Molefe, three other MECs and Deputy Education Minister Father Simangaliso Mkhahshwa, who have all attempted to mediate a settlement since last year.

Their efforts ended last month. Instead, Molefe ordered Gaoretelelewe's ministry be split, and a new arts

and culture ministry was established under MEC Ray Motsepe, with Mayet as his deputy director general.

Technically, Mayet has only been seconded to Motsepe — to safeguard his public service rights — which leaves Gaoretelelewe without a replacement. Provincial director general Job Mokgoro has been forced to temporarily take over.

Mayet declined to comment this week, beyond confirming his departure. Gaoretelelewe has refused to respond to faxed queries for the past three weeks. Mokgoro added that "there might have been compatibility problems" between Gaoretelelewe and Mayet.

A representative for Education Minister Sibusiso Bongu said the ministry had tried to resolve the "differences of opinion" but that the responsibility lay with the province. "We can't comment on the solution they've come up with," he added. Molefe was not available.

Mayet's departure robs the province of one of the country's most experienced education administrators. An exile for 29 years, Mayet was running education in the massive south London borough of Lambeth before he returned to South Africa.

The friction between the two started almost from the day Mayet took up the job in June 1995.

Among Gaoretelelewe's first orders was that Mayet sack 417 foreign maths and science teachers, recruited from other African countries by former Bophuthatswana president Lucas Mangope to plug gaps in rural education. Gaoretelelewe decided the foreign teachers should go at the end of 1995 to create jobs for South Africans.

But the foreigners succeeded in gaining a court order preventing their dismissal. Many of them had gained citizenship or permanent residence, and were strongly supported by their schools.

The battle went to the Mmabatho Supreme Court, and to the Constitutional Court earlier this year. A ruling is imminent, though the province is seeking a settlement. The foreign teachers remain employed.

Mayet had told his officials not to recruit replacements for the for-

eigners until the issue was resolved. Many officials, taking their cue from Gaoretelelewe, did recruit, so the province is now paying at least 20 foreign teachers their full salaries to stay at home. The additional cost is thought to run to at least R2-million so far.

Gaoretelelewe, apparently unhappy with Mayet's efforts, last year ordered him to recruit Johannesburg attorney Nomso Khu-

malo as instructing attorney. Khumalo is married to advocate AA Motimole, Gaoretelelewe's brother. She was unreachable this week.

Mayet informed the provincial government of Khumalo's appointment, and of the recruitment of Gaoretelelewe's husband as a deputy director.

The tension between Gaoretelelewe and Mayet was first signposted in the recently released government provincial audit, compiled by Provincial Service and Administration Department Director General, Paseka Ncholo. Mayet worked closely with Ncholo's officials during their investigation.

Mokgoro said he had heard the "rumour" about Khumalo's appointment, which would be "unfortunate" if proved true and should be "clarified" for the taxpayer. But her husband's appointment was justified as he was qualified.

Ncholo disagreed. "It is not desirable state of affairs," he said this week. The appointment of Nomso Khumalo could not be corroborated, Ncholo added, and so had been omitted from his final report. He said Mokgoro had not raised the issue of Mayet's departure but that he would pursue this with him.

High-handed: Mamokoena Gaoretelelewe



School guards plan is shot down

Community says security patrols are ineffective

SHELLEF-KIM GOLD

Township residents are not sure what's worse - the gangsters who threaten their schools or the security guards appointed to protect them.

In a comedy of errors one of the newly-appointed security guards at Fezeka High School in Guguletu accidentally shot himself in the foot this week while trying to pull out his firearm.

In another incident this week at Guguletu Comprehensive School, security guards allegedly failed to come to the help of police who were being shot at.

Now the Guguletu Community Police Forum, which originally demanded guards be placed at 11 township schools after an upsurge in gang attacks, is demanding the withdrawal of the guards on the grounds that they are ineffective.

The security guard project was instigated following incidents last month, such as the murder of Howard Mackenzie. Howard was a Sithembele Mathiso Secondary School pupil who was shot dead by a gangster as he sat at his desk.

The Department of Education, the police, the SA National Defence Force and the community are taking part in the project.

Sto Jaka, secretary of the community police forum, said there had only been an agreement in principle to

deploy the security guards.

"We are not happy with the situation. This is the Education Department's inability to comply with the requirements of the task," he said. "The implementation of the project," he said.

Mathemba Nduna, principal of Langa's Kulani High School, said he understood the project was meant to last only two weeks. He said the security guards were not strict enough.

"They are too friendly with the school students as they don't want to be rejected by them," he added.

He suggested untrained guards may have been deployed at the schools.

A spokeswoman for the Western Cape Education Department said: "As long as gangsterism is prevalent in our communities, these measures will not provide a long term solution".

She said gangsterism had emerged in the black townships in the past three months.

It cost the education department R1 855,54 a day to supply the 11 schools with private security guards.

A Guguletu police spokesman said private security companies could not be condemned for using firearms to protect people at schools.

He said some security guards at schools patrolled only with dogs and radios, while others carried firearms.

He said there should be armed security, 24 hours a day, at all schools.



Extra curricula activity: security guards Dannett Giladlie, left, and Johnson Siga at Isilimela High School in Langa

ARG 13/19/97 (50)

Schools seek legal advice

ARLT 15/9/97 (50)

EDUCATION REPORTER

Embattled private schools are seeking legal opinion on the South African Schools Act and the possibility of taking the Western Cape Education Department to court over subsidy cuts.

The decision was taken at a meeting of representatives of the Western

Cape's 77 independent schools in Cape Town on Friday.

The schools' joint liaison committee is also expected to meet Western Cape education head Brian O'Connell this week.

Provincial government grants to private schools were cut by 32% in June. The schools say they were not told in advance as required by law.

R17-m investment in schools

By GASANT ABARDE

(50) Star 15/9/97

The current "state of mediocrity" gripping education as a result of maladministration, negligence, and confusion over officials' responsibilities and roles may end soon.

With an injection of R17-million from two companies, Masifunde - which is Zulu for "let's learn" - is a project intended to advance students' proficiency in English, mathematics and science, improve schools' administration and upgrade facilities.

Speaking at the launch of Masifunde in Embalenhle, Mpumalanga, on Friday, Education Minister Sibusiso Bengu said the project would help save the department from its present "state of mediocrity".

"In many of our education departmental offices there is chronic absenteeism of officials, appointments are not honoured, punctuality is not

observed, phones ring without being answered, files and documents are lost, letters are not answered.

"There is also confusion about roles and responsibilities, and very little support, advice and assistance given to schools," he said.

Bengu also blamed parents for not taking an interest in their children's education, teachers for their lack of commitment to quality teaching, and children for poor discipline.

The project will result in improved educational facilities for more than 45 000 pupils in 60 schools around the country. Gencor and Billiton have jointly committed to funding the project over three years.

Brian Gilbertson, chairman of both companies, said the two would benefit in the long term from the project, with more skilled workers being available in the future.

By Coudjo Amankwaa

TWO companies have committed R17 million to educational projects over the next three years to bring improved educational opportunities to seven provinces.

The Gencor-Billiton Masifunde project was launched on Friday at Isibaniwesizwe Primary School in Embalanhle near Secunda, Mpumalanga.

Masifunde, which will involve more than 45 000 pupils from 60 schools, is one of the biggest education projects to be funded by business since 1994.

Speaking at the launch, chairman of

TWO companies commit R17-m to SA education

Gencor-Billiton Mr Bryan Gilbertson said: "Since quality education is the foundation stone of competitive excellence, it is imperative to give the children of our employees and the communities around our operations access to first class education."

Gilbertson said the project was his company's contribution towards reach-

ing that goal.

He said the money would be spent on improving school infrastructure and facilities, supporting and uplifting teachers and helping with good management of schools.

Education Minister Professor Sibusiso Bengu expressed his gratitude towards the gesture, saying it was a

good example that ought to be emulated by other businesses.

"I want to assure Gencor-Billiton that Government does not take their gesture for granted. My ministry will play its part to ensure that resources committed to education are utilised optimally, effectively and efficiently. "We will insist that proper perfor-

mance criteria and accounting processes are established so that systematic internal and independent monitoring and evaluation take place."

Bengu lashed out at absenteeism of teachers and said pupils were roaming the streets as a result.

He also complained about lack of discipline and manners, lateness, drugs and gang warfare at schools.

"It is on this basis that my ministry initiated the Culture of Learning, Teaching and Service campaign to alleviate these problems," he said.

Bengu called on parents, teachers, pupils and all stakeholders to come together and work towards eradicating illiteracy which is rife in South Africa.

Community police to take over guarding of schools

EDUCATION WRITER

UNEMPLOYED members of the Guguletu Community Police Forum will be placed as security guards at schools instead of the guards the Western Cape Education Department had hired from a private security company.

But, the department said, it could afford this solution for the next month only, while pupils were writing examinations.

Mr Sto Jaxa, who chairs the task team that was set up to address the issue of gangsterism and is secretary to Guguletu's Community Police Forum, said that although the community was

not entirely happy with the arrangement, it would accept it because it was imperative that gangsters did not disrupt examinations or pose a threat to children who came to school to write examinations.

"This is serious, it is a time bomb. The community is damn scared and the education department is playing games," Jaxa said.

Two security guards at each school were not enough, he said.

The controversy follows incidents last week when, on the first day that the department had placed two security guards at each of Guguletu's 11 high schools, a guard at Fizekela High accidentally shot himself in the leg and an

armed gang broke into Guguletu Comprehensive without the guards noticing.

A furious Guguletu community requested a meeting with the education department.

The community said that posting guards who were not trained to deal with gangs, who had no understanding of the danger the gangs posed and who were given no back-up or radios to call for help, had proved to be "hopelessly inadequate".

The community also complained

that the department had hired the guards without consulting the task team, consisting of police, community and government representatives, which has been set up to address gangsterism.

It is imperative to stop gangsters from disrupting exams or threatening the children.

Teachers and parents said Community Police Forum members who would be used to secure schools, not only knew some of the gangsters and were able to handle them, but were also in desperate need of work.

Jaxa complained that the department was not involved enough in the transformation of the schooling system

and the wider community it served. "If they are serious about creating a future for our children, they must become more actively involved in the transformation process," he said.

The community's priority was to ensure that the examinations could take place in a safe environment.

During the month in which the Community Police Forum guards will be posted at the schools, Jaxa hopes to come to a more permanent solution with the department.

The provincial education department's spokesperson, Ms Nomkhita Makosana, said that everything was under control and that the matter was being investigated.

Warning on use of one language

Language board says many institutions and projects in SA are named in Zulu

By Saint Molakeng

THE Pan South African Language Board has warned the country against overlooking official languages in the naming and renaming of projects and institutions.

Board chairman Professor Nxalati Golele was reacting to recent new names which are mostly in Zulu.

Among them are *Ndizani* (name of SA aircraft for the Olympic Games bid), *Sawubona* (formerly *Flying Springbok*, in-flight magazine of the SA Airways), *Vusani Amadolobha* (Gauteng programme of the rehabilitation of towns and townships) and *Masakhane* (Government campaign for payment of rates).

These names illustrate that

Government departments and the private sector are apparently fixated on Zulu.

National sport squads have Zulu nicknames - *Bafana Bafana* (soccer), *Amabokoboko* (rugby), *Amakrokrokro* (paraolympics).

"I am concerned about this tendency because it undermines other languages. During apartheid English and Afrikaans were the dominant languages, so our nation must see to it that language inequalities are no longer perpetuated," said Golele, whose board was established in 1995 to promote multi-lingualism.

Mr Shanil Harichan, a director in the Gauteng department of development planning and local government, remarked about *Vusani Amadolobha*: "It wasn't a conscious decision to opt for isiZulu.

"But in future we need to be sensitive and conscious of other languages in the naming of projects."

Not conscious

Executive officer of the Johannesburg Metropolitan Council Mr Charles Maluleke said there had been no "conscious decision as to language" in naming Johannesburg's renovation project *Mayivuke*.

"It was a continuation on the same name used earlier in similar initiatives," Maluleke said.

Golele said: "Conscious efforts should be made to use other languages, especially marginalised ones like XiTsonga and isiNdebele."

(50)
Sowetan
17/9/97

SA's middle-level education needs help

DD 19/9/97

(50)

IT IS well known that SA, in comparison with other countries, spends substantially on its education system — R39bn in 1996/7, equal to 21% of total government expenditure and 7% of GDP. In addition, companies and individuals allocate considerable private resources to education and training.

It is equally well known that, despite pockets of excellence, the country does not get good value for its money. Consequently, government has focused attention on improving basic education, and it has initiated potentially far-reaching reform of the higher education system.

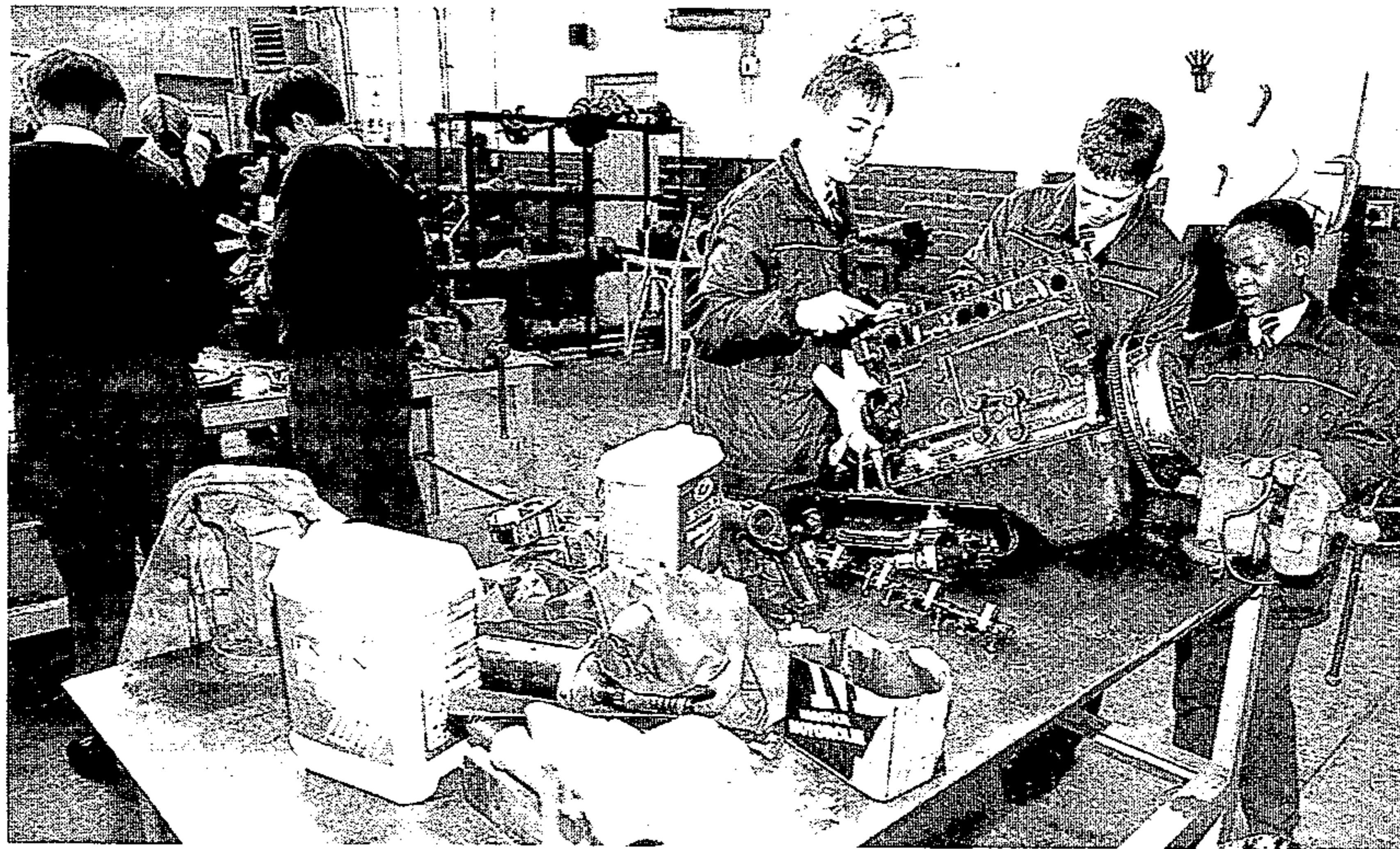
"Further education and training" (FET) comprises levels 2 to 4 on the National Qualifications Framework and includes all education and training programmes which are post-general and pre-higher education. Senior secondary schools, technical colleges and community colleges (amongst others) are all part of FET. Until recently, FET was the Cinderella of the education system.

The primary issue is not a lack of resources or infrastructure — though there are real problems in this regard — but the failure to develop a coherent and viable programme for the strategic development of an education sector which links basic education to the world of work and to higher learning, and which provides society and the economy with critical middle-level skills.

Research undertaken by the National Business Initiative for the National Committee on Further Education (NCFE), which was appointed by the education minister in October 1996 and submitted its report last month, underscores the point.

FET is significantly larger than higher education, in terms both of enrolments and of expenditures. FET enrolls an estimated 2,2-million "pre-employed" students, in addition to thousands of employed and unemployed learners engaged in a wide variety of education and training programmes. Total expenditure on FET, by government, companies and individuals, is estimated to be in the region of R10bn a year. An estimated 8 000 providers are active in the field.

Further education and training is set to acquire new prominence in SA if a new report on the neglected sector finds favour with government. One of its authors, **Glen Fisher**, sketches out the details



Bridging the gap ... students will have to possess the the necessary skills for a brighter future

Despite all this, the poor state of FET is glaringly evident in the country's low skills base, inappropriate mix of provision, and the fragmentation and lack of coherence which characterises the field.

By comparison with other upper middle-income countries, such as Malaysia, Chile or Mauritius, the country's human capital resources have been seriously neglected.

Research indicates that in the economically active population there are only 3-million skilled and highly skilled people, with 7-million semiskilled and unskilled, and a further 4-million unemployed.

Compared with similar societies, SA faces specific shortages of professional as well as craft and related trade workers.

Against this backdrop, the current mix of FET provision is a major source of concern. FET is dominated by the secondary school system, accounting for the overwhelming majority of enrolments and over 70% of expenditures, or some R7,2bn.

Expenditures on training, by government departments and private providers, account for about 20% of the total, or R1,9bn, while college-based technical and vocational education accounts for only R406m. In short, FET provision is overwhelmingly concentrated on schooling, while education and training for the employed and unemployed is uneven both in quality and quantity.

The present FET system lacks coherence and direction. Control is divided between the public and private sectors. There is little or no consultation and co-ordination in setting of FET objectives and priorities, information gaps are acute, and major stakeholders have only limited participation.

Yet FET has a critical role to play in underpinning the country's macroeconomic policies and development strategy. Government and other social partners — business and labour especially — accordingly have a key interest in ensuring the effective linking of education and training policies with national socioeconomic objectives, and in the development of effective partnerships to achieve them.

With this in mind, a key recommendation of the NCFE is that a coherent national framework for FET be established through a new, comprehensive National Further Education and Training Act. The NCFE recommends the new Act be proposed by the national education department, in close consultation with the labour department.

The Act should provide for co-ordination and steering of FET in accordance with national targets and objectives. Five elements of co-ordination are identified:

- The setting of goals and objectives for the system;
- The establishment of an incentive regime;
- The establishment of a regulatory framework;
- The implementation of information systems and the use of performance indicators; and
- Strategic planning at the provider level.

The NCFE proposes the establishment of a national co-ordinating structure to advise the ministers of education and labour on FET policy, planning and funding.

Representation of key government departments, in particular education and labour, and of key stakeholder groupings such as business and labour, FET providers and the higher education sector, is also recommended.

A new funding framework, including formula funding, earmarked funding and student financial aid, is designed to promote efficiency and responsiveness, and to

address equity and redress considerations. Funding is linked to broad national goals and targets, and to institutional strategic planning.

Recommendations are also made regarding programmes and qualifications, and resource development.

A key recommendation is the granting to FET colleges of substantial autonomy, and the expansion of the college sector to meet the varied needs, not only of school-leavers but of the employed and the unemployed. The NCFE recommends the development of a diverse, flexible and responsive FET college system, with open-access community colleges as an important new form of education provision.

While the NCFE report undoubtedly has flaws — as those involved will be the first to admit — it succeeds in breaking new ground, and it does provide a way forward.

For the first time, FET is conceptualised as a single, though diverse, system, and the structures and mechanisms are proposed which will enable the system to begin systematically to respond to the country's critical human resource and development needs.

The report is now in the hands of the education minister, and awaits his considered response.

Credit is due to the education ministry and the department for initiating a long-overdue inquiry. Much will now depend upon how, and with what vision and energy, the process is taken forward. The department of education is responsible for by far the largest component of FET — it enrolls the largest proportion of FET learners and contributes the greatest share of FET expenditures. It is hoped it will take the lead in developing a new, co-ordinated national FET system.

At the same time, if FET is to respond effectively to social and economic demands it is crucial the department interact with the department of labour and with the social partners in developing the system.

High level political commitment to the transformation process is vital. The support of Cabinet for the restructuring and renewal of FET, the active championing of a new, co-ordinated national FET system by the responsible ministers, business leaders and organised labour, and the commitment and participation of the social partners, are the essential preconditions for change.

Transformation of the FET system will not occur overnight. Nor can it be the responsibility of the education department alone. FET is a national concern, and there must be a national effort to build capacity, encourage innovation and change, and set a new course towards the learning society of the future.

□ Fisher is operations director of education and training at the National Business Initiative. He was a member of the National Committee on Further Education and co-convenor of its working group on governance, policy and planning.

Pupils' cell trauma sparks legal battle

Solitary confinement at schools is cruel and inhuman, say experts

A 15-YEAR-old girl is taking the government and the provincial education departments to the High Court, claiming "cruel and inhuman" punishment after she was locked up in an isolation cell for, among other things, playing a schoolyard game that was deemed to be "Satanist".

In a harrowing affidavit, Katrina X, who is an award-winning pupil at George Hommeyr High School at Standerton in Mpumalanga — and whose real name cannot be disclosed — told how she wept, beat her fists against the wall and hallucinated when she was locked up in the cell.

Her application has stung the government into action — a year after it was alerted to the grave human rights abuses in special schools by a cabinet report.

Welfare Minister Geraldine Fraser-Moleketi admitted there was a need for "desperate intervention". She said a team was being sent to Katrina X's school to "help the staff to develop alternatives to isolation".

Central government and the nine provincial education departments, which are being taken to court, haven't said if they will contest her action.

Pieter Wilhelm Bestor, headmaster of the George Hommeyr High School, said he had suspended the use of the lockup due to the court application.

He said girls at the school had "behavioural disorders" and had been placed there under the Child Care Act.

"The previous educational system made provisions for isolation facilities and for detaining pupils," he said.

In her affidavit, Katrina X told of repeated periods of "room arrest" and isolation in a special cell where pupils were held around the clock, not allowed out for classes, exercise or meals. They were refused permission to wear underclothes or to have access to books or writing materials.

She was once held in the lockup for playing a guessing game involving three matches wrapped in tissue paper marked "yes", "no" and "maybe", which was deemed to be an "occult activity".

On another occasion, Katrina says she was given "room arrest" — a milder form of isolation — for writing a letter to a friend that was deemed to be "lesbian".

During her time in the lockup she began hallucinating, wept and beat the walls with her fists.

In his affidavit, which forms part of her application, clinical psychologist Peter Johnson says that isolation and confinement alienates children and prevents them from forming trusting relationships. It also leads to a hardening of attitudes and disregard for norms and values. Katrina X is one of thousands of children who are disciplined by "room arrest" or locking them into isolation.

Her High Court application alleges that the methods of discipline used at her school are common practice among other government care facilities, but are not authorised by any legislation. According to the Legal Resources Centre in Pretoria, which is acting on her behalf, "room arrest" and "lock up" also breach the Constitution for a number of reasons.

"They amount to unlawful administrative action; they infringe the child's right to be protected from maltreatment, abuse and neglect; and they are cruel and inhuman punishments. They also infringe the child's right to dignity, the right to psychological integrity, and the right to be treated in a manner which takes account of the child's age.

The centre adds that

Child care experts have welcomed the case because they say it will focus attention on the conditions in these care facilities. They have criticised the situation in a child on the grounds that the family is not providing adequate care, only to have the child put into a situation which in some cases is worse.

Fraser-Moleketi said that during the last two weeks Operation Go had been established by an inter-ministerial committee, involving the departments of welfare and education, to assess what to do next.

"We will not gloss over issues like these (the forms of discipline used in these care facilities). We have given the provinces detailed programmes of what must be done to deal with the system comprehensively."

South Africa signed the United Nations Convention on the Rights of the Child in 1995 and is, therefore, bound by the convention. However, the practice of "lock up" and "room arrest" breach many of its sections.

The centre also points out that many of the children at these facilities, who are at risk of being "disciplined" in this way, are young and lack the authority to enforce their rights. They are often poor and do not have the resources to bring legal action. They are often put into these institutions because they do not have adequate parental care, yet the institution responsible for their care is the "perpetrator of these practices".

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CARMEL RICKARD and LAURICE TATZ

● A SCHOOLGIRL'S STORY: Page 7

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GT 21/9/97

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SMALLER SUBSIDIES 'FORCING CLOSURES'

Schools to challenge cuts

CT 23/9/97

(50)

IF SCHOOLS got a court ruling instructing the Education Department to revoke subsidy cuts there wouldn't be money to make the payments, Education Writer **TROYE LUND** reports.

ANOTHER court battle against the Western Cape Education Department is set to begin as independent schools try to broker a deal to revoke the subsidy cuts that threaten to close them.

The department however remains steadfast, saying there is no alternative.

Of the 77 independent schools in the Western Cape, which educate 15 000 pupils a year, educators estimate about 55 will close over the next five years if the situation is not turned around.

The Joint Liaison Committee of Independent Schools, representing 60 schools in the province, is seeking legal opinion on the surprise 32% cuts that were implemented in the middle of this financial year.

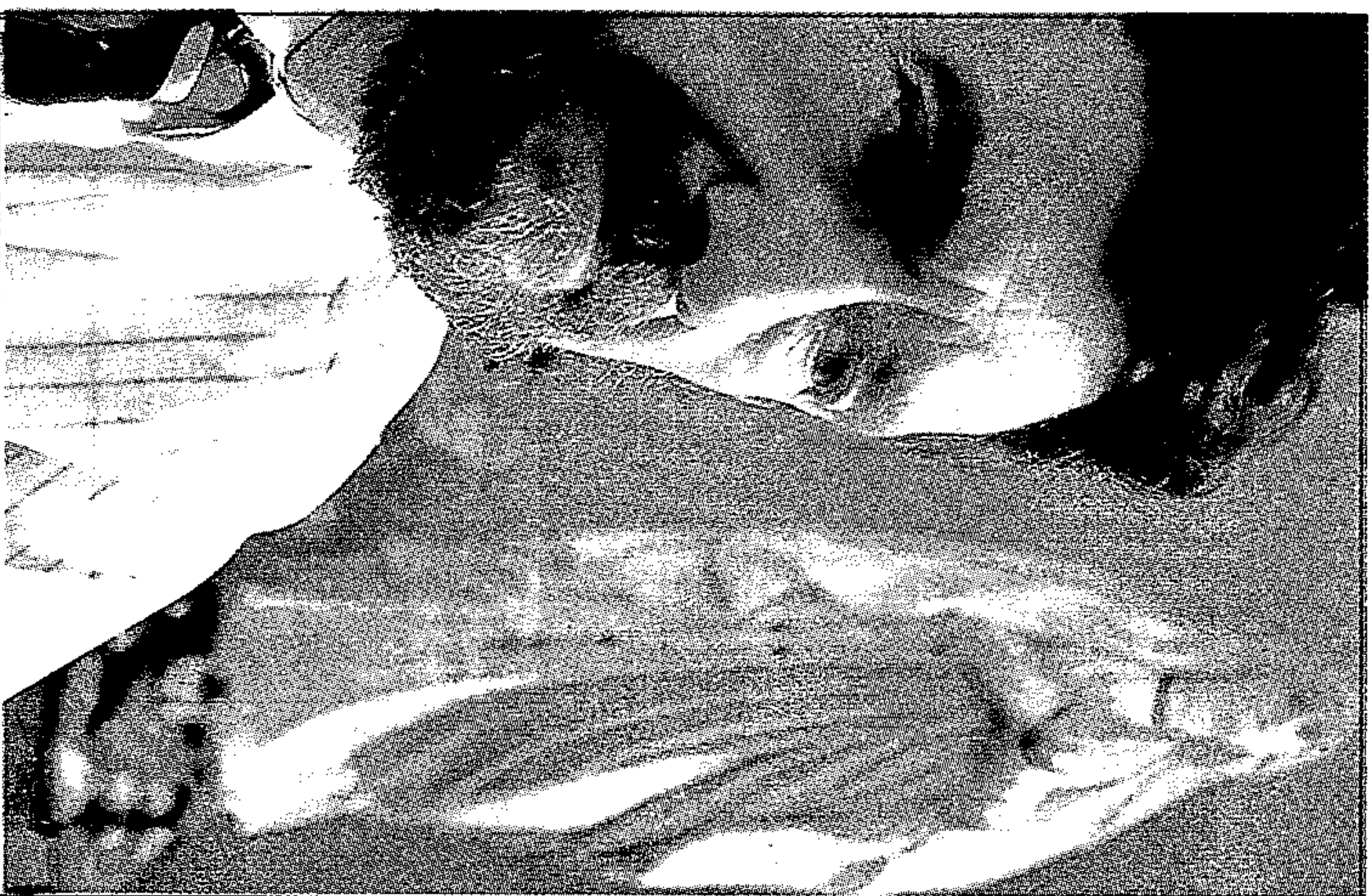
The committee started negotiations with the department on Friday to have these revoked.

The committee's legal advisers hold that because the Constitution sets education as a basic human right; and the province's independent schools are saving the state from having to pay for the 15 000 pupils educated in private schools and; because parents of state and independent school pupils pay the same taxes, it's the government's responsibility to maintain adequate aid to independent schools.

Roman Catholic independent schools, which had kept their fees low to offer marginalised communities equal education, have been the hardest hit.

Springfield Convent principal, Ms Melanie Bruce said: "We fought the last regime and now we have to fight this one."

Independent schools, she said, had been pioneers in implementing non-racial education. Bruce said it was impossible to



FIGHTING: Michael Hoare is on the schools committee which is negotiating to have subsidy cuts revoked. **PICTURE: GARTH STEAD**

plan and budget under the circumstances, especially when "unjust" cuts were implemented unexpectedly in the middle of the year.

June cuts mean a school like St Columba's — which has 250 pupils and will close its doors at the end of the year because of cuts — suddenly had to make do with about R100 000 less than budgeted for.

The 56-year-old school has educated leaders including acclaimed poet and academic Professor Adam Small, Catholic Archbishop Lau-

rence Henry and education director Mr Brian O'Connell.

St Columba's principal, Brother Hurley, said allowing more schools to close would be "a terrible crime" considering how many top ANC politicians owed their education to schools that had kept fees low to facilitate equal opportunity.

"And now we are the ones being hit," said Hurley adding that the perception of independent schools only being for the wealthy was false.

Describing the closure of St Columba's as the "greatest personal tragedy" in his 10 years as head of education, O'Connell said it was ironic that he, who had benefitted from a first-class education at the school, had to be head of education at a time when there was no alternative to the cuts.

A negotiated solution where the provincial government revoked cuts and increased aid was impossible, O'Connell said.

He has already projected an over-expenditure of R440 million on this year's budget.

"The 32% cut is the best that I can do. These schools are a very cost effective way of delivering and have served the community for a long time.

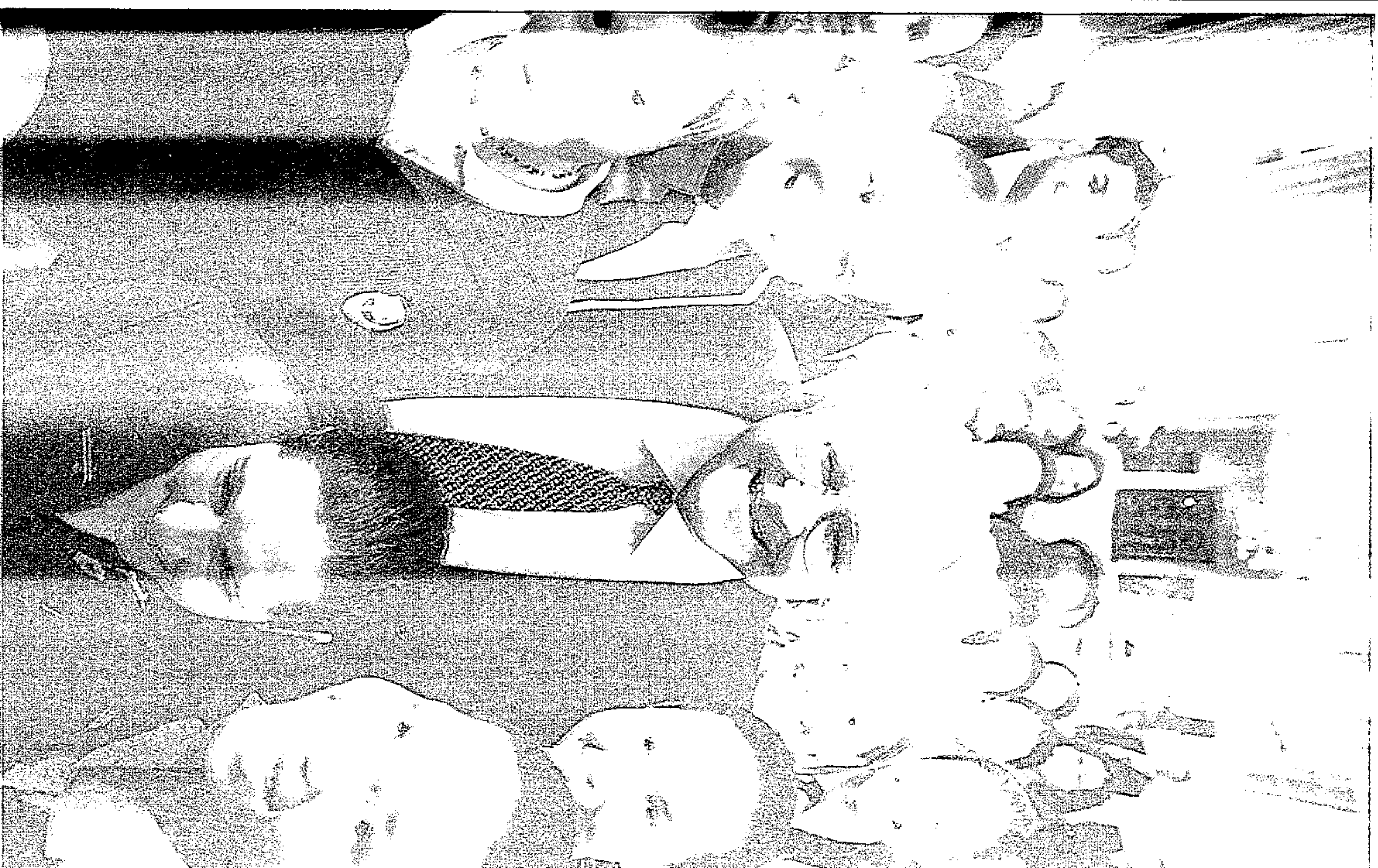
"But, we have no space to make the decision to increase subsidies. We are contractually bound to much of the budget," he said.

The Joint Liaison Committee of Independent Schools, O'Connell added, had every right to contest the fairness of the cuts and, if legal action proved to be the only recourse open to them, he would await the outcome.

"Even if a court ruling instructs me to pay higher subsidies, the question is where to find it. This is no longer at our level. Subsidy increases would require money to come from elsewhere," he said.

A comparison of fees show that, while certain independent schools do not rely on subsidies and charge tuition fees around R23 000, many others have kept their fees as low as R8 000 a year while state schools like Rondebosch Boys High — which receives the full state subsidy — charges tuition fees of R4 500 a year.

Schools like Bishops and Herschel, that command among the highest fees for independent schools, said that although they had structured themselves not to rely on subsidies, the cuts would harm the very community the government intended to help. The government aid to these schools had been used solely for bursaries to disadvantaged students.



A national party of junior mayors

GROWING KRIEL: Western Cape premier Kriel is swamped by 60 party members from across the country at a handtime news conference in Cape Town yesterday. **PICTURE: GARTH STEAD**

Afrikaans - the great South African paradox

An influential income group, but Government slow to show support

(50) AAR 23/9/97

The position of Afrikaans in the new South Africa presents a stark paradox.

Collectively, Afrikaans-speakers form the language group with the biggest income in the country. In the survey on the reactions of ethnic groups to the present policies for nation-building and minority rights, which political analyst Lawrence Schlemmer has examined, more than three-quarters indicated "it makes a great or considerable difference" to them if the Government and businesses communicated with them in Afrikaans.

Yet since 1994 both have steadily reduced their use of the language in their dealings with citizens and customers alike. Fewer than one fifth of white Afrikaans-speakers feel the Government has a proper respect for their language.

The Government shows an increasing reluctance to reassure Afrikaans through positive deeds that it does not desire the phasing out of Afrikaans as a public language over the next 20 years.

The survey is the first evidence we have of how Afrikaans-speakers are responding to one of the greatest challenges that their language has ever confronted.

At the heart of the issue lies the clash between Afrikaans and national Afrikaans over languages and national unity.

Augustine Gatera, a Rwandan who heads Unesco's language desk, recently said: "Africans fear that the promotion of indigenous languages will handicap national unity and promote ethnic conflicts."

To avert this danger, the post-colonial African elite have enthusiastically embraced the colonial language and kept indigenous languages for "home consumption". The Afrikaner experience could

HERMANN GILLOME

professor of political studies at the University of Cape Town, joins the debate on the future of Afrikaans



not have been more different. At the beginning of this century, the Afrikaner nationalist movement deliberately abandoned the colonial languages, Dutch and English, in order to build up Afrikaans as a language of high culture that could take its place in science, technology, higher education and the marketplace.

Successful generations of Afrikaans have been taught that Afrikaans is the expression of their social identity, and that the treatment their language receives at the hands of government and society is the best indicator of the respect accorded to them as a group.

Today's misunderstanding between Afrikaans and Afrikaans flows from this cultural history.

As I heard one black South African express it recently: "Blacks cannot understand why Afrikaans do not leave their language at home when they go to work and to the marketplace every day."

"After all, this is what blacks are expected to do."

By contrast, Afrikaans cannot fathom why blacks have embraced English with such enthusiasm or why they do not insist on a much wider use of their respective tongues

in university education and other public spheres.

Much of the present turmoil within Afrikaner ranks can be traced to the constitutional negotiations, where the decision then to recognise 11 official languages was in reality a thinly-disguised ANC move to introduce one de facto official language.

Even before the interim constitution was signed, cabinet ministers realised that the future of Afrikaans medium schools was in jeopardy and if they expected to put matters right in the final constitution this soon appeared hopelessly misguided. Yet then-president F W de Klerk must have considered safeguarding the Afrikaans language and schools as one of the greatest prizes - after all, he donated his Nobel peace prize money to the promotion of Afrikaans.

In government, the ANC has seemed puzzled and uncomprehending about the issue of Afrikaans and the growing alienation of Afrikaners from the new order. On the positive side, President Mandela has taken the trouble to make some speeches in Afrikaans - and quickly overruled Tony Yengeni when, as head of the portfolio committee on defence, he wished to impose English as the sole language in the defence forces.

Yet nothing was done when the SABC scaled down Afrikaans to 5% of television prime time, when SA Airways banned Afrikaans in public announcements or when the Free State provincial government dropped the Sesotho and Afrikaans versions of its name. Again there was no word when the ANC-controlled town council of Germiston decided to conduct all its business in English or when the Supreme Court upheld the decision.

The Government seems worried not so much about the fate of Afrikaans but about the fallout of its language policy. In phrases which have echoes of NP leaders of old, Mr Mandela recently referred to "certain intellectuals and commentators" creating a mood of "Afrikaner pessimism" which in turn was having "a

corrosive effect on the building material of the new society and nation".

Deputy-President Thabo Mbeki has warned against "the temptation to trek back into the larger as recent developments indicated" - which may be a reference to the meeting held in Stellenbosch last year to explore the possibility of establishing a non-racial umbrella group for all Afrikaans organisations.

Government assurances are probably well-meant, but often come across awkwardly. Thus Mr Mbeki responded to a speech by a Freedom Front delegate to the youth parliament recently by stating: "Even if it looks as if we are hostile to Afrikaans, the fact is that most Afrikaans-speakers are black. For this reason we cannot adopt a stand which results in withdrawing Afrikaans from the country's personality."

The clear implication is that the Government's attitude depends not on constitutional principle, but on the colour of those who speak a particular language. The next round will probably be fought over the Afrikaans universities. The new bill on higher education removes the right of individual institutions to determine the language of instruction.

Afrikaans universities are vulnerable both because there are too many of them and because the proportion of Afrikaans-speaking students has dropped dramatically since 1993. This situation is the result of the English flight from the old liberal universities, on the one hand, and of the influx of blacks on the other.

In a recent speech at Stellenbosch, Education Minister Sibusiso Bengu strongly criticised the university's language and identity policy, warning that the survival of Afrikaans did not lie in "language domination or the creation of language enclaves but

in interaction" and in making Afrikaans universities "accessible in equal measure for all South Africans". The conclusion of virtually everyone present was that the minister was insisting on a fully fledged system of dual-medium instruction at undergraduate level.

The one hopeful aspect of the new higher education bill is its strong emphasis on regionalisation. With Afrikaans spoken by 60% of the Western Cape population, Stellenbosch must stand some chance of remaining a predominantly Afrikaans institution. The chances for the northern universities are anybody's guess.

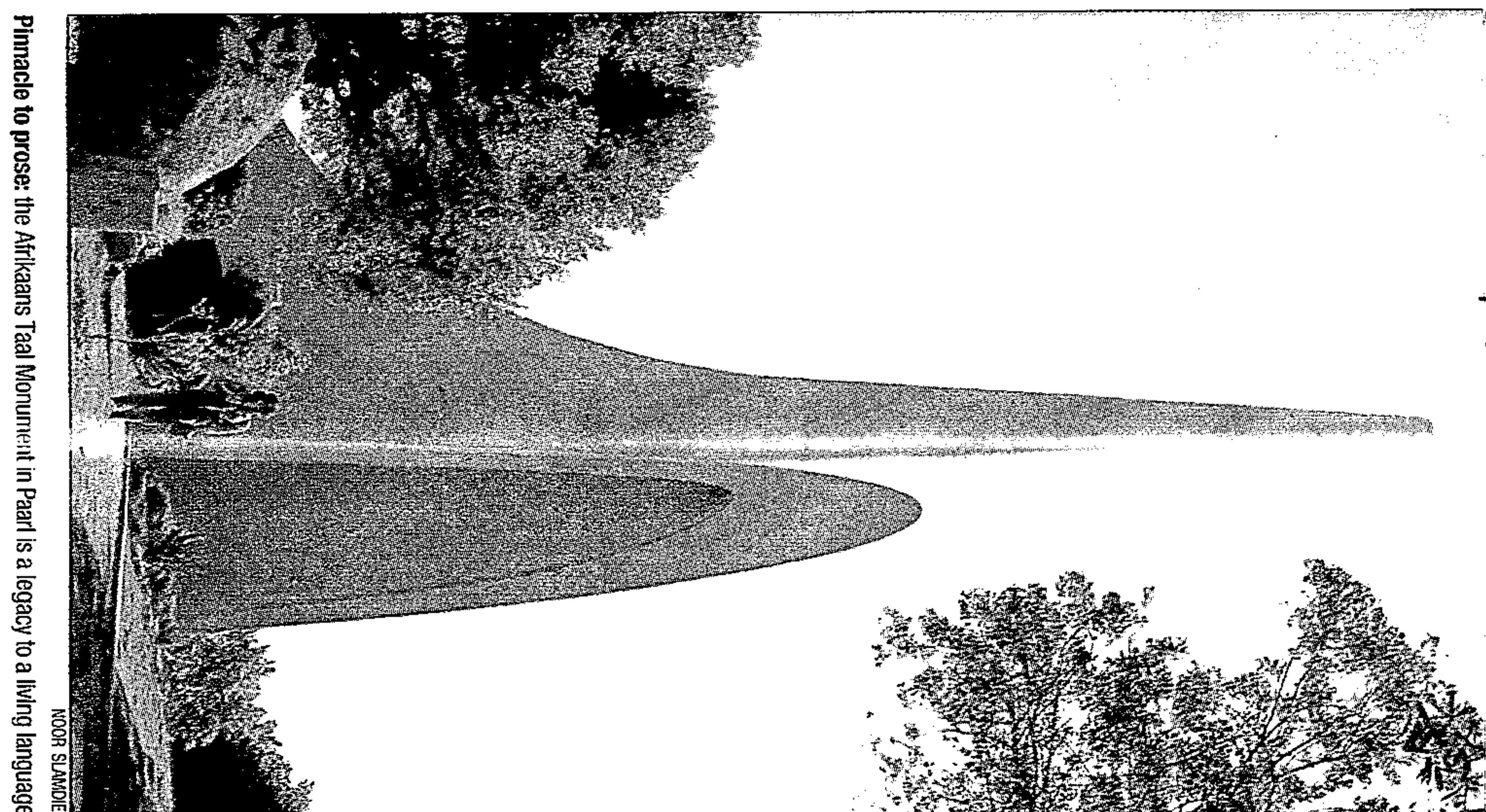
Jakes Gerwel, Mr Mandela's Cabinet Secretary, who once taught Afrikaans at the University of the Western Cape, believes retaining Afrikaans as a medium for instruction must be part of nation building. Another leading ANC thinker, Joel Netshitenze, expresses a similar view: "With regard to the national question: race, ethnic origins, language and sometimes religion have important roles to play in defining a person's identity. These identities do not fade away in the melting pot of a broad South Africanism."

If this is the prevailing view within the ANC, then there is more than enough ground for dialogue. But one never knows for certain which tendency has the upper hand in the ANC when it comes to nation-building.

This is an edited version of an article in Focus, moulpiece of the Helen Suzman Foundation.

Tomorrow is Heritage Day, a public holiday. The discussion on the future of Afrikaans will resume on Thursday, when the former associate professor of Afrikaans at UWC, Hein Willense, who now heads an Afrikaans rural literacy project, will have his say.

Afrikaans universities are vulnerable because there are too many of them



Pinnacle to prose: the Afrikaners Taal Monument in Paarl is a legacy to a living language

NOOR SLAAMEN

Planning for the future

Sowetan (Bus) 25/9/97

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THE education of your child is a priority in the minds of all parents, but education comes at a cost.

In 1997 the average cost of educating your child from pre-school through three years of university education would be in the region of R180 000! This cost increase to R290 000 five years from now and a staggering R467 000 in 10 years' time.*

Fedsure Life have come up with a solution, a way of assisting you in saving for these staggering costs — called the Prosperity Education Plan. This policy has been specifically designed to provide for the educational needs of your child. There are two options with this plan. Option one — the straightforward Education Plan and Option two with the added benefits of a unit trust portion. It's as simple as choosing the option that best suits you.

Option one

The Prosperity Education Plan is designed to run for a minimum period of five years in order to allow you to make the most of your investment. Fedsure Life will ensure that your child's policy performs as well as you expect due to the following:

- The money back guarantee which is designed to protect your investment. No matter what happens on the Stock Exchange your money is guaranteed and your child's educational future is safe;
- Automatic protection against death or disability. Should you become perma-

nently disabled or die, Fedsure Life will continue to pay your monthly premiums thereby giving you complete peace of mind that comes from knowing your child's educational future is safe;

- Easy monthly contributions allow you to decide how much you wish to save and how much you can expect to receive.

Option two

This option affords you the same benefits as option one but with the added benefit of a unit trust portion. Unit trusts offer great flexibility, excellent growth potential and high returns. By taking this option you will be assured of the above benefits as well as:

- Flexibility — allowing access to your investment at any time. This could come in handy when paying for school uniforms, etc. You will also have the option of selling part or all of your unit trusts or increasing your unit trust investment;
- Favourable investment structure — your investment plus the interest you gain is reinvested in the Growth Fund in order to purchase more unit trusts thereby increasing your number of unit trusts over time.

Prosperity Education Plan is the answer to provide for your child's education.

For more information call our Toll Free line on 0800 110977 (office hours).

*This assumes a conservative education inflation rate of 10% compounded.

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ST 28/9/97

CARMEL RICKARD

(50)

School accused of punishing boy because of his parents' poverty

THE parents of a 10-year-old boy are taking the child's primary school to court because he is made to stand in the passage instead of attending class as his school fees have not been paid.

Leslie Savage, an out-of-work fitter and turner in Durban, has launched a High Court application, asking that the court order Montclair Senior Primary to stop "punishing" the child because the parents have no money.

Savage says that his son, who is in Grade 4, is told to leave the classroom and is "banished to the corridor" whenever the rest of the class starts lessons in art, music, library and computers.

He says the experience is intensely humiliating and degrading for the boy, who sometimes has to run the gauntlet of taunts from the other children.

"He comes home depressed, dejected and on occasion in tears."

He admits he owes the school the money. However, he has so far been unable to find the cash. In May he wrote to the school explaining his financial problems and asked what arrangement

could be made. So far he has had no response.

Lawyers at the Legal Resources Centre in Durban wrote to the school asking that the "punishment" stop. In reply, the acting principal phoned the attorneys to say that the boy's treatment was caused by the parents' failure to pay their fees.

The lawyers have also contacted the Kwazulu Natal MEC for education, demanding that he put a stop to the school's discrimination against the child. So far there has been no response.

According to the legal papers on which the court action will be based, the school has no legal power to punish the child as it is doing. It is compulsory for the boy to attend classes, yet the school is preventing him from doing so.

In addition, the treatment he is receiving is "discriminatory" because it treats children from poor families in an infe-

rior way to those from families who pay their fees.

Savage says if there is a "penalty" to be imposed for the non-payment of the school fees he is prepared to accept it, and to submit himself to "the full rigour of the law", but his son should not be punished because he has done nothing to deserve it.

According to Savage, the school is seriously trespassing on a number of his son's rights, and he may also be unable to complete his academic programme this year.

The school has not yet indicated whether it will fight the case.

A school circular sent to the family says that because school fees were in arrears "this means that your child will remain excluded from the following school-fee funded activities: excursions, extra-curricular activities, media centre, computers, music and art."

South African currency change continuously. As a result of these frequent fluctuations and constant monthly pump prices of unleaded petrol, unit over or underrecoveries are experienced, that is, motorists either pay too much or too little for a litre of petrol. The average unit over/underrecovery is multiplied by the sales volume to determine the monthly cumulative over/underrecovery which is credited or debited to a cumulative over/underrecovery 'State' account. At the end of April 1997 the cumulative underrecovery in respect of unleaded petrol amounted to approximately R7 million as part of the total petrol cumulative underrecovery of approximately R206 million.

(b) The cumulative underrecovery of unleaded petrol is not recovered by the oil industry but is reduced or eliminated when unleaded petrol is in an overrecovery situation.

Warders smuggling of drugs into prisons

*16. Rev K R MISHOE asked the Minister of Correctional Services:

Whether an investigation has been undertaken to determine whether any warders may be involved in smuggling drugs into prisons; if not, why not; if so, what are the relevant details? N1120E

The MINISTER OF CORRECTIONAL SERVICES:

No. There was no specific investigation into this matter Nationally. However each case, which is reported, is investigated individually. Should the hon member need information for a specific incident, this will be provided to him.

Firearms on school premises

*17. Mr L M GREEN asked the Minister of Education:

(1) Whether he or his Department has taken or intends taking any steps against schoolchildren bringing firearms onto school premises; if not, why not; if so, what steps:

(2) whether any investigation has been undertaken into the legal aspects relating to such firearms; if not, why not; if so, what are the relevant details;

(3) whether he has been informed of allegations that the Member of the Executive Council of the Gauteng Legislature charged with education has ruled out the possibility of installing metal detectors and conducting security searches on school pupils; if so:

(4) whether he will make a statement on the matter? N1121E

The MINISTER OF EDUCATION:

(1) No. The control of learners at public schools is a provincial responsibility. However, provision has been made in terms of section 9(3) of the South African Schools Act for a learner to be suspended or expelled from a public school if found guilty of serious misconduct. The definition of serious misconduct is a provincial responsibility, but I would expect it to include the bringing of firearms and other deadly weapons to school. Such behaviour is abhorrent. An important component of the Campaign on the Culture of Learning, Teaching and Service targets "No Crime in Schools" and aims at eliminating all weapons, drugs and sexual violence from the schools of our country.

(2) The Arms and Ammunition Act, No. 75 of 1969, prohibits any person under the age of 16 years to carry a firearm and if such a person carries a firearm any person over the age of 21 years must confiscate such a firearm and hand it in at the nearest police station. It is also an offence to carry a firearm without a licence. Further, in terms of the Control of Access to Public Premises and Vehicles Act, No 53 of 1985, it is also possible to search and seize any dangerous object if a person carries such a weapon to a public school.

(3) No.

(4) No.

Safety of teachers/pupils at schools

*18. Mr L M GREEN asked the Minister of Education:

Whether he or his Department intends implementing any additional measures to (a) ensure the safety of teachers and pupils at schools and/or (b) prevent teachers being shot at whilst performing their duties; if not, what is the position in this regard; if so, what measures? N1122E

The MINISTER OF EDUCATION:

The Department of Education recognises and acknowledges the problem relating to crime and violence at schools. I have indicated this in my response to a previous question by the hon member. My Department has launched a Culture of Learning, Teaching and Service Campaign with a component focusing on efforts to ensure that our schools are free of crime by the year 1999. Putting in place measures to (a) ensure the safety of teachers and pupils at schools and (b) prevent teachers being shot at whilst performing their duties is, however, a provincial responsibility. Such matters fall within the responsibility of provincial Education and Safety and Security authorities.

Housing: RDP donation by American government

*19. Mrs T J MALAN asked the Minister of Housing:

(1) What portion from the donation of R256,7 million by the American Government towards the Reconstruction and Development Programme was allocated to her Department;

(2) whether she or her Department is to spend any amount from the portion allocated to her Department on the Shelter Access Facilitation Programme; if not, what is the position in this regard; if so, (a) what amount and (b) how is this amount to be spent;

(3) whether she will make a statement on the matter? N1123E

The MINISTER OF HOUSING:

(1) It is not clear where Mrs Malan obtained the figure of R256,7 million. No corresponding figure can be found in departmental records of the Department of Housing or the Department of Finance.

(2) Yes, an amount was allocated to the Department, not necessarily part of the mentioned portion. (a) The amount is \$3 million to be spent in tranches over a period of three years and (b) this amount is to be spent by the People's Housing Partnership Trust (PHPT) to build capacity at all levels of government as well as within Community Based Organisations and Non Governmental Organisations for purposes of a National Housing Support Programme to enhance and facilitate the People's Housing Processes.

(3) No.

Calculation of education budget

*20. Mr R S SCHOTMAN asked the Minister of Education:

(1) (a) How the amount of approximately R40 billion allocated to education in the 1997-98 budget was calculated and (b) how was the breakdown per province calculated;

(2) whether he will make a statement on the matter? N1124E

The MINISTER OF EDUCATION:

(1)(a) The Department of Finance, in consultation with the Central Statistical Services, calculated the amount of R40 billion according to the International Manual for Government Statistics. It is understood that this sum represents the total of public funds spent on all educational and related services. Further enquiries should be addressed to the Minister of Finance.

(b) The Department of Finance, in consultation with the Financial and Fiscal

Handband

Commission, decided on the breakdown of funds according to province, while each provincial government determined an amount to be allocated to its provincial education department. It should be noted that the national Department of Education was not involved in this process of allocating funds to provincial education departments.

(2) No, I dealt with these matters in my budget speech in this House on 21 April 1997.

BUDGET SPEECH BY THE MINISTER OF EDUCATION, PROFESSOR S.M. BENGLU, IN THE NATIONAL ASSEMBLY, MONDAY, 21 APRIL 1997

Madam Speaker

President Mandela

Executive Deputy President Mbeki

Honourable Members

I want to begin with a simple proposition. No other single responsibility government is more important for the reconstruction and development of this nation than education. I do not expect Honourable Members to disagree.

That being the case, the debate on Vote 11 is just as important as any other business transacted by this House during this session of Parliament. I say this so that the National Assembly is left in no doubt about two things:

- first, I view my responsibilities as the national Minister of Education with the utmost seriousness;
- second, I regard this body as being co-responsible with my Ministry for transforming our wildly contradictory educational inheritance into the powerhouse of learning, skill, enterprise, cultural expression, self-discipline, morality, democratic practice and strong citizenship which it must become.

I shall never tire of repeating that education is the whole nation's business. It is not the property of a single Minister or a single party.

I acknowledge with pride the vital role of the democratic forces of this country in shaping the

agenda of education transformation and articulating the vision and the mission of a united system.

But South Africans from across the political and educational spectrum have been hard at work for three years now, arguing out the new educational policies and laws. South Africans of richly diverse heritage across the land are translating these new educational laws and policies into vibrant new educational practice and high-level educational achievement.

Of course three years is but a blink of the eye, a mere moment, in the long trajectory of repair and redress, striving and success that lies ahead. This work will never be over. That is the characteristic of education, as a system, as a profession and as a personal endeavour. It is always evolving. It is never finished.

But, Madam Speaker and fellow members of the National Assembly, with gratitude and conviction we can say together: It has begun. We are making the road we walk on. There is no turning back.

Madam Speaker, in debating the state of the education system and the stewardship of my Department, I request the House to bear in mind that the public funds reflected in Vote 11 do not cover the requirements of the whole education system.

Vote 11 includes provision for the operating expenses of my Ministry and the Department of Education, and the transfer payments to be made to the university and technikon systems, and that is all. These sums amount to just over five and a half billion rands (R5,558 billion), of which just over R5,2 billion will be transferred to universities and technikons and R200 million to the National Student Financial Aid Scheme.

The allocations to universities and technikons from public funds this year will be augmented, we are assured, by additional support from external donors towards a redress fund and to supplement the National Student Financial Aid Scheme. As a result, the level of subsidy this year is appreciably higher than at one time seemed likely. The Director-General has expressed his regret to the institutions that their final allocations were

determined so late. Even though the news was good, on many campuses the news of sharp reductions had compelled managements to plan sharp austerities and raise fee levels significantly.

One of our most important tasks this coming year is to complete the preparatory work, in consultation with the sector, on the new funding arrangements for public higher education institutions, in terms of the policy of goal-oriented funding, based on a three-year rolling cycle, described in our new Draft White Paper on Higher Education. This will include completing the analysis of the future structure and management of the National Student Financial Aid Scheme (NSFAS).

It is essential both to bring greater continuity and medium-term predictability into the system of public support for higher education.

It is also essential to bring the funding system into line with the national goals and plans for higher education approved by the government after advice from the new Council on Higher Education. A firm basis for student finance will help us all, especially the managements and students on campuses, to bring the higher education sector firmly on to the path of stability and improved productivity.

This Parliament's financial support to the rest of the education system - in particular, schools and colleges, early childhood development and adult basic education and training - is voted in the block transfers to provincial revenue funds.

The amounts for each provincial education department are allocated by provincial budget committees and debated and voted by provincial legislatures.

Our current budget process does not make space for the Ministry and Department to exert any direct influence on the total amounts to be voted for provincial education.

Now in my view, Madam Speaker, that is not how it should be. We have not fought a fragmented 16-piece racial and ethnic system in order to embrace a fragmented 10-piece national/provincial system.

The collective national interest in education is too important - and too costly - to be jeopardised, whether by lack of imagination or by dogmatic insistence on unilateral provincial prerogatives.

The simple truth is that we have one, integrated, inter-dependent system. Let us - national and provincial governments - do the rational and far-sighted thing, and plan for its development and success together.

A creative alteration to our planning and budget procedures would have my support, if aimed at enabling the national and provincial governments - not just education departments - to address our collective responsibility for national human resource development strategy. We need to agree medium to long-range performance targets and priorities for the resourcing of our common national education system, and work together to achieve them.

Let there be any mistake, Madam Speaker, I am talking co-operative government within the strict terms of our Constitution, not national dictation. What is more, the record of my Ministry demonstrates beyond doubt that co-operative government has been our practice since 1994, and I venture to say that it will be our practice until at least 1999.

I am encouraged to believe that these issues - not just in relation to education, but all concurrent Schedule 4 functions - are already being seriously tackled in Comrade Trevor Manuel's departments.

Now, Madam Speaker, allow me to dispose of a matter which has caused a little confusion in recent days. It was earlier reported to Parliament that R40 billion would be spent on education in 1997/98. I understand that this sum was calculated according to the International Manual for Government Statistics. The R40 billion comprises:

- my Vote 11 (R5.5 billion), plus
- the estimated allocations to provincial education departments (about R31 billion), plus
- the total estimated outlays on all other educational or training services across all state departments, national and provincial (about R3.5 billion).

Thus, the estimated allocations for provincial education department's votes plus my vote amount altogether to about R36.5 billion this year.

I would be less than frank if I admitted that I was satisfied with the allocation.

your con- pressing aspect of air pollution in give a representative picture.

Funding to favour poor schools

BD 3/9/97 (50)

Jacob Dlamini

CAPE TOWN —The education ministry had developed a funding model which had elements of redress built in to it and was biased in favour of poor schools, Education Minister Sibusiso Bengu said yesterday.

Speaking during a snap parliamentary debate on the recently published Schools Register of Needs survey, Bengu said he had instructed the education department to devise an appropriate investment plan using the results of the survey.

The plan would ensure a reasonable teaching and learning environment for teachers and students, he said.

Bengu said business had responded positively to government requests for support for a range of projects, includ-

ing the construction of new schools.

Government had started addressing classroom backlogs and its school-building programme had gained momentum with the construction of 250 new schools and the addition of 400 new classrooms since 1995, he said.

The survey found that 5 000 of 32 000 government schools were either unfit for educational purposes or in need of structural repair. About 13% lacked toilet facilities, while only 34% had flush systems. The classroom backlog stood at 57 000.

Parliamentary education committee chairman Blade Nzimande said the survey would help government to plan.

Democratic Party spokesman Mike Ellis welcomed the survey but said a huge injection of money would not solve the problem.

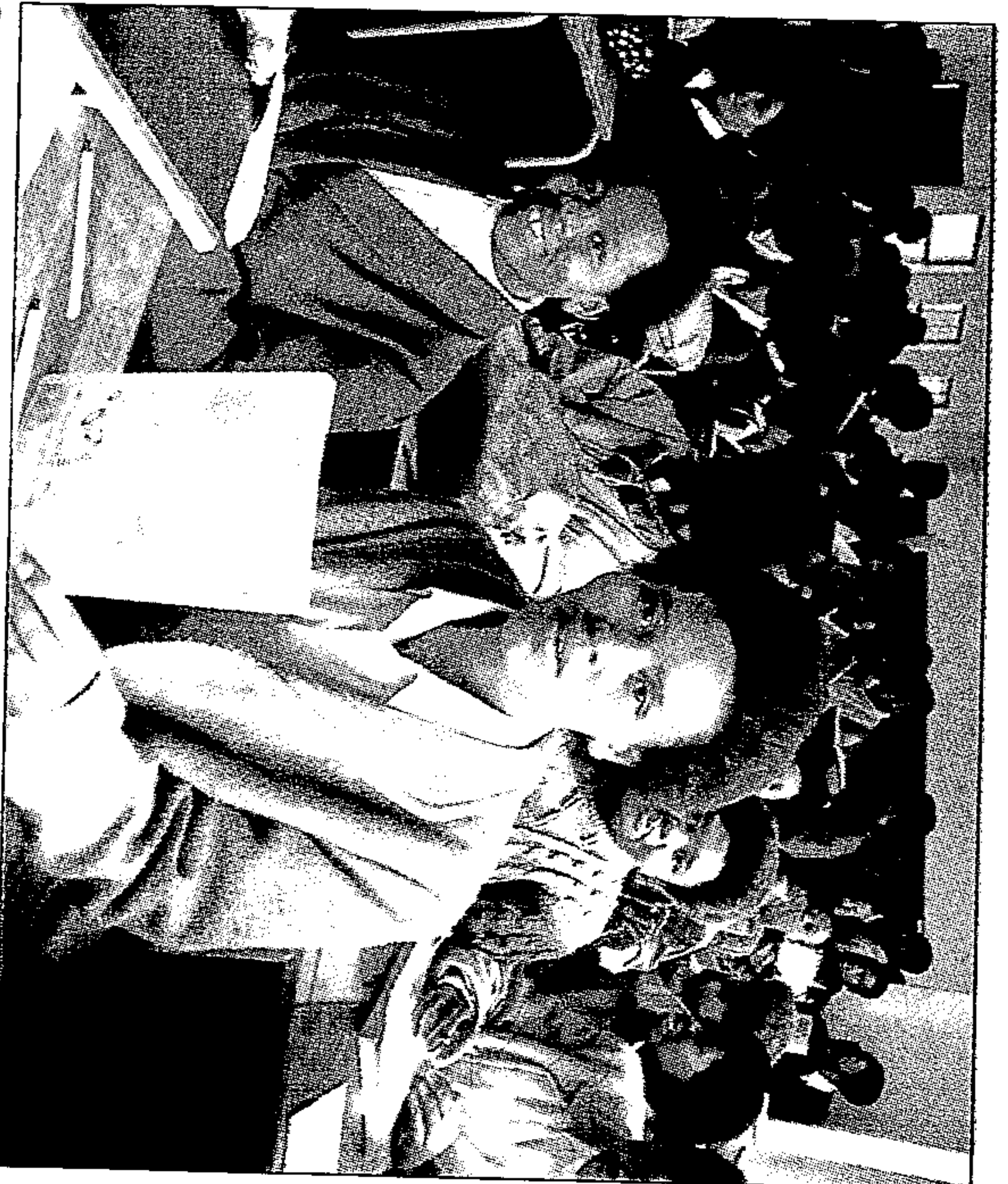


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The Worst School in the country

Over 800 students share five roofed classrooms, while for 600 others school is out if it rains. **Craig Bishop reports**

MtG 5-11/9/97 (50)



One classroom, two classes: Transkei's Mhlonlto Senior School. PHOTO: STEVEN KRETZMANN

Patrick Masakala (18) walks six kilometres to school each day. When he arrives for the first lesson of the day he shares his teacher with 100 other students, and his classroom with another class.

Masakala is president of the students' representative council at Mhlonlto Senior School in Upper Tsitsana, Mount Fletcher district, deep in rural Transkei. He is lucky — his lessons are in a covered classroom. For the 600 more junior students, outdoor teaching is the norm, and the slightest hint of rain

means school is out for the day.

He might be forgiven for thinking that he is SRC president of the worst school in the country: his sentiments are shared by Education Minister Sibusiso Bengu who recently named his school as the most overcrowded in the country.

Mhlonlto is at the heart of the education crisis in the Eastern Cape. There is no electricity, no phones, no water.

Students are forced to travel over four kilometres to the nearest water source, a brackish stream at the foot of a steep hill and polluted by the livestock that graze nearby.

Mhlonlto's situation is further aggravated by a severe shortage of textbooks, with a ratio of one textbook to seven students.

all says the situation has been inherited from 40 years of de-

Mliberate apartheid policy which "wiped out an entire generation.

"While most people only see the physical human rights abuses of the apartheid era, the systematic underdeveloping of a whole country has condemned an entire generation to illiteracy."

But, Mhlonlto's principal, Tsepho Mare, who is earning three quarters of the average national wage for a principal, says that under the new democracy education is getting "worse and worse".

"It is the politicians who are not fulfilling any of their election promises. So all the parents' hopes for their children are being thrown on the scrap heap."

Out of 195 matriculants at Mhlonlto last year, just 15 passed. Last year's student strike in protest against the dismal standard of education played a part — the majority of textbooks were burnt along with half the school.

Mali sympathises, but he says the community must persevere. "This has nothing to do with politicians. Things won't happen overnight. We are trying our best with limited resources."

The provincial education budget is R5.4-billion, over R3-billion short of the requested R8.5-billion, and the Eastern Cape's school construction programme has been halted.

While national and provincial governments attempt to clear up the rubble left by apartheid, teachers at Mhlonlto to take each day as it comes — and hope that it doesn't rain tomorrow. — *DMA*

Over 80% (4 505) are without electricity, 823 are "falling to pieces", 2 578 need repairs, and 19% lack telephones.

Over a third of schools in the province have no water. The provincial ratio of pupils to teachers is, at 51 to one, the worst in the country.

Described by Department of Education spokesperson, Lincoln Mali, as "more damning than the Truth and Reconciliation Commission", the survey covered 5 958 schools in the province catering for 2.2-million pupils.

There are just five roofed classrooms for over 800 students. "The province has a total shortage of 15 538 classrooms. According to a "needs survey" of 27 864 schools nationwide, presented last month by the national Department of Education, the nationwide crisis is nowhere worse than in the Eastern Cape.

SA joins world in bid to eliminate illiteracy

(50) Star 8/9/97

South Africa will join millions worldwide in an effort to reduce illiteracy when it celebrates International Literacy Day today.

The Education Department is backing literacy organisations for the first time this year, with its message that it wants to "integrate efforts to eliminate illiteracy by 2005".

The department has implemented plans that it believes will make the adult illiteracy rate insignificant by 2007.

In Gauteng, the day will be celebrated at the the Gilbey's Adult Basic Education and Training award ceremony at the Johannesburg Country Club.

Other provinces will hold their own celebrations. - Staff Reporter

Illiteracy hampers civil rights teaching

Kevin O'Grady

BD 9/9/97 (50)

THE "alarming" illiteracy rate in SA was inhibiting the SA Human Rights Commission in its job of educating people about their rights, the commission and Deputy Education Minister Smangaliso Mkhathshwa said yesterday.

After a meeting with the commission's education, training and information department, Mkhathshwa said the fact that there were about 15-million illiterate people in SA was "scandalous and disturbing".

"Not only is literacy important for personal dignity and self respect, it is important for education ... of the people about their human rights. The country has a challenge to mount a massive campaign against illiteracy," he said.

Department head Greg Moran agreed illiteracy was a problem needing the commission's attention. The commission planned to use radio programmes to reach illiterate people.

Both the commission and the minister agreed that the education of people about their human rights needed to be accompanied by the teaching of personal responsibility and obligations.

Nomavenda Mathiane reports that Read, Educate and Develop (Read) sent 26 000 packages of handbooks and posters to schools all over SA in celebration of International Literacy Day yesterday, Read's national director Cynthia Hugo said.

Hugo said the tenacious hard work by the Read committee in getting books into Soweto schools had paid off.

In 1976 when Soweto students rose up against Bantu Education, Hugo, Irene Menell and former Soweto principal and educator Edward Tenza formed a committee to supply books to Soweto schools. At the time few black schools had libraries.

Read also trained teachers in librarianship and languages. Six years ago, it launched Readathon, a school day devoted to reading as part of International Literacy Day.

Hugo said the Readathon concept had caught on like wildfire, particularly with parliamentarians. MECs and ambassadors visit schools and read to children, Hugo said. "Provincial Affairs and Constitutional Development Minister Valli Moosa has been touring schools and reading to children as part of the Masakhane campaign."

She said while the previous government did not interfere with the work of Read, the present government was supportive and had formed a partnership with the organisation.

The education ministry said the theme for this year's International Literacy Day was "Integrated efforts to eliminate illiteracy by the year 2005".

Bid to standardise education throughout southern Africa

BY PETER FABRICIUS
Foreign Editor

Blantyre, Malawi - There will be a single education standard throughout the southern African region within 20 years, if the goals of an ambitious education protocol are met.

It was signed by the 12 leaders of the Southern African Development Community at their annual summit in Blantyre this week.

The protocol could bring far-reaching changes to education, including the creation of re-

gional "centres of excellence" in some undergraduate professional fields such as medicine and engineering and most post-graduate subjects.

The aim of creating these centres of excellence is to improve education and research and avoid duplication.

Regional universities would bid to house different centres of excellence and a panel of specialists appointed by a regional official education institution would allocate them and monitor them to ensure they met standards.

Star 10/9/97
The distribution of these centres to regional universities "shall aim to achieve regional spread and balance in location", the protocol says.

The effect could be that a South African student wishing to study in a certain subject might have to do so, say, in Luanda, Angola, where the medium of instruction would be Portuguese.

The protocol obliges universities housing centres of excellence to provide language instruction, where necessary, for students speaking another language of the region.

(50)
It also requires SADC states to recommend to their universities and other tertiary institutions that they reserve at least 5% of their places for students from other SADC nations and to remove all immigration barriers to the free movement of students and academics among education institutions.

The protocol is based on the realisation that "no SADC member state can alone offer the full range of world-quality education and training programmes at affordable costs and on a sustainable basis".

School protection measures slammed

Argus 10/9/97
BEAUREGARD TRUMP
STAFF REPORTER

Teachers and residents in Guguletu are up in arms over the apparent inability of the police and Western Cape Education Department to safeguard the lives of pupils and teachers.

On the first day security guards were deployed at schools, a guard shot himself in the thigh and five gangsters harassed pupils and teachers at another school.

This was revealed at a joint task team meeting of police, schools and community police forums yesterday at Guguletu police station.

At Guguletu Comprehensive School five gangsters allegedly scaled the fence and demanded to see certain pupils. A teacher said teachers and pupils felt intimidated as at least one of the trespassers was armed.

One of the security guards on duty was apparently complaining to the principal at the time about the lack of resources while the other was guarding the school's front gate. The gang fled when they saw the deputy principal approaching. The guards gave chase but had to flee themselves when the gang fired at them.

Task team chairman Sto Jaxa said this was indicative of the Western Cape Education Department's inability to deal with the problem.

Teachers also criticised police and army personnel who were supposed to be on duty at secondary schools at the time. "It seems that some police are not serious," said Mr Jaxa.

An Education Department spokesman encouraged community support to help protect schools.



ROY WIGLEY

Money machine: Gold Dust manager Patrick Cele explains to a new client how the get-rich-quick scheme works

Teachers 'bunking to get rich quick'

Argus 10/9/97 (50)
 'Classes neglected over scheme'

SABATA NGCAI
 EDUCATION REPORTER

Teachers at township schools are apparently "bunking" lessons to pursue a new get-rich-quick scheme which one furious principal describes as "an allergy to my nose - every time I hear about it I sneeze".

Welcome Dlikidla of Isilimela Secondary School in Langa says he has had enough of teachers rushing to join the Gold Dust scheme and is forced to monitor them to make sure they stay in the classrooms and teach their pupils.

The teachers are apparently recruiting their colleagues and family members to join the popular scheme.

They pay a non-refundable fee of R300 each to join up.

Gold Dust manager Patrick Cele says the operation is not a pyramid scheme: "It's a circle, not a pyramid. It's about sharing money."

Mr Dlikidla said things had got so bad at his school that he had to refuse permission for certain teachers to leave the school at all during school hours.

"When I go around the school, I find pupils standing outside because there is no teacher in the classroom. I don't say (teachers) should not make money, but they should not gamble with the future of the pupils."

The Western Cape Education Department said disciplinary action would be taken against any teacher found guilty of misconduct.

"Where teachers are involved in actions which constitute misconduct, the department views such actions in a very serious light and will not hesitate to take disciplinary steps."

Other principals could not deny or confirm that teachers were part of the scheme.

At Guguletu Comprehensive Secondary School the principal said: "I won't say there are no teachers rushing to join the scheme. I don't know."

Other schools denied any



New recruit: a Gold Dust client leaves the Foreshore offices to recruit his own clients

knowledge of the scheme.

One Gold Dust official called the scheme a "money-making machine". He confirmed that most of the people who came in droves to the Gold Dust office were teachers.

"There is one school where all the teachers - from the assistant teacher to the principal - have joined. Teachers come in large numbers after school."

He could not say how long the scheme had been operating but that it was "a long time". He refused to say how many people had joined up.

The official said some teachers also introduced their families to the scheme.

Recently their office had also been inundated with nurses, who also rushed to join up.

The scheme's documents show it is a division of "Masakhane Sizwe Projects" based in Johannesburg. The documents record a physical and postal address but no telephone numbers. Anyone joining up takes these steps:

■ The new member pays R50 into the bank accounts of six names, one of which is Gold Dust itself, which are provided on a Gold Dust form. This forms the R300 "joining fee".

■ Copies of the deposit slips must then be attached to the form

and handed in at the Gold Dust offices on the Foreshore, where a registration form containing personal details, including the new member's bank details, is also filled in.

■ Within four days the member is sent four forms containing six names, one of which is theirs (and another is Gold Dust) and they must then recruit four other new members, giving them each one of the forms. The member must make sure the new recruits are prepared to deposit R50 into the accounts of each of the names provided.

■ The four new recruits then take their own deposit slips to the Gold Dust office and in turn recruit 16 more new members. The 16 forms given to the four new members all bear the name of the person who recruited them, who is number five on the list. As more new members join, that name will move slowly up to number one before disappearing out of the scheme.

The forms show that when new members finally leave the system they could have scooped about R51 200 from 1 024 people.

Recently the Reserve Bank warned that the methods that get-rich-quick pyramid schemes follow have a high risk of financial loss for people.

Schools may take legal action after budget cuts

SABATA NGCAI

EDUCATION REPORTER

Argus 10/9/97 (50)
Embattled private schools may
take legal action against the
Western Cape Education
Department for cutting their
government grants by 32%.

Representatives of 77 Western Cape private schools will meet in Cape Town on Friday to discuss a course of action.

The schools say the department took the decision in disregard of the provisions of the South African Schools Act. The act says the head of the education department may not terminate or reduce subsidies to private schools unless they are notified in advance and given reasons for such a decision.

The schools said they had appealed to provincial premier Her-nus Kriel, national Minister of Education Sibusiso Bengu and Western Cape education head Brian O'Connell, but to no avail.

The cut sounded a death-knell for cash-strapped St Columba's High School in Athlone, which is closing its doors at the end of the year.

Body starts a project to improve education in SA

Kevin O'Grady

BD 10/9/97 (50)

THE National Business Initiative (NBI) has started a project intended to bring together the public and private sectors to improve the quality of teaching and learning at SA's schools.

Releasing a 37-page guide to its "education quality improvement programme" yesterday, NBI education and training operations director Glen Fisher said it was hoped the guide would inform schools, communities and companies about the programme.

The programme, which sought to create partnerships between individual schools and business, government and nongovernmental organisations, had been implemented at 47 schools in three provinces as part of a pilot project, he said. "The lessons learned in the pilot project (in Western Cape, KwaZulu-Natal and Gauteng) will be carried forward as the project goes to scale," Fisher said.

The NBI recognised that government had "the major responsibility for addressing the inequities of the past and for building a new, high quality education system, but given the scale and complexity of the problems, govern-

ment cannot be expected to address the needs and challenges on its own," Fisher said.

The programme brought together the provincial education departments, business leaders and NBI representatives to encourage and support grass-roots school improvement initiatives.

NBI policy analyst Susan Meyer said the private sector had made large contributions to education development in the past "but they were never sure what impact these were having".

Because of this, once-off donations were increasingly being replaced by three- to five-year partnership programmes. This had the advantage of allowing companies to see the results of their involvement and "stimulated new dimensions of accountability in our schools", Meyer said.

NBI development executive director Brian Whittaker said education was "the Achilles heel of development in SA. We can't have a competitive economy without skilled people and we can't have a skilled workforce without a sound education base". Business should therefore become directly involved in programmes which improved the quality of education at SA schools.

Universities 'to be reorganised'

Jacob Dlamini

BD 10/9/97 (50)

CAPE TOWN — A number of tertiary institutions could be closed down or merged as part of government plans to transform higher education, Education Minister Sibusiso Bengu said yesterday.

He told reporters at a parliamentary briefing one of the options being considered included regrouping some of the institutions and giving them common missions. This had already started with Pretoria University and the Medical University of SA merging their veterinary science faculties.

Referring to historically black universities, Bengu said many people had believed these would be turned into high schools when a democratic gov-

ernment came into power. However, these had proved to be assets, attracting large numbers of students and producing competent graduates.

Bengu said the education department would begin looking at historically black tertiary institutions to see what areas needed upgrading. However, Bengu said, action would not be "prejudicial" to the black institutions. There were also aspects of work at largely white universities which were "questionable".

Bengu said the education department would also meet the finance ministry to request more funding for the national bursary scheme.

The scheme was not fully functional and the R300m set aside for it had been inadequate, he said.

Metcalfe caves in to pupils' crime demand

By Dan Fuphe

MORE than 17 000 KwaThema, Springs, pupils who had been boycotting classes for the past five weeks agreed yesterday to end the boycott after Gauteng MEC for education Mrs Mary Metcalfe promised to meet their demands.

The pupils are demanding that criminal cases against their colleagues be withdrawn and that those convicted be released.

Metcalfe agreed to the demands and promised that she, together with the province's MEC for Safety and Security Mrs Jessie Duarte, would ask Minister of Justice Mr Dullah Omar to release unconditionally those pupils still in detention.

Metcalfe's agreement was based on one condition - that schooling in the area be back to normal by today.

"My department and that of safety and security are committed to ending the violence and school boycott in this area," Metcalfe said yesterday.

She said to achieve this, the departments would also be working together to grant amnesty to members of the local student fraternity who

were either in jail or faced detention as a result of their involvement in past violence.

Schooling in KwaThema ground to a halt more than a month ago after members of the Congress of South African Students and the Pan Africanist Students Organisation demanded that their members who were arrested for various crimes be released with immediate effect.

Memorandum

About 1 000 pupils yesterday marched on the KwaThema police station where they submitted a memorandum to Metcalfe.

The memo in part read:

"We the Cosas-Paso alliance and the students of KwaThema concerned with the restoration of peace and the culture of learning, demand that there be a signing of a record of understanding between students and government and an immediate meeting with the attorney-general."

After receiving the memorandum, Metcalfe announced that the government was also going to investigate all those people implicated in fuelling and sustaining the violence in the area.



Gauteng MEC for education Mary Metcalfe receives a memorandum from Cosas and Paso leaders after a march in KwaThema, Springs, yesterday.

PIC: MBUZENI ZULU

Business-funded improvement programme making headway in schools

By ANSO THOM

Pilot project schools benefiting from the Education Quality Improvement Programme (EQUIP), aimed at helping schools to help themselves, is starting to pay dividends in the 47 Gauteng, Kwazulu Natal and Western Cape schools.

Focal points of EQUIP, developed by the National Business Initiative (NBI), include

learning (what people learn at school on social and educational level), leadership and management in schools, facilities and resources and implementation of Curriculum 2005.

NBI policy analyst Susan Meyer emphasised that "we can't do it all at once". She said there were no quick fixes, adding that EQUIP aimed to draw communities back to their schools.

"Parents and communities have systematically been pushed away," she said.

Kwazulu Natal was leading the way, she said, relating a case in the northern part of the province where 16 schools have been integrated following an approach by business, in this case the SA Sugar Association. These rural schools, which fall within the sugarbelt of Eshowe near Empanjeni, have started

showing improvement in the quality of teaching and learning. One of the schools, Entumeni Junior Primary School, was attended by Education Minister Dr Sibusiso Bengu.

Meyer said teachers were feeling beleaguered at the moment because of:

- The teacher rationalisation and redeployment policy,
- The new pupil/teacher ratio which will eventually lead to

classrooms of 40 to 46 pupils, ■ The arrival of Curriculum 2005, which will require a completely new method of teaching, and

■ The SA Schools Act, which gives parents the opportunity to become the majority voice.

Meyer said unless schools developed into viable institutions Curriculum 2005 would not be able to be integrated successfully.

Star 12/9/97 50

PERSONAL FINANCE

Education funding no longer an indulgence

Samantha Sharpe

CAPE TOWN — Fears of soaring education costs and rising levels of unemployment for school leavers in the formal sector have placed the spotlight on education funding — an issue no longer reserved for those wanting to ensure they can afford to send their children to top private schools or tertiary institutions.

According to Old Mutual education and training focus consultant Andrew Foster, school fees for some state schools vary between R1 000 and R5 000 a year, while private (independent) schooling has a price tag ranging from between R3 500 to R18 500 a child per year depending on class size, variety of subjects and quality of staff.

The new SA Schools Act makes it clear that schools will be expected to supplement their state subsidies — which have dropped by 30% last year for private schools in Gauteng — in order to lift the quality of education given.

Sanlam's Maggie Fyfe says the costs associated with tertiary education are also frightening, with average prices for this year showing a three-year diploma costing R23 500, a three-year technician diploma R38 100, three-year university degree R47 700 and six-year medical degree R138 100.

BD 12/9/97

(50)

Projected education fees and corresponding premiums to fund fees

| Age of child | 0 | 2 | 4 | 6 | 8 | 10 | 12 |
|--------------------------|----------|----------|----------|----------|----------|---------|---------|
| Term of policy | 18 | 15 | 14 | 12 | 10 | 8 | 6 |
| Premium | R204 | R225 | R252 | R288 | R339 | R419 | R53 |
| Projected maturity value | R287 288 | R215 040 | R159 488 | R117 382 | R87 307 | R65 470 | R88 023 |
| Projected education cost | R283 500 | R210 900 | R165 100 | R134 000 | R106 800 | R85 200 | R67 900 |

SOURCE: OLD MUTUAL

According to Fyfe, with only 4% of school leavers finding employment in the private sector, funding a child's education may extend beyond the actual costs of schooling or tertiary education to include set-up costs for the child to start his or her own business.

This may entail initial capital, or providing security to access loan finance, purchasing a car and financing for a computer, which are fast becoming indispensable to any young person either studying or working.

The obvious question is how to provide for these costs, which Southern Life AGM Dave Johnson

says are increasing in line with the general cost of living or the average increases in salaries.

While there are endless education saving products offered by financial institutions they are essentially variations on a theme. The choice is either investment in equities or an endowment policy, which offer the advantage that they can be structured so that should a parent die or become disabled the child's education will be taken care of.

Because the effects of inflation have to be taken into account all financial institutions recommend an automatic inflation related premium increase in premiums.

What will it cost you?

| Initial premiums monthly | Three-year college diploma | Three-year technician diploma | Three-year university degree | Six-year medical degree |
|--------------------------|----------------------------|-------------------------------|------------------------------|-------------------------|
| | R152.98 | R244.12 | R298.08 | R842.81 |

SOURCE: SANLAM

Old Mutual, for example, offers five education savings options.

The FlexiEducation Plan, which uses a combination of pure endowment (no life cover) and unit trusts to offer liquidity with investment security; FlexiFuturemaker, which is a packaged savings plan with elements of protection designed to provide for a child's future either for education or start up; the unit trust investment Education Trust; and FlexiAssurance for students, which offers protection via inexpensive life cover to provide security when taking out a loan.

Old Mutual Direct has an endowment policy which can be purchased

over the phone at a minimum premium of R100 a month, with the differentiating aspect of the policy that levies are not term related and are highly competitive.

The One Study Plan from Sanlam can be tailor made to comprise only a savings policy, an investment in unit trusts or a combination of a savings policy and unit trust investment, with a minimum monthly investment in both a unit trust and a savings plan of R100.

Southern Life's Education Provides is an insurance policy which allows you to save and ensures that even if a parent dies or becomes disabled the child's education will be taken care of. Metropolitan Life also offers a uniquely tailored education savings product.

Foster says funding education is no longer a question of making sure you have enough money to pay for tertiary education with the costs of providing a first class pre-primary education often a necessity for parents wanting to ensure access to schools, some of which demand it as a requirement to entry.

If children are young and parents have time to start saving and accumulating funds, the idea is to start setting some money aside on a regular basis. The more regularly the investment is made and the earlier the start, the greater the benefit.

Gencor in R17m school project

(50) Kevin O'Grady

BD 12/9/97

GENCOR and its London-listed sister company Billiton launch an ambitious R17m, three-year project today that will improve infrastructure and the quality of teaching and governance at 60 schools in seven provinces.

The Masifunde project, to be launched officially by Education Minister Sibusiso Bengu at a school near Evander in Mpumalanga, follows a recent "presidential project" in Northern Province where, at President Nelson Mandela's request, three new clinics were built and six schools upgraded.

Gencor and Billiton chairman Brian Gilbertson said yesterday the success of the Northern Province initiative, coupled with the recognition that if Gencor was to compete internationally it would need access to well-educated employees, prompted the Gencor board to approve the new project.

Billiton SA senior manager Eric Ratshikhopha said the Masifunde project would target 60 schools in areas

where Gencor had operations — all the provinces except Western Cape and Eastern Cape — and would follow the "whole school development concept".

This entailed upgrading the schools' infrastructure, improving the quality of teaching — particularly in the fields of maths, science and English — and improving the management skills of those running the schools, he said.

Full details of the project, which for the most part would employ local skills and service providers, would be recorded during the three-year period up to its completion. These would be compiled in a "manual which can be used for reference in future projects" run by government or other private companies, Ratshikhopha said.

Details of the Masifunde project were worked out in close co-operation with Bengu, the provincial education departments and the communities in which the schools were situated. Plants and mines would continue to support the schools closest to them after the project had ended.



JCI Limited

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(Incorporated in the Republic of South Africa)
(*JCI*)

**Cautionary announcement:
Exchange of shares in Anglo American Platinum
Limited ("Amplats") for shares in Lonrho Plc ("**

Agreement in principle has been reached between JCI, Anglo American Corporat

languages that sustain them in a harsh existence are dying

Like the wild

MTG 12-18/9/97 (50)

these parts. "that I have a strange woman, that another person. I feel do not speak my moth-

straddles the river, of where it plunges over hills. Willem Damarah. I chair of a local development marks on a paradox at

ly removed by the Deour land here. Some of Namibia. Others were Eastern Cape. Now we ck. We are doing well ols and clinics.

that with our land we heal the culture that is ple. But we find instead is dying. At least while the Numa is recognised now realise that, in the our land, we may have ture."

re the only way there can ent, a true form of resti-ommunities is for their to be nourished. The eving this are good. But act of will from the cus-try's culture.

to all op-ieve the ting sub- final act Je: moth-ave given eir chil-ogowap because they nes will carry it as a bur-a medium of enlighten-es.

linguist at the South tute (Sasi), estimates that ats the language faces, 6 000 people who speak

ple, is the language that a young girl comes of age, crush the red rocks that mix it with the sap of the crees that grow in the ear it over her body to ul — like that of a gems- for her initiation ritual.

even in the townships of residents celebrate a wed-ter an animal, spread its on the ground and dance much the same way that e did thousands of years onialists devised their ie, Hottentot, from this sociated chant — which ng that sounds to the Eu-hotanot, hotanot.

people in remote villages map as Witbank. Pella. Khubus who pray to the is the physical manifes- 'goab, the deity they see ancestor of the Khoekhoe, guardian of health, con-nd source of abundance. mon but it still happens

that some of the old woman tell their children folktales about the wild animals of the Kalahari. These stories, which are called 'hau, combine the wisdom of the elders with veneration of the environment and the thrill of adventure needed to entertain children.

Some of these mothers live in houses made of woven thatch, *matjieshuise* (mat-houses), closely resembling the homes that Portuguese explorers found on the Cape shores when they first landed there.

A resident of Witbank called Ouma Anna Julies spoke to Crawhall for more than an hour about the names of plants that can be used to protect the skin and create tonics for good health: 'gu, nobo, 'koba, huri and a traditional drink "like a milkshake" called *hau*.

Fiona Archer, an ethnobotanist working in the Richtersveld, has compiled a list of more than 120 plant species that are used by traditional healers in these villages.

These cultural activities are what enable them to cling to their desert environment — albeit in ever-decreasing and diminishing form — in an almost miraculous act of survival because Khoekhoegowap or Nama is still vibrant enough to transmit the heritage of the Khoekhoe people.

But there are signs that, despite the enormous importance of preserving this heritage, the tongue is slowly beginning to wither away in the arid confines of the Northern Cape.

When we visited Riemvasmaak, groups of elders could be heard chatting to each other outside their communal hall. When we approached, they stopped and switched to Afrikaans. Why?

"The whites didn't like it when we spoke the language at work because they couldn't understand it. They thought we were making secret plans to steal," says Petrus Vaalbooi, a civic leader from the town of Rietfontein on the Namibian border.

There is a strict social hierarchy in these frontier towns, he explained, which places God at the head of the order followed by white men and women, coloured men and women (who arrived recently from the Cape), Basters (descendants of the colonial trekboers), Namas, and then Bushmen. People, as a result, prefer to hide their Namaness.

"We are the people with the short hair. Those with longer hair are the Basters. Below them is the Hotnot — the Nama — and then the Bushman at the lowest level. A light skin Baster is higher than a dark one. Above the Basters, another step higher is another group (of coloureds) which we call in the old language *afmaaitjies* (a term which translates literally as "those who are made from screwing"). They come out of the Boers. These are our bosses. Above them are the whites. We had to call the white farmers *baas*," explained Vaalbooi.

"When we prayed we were taught that God was to be called *Grootbaas*, not *God* or *Here*. I had an uncle. They called him *Kort Hotnot*. He was in church one day when a long-haired child (a Baster) came in. He had to leave his seat on the bench so that the child could sit. I saw this."

Tony Traill, professor of linguistics at the University of the Witwatersrand, says language death follows the same pattern around the world.

First there is intense social, political



Hendrik Stuurman: 'I feel like I have drunk the milk of a strange woman ... I feel like this because I do not speak my mother's language.' PHOTOGRAPH: RUTH MOTAU

and economic pressure on people to speak another language. This is followed by a period of bilingualism. Then the parents, out of shame or a feeling that the mother tongue no longer serves a useful function, stop transmitting it to their children.

This is the critical stage when death can come rapidly, even within a decade, if nothing is done. Nama is probably now at this point in its history.

South Africa's new Constitution states, in article 6 (2), that "recognising the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of the languages".

A Pan South African Language Board has been set up to create conditions for the use and development of South African languages that are near extinction.

Yet Nama is still not taught in schools. Little is being done to correct the spelling of place names that derive from Khoekhoegowap. There is no radio or television programme in Nama. And the language is certainly not recognised as one of the 11 official tongues of South Africa.

In one of the most eloquent tributes that have been written to South Africa's Khoekhoe people, historian Noel Mostert describes their languages — inscribed in the names of mountains, rivers, forests, springs and towns of our country — as being among the most beautiful in the world.

"They seem to resound always with the very nature, the poetic character of the lands where they were used. The cadences of the wild, of water and earth, rock and grass, roll onomatopoeically along the tongue," says Mostert in his book *Frontiers*. "Khoikhoi words ... crack and softly

rustle, and click. The sand and dry heat and empty distance of the semi-arid lands where the Khoikhoi originated are embedded in them. But so is softness, greenness. They run together like the very passage of their olden days."

A Nama-speaking informant from the town of Lekkersing in the Northern Cape told Crawhall that, despite the innate beauty of her language, it is like a "step-taal, like a step-child, not fully loved or wanted".

Unless her words are heard, and the voices of the others we spoke to on the banks of the Orange River, South Africa's oldest living language will shortly die.

Siven Maslamoney is a director of *Ulwazi Educational Radio*, which is making a radio documentary for the BBC on South Africa's indigenous languages

South Africa's Khoikhoi are not extinct, as popular belief would have it, but the language

Words that click and rustle softly

Eddie Koch and
Siven Maslamoney

On South Africa's lonely frontier with Namibia, where the Orange River meanders through stony mountains and across the ochre sands of the Kalahari, live thousands of people who collectively defy one of South Africa's most enduring ethnic myths: that the "Khoikhoi" are effectively dead.

The conventional wisdom finds its expression in many places. History books, the official census, school syllabuses, language atlases and even some of the most sympathetic anthropologists have concluded to declare that the "Khoikhoi" and their culture — a people whose 2 000-year-existence has left a deep imprint on this country's heritage — are extinct.

Yet if you were to follow the river along its course, through the districts of Gordonia and the Richtersveld to the point where it flows into the Atlantic Ocean, you would meet real people, not ghosts, who live and speak much like the brown men and women who encountered Portuguese explorers when they first came to the Cape.

There, despite the legend of language death, thousands of people still speak a tongue which they call Khoekhoegowap (the people's language) but is more popularly known as Nama. It is directly related to the family of Khoe languages which are said to have vanished. Even the correct term for South Africa's first pastoral inhabitants, Khoekhoe — which will replace "Khoikhoi" from now on in this article — derives from Nama.

And, from interviews we conducted during a recent trip along the river to investigate the linguistic status of Khoe along the Orange River, it became clear that the survival of Khoekhoegowap has allowed elements of one of South Africa's oldest cultures to survive in the harsh outback of the Kalahari.



On a stony shore: The women of Witbank still speak their language, but their grandchildren won't. PHOTO: RUTH MOTAU

The problem, though, is that the legend of doom is beginning to fulfill itself — with devastating consequences for the self-esteem of the last descendants of South Africa's Khoekhoe people.

One of our informants is Hendrik Stuurman. He lives in a village called Witbank (Huri!haub or "stone bank" in his language) about 200km west of Upington. Stuurman and his people were vanquished in one of the many forced re-

movals of the apartheid era. Three years ago they were given this wedge of rock and soil on the river in terms of the land restitution laws.

Through back-breaking work and an indefatigable spirit, they have made the desert bloom here. Fields have been ploughed and tracts of green lucerne flourish along the course of the river.

Stuurman, who chairs the local development committee, explained that al-

though his community was beginning to make good economic progress there was a disturbing sense, "a feeling deep inside me", that there was still something wrong.

It was during discussions with a linguist from Cape Town called Nigel Crawhall about the fate of his language that Stuurman discovered the source of his anxiety.

"I feel," he says in an eloquent and colourful version of Afrikaans that is the

lingua franca in the area. I grew up alongside people who speak my language."

Riemvasmaai, a schoolteacher, explains that he was forced to play in his village.

"We were forced to live in the scattered to the fence Force from us went to live in scattered to the have our land be with houses, scho

"We thought would be able to the soul of our pe that our language we were in exile v speak our langua in Namibia). We act of regaining destroyed our cu

Both men belie be real developm tution, in these c ailing language prospects for ach it will require an todians of this co

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Languages of the Khoi underpin our culture

Eddie Koch

Khoekhoe languages, although thought to be on the verge of extinction, have left an indelible print on many facets of South African culture.

Apart from place names, ranging from Outeniqua and Tsitsikamma in the Cape to Gudaus (now translated as Goodhouse) in the far north, many words have been imported from Khoe into English and Afrikaans.

These include gogga (insect), koedoe (antelope), kwagga (zebra), boegoe (a plant known as agathosma), dagga (marijuana), kierie (stick) and karos (cloak).

The complex click systems of isiXhosa in the Eastern Cape, where Khoekhoe and Africans intermixed in a myriad of ways, and Zulu in KwaZulu-Natal, where the linguistic impact of Khoekhoe has not been fully studied, come straight out of these languages.

Some linguists have argued that modern Afrikaans owes as much to the pidgin form of Khoe-Dutch that was devised by Khoekhoe servants and slaves as a *lingua franca* in the Cape as it does to its links with Dutch and German.

Studies have shown that many of the linguistic features of Afrikaans — such as the double negative (*ons wil nie skool to gaan nie*) and the absence of conjugation — are features that are unheard of in European languages. They derive directly from Khoekhoe syntax.

The cosmologies of Xhosa, Sotho and Zulu societies were deeply influenced by Khoe spiritual powers and beliefs. Historians have noted that the tendency by these African powers to incorporate Khoe people as servants and underlings was counterbalanced by a powerful form of respect that was accorded to their spiritual beliefs and leaders.

The spirit of the Khoekhoe has shaped the culture of South Africa despite some of the harshest oppression experienced by this country's original inhabitants.

In the early 17th century, when Vasco da Gama rounded the Cape, there were 11 close and similar Khoe languages being spoken by between 100 000 and 200 000 people along the coast and its hinterland.

Archaeological and linguistic evidence suggests these were the descendants of aboriginal hunter-gatherers (Bushmen or San) who acquired sheep and developed a pastoral lifestyle in the areas of southern

Botswana before migrating some 2 000 years ago down to the Cape in search of pastures to sustain their new lifestyle.

Sixty years after Jan van Riebeeck's landing, traditional Khoekhoe economy and social structure had collapsed under the colonisers' military force, land expropriations and smallpox epidemics of 1713, 1735 and 1767 which decimated the local populations.

According to Tony Traill, professor of linguistics at the University of the Witwatersrand: "Within 100 years of 1652, the western Cape Khoe language had begun to disappear, gradually being replaced by Khoe-Dutch, and the eastern varieties had been absorbed by Xhosa through political incorporation of the Khoekhoe chiefdoms ...

"To add to the social, economic and physical onslaught on the Khoekhoe, their language itself faced two intimidating problems. The first was extreme linguistic prejudice: from the first contacts between Europeans and Khoekhoe there had been a persistent attitude on the part of the Europeans that the language was utterly bizarre, unpleasant and not human."

The vitriol heaped upon the Khoekhoe by the Portuguese and Dutch has been de-

scribed as the first manifestation of a European outlook on Africa that depicted its ethnic groups as subhuman. According to historian Noel Mostert the Khoekhoe were the first people to be branded the children of Ham, a stereotype subsequently applied to all the dark people of the continent.

To this day the Shorter Oxford English Dictionary notes the word Hottentot is used to describe a "person of inferior intellect and culture".

The bigotry was enhanced because their language sounded like no other — "like the clucking of hens or the clucking of turkeys", according to one observer. Or, as Jean-Baptiste Tavernier put it in 1649, "When they speak they fart with their tongues in their mouths."

This story of persecution and discrimination explains why the symbol of South Africa's military prowess, the Fort, is probably the most appropriate of our cultural emblems that derive from the Khoekhoe.

Early records show that Jan van Riebeeck ordered the Fort be built because he did not trust the Khoekhoe chiefs and predicted that relations between them and the Dutch colony would degenerate into open warfare — which it did.

Schools programme gets the chop

MHG 3-9/10/97

(50)

Andy Duffy

The Northern Province is planning to pull the plug on a R240-million school building programme, claiming the cash is needed to pay its education wage bill.

The province has decided that its R4-billion education budget, though the largest provincial education allocation, is still R400-million short of its needs and that the school-building project should be the first in line for the chop.

The decision is a major blow to the national government's attempts to upgrade school facilities. The Northern Province has the worst education facilities in the country, and needs to build at least 14 000 more classrooms for its nearly two million pupils.

But the provincial Department of Education says it has to find the money to pay 60 500 state teachers and more than 7 000 administrative staff. Newly appointed MEC for Education Joe Phaahla has pleaded with other provincial Cabinet members to donate part of their funds to education.

Premier Ngoako Ramathlodi is to appeal to the national Ministry of Education for help.

Without additional funds, the salaries will be paid with the

R237-million originally provided by the Reconstruction and Development Programme for school-building. Other targeted cuts include national policy initiatives such as training for the new state school curriculum, Curriculum 2005.

The department dismisses reports that the education budget — due to run through to March 1998 — will run out by the end of this month. It says salaries are safeguarded and that this year's matric preparations are not threatened.

'The budget allocated to us is simply inadequate'

But officials say the issue of forced retrenchments, which remain taboo, must be addressed. The province has frozen new appointments. Officials also want external, independent auditors to take over the running of the Department of Education's finances.

"The budget allocated to us is simply inadequate" says Sello Lidega, department director for professional services and acting representative. "[Minister of Education Sibusiso] Bengu, [Minister of Finance Trevor] Manuel and [President Nelson] Mandela have to look at this thing."

The crisis points to a serious deterioration in the department's fortunes in recent months. It warned in June that its budget was R200-million short. Around 90% of its education budget goes on salaries, leaving little to implement national policy initiatives.

Lidega partly blames the personnel costs on the wage bill of inherited homeland civil servants. Few of the province's thousands of education administrators have taken severance packages.

The province's woes are also another sign of the massive gulf between the national Ministry of Education's aspirations and reality at provincial level.

Lidega says "the national Department of Education has not been very fair" in expecting the province to implement new initiatives while it still struggles with its normal obligations.

A national Department of Education investigation into teaching resources earlier this year found that each classroom in the Northern Province houses an average 44 children, that nearly half the schools lack water and that more than 40% are seriously run down.

**Growing up without books,
PAGE 6**

Growing up without books

MAG 3-9/10/97

(50)

Rural schools suffer many deprivations, but none so severe as the shortage of libraries, writes **Lizeka Mda**

Alan Paton most certainly did not have Moletlane in mind when he wrote the line: "Ah, but your land is beautiful."

This village, some 56km east of Potgietersrus in the Northern Province, typifies what the bantustans symbolised — arid pieces of land where Africans were tucked away from the white conscience and consciousness.

It is in this semi-wasteland that Shikoane Primary School is situated. With its cracked, filthy walls and dusty courtyard, the environment is so dire it's a wonder any learning takes place at all.

The 600-odd pupils are very unlikely to discover Alan Paton in the near future. They also know nothing about Professor Es'kia Mphahlele, one of the country's literary giants, who lives just 23km from their school. Unless the Department of Education decides to prescribe one of his books. With minimum resources, a library for these children is a pipe dream.

They only encounter books in the classroom, and in the main these are set texts. At the back of the standard five class is a ramshackle shelf structure where the mathematics and biology textbooks are kept. They are at such an advanced state of ruin there are hardly any with a complete cover.

Only one pupil in this, the highest standard before secondary school, has a vague idea of what a library is. "Isn't it that place where books are kept?" he guesses, referring to the school storeroom. In this storeroom, under lock and key, are several thousand books, the majority of which are brand new but outdated textbooks.

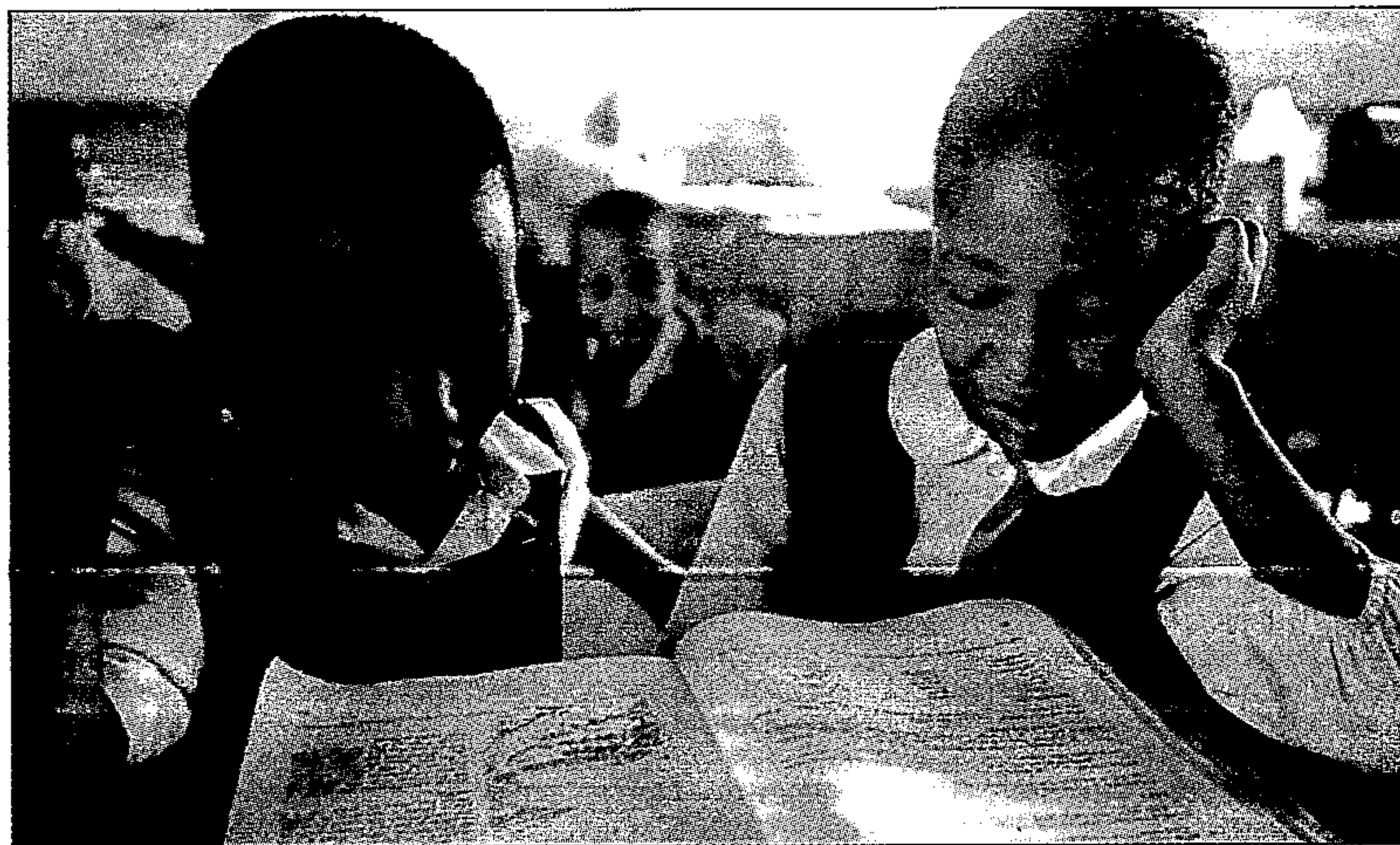
Simon Setumo, the standard five teacher, says many of these books were already there when he first came to teach at Shikoane in 1985. "They are of no use to us," he says, "but we do not know what to do with them."

Mike Phaahla, the acting regional librarian for the province's southern region, says most schools are in the same situation as Shikoane, lumbered with thousands of books that are not relevant to the syllabus anymore, yet taking up valuable space.

"Some suppliers in the old regime just dumped these obsolete books on schools. As the library service, we cannot take them either. We have decided to go the recycling route, and are advising schools accordingly."

What is obvious is that the Northern Province, the poorest in the country, inherited, along with four former bantustans, a host of problems, one of which was the complete neglect of the provision of libraries. Bantu education was not about critical thinking and independent self-study, after all.

Apart from so-called national libraries in the former homeland capitals, none of the schools serving African communities had libraries when the new government took over. The only school libraries that existed in the province were in



Children at schools like Shikoane Primary (above) have to share old textbooks, or make their way to libraries like the one in Potgietersrus (top), which is swamped by students. PHOTOS: SIDDIQUE DAVIDS

white schools. Now it is the policy of the provincial Department of Education that no school will be considered complete without a library.

According to a phased development plan, ultimately each school will have its own school library or media centre, which will be fully integrated with the school's curricular and extracurricular programmes. There are also plans for close co-operation between public and school libraries.

To that end, the province's Directorate of Libraries, Museums and Archive Services has drawn six regions which ignore the old borders, but this introduces new problems.

Moletlane village falls under the central region, whose headquarters are supposed to be in Lebowakgomo, the capital of the former Lebowa. Yet the librarian in charge of this region, Carol Wienand, is based in Pietersburg, 64km away, in the former Transvaal Provincial Administration offices.

Shikoane Primary School does not even know of the existence of the regional library, let alone the directorate of libraries.

This comes as a surprise to Meshack Mulaudzi, the director. He has just completed a tour of the regions where he met — he thought — all the relevant inspectors, teacher librarians and principals.

"We rely on regional librarians to feed us and the schools information.

Unfortunately there are some regional librarians who do not want to visit these rural areas even though they are under their jurisdiction."

Which means the directorate's stated mission "to establish, maintain and render a sound, client-oriented, equity-based library and information service" is a long way from being realised.

A quick glance at the report on the province's 833 service points, 604 of which are schools, indicates that the white minority still benefit disproportionately from the library service. Afrikaans fiction was the category best utilised with 39% of the circulation. Non-fiction followed at 32%, while English fiction was the least utilised at 29%.

This is just one symptom of the old system his directorate has inherited, says Mulaudzi.

"We are still trying to change the old way of thinking to be in line with a new reality, that public libraries are no longer just recreational resources for wealthy whites, but are vital for millions of black people who need to fill an educational vacuum."

Mulaudzi says his biggest problem is a lack of funding. His R3,2-million budget for libraries this year has been stretched to the limit, even though most of the posts have not been filled for lack of qualified staff.

Due to meagre funds, schools are being supplied with library resources only if they request them in writing

and if the department is satisfied that there is a place to keep the books and someone responsible for them.

Unfortunately this placing of the onus on the resourcefulness of the principal condemns children at thousands of schools to conditions similar to those of Shikoane Primary School.

Setumo, who teaches English and health education, is not overly enthusiastic about the idea of a library. "The children would tear up the books anyway," he says. One wonders what value he attaches to reading himself if he has not taught the children what a library is.

"The environment is apathetic," says Es'kia Mphahlele. "Ke mosomo wa mmuso" ("That's the job of the government") is what one hears all the time. People do not even want to monitor what the government is (not) doing."

He does not think much of the regional library in Lebowakgomo. "It's off the beaten track, hidden behind some bushes. There are not many people who go there. They have a few reference titles and a hotchpotch of texts. There's very little order. But that is a province-wide problem.

"At some stage I wanted to donate my own library to the Department of Education, but when I saw how dismally it was run, I hesitated. There is a new MEC now, but I am still holding on to my library. It's bleak out here."

Libraries to stock new texts

The days when the likes of Wilbur Smith and Stephen King ruled the book shelves in public libraries are over. So says June Moshoeshoe, the director for Provincial Library, Information and Archives Services in the Eastern Cape.

"Our focus is on education and development," she says. "The recreational side of our libraries has to take a back seat. And we do not apologise for that."

This attitude has not gone down well with the traditional users of the public libraries in the province, like the woman in Aliwal North who feels Moshoeshoe should be fired because ever since she assumed her position, the library in this small Karoo town cannot keep up with the bestseller lists.

"If people feel strongly about bestsellers," retorts Moshoeshoe, "I tell them the CNA is open. I can't be bothered with their complaints when resources at libraries in East London, Cradock and Uitenhage are collapsing under the strain of thousands of children who are forced to travel from townships."

As a result, the priority has been in establishing services in the black areas. Now that several of these are up and running, the department has turned its focus to the vast rural areas of the former homeland of Transkei where none of the schools had libraries.

"We are not looking at libraries as buildings anymore," says Moshoeshoe. "It would not make sense to build libraries when most of the schools are not even suitable to be called schools anyway."

"The idea is to cluster schools around service delivery points. We have identified the teacher training colleges, because they have the space, as the locations for these points. From there boxes and bags of books can circulate around schools. Librarians are being re-trained as education officers."

The department's work is helped profoundly by its partnership with literacy organisation Read and the Institute of Training and Education for Capacity Building (Itec) that not only supply materials but train teacher librarians on how to manage the available resources. As a result of the work of these two non-governmental organisations, resource centres are already available at 19 districts around the province.

The Eastern Cape Provincial Library and Information Services is also engaged in discussions with district councils to convert disused buildings like the closed prisons in Tsolo, Mqanduli and Libode into community education and information centres. These will not just house books but will provide information and advice on anything from seeds to immunisation.

Moshoeshoe says her difficulties are mainly financial. And when the only van that is used by the eastern region breaks down as it has for weeks now, things come to a standstill.

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MTG 3-9/10/97

Andy Duffy

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Growing up without books, PAGE 6



Informed consent: The volunteers know exactly what they are getting into. PHOTOGRAPH: DANNY HOFFMAN

Mothers give support to placebo trials

MTG 3-9/10/97

Swapna Prabhakaran

Pregnant women undergoing controversial Aids drug trials at the Chris Hani Baragwanath Hospital are fully aware that they stand a one-in-four chance of receiving a placebo.

Despite this, the women this week gave their full support to the programme which has been slated by a top United States medical journal for being "unethical".

The New England Journal of Medicine criticised a string of similar trials in the developing world for denying some of their volunteers access to treatment which had become standard procedure in the US. Instead, those volunteers receive placebos.

But the local volunteers insist they know exactly what they are getting into and fear that coverage of the US criticism could threaten the programme.

Dr Glenda Gray, who works on the programme, says all volunteers get a full explanation about the research beforehand, to ensure informed consent. If they do not speak English, a translator is brought in to make things clear.

"We tell them about the placebo, we call it a spaza-drug or a chuff-chuff [pretend] drug. They do recognise that it's somehow unfair, but they're willing to take the chance."

She says some volunteers specifically request not to be given the placebo. "They say they don't want to be on the spaza-drug, but it's just a lucky dip. You have to take your chances. Most of them realise the odds are quite good that they'll get an active drug."

The women volunteers at the project say they are upset that the research they are participating in may be seen as unethical.

One volunteer, using the pseudonym Zodwa, says the details of the research and the placebo were fully explained to her before she signed up. "I am in this study because I want it to go on. I know about this chuff-chuff

... It is helping us. We signed the forms so we know about it."

She says the chance to participate in the study — even if it is by taking a placebo — is what is most important for her. "I am doing this for the coming generations, not for myself."

Similar trials are being run at the King Edward Hospital in Durban.

The *Mail & Guardian* reported last week that *The New England Journal of Medicine* accused the study of unethical practices because placebo-control testing would be unacceptable in the US as AZT is easily available there. But local doctors say there is no similar situation in developing countries like South Africa.

Lucy Blamey of the Aids Law Project rejected the journal's claims as "highly spurious".

"AZT is not available to women in South Africa's public health system because of cost and lack of infrastructure needed to administer the drug."

"The trials conducted at Chris Hani Baragwanath and King Edward hospitals — which comply with international ethical standards — represent the first attempt to make AZT available to pregnant women in this country," Blamey said.

Head of the research unit at Baragwanath, Dr James McIntyre, said: "It [AZT-control testing] is not viable financially or logistically in South Africa."

The researchers are trying to determine whether a short-course treatment of AZT — which is usually administered for long periods during pregnancy — can reduce mother-to-child transmission of the virus.

The study uses four "arms": three out of every four of the women receive different levels of the active drug and one of every four is given a placebo.

The placebo, which looks exactly like the real drug, acts as a control against which the other results are measured. Neither the doctors nor the patients know which of the volunteers are receiving the placebo.

Controversial CEF salary increase

MTG 3-9/9/97

Mungo Soggot

The top government oil trader suspended in March on the instructions of Minister of Minerals and Energy Penuell Maduna has been awarded a salary increase.

Chair of the Central Energy Fund (CEF), Don Mkhwanazi, confirmed this week that he had upped Kobus van Zyl's salary and said he would decide whether to discipline or reinstate Van Zyl by the end of the month.

"It is not at all bizarre. Van Zyl has been suspended on full pay. We should not prejudice him," he said. Mkhwanazi said he had contacted his predecessor, Roy Pithey, for a rating of Van Zyl's performance. But he had decided that a bonus was "not applicable" and Van Zyl had been given a standard increase.

Maduna instructed the CEF board to oust Van Zyl on the basis of the preliminary findings of private accountants he hired at the beginning of the year to probe the state oil trading company's accounts.

Accounting firm, Ntsaluba Nkonki Sizwe, was supposed to finish its investigations in May, but the probe expanded amid suspicion that the allegations the minister gleaned from it lacked substance.

Mkhwanazi said the board received the firm's reports this week, adding that copies had also been forwarded to the president's office. He said any disciplinary panel would be made up of external people — not CEF management.

Van Zyl said he would wait to see the report before taking any le-



Kobus van Zyl: Suspended, but with a standard pay rise

gal action. His lawyers have still to receive official reasons for his suspension.

The Ntsaluba Nkonki Sizwe probe has now triggered a full-blown clash between Maduna and Auditor General Henri Kluever. In June, Maduna accused the attorney general of covering up impropriety after Kluever shot down a string of

Maduna's allegations — based on Ntsaluba Nkonki Sizwe's investigations — in a special report to Parliament.

Kluever's office audits the oil company's books. The allegations at the centre of the row — including the alleged theft of R170-million of oil — are now being investigated by the public protector.

Dominance of English not a threat

GWYNNE DYER

IN A time when English has become the first and only "global language", used regularly by Koreans to communicate with Danes and by Turks to talk to Peruvians (both in the flesh and on the Net), it is reassuring to learn that it is not pushing other languages to the wall. On the contrary, concludes David Dalby of the Observatoire Linguistique, the world contains more than 10 000 living languages, 50% more than previously estimated.

Languages with the least number of speakers have only one or two living speakers and will die with them: Bkya, for example, is now spoken only by one 87-year-old woman living near Furu-awa on the Cameroon-Nigerian border. But most of them have enough speakers to carry on forever and the dominance of English is no threat at all.

This conclusion runs contrary to almost everything that has been said about the subject for decades. As long ago as 1985, Development Forum, published by the United Nations University, coined the phrase "language death" and suggested that endangered languages needed active conservation policies in the same way that we protect endangered species of animals.

But Dalby dismisses the common assertion that one-third of spoken tongues are in imminent danger of extinction as "absolute rubbish". The only languages in any danger at all are those spoken by very small groups of hunter-gatherers and what puts them at risk is not "global English" but any nearby bigger language that comes equipped with

books, schools and television.

Dalby should know, for he is Welsh, and the Institute he directs, despite its French name, is in Wales.

Welsh was the very first language to come under pressure from English, but half a millennium after the English conquest of Wales, fully one-third of the population can speak Welsh. Almost all Welsh-speakers are bilingual in English, however, and that, Dalby reckons, is the dominant pattern for the future.

Until now, amazingly, nobody had done a full compilation of the world's languages and dialects. The international network of scholars who collaborated in the effort to produce a 1 600-page register of all the world's languages never suspected that so many languages existed, because each expert only knew his own region. So where do all these languages come from?

They come from a past that was not recorded, when language diversity was so extreme that every little group of a few hundred human beings had its own language (as the people of the Papua New Guinea highlands still do).

There may have been only 10-million people on the planet then, but they would have spoken at least 20 000 different languages. And most, like the New Guinea highlanders, would have spoken a bit of the neighbouring groups' languages, too; multilingualism is not the exception but the norm in human history.

Then came recorded history and the growth of mass societies in which millions spoke the same language. Mass civilisation has been such a successful phenomenon that

five millennia later, only eight languages account for fully half of the world's people. (In order of size, they are: Chinese, English, Hindi, Spanish, Russian, Bengali, Arabic and Portuguese.)

The hundred biggest languages account for 95% of the world's people. In some of the first places to be civilised — the Middle East, Europe, East Asia — the surviving minority languages are counted only in the dozens. But in most places, many more "little languages" have survived: the United States and Brazil are home to hundreds, India and Indonesia to more than a thousand each. Moreover, new technologies have lowered the cost of providing books, radio and even television service to the point where languages with only 20 000 speakers can become perfectly viable mediums of communication for modern living, especially if they are geographically isolated.

A good example is Inuktitut, spoken by Canada's Inuit (Eskimo) people. The small Inuit communities scattered across the vast expanse of the eastern Arctic are all being given satellite uplinks and Internet connections, enabling them to talk to each other in Inuktitut; to access the few thousand books that have been written in Inuktitut or translated into it, and (if they are bilingual) to use all the rest of the world's information resources as well. But that's the rub: "If they are bilingual".

"Bilingual" actually means bilingual in English, since 80% of what's on the Net is in English. And isn't becoming bilingual in English the first step down the road to "language death"?

The French certainly think so and launch

periodic linguistic pogroms to purge their language of English loan-words. But such paranoia is not justified by the evidence: bilingualism or multilingualism was once the natural state of human beings and does not necessarily cause language loss at all.

The 300-million people who speak the world's 9 900 "little languages" do not

need to worry. Most of them are already bilingual in one of the bigger languages, because it helps when travelling and gives them access to broader sources of information. But their own languages are not in decline. On the contrary, desktop publishing, low-cost newspaper publishing and cheap broadcasting are dramatically expanding the possibilities for living in languages such as Basque, Assyrian and Inuktitut.

What's true of the little languages is also true of the big ones facing the apparent juggernaut of global English. The emergence of English as the first global lingua franca is a remarkable phenomenon, but it doesn't really threaten anybody else. The native speakers of English number about 450-million: more than any other language except Chinese but



TALK: Many 'small languages' are not in decline although their speakers, like the Fijians, are bilingual in one of the 'bigger languages'.

less than 7% of the world's population. Count those who have learnt English as a second language, however, and the total soars to between 1.3-1.5-billion, far surpassing any potential rival. A global lingua franca is needed now when everything else is starting to work on a global scale and English just happened to be the leading candidate (for transient reasons of American economic and military dominance) at the right time. Timing is all and it may now retain this role for centuries. But there is not a shred of evidence to show that English threatens the position of other languages in their own home markets.

□ Gwynne Dyer is a London-based independent journalist whose articles are published in 35 countries.

(50)

CT 6/10/97

Govt tackles education's growing bills

Greta Steyn

BD 8/10/97 (50)

A JOINT government finance and education task team is investigating looming spending overruns on education in the provinces.

The finance department confirmed yesterday that a task team had been appointed, but insisted that central government would not bankroll overspending. The provinces are urgently trying to find savings to finance their education bills this fiscal year.

Ismail Momoniat, finance's chief director for intergovernmental fiscal relations, said: "The main problem appears to be with meeting the salary bill. Many provincial education departments have employed teachers without having the funds to pay them."

New teachers had been employed to improve the pupil-teacher ratios in previously disadvantaged schools, without reducing the number of teachers in the more privileged schools.

Momoniat said it was up to the provinces to cut back on other areas of spending to find the funds to finance their education spending within their budgets. Central government was not telling them how to go about doing this.

"Fortunately we have picked up the problem earlier than before and there is still time to find solutions."

He was emphatic that central gov-

ernment would not jeopardise its ambitious deficit targets by giving hand-outs to the struggling provinces.

Gauteng education MEC Mary Metcalfe said: "Things are looking a little bleak in some ways but the problem is being taken forward carefully."

Gauteng had known early on that there would be a problem and through savings had managed to contain education overspending to about R200m this fiscal year.

Gauteng's treasury chief director, Pradeep Maharaj, said SA had seen an increase in teacher numbers, which had put pressure on education budgets. Retrenchment was not an option this fiscal year as a mechanism would still have to be negotiated.

It is understood that the provinces' budgets are also under pressure in health and housing. One of the poorer provinces is understood to be running a substantial overdraft because of severe cash flow problems.

The Western Cape, which angered Finance Minister Trevor Manuel at the start of the fiscal year by budgeting for a R274m deficit, is now talking of a R1bn shortfall. The province's MEC for finance, Kobus Meiring, said all the provinces had difficulties. The biggest problem was the salary bill. Education

Continued on Page 2

Education (50)

Continued from Page 1

BD 8/10/97
and health made up about three-quarters of the province's staff numbers, and both areas were set for overruns.

Meiring complained that the provinces did not have a mechanism to reduce staff numbers, and that the voluntary severance packages had done

nothing to improve the situation.

"The long-run solution is for government to enable us to cut staff numbers. In the short term, by March we will be unable to pay salaries if central government does not provide bridging finance."

Meiring said before central government had granted salary increases of about 15% for public servants, the province's salary bill accounted for about 70% of its budget.

US firm to help SA (so) education in R56m deal

Kevin O'Grady
BD 8/10/97

US RESEARCH and consulting firm ABT Associates had been awarded a R56m contract by the US Agency for International Development (USAid) to provide technical assistance and training in the areas of education and youth development in SA, the company said yesterday.

The contract calls for it to implement a development effort known as the Support to Tertiary Education Project/Grants Management and Technical Assistance.

A company spokesman said the project was aimed at supporting SA in creating policies for transforming the tertiary education sector and creating model education practices nationally and provincially.

ABT president Wendell Knox said the contract tapped (the firm's) "expertise in education, social services, institutional development and local government".

Technical assistance and training would target education departments, youth commissions and nongovernmental groups dedicated to improving the sectors of advanced education, and youth services.

The project would include work in the areas of policy reform and the creation of effective systems for service delivery.

ABT Associates, one of the largest for-profit firms in the US, has conducted business in Africa since the early 1980s. It has been contracted by government agencies, businesses, trade associations, foundations and international organisations. It has four offices in the US, one in Russia, one in Egypt and one in SA.

Education bill amendment opposed

BD 9/10/97 (52)

CAPE TOWN — A last-minute amendment to the Higher Education Bill, which provides Education Minister Sibusiso Bengu with power over universities' language policy, came under fire from opposition parties in Parliament yesterday.

The original version of the bill, being debated by the National Assembly's education committee, allows the council of a public higher education institution, with the agreement of its senate, to decide its language policy.

An amendment tabled on Tuesday by the education department, apparently at the insistence of the African National Congress (ANC), proposes that this be "subject to the policy de-

termined by the minister".

Another amendment will oblige the proposed council on higher education to advise the minister on language policy in this sector.

National Party MP Dirk Bakker said there had been no proper or transparent consultation on the proposals.

They totally contradicted the bill's preamble, which said it was desirable that higher education institutions enjoyed autonomy in their relationship with the state, within the context of public accountability.

This would lead to a situation in which the NP could "definitely not support this bill", Bakker said. This was unfortunate because progressive as-

pects of it were in the interests of higher education and his party would like to support them.

He urged that the committee adjourn to allow the NP to hold informal discussions with the ANC and to consult its own structures and role players in education.

Freedom Front education spokesman Leon Louw said the amendment came as no surprise and confirmed what his party had feared at the time of the constitutional negotiations: that there were no guarantees on language in education. The front would never be able to go along with the change.

Committee chairman Blade Nzimande said the government had to

meet its responsibilities and could not leave language policy to individual institutions in a country that had historically been wracked by division. National policy had to cater for those who feared continued discrimination.

Nzimande saw no reason for the committee to adjourn as the issue had already been dealt with in constitutional talks and the Schools Act, and parties knew where the others stood.

The ANC's Randall van den Heever said there was a need to balance institutional autonomy with public accountability, and the committee could not fail to address the problems in public educational institutions that negated equity. — Sapa.

Death-trap school buses are a 'grave danger' to 60 000

TROYE LUND

SCHOOLCHILDREN's lives are in "grave danger", the South African Bus Association (SABA) has warned as overloaded and unroadworthy buses ply their daily route filled to the brim in Cape Town. Many of the buses are also unlicensed.

But the state of transport for these 60 000 kids in the Western Cape should come as no surprise. The only way operators can make their business viable is by cutting maintenance costs and running old vehicles, as the state subsidy is way too low.

The Western Cape Education Department subsidises 367 transport schemes across the province. The service is contracted to several operators.

The state that school buses are in was highlighted after a pupil fell through the floor of a bus belonging to Ahmed Transport recently, the contractor who runs the service in the

Boland and Khayelitsha areas.

Harry Gwala High School pupil, Ms Lumka Ntontela said: "I know buses are no good because sometimes when robots turn red drivers have to swerve off the road because they cannot stop before the light.

"When it rains the water comes straight through the holes in the roof. We often arrive a few hours late. The buses are not good about time."

A mechanic employed by Ahmed Transport — also the Belhar area contractor — told The Cape Times many buses had faulty alternators, unreliable starters and suspect brakes.

"Some of the engines are literally hanging on by two bolts. Most have no roadworthy certificates and no licenses," said the employee who also claimed that the contractor did not run the full contracted quota of buses.

The employee contacted the Cape Times to publicise the problem and asked not to be named.

An Elsie's River traffic department spokesman said the buses had to be pulled over frequently and that "there was a lot of room for improvement". The main problems were overloading, unroadworthy and unlicensed buses.

Teachers from Harry Gwala School said they had marched on the education department about this issue before. They were sure it would take a fatal accident before "serious action" was taken.

The Cape Times was informed that children often had to walk home — sometimes up to 20 kilometres — because traffic authorities had pulled buses off the road.

Ahmed Transport's drivers who were collecting pupils outside the school said traffic officers did stop them frequently and that they did not feel safe driving the buses. But, their employer, Ahmed Transport had promised drivers that their buses would be upgraded.

Pupils bus subsidy 'too low'

THE NATIONAL EDUCATION and Transport departments should take more responsibility to provide safe transport for pupils, says a transport economist. **TROYE LUND** reports.

THE subsidy to bus operators providing the free transport for pupils to and from school does not begin to cover running costs, a transport economist has claimed.

The Western Cape Education Department (WCED) — the only provincial department that subsidises contractors to provide a school bus service so that 60 000 pupils can travel to and from school for free — pays R51 million a year to contractors.

The money subsidises 367 transport schemes across the province.

The WCED, already anticipating overspending by R440m on this year's budget, said it could not spare a cent more to increase subsidies.

Although the owner of Ahmed Transport, Mr Jean du Toit, which

runs the school bus service in the Boland/Khayelitsha area for 4 000 pupils, is confident he will succeed in providing an efficient and safe service, transport economist Mr Eric Cornelius is not optimistic.

Ahmed Transport is paid between R2,30 and R4,60/km by the department for each of the 68 buses used to provide transport for the pupils.

Cornelius said operators should be getting a subsidy of at least R6/km just to cover running costs. Including maintenance costs would push the subsidy up to R9/km. He stressed that a R9/km subsidy did not allow for any profit.

"The R2,30 does not even cover running costs. What Du Toit is getting is definitely not enough to run a reliable, efficient and safe service with proper maintenance. Opera-

ET 10/10/97

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tors are just going to stop because this business is just not viable."

Cornelius said that because contractors were only granted contracts for one year, it was not viable for them to invest too much if they were not guaranteed at least eight years of service.

"New buses cost R500 000 and secondhand ones around R70 000 each. Operators save on costs by cutting on vehicles and maintenance and running older and older buses," he said, adding that nowhere in the western world was school transport not subsidised.

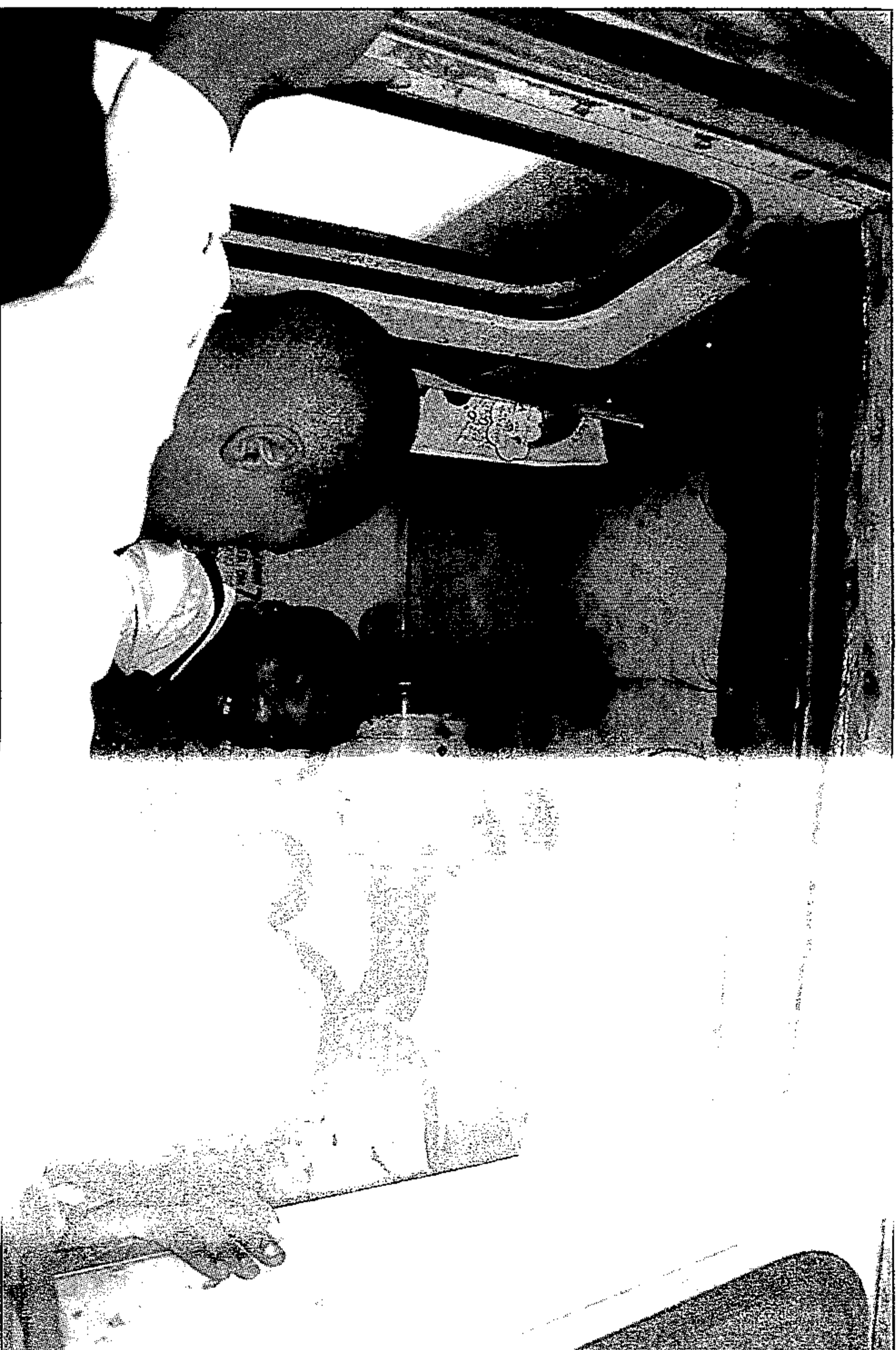
"And in Africa, where so few people have transport and where education is so important, there is no safe, subsidised transport. School transport has been a major problem for years and it is getting worse," said Cornelius, who believes that neither the National Education nor Transport departments are taking adequate responsibility for the problem.

The office of Education Minister Dr Sibusiso Bengu said it was up to individual provinces to allocate money to transport pupils.

The office of Transport Minister Mr Mac Maharaj acknowledged that the problem was severe and dangerous for pupils who had no other means to get to school. But, it said, it had no money to subsidise school buses as it could not afford to reduce the services it provided in other areas of public transport.

The WCED said all tenders were made to the State Tender Board. Tenders were recommended and approved by the WCED if they complied with specifications.

It said that although some defects "were not always visible", all buses of prospective contractors were inspected before the tender was awarded. After contracts were awarded, all complaints were investigated and it was checked whether contractors were complying with the contract.



BUST(ED): Overcrowding on unroadworthy school buses are a way of life for pupils

FILE: THEMINKOSI DWAYISA



Libraries, toilets surely not luxuries

Star 10/10/97 (50)

Franz Auerbach asks: what possessed authorities to allow schools without facilities?

The School Needs Survey carried out country-wide during 1996 has been widely publicised, and I am sure the national and provincial education departments have drawn up plans to meet the basic needs of our schools as quickly as possible.

My main concern in this article is not what's missing, but why that is so. To be specific: what was in the minds of educational administrators when they allowed thousands of schools to be built without libraries, without telephones, without electricity, without water on site and, in more than 3 000 schools, even without toilets?

I am sure that not a single school for white pupils has been built without these five items for the past 60 years. Every school design will have included toilets and water supply, electricity and telephones as well as rooms fitted as a libraries. In other words a basic cost for building a school was budgeted for when one had to be built. I would have assumed that there was a basic minimum standard. Clearly I was wrong.

It seems that when money was short, not only were buildings put up without lights and water, but in fact some quite unsuitable buildings were used. One of the survey findings was that out of 27 188 schools in South Africa, 1 713 were "not suitable for education" and 3 090 needed major repairs. In other words, one sixth of all our schools, in their present condition, aren't fit to teach children in.

When you build schools without providing for electricity (1 357 are wired but not connected, 14 145 are not wired), you create problems for the future. I know that when Soweto primary schools wanted to be connected to the electricity supply, it was at a cost of R6 000 a school. The DET naturally didn't decide to connect about 200 schools at once as that would have eaten up more than R1-million from the education budget. So some schools had to wait, and wait, and wait... yet in the white system money was to be found for sudden needs.

I remember that during the 80s a school for white pupils was considered to be too near Alexandra, so it was rebuilt in another locality: the money was found. When the Sandton town council expropriated the site for the Sandton primary school, the school was rebuilt elsewhere with all necessary facilities: the money was found.

The basis of the inequality implicit in the findings of the Needs Survey was the belief that schools should reflect the average living standards of the "population group" attending the schools. This phi-

losophy was clearly implicit in Dr Verwoerd's notorious 1954 Senate speech on the Bantu Education Bill.

Education should start with both feet in the reserves and have its roots in the spirit and being of Bantu society. The Bantu must be guided to service their communities in all respects. There was no place for them in the European community above the level of certain forms of labour.

It was then laid down that any increases of expenditure on "Bantu Education" would have to be financed from taxes paid by the "Bantu", and accordingly the state contribution to the education of African children was fixed at R13-million per annum, a figure unchanged for some 12 years.

The above shows a basic mindset which says, "If the parents live mainly in mudhuts, then their children's schools should also be mudhuts." That may be exaggerated, but it is the real reason why 6 500 schools in our country didn't have water on site even in 1996, and 10 000 had no telephones. And 83% of our schools have no libraries. Of 4 170 schools in Northern province, only 205 have libraries; in the Eastern Cape it is 433 out of 5 980. The percentage of schools without libraries is 56% in Gauteng and 48% in Western Cape.

The old argument about facilities being linked to the average living standards of the "ethnic group" concerned is not heard any more. But, as the current state of affairs shows, the existing inequalities have not been removed. In retrospect it is clear that the main flaw in apartheid was not separation but inequality. Physical facilities are only one aspect of the quality of education, but their absence creates a demotivating learning environment.

Here's the shopping list arising from the Needs Survey: unsuitable buildings 11 713, major repairs needed 3 090, toilet facilities needed 3 288, water supply on site 6 516, electricity connections 1 357, electrical wiring 4 145, telephones 16 666, high school science labs 5 471, high school biology labs 6 121, libraries needed 22 550.

■ Franz Auerbach is a retired educationist.

Vandalism at schools costs millions

(50) ST(CM) 12/10/97
AYESHA ISMAIL

VANDALISM and theft at state schools in the Western Cape cost a staggering R23-million in the past year.

The crisis, especially at Cape Flats schools, has reached alarming proportions and last week led to the formation of a special task team that included the community, police and army.

South African Democratic Teachers' Union spokesman, Don Pasquallie, said this week it was "unacceptable" that the crisis had cost the Education Department R23-million.

He said a vast amount of money could have been saved if the "education department got their priorities straight".

"Instead of the department bussing in pupils from the townships to "dilapidated schools in the city, the money needed to repair these schools and spent on travelling expenses could be used to build more schools in the townships," said Pasquallie.

He called on parents, teachers and pupils to join hands to protect their schools from criminals.

An Education Department spokesman this week confirmed that a recently compiled Schools Register of Needs had found that the Western Cape had a shortage of 980 classrooms.

Research

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Cape Teachers Profes-
sional Association presi-
dent Archie Lewis said
one way to fight vandal-
ism and theft was to allow
communities to take over
ownership of their
schools.

"With ownership
comes pride.

"One would hope that
the new governing body
structure would pave the
way for community par-
ticipation in schools af-
fairs," Lewis said.

He appealed to commu-
nities not to buy stolen
school property from
anyone.

Instead they should
call the police if they sus-
pected that the goods —
such as typewriters, fax
machines or computers,
had been stolen.

Fees hike shock at top schools

SABATA NGCAI
EDUCATION REPORTER

ARLT 13/10/97

Parents will have to pay more for education next year when top government and private schools raise fees by about 10%.

But the good news for families whose annual income after tax is less than 30 times their children's school fees is that the national Department of Education is planning a system of partial or total exemption from payment.

In a draft document published for comment last week, the department proposes that school governing bodies be allowed to grant various levels of exemption to parents who cannot afford school fees.

The governing bodies would then have to make up any shortfall in school running costs by fundraising.

Some schools on the Cape Flats have

decided not to increase fees - ranging from R40 to R150 a year - because of poor socio-economic conditions. In some areas 50-60% of people are unemployed.

Cape Flats schools have warned that expensive schools are pricing themselves out of the market.

Examples of some school fees are:

■ Garlandale Secondary School in Athlone, R150; no increase.

■ Bonteheuwel Secondary School, R100; governing body yet to decide on an increase.

■ Eftakeni Secondary School in Kraaifontein informal settlement; governing body yet to decide.

■ Rondebosch Boys' High School, about R5 000 next year, up from R4 500.

■ Wynberg Girls' High School, R3 840; a decision on an increase is expected later this year.

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Fees shock at top city schools

ARLT 13/10/97
From page 1

■ Cape Town High School, R1 500; increase next year about 10%.

■ Jan Van Riebeeck High School, not less than R2 000 next year; up from R1 750.

■ Westerford High School in Rondebosch, R3 960; increase announcement expected later.

■ St Joseph's College independent school in Rondebosch, R6 010 for pre-primary school, R9 250 for standards 8 to 10; increase 10%.

■ Christian Brothers College independent school in Green Point, Standard 10 fees to increase from R7 560 to R8 040.

Eddie Snyders, principal of Garlandale, said pupils who had flocked to the top schools would return to schools in the townships once the situation there had normalised. "Model C schools are pricing themselves out of the market," he said.

"The community has discovered that expensive school fees do not guarantee high quality teaching," Mr Snyders added.

Transport subsidy benefits 200 000

By Dan Fuphe

THE Gauteng Scholar Transport Scheme (GSTS) initiated by education MEC Mrs Mary Metcalfe has become a roaring success, say the organisers.

According to GSTS committee member Mr Jabu Tshabalala, a survey was conducted in 1995 by a task team following a directive from Metcalfe. The survey revealed that at least 70 percent of pupils in the province were transported to school everyday.

(50) Sewetan 14/10/97
Service operating for a year, but only runs in Springs, Nigel, Devon

Tshabalala said to put the plan into action, the Gauteng department of education had to make savings and cuts from funds which did not include pupils from previously disadvantaged communities.

"A dossier of budgetary allocations of R1,2 million was initially set aside for farm schools, followed by R4,165 million in the fiscal year 1996/97.

"This amount was divided into 40 percent for farm schools, 40 percent for special schools and 20 percent for needy and deserving cases in the urban mainstream," Tshabalala said.

The buses started operating in 1996. Areas that are presently serviced by the buses are Springs, Nigel and Devon.

"An initial 93 000 pupils were transported a day but this has since increased to almost 200 000 pupils a day. This has had a tremendous impact on the budget.

"Approximately R10 million was set aside for the current financial year," Tshabalala said.

The department of education pays 10c per child per kilometre for rural and urban pupils, while contributing R17,58 a child every month for special schools pupils.

The province has 15 such schools.



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Ex-Model Cs watch and wait

(50)

SABATA NGCAI

EDUCATION REPORTER

ARG 15/10/97

The number of additional teachers former model C schools are allowed to employ could be reduced if the Government accepts an ANC proposal to the education parliamentary portfolio committee.

ANC MP and committee member Randall van den Heever said the powers given to former Model C schools to employ as many additional teachers as they could had resulted in fees "rocketing".

The situation made it impossible for the teacher redeployment process to succeed and for pupils from disadvantaged backgrounds to attend those schools.

Mr Van den Heever said the ANC would table a proposal today on the percentage of teachers the schools may employ.

He said it was also necessary to regulate the salaries and packages given to those teachers to make sure they were paid the same as teachers at state schools.

Draft document drawn up about maintaining discipline at schools

(50)

STAFF REPORTER

A gap in the disciplinary procedures at Gauteng schools could soon be filled if a draft document drawn up by Gauteng's education department to clarify disciplinary procedures is adopted.

After changes to the Schools' Act, which resulted in the banning of caning, schools had found it difficult to handle disciplinary matters at schools, education spokesman Aubrey Matshiqi said.

The lack of guidelines led to a lack of uniformity in the application of punishment at schools and a lack of clarity of how to deal with misbehaviour by scholars by teachers, principals and the department.

In consultation with interest groups and Gauteng education MEC Mary Metcalfe the draft document was drawn up. It de-

fines three categories of misbehaviour - misbehaviour, serious misbehaviour and criminal actions.

Misbehaviour includes swearing and cribbing and could be punished through warnings, additional work or isolation of the pupil.

Serious misbehaviour includes possession of alcohol, distribution of pornographic material, possession of dangerous weapons, theft and vandalism. This could result in temporary suspension from school. Other options include isolating the pupil and counselling.

For criminal behaviour, including theft, rape, burglary and murder, the school could request that the pupils are permanently suspended or transferred out of the school.

Matshiqi said the guidelines would be open for further discussion before being passed.

Star 16/10/97

Schools to manage their own finances

By ADAM COOKE

Star 17/10/97

(50)

Gauteng parents and teachers will have to take responsibility for their own budgets and allocate their own funds once a radical "bottom-up" approach to spending has been introduced in the province in the next two years.

The new approach emerged during a workshop for senior Gauteng Department of Education (GDE) officials yesterday and is seen as the first step towards introducing the province's pioneering long-term financial plan.

Education MEC Mary Metcalfe said that unlike the present system, where responsibility for overspending lies with the head of the GDE, schools and district offices would in future shoulder the responsibility for their own finances.

"There needs to be a separate budget allocation for each of our schools," Metcalfe said, adding that schools would be ranked from richest to poorest, and 70% of the budget would be allocated

to the poorest 40% of schools.

The department hopes to implement the new system - which will see schools developing their own budgets for maintenance, teacher costs, non-teacher personnel costs, textbooks and equipment - in 1999.

This would require that schools be ready by the middle of next year to work out their bud-

Metcalfe hopes new system will start in 1999

getary needs, and it will change the way the civil service has budgeted over the past 40 years.

The department's director of finance, Alan Moonsamy, said this would help to "track every single cent that is being spent".

Finance MEC Jabu Moleketi warned at the workshop that there would be no "bail-outs"

from the national government. "If we overspend this year there will be less money for next year ... At the end of the year, if there is no money for teachers, then there is no money. And we know how teachers feel about that," he said.

He added that managers in education needed to understand this problem and not allow it to fester.

The GDE has established a school funding task team which will look for ways to prepare for the introduction of the school funding norms and standards set out by the national department.

The shift in budgeting policy is termed the Medium Term Expenditure Framework and, according to Moleketi, focuses on longer-term planning and projections in the departments of education, welfare and health.

He said it was in the line with the Government's Growth, Employment and Redistribution strategy, which puts constraints on social spending and encourages fiscal discipline.

Education wage bill higher than budget

Farouk Chothia

BD 21/10/97

DURBAN — The KwaZulu-Natal education department's personnel expenditure bill for the current financial year was expected to be R6,181bn — higher than the department's total budget of R6,124bn, department financial official Derek Sole said yesterday.

He told the provincial legislature's education committee that projected overexpenditure in the department was R720m, higher than the earlier estimated figure of R530m.

Committee chairman and Democratic Party (DP) MP Roger Burrows said he saw no alternative to central government having to make more funds available. The province could make some savings, but this would be insufficient to prevent a deficit.

Burrows said the financial crisis in the education department should not be seen as only a KwaZulu-Natal issue. It affected all provinces, but particularly KwaZulu-Natal, the Eastern

Cape and Northern Province. They had inherited huge backlogs.

Sole said KwaZulu-Natal was banking on receiving an additional R140m in reconstruction and development programme funds and a further R50m for the improvement of conditions of service for noneducator staff. If the funds were not received, the deficit could rise from R530m to R900m.

The department would from the end of next month suspend the provision of security and cleaning services to schools in order to reduce costs.

Voluntary severance package payouts to teachers had a "significant impact" on the budget. A total of R318m had been paid to 4 500 teachers, when R126m had been budgeted initially to pay 3 000 teachers, Sole said.

Nearly 75% of the teachers who were given the packages had to be replaced, further straining the budget as the new teachers had to be paid salaries, he said.

The department was reducing ex-

(50)
penditure on the purchase of stationery and textbooks. While R213m was spent on this last financial year, R86m was expected to be spent this financial year.

The budget for the purchase of equipment was also to be slashed from R57m last year to R34m this year.

Burrows said there was a need for Finance Minister Trevor Manuel to take cognisance of the crisis, and ensure that he "gets it right" for the next financial year.

"There is a shortage of 14 000 classrooms in KwaZulu-Natal. If we are to build them and employ more teachers, we need more money," Burrows said.

The national finance and education departments had appointed a joint task team to look for solutions.

Provincial finance MECs were believed to be also holding meetings with Education Minister Sibusiso Bengu, as they believed that national policies were having a negative impact on provincial budgets.

School fees plan — shock report card

(50) 21/10/97

PROPOSALS TO GRANT poorer parents rebates on school fees will place a fund-raising burden on impoverished communities and could lead to the collapse of education, experts warn. Education Writer **TROYE LUND** reports.

RADICAL proposals to give the poor equal education could see up to 70% of pupils qualifying for substantially reduced fees or free schooling by next year. It is unlikely that most schools can hope to offset this loss by increased subsidies because the proposals also stipulate that provinces must revise their allocations to target the poorest 40%.

With overspending by provincial education departments likely to be up to R6 billion this year, the national department's proposal has been condemned as a recipe for the financial collapse of public education.

Experts have also warned that the proposals would promote inequality and exclusivity as parents who did not qualify for fee rebates or exemption would send their children to other schools. This would leave poorer schools with even less money and harm the poorer parents who qualified for rebates and whom the proposals were intended to benefit.

The Draft National Norms and Standards for School Funding Bill has been published in the Government Gazette for comment. The plan clarifies the education rights set out by the Constitution as basic to all from age seven to 15.

The Western Cape's MEC for Education, Mrs Martha Olckers, has slammed the plan as "unworkable" and says it will achieve the opposite of what is intended.

"The central government is shooting itself in the foot by making plans without thinking of the consequences," she said.

"Like all others, this plan has been announced and will be imposed on the provinces without any auditing ... (of) the number of people who will be exempt or where the money will come from to subsidise the



WINDOW OF LEARNING: Aswin Geldenhuys, Courtney Atties, Elzane Owen, Linco Cupido and Janine Magalies of Park Vale Primary are assured of schooling, even if their parents can't pay.

schools that lose revenue from fees."

Most worried are schools whose facilities are derelict and in need of major repair. These schools — taking into account the number of schools in the Western Cape that do not have toilet facilities or adequate buildings — may not qualify for increased subsidies from the government.

Also worrying is the prospect of their income being reduced if some parents qualify for exemption or rebates on fees.

According to the proposed formula, if a household income is less than 30 times the annual school fee, the parent would qualify for exemption or for a rebate of between 25% and 75%.

Parents would apply to the school for exemption and present their case to the governing body.

"In determining each application, the governing body must seek to reach an agreement with the applicant," the proposal says.

Western Cape education circuit managers said that there was "no way" the province could carry schools if they no longer received full fees.

Eight percent of Western Cape schools do not have water-borne sewerage.

In comparison with these, Fish Hoek High

school would be rated as having better resources and a more affluent parent base. However, the principal, Mr Mike Edwards, predicts that the proposals, as gazetted, will cause chaos.

Fish Hoek High school's fees are R2 100 a year. To qualify for an exemption or rebate, parents would have to earn R63 000 a year or less.

"This will mean about 70% of the families at this school will qualify," said Edwards.

"It will certainly spark enormous reaction if only 30% of the parents end up paying. If these 30% sent their children elsewhere, the school would have no funding."

Government subsidies were minuscule in comparison with a school's expenses, Edwards said.

The proposals would only make it more difficult for most schools and would lead to "vast decay" in public education.

"It is quite clear that schools are going to have to start finding innovative ways to raise money," Edwards said.

"The more affluent the school is deemed to be, the less cake it is going to get — but schools are getting nothing with which to make another cake."

The high cost of private schooling limited the options open to parents who did not qualify for rebates and resented having to subsidise those who did, Edwards said. Educators predict that these parents would send children to colleges, pay for study by correspondence or establish independent schools.

Although Garlandale High School is not nearly as well resourced as Fish Hoek and its facilities need repair, it is unlikely to qualify for a higher subsidy because it has bare basics like buildings and flushing toilets.

Principal Mr Eddie Snyder said his school charged R150 a year, so a household's nett income would have to be less than R4 500 a year to qualify for exemption. A number of parents would qualify and most would be unemployed families or dependent on a pension or government grant.

Snyder said that applying the formula for fee rebates without increasing the school subsidies would not achieve the justice intended. Schools would have to raise funds to survive.

"What is going to happen in communities where the unemployment rate is high? In some communities this rate is as high as 90%.

"These communities cannot afford any fund-raising. The formula would place an extra burden on deprived communities."

The proposal was based on the assumption that advantaged parents could cross-subsidise the disadvantaged, Snyder said.

Educators noted that as soon as schools like Garlandale High School increased their fees to make up lost revenue, more parents would qualify for exemption. "If we do not get an increased subsidy when parents are exempted, we will collapse," said Snyder.

● See Page 7

Plan to help poorest schools

(50) CT 21/10/97

THE WESTERN CAPE Education Department says it is committed to redressing inequalities, but does not have funds to "work miracles". Education Writer **TROYE LUND** reports.

SCHOOLS that are not rated among the province's 40% most needy will have to increase their fees or fund-raising efforts if draft proposals, which would compel the Western Cape Department of Education to alter the allocation of subsidies, are accepted.

The national Department of Education's draft proposals would require the provinces to revise their subsidy allocations to target the poorest and most disadvantaged 40% of their populations.

The objective is to "effect redress and impose equity" to improve the quality of education and conditions at schools, including buildings and the provision of water and electricity.

According to the Registrar of School Needs, 8% or 128 of the Western Cape's schools have a bucket system instead of toilets.

Using the 40% criterion, the provincial departments must rank schools from the neediest to least needy and eliminate backlogs.

The draft regulations provide for a minimum of R3 000 to be allocated to each school, regardless of its enrolment, for stationery, books and other equipment.

However, the regulations say that if the provincial budget allocation for these items is too small to allow each school an acceptable share, it must be distributed among the poorest 40% schools. If there is sufficient, each of these should receive R3 000 and any balance shared among the other schools.

The proposals mean those schools not counted among the poorest will get less money.

The schools most worried about the proposals are those that are short of funds and desperately need repairs, but may not be counted among the 40% poorest.

Their anxiety is heightened by the possibility that, if other proposals come into force, many of their parents may be given rebates or exempted from paying fees.

The Western Cape Education Department says it is committed to redressing inequalities, but the

How fee exemptions would work

EXAMPLES of the way in which the proposed fee threshold would be implemented:

If the fee is R100 a year a parent with a total household income of less than R3 000 after tax would qualify for partial or total exemption.

If the fee is R500 a year a parent with a total household income of R15 000 a year after tax would qualify.

If the annual fees are R1 500 then households with R45 000 after tax would qualify for total or partial exemption.

If fees are R3 000 a year then households with R90 000 after tax would qualify.

Wynberg Girls High School charges R3 840 a year — to qualify for exemption parents would have to earn R115 200 a year or R9 600 a month after tax.

Bergvillet Primary charges R1 690 a year — the exemption line for parents would be R50 700 a year or R4 225 a month after tax.

Fish Hoek High charges R2 100 a year — to qualify for exemption parents would have to clear R63 000 a year or R5 250 a month after tax.

Garlandale High School fees are R150 a year — to qualify for an exemption parents would have to earn R4 500 a year or R375 a month after tax.

payment of salaries leaves only 8% of its budget for other needs.

"Previously disadvantaged schools already get a higher subsidy, but the budget we get makes it impossible to revise or increase subsidies," MEC for Education Mrs Martha Olckers said.

The department is analysing the proposals and preparing a submission.



FUNDS NEEDED: Park Vale Primary pupils Bernard Goliath and Byron Heyes. The school badly needs repairs but, educators fear it may not benefit from the new proposal on allocating government funds. Many parents may also be exempted from paying fees. Schools like Park Vale say they won't survive if their subsidy is not increased to offset the loss of income if parents are exempted from fees.

continued



MANY WORSE OFF: A group of Park Vale Primary school pupils cross their dusty playground. This school is poor but possibly not poor enough as it has flushing toilets — but 8% of all Western Cape schools do not have flushing toilets.

PICTURES: GARTH STEAD

Stumbling block may be removed

FINDING a school convenient for her seven-year-old son has been impossible for Ms Celia Mhlongwane, who lives on the Constantia property where she works.

She cannot afford the annual fee of R1 690 for Bergvliet Primary, which would be the most convenient public school.

"I have spent many sleepless

nights over ways to get Steven to schools in the townships that charge less than R100 a year," said the 40-year-old single mother.

But Mhlongwane's worries came to an end last week when she heard of the National Education Department's plan to exempt parents who could not afford to pay.

"Steven could now go to any

public school in walking distance. This is the first good thing that has been done for me by the new government," said Mhlongwane.

South African Democratic Teachers' Union spokesperson Ms Simone Gayer supported the plan as a means to close the gap between disadvantaged and former Model C schools.

Parents may work in lieu of payments

CARPENTER Mr Eddie Laubscher and Ms Cynthia Brown, an unemployed mother, are battling to pay their children's school fees — but can offer skills to the schools instead.

Parents helping out at schools in lieu of paying full fees could become a common arrangement as the national Education Department is proposing to exempt certain parents from fees. This would mean schools would need other ways to raise finance.

Among the proposals the department has made — in the Government Gazette — is for parents to render services to schools in return for full or partial fee exemption.

Laubscher said: "A good education is one thing that no one will ever be able to take from my kids.

"But it's the money. As a single parent I cannot afford to pay for school uniforms and school fees for two teenagers. But I can offer my services as

a handyman."

Brown is unemployed and gets a monthly R450 welfare grant to help her and her three children.

Although she has no formal education beyond Std 9, she is able to help a Mitchells Plain high school with filing and bookkeeping.

She also has green fingers which benefit the school. She and her sons spend most Saturday mornings trimming the lawn and weeding the flower beds.

Several school principals said they were already encouraging parents to join rosters for classroom and sportsfield maintenance, as well as driving and administrative duties, but had found that many parents were embarrassed or reluctant to do so. Others did not have the time.

But principals stressed that, without an increase in government subsidy, parents' services would not make up for their fees. — Education Writer

Cold facts about SA's schools

STATISTICS compiled by the Education Foundation reveal that:

- A quarter of the country's schools do not have access to water within walking distance.

- One out of every 10 schools in the country has no toilet facilities.

- One third of all South African public schools have a flush system and half have electricity.

Mandela flew to Edinburgh, that he was "The likelihood is that Mandela will stop at

Guidelines on Gauteng school access released

Bonile Ngqiyaza

A SET of guidelines on the admission of pupils to schools, aimed at facilitating equal access to schools and ensuring schools and governing bodies do not act outside the constitution and the law, were released yesterday by Gauteng education MEC Mary Metcalfe.

Metcalfe said the policy guidelines were geared towards preventing discrimination of any kind against pupils and to encourage schools to use educational resources, such as classroom space and furniture, judiciously.

The guidelines advise schools that no pupil may be denied admission on the grounds of race, gender, language and an inability to pay school fees and that a pupil who has been refused admission may appeal to the MEC.

They also stipulate that a child may not be admitted into a primary school unless he or she would have reached the age of six by June 30 of the year of admission and that no four- or five-year-olds may be admitted to a school.

If a learner is three years or more above the average age of the standard group into which he seeks admission, the district director, the governing body and the principal should decide

BD24/10/97 (50)
whether such a child is admitted.

Learners who live in the natural feeder area of a school must receive first preference regarding admission.

Commenting on the continuing desegregation of what were Model C schools, Metcalfe said that, to a large extent, these schools had reached capacity. "I think where schools are full, there often is a perception that that is on the grounds of race ... and that needs to be handled sensitively. We would like to see all children attending quality schools around their areas."

On learners with special educational needs which cannot be met in a particular school, the guidelines recommend that such a child be referred to an appropriate school or class for specialised education.

Learners of compulsory school-going age who have been out of school for a period, or who have had no schooling, may be accommodated in fast track classes until they can be absorbed into the mainstream school programme.

Regarding school funds, the guidelines encourage public schools to establish a school fund and state that until the new funding norms and standards are determined, parents would still be responsible for operational costs.

Gauteng
Vaal reg



RONSSONS

Commitment to quality education

(50)

CT 24/10/97

SHEPHERD MDLADLANA, ANC

Member of Parliament, responds to concerns raised in Tuesday's Cape Times report on proposals for equal education.

AS SOMEONE who spent many years in education before entering Parliament as an ANC MP, I share with teachers and administrators a commitment to quality education, and the creation of a learning environment that brings out the best of South Africa's young people, preparing them for life beyond the classroom.

Education should be our nation's number one priority. It is not just important for the individual child but an economic necessity for the nation.

While I appreciate and understand the concerns of those who may feel that proposed norms and standards may not fully meet the needs of their individual schools, positive change can only take place if we develop the potential of all our young people.

Because it is the next generation that is our greatest natural asset. We owe it them to develop their potential fully.

There are many excellent schools in the Western Cape, but far too many children are denied the opportunity to succeed. Our task is to raise standards in every school. To provide opportunity for all whether they live in Constantia or Khayelitsha.

The South African Schools Act, which took effect on January 1, 1997, made provision, for the first time in South Africa's history, for a uniform system for funding and governing the nation's schools.

The Act imposed important responsibilities on the state with respect to the funding of public schools. The basic principles of state funding of public schools took as their point of departure the constitutionally enshrined guarantee of equality and recognition of the rights of those who were ignored in the apartheid past; it gave responsibility to the Minister of Education to set norms and standards for public school funding.

The draft national norms and standards for school funding represent an important innovation in the development of a framework to express government policy, proposing national norms and minimum standards for school funding as well as the procedures to be adopted by provincial education departments in determining provincial budgets for schools.

The draft norms and standards guidelines compel the MEC of each province to ensure that there are enough school places to allow each child living in the province to attend school. Priority must be given to building new schools or extra classrooms for those who need them most.

If a choice has to be made, priority must be given to facilities for pupils from grades 0-9 to ensure all eligible children have school places in the compulsory phase of schooling as soon as possible.

Need should be defined in terms of lack of current schools or overcrowding of existing ones. Extensions to existing schools should be built in preference to new schools. Provincial departments must objectively determine where to put new classrooms and schools based on pupil rolls and distance indicators. The provincial departments must develop a ranking of areas from neediest to



EDUCATION FOR ALL: ANC
Member of Parliament, Shepherd Mdladlana, believes that education should be our number one priority. He says it is not just important for the individual child but an economic necessity for the country.

least needy based on the numbers of children out of school or in existing crowded schools.

Our country's education system needs such a root-and-branch analysis. What it does not need is a negative, knee-jerk response to change. Sensationalism and alarm do not improve the lot of our poorest children.

In an ideal world and with abundant resources we would be able to take care of the

all needs. Equal access requires a new system which must prioritise and legitimately establish clear criteria of greatest and most urgent need.

Without apology, the report targets public expenditure towards those who have historically been disadvantaged so that they may also begin to enjoy the equality of educational opportunity.

It is understandable that the school administrators quoted in the Cape Times this week have concerns. It is their right and indeed their responsibility to voice their views. But we must also be extremely cautious not to develop a blinkered suburban vision that ignores the far harsher deprivations of schools often only a few kilometres away.

Neither should policy on such a critical issue be decided on the shifting sands of political expediency.

Who articulates their concerns and their needs? Surely in the new South Africa we must abandon the past practice where the rich, powerful and articulate hog the pie, while making the odd gesture to the need of the poor.

I was elected to Parliament to change society for the better. The draft National Norms and Standards document is a step in this direction and for this reason it has my support. I do not claim that there are not issues and legitimate interests and concerns to debate. But for heaven's sake let us also step beyond pure self-interest and spare a thought for those with even greater needs.

Perhaps the Cape Times will carry a report on whether those areas and schools with the greatest educational needs feel the document goes far enough in the direction of equity and redress.

SA is standing on the brink of an educational abyss

THE latest international study of school students' performance in maths and science was released earlier this year. The results and implications of the Third International Maths and Science Study for SA were devastating.

SA stands on the edge of becoming educationally disadvantaged, and this may become an irreversible situation if matters are left as they are.

That this has come about is obviously the result, in large measure, of the imbalances generated by apartheid policies applied over a very long time.

However, we also need to ask whether our new education departments are delivering the building blocks for excellence, specifically in the areas of science, maths and technology.

It is my heartfelt view that education is far too important to be left to any government.

And the corollary, of course, is that the private sector has to take part in deciding how education is applied and what education is offered.

SA's scores were the worst in both maths and science out of all 45 countries that participated in the study. This was the case at both Standard 5 and 6 level.

Business must get involved in meeting SA's critical educational needs, says Nthato Motlana

Significantly, SA's results displayed the lowest overall improvement from Std 5 to 6, and there were no areas in science and maths in which SA students performed well.

Many students had language difficulties, including the South Africans, of whom the vast majority were writing in a language other than their mother tongue.

Among the top performing countries, classroom size did not appear to affect results adversely: in Korea 89% of the students were in classes with more than 40.

International results indicate a strong link between home environment and achievement.

The results of the Std 10 age level have not yet been reported. However, there is every indication they will be no better.

This means that, on average, our job seekers coming into the labour market for the first time this year were less educated in critical performance areas demanded by a modern economy than were their peers in 44 other countries.

Will the class of 1997 be any better than the class of 1996? Is it conceivable that the classes of 2000 and 2001 — the Std 5 and 6 age levels reported on the study — will perform any better than last year's matric class and if so, what initiatives are in place to ensure that our mean competitiveness in maths, science and technology will improve so dramatically?

Regrettably, present indications are that the task before our teachers is vast. Of course, from next year there will be a new curriculum and a new approach to the syllabus that is grandly called "transformational outcomes-based education", but there is no evidence whatsoever that it will achieve the dramatic improvement in teacher skills in maths and science (certainly over the short term) that are necessary.

Surely this has to be of overriding concern to us as business people, and we should be considering ways in which we might involve ourselves in the many fine programmes and partnerships that are being profited by both government and other private initiatives.

We are shedding approximately 50 000 jobs a year, even given a growth rate of 2%-3%.

This is because the kinds of work we do are changing as we attempt to participate in the global economy, and we cannot find the right skills levels to fuel productive employment.

I know that some people will say: "But the economy is slowing down... some engineers are being retrenched... it is a fallacy to think we need to emphasise greater technology proficiency."

I would tell my critics who say this: "Balderdash!"

Singapore, which has a population of roughly 3-million and 500 000 contract workers, has two tertiary institutions that offer engineering sciences. Their student enrolment is not much short of our own, and our population is about 12 times the size.

Those engineers and scientists are not necessarily being absorbed by the corporations in Singapore. They do their own thing. They start their own businesses, employ more people, add value — they make a contribution. And they can do it because they have a world class education.

Although we are African, our economy is a significant one by world standards.

SA is the powerhouse of sub-Saharan Africa, if not all of Africa. If it fails to deliver growth and benefits to all its people, then the countries around it will fall equally. Africa will not survive to provide the world with vibrant expanding markets peopled by an active consumer population if SA does not prosper and grow.

To be the best in Africa means little. We need to compare ourselves with the first world, because it is first world levels of affluence that will ultimately have to be achieved if we are all to have the kind of future we wish for our children and grandchildren.

I was invited recently to a well attended think-tank facilitated by Iscor chairman Hans Smith. It took note of the fact that next year has been designated by the cabinet as the Year of Science and Technology. Smith and his colleagues are to be congratulated on seeking ways to facilitate greater awareness and being sensitive to the critical need to produce a stronger education system with better teachers.

Nthato Motlana is chairman of New Africa Investments. This is an edited extract from his address to the SA Nonlisted Company Award banquet last night.



MOTLANA

economy is a significant one by world standards. SA is the powerhouse of sub-Saharan Africa, if not all of Africa. If it fails to deliver growth and benefits to all its people, then the countries around it will fall equally. Africa will not survive to provide the world with vibrant expanding markets peopled by an active consumer population if SA does not prosper and grow.

New bill 'will only widen education gap'

(50) RALY 28/10/97

The Education Laws Amendment Bill to be tabled in Parliament today, seeks to give powers to school governing bodies to employ and pay the salaries of extra teachers to those already employed by the department.

The proposal was vehemently rejected by the schools on the Cape Flats, which said the Government should have consulted them.

"The state seeks to perpetuate the imbalances of the past instead of narrowing the gap," said Fazilet Bell, a teacher at Alexander Sinton High School.

"It creates the impression that the former model C schools are better than any other schools."

Alexander Sinton is just one of the schools on the Cape Flats still struggling to recover school fees.

The school has 1 200 pupils with school fees of R150 a year, expected to rise to R250 next year.

Last year, the school managed to collect 75% of its fees. Some parents could not pay because they were unemployed or depended on social welfare grants to make ends meet. This year, the school was able to collect 85% of the fees.

The 46-year-old school is located in the heart of the middle class suburb of Crawford near Athlone.

Ms Bell felt the Government was abdication its responsibility to provide schools with teachers.

Alexander Sinton lost 15 teachers who took the voluntary severance packages last year. It was left with 42 teachers and the Western Cape Education Department has indicated to the school that it should lose three more teachers.

Ms Bell, who teaches history and English, said she was doing the work of two teachers. Teachers were booked off at the school from time to time for various reasons relating to stress caused by heavy workload.

There were very few teachers who did extra-mural activities at the school because they were "too tired".

Teachers could no longer instill discipline in pupils because there was no time for that.

"The former model C schools should not be allowed to employ additional teachers because the existing

INSIDE STORY

Teachers are rejecting

amendments to the

South African Schools

Act, saying it could

worsen the plight of

previously disadvantaged schools.

SABATA NGCAL visited some Cape

Town schools to see if they were

ready to implement the changes



gap between poor and rich schools would widen," said Ms Bell.

She accused the Government of "abdication its responsibility by thrusting it on the shoulders of the parents" and said the school was considering fundraising to help pay debts.

The school has been burgled six times this year. Vandals stole copper pipes, books and stationery, among other things.

"Where do we get money to employ extra teachers?" asked Mrs Bell.

Phunzile Makhosana, the principal of Sinethemba Secondary School in Phillippi, is resigning at the end of this year because he is "extremely frustrated with the education system in South Africa".

The 36-year-old headmaster said he was caught between the red tape of the Western Cape Education Department, parents who could not afford to pay school fees because of poverty and unemployment, and teachers who thought he was inefficient.

"We are sitting here frustrated by the red tape and yet things are getting worse at school," he said.

The new face-brick double-storey school overlooks the sprawling shantytown of Phillippi, just off Lansdowne Road. The area is made up of tens of thousands of families who

migrated from the Eastern Cape in search of work.

The school has 51 teachers and 1 430 pupils. School fees are R60 a year. To make it easier for parents, the school decided to split the money into three installments of R20 each. In June, less than half paid the fees. So far, only two-thirds of them have paid.

"We even thought of fundraising, but where do you start here?" asked Mr Makhosana.

"The state is widening the gap between the haves and have-nots," he said. "The state should stop talking about equity and redress because, in the light of what it intends to do, those are becoming empty slogans."

"The state encourages elitism. We must forget that governing bodies in black schools will ever be able to employ extra teachers."

Enkenti Secondary School in Wal-lacade square near Kraaifontein has no formal school buildings.

Instead, containers donated to the school by local companies are used. Pupils pay R20 a year for school fees, but it is an uphill battle for parents to pay off the amount. According to the school, which has 1 200 pupils and 29 teachers, most parents are hawk-

ers. Those who are employed, work in building construction companies earning less than R60 a week.

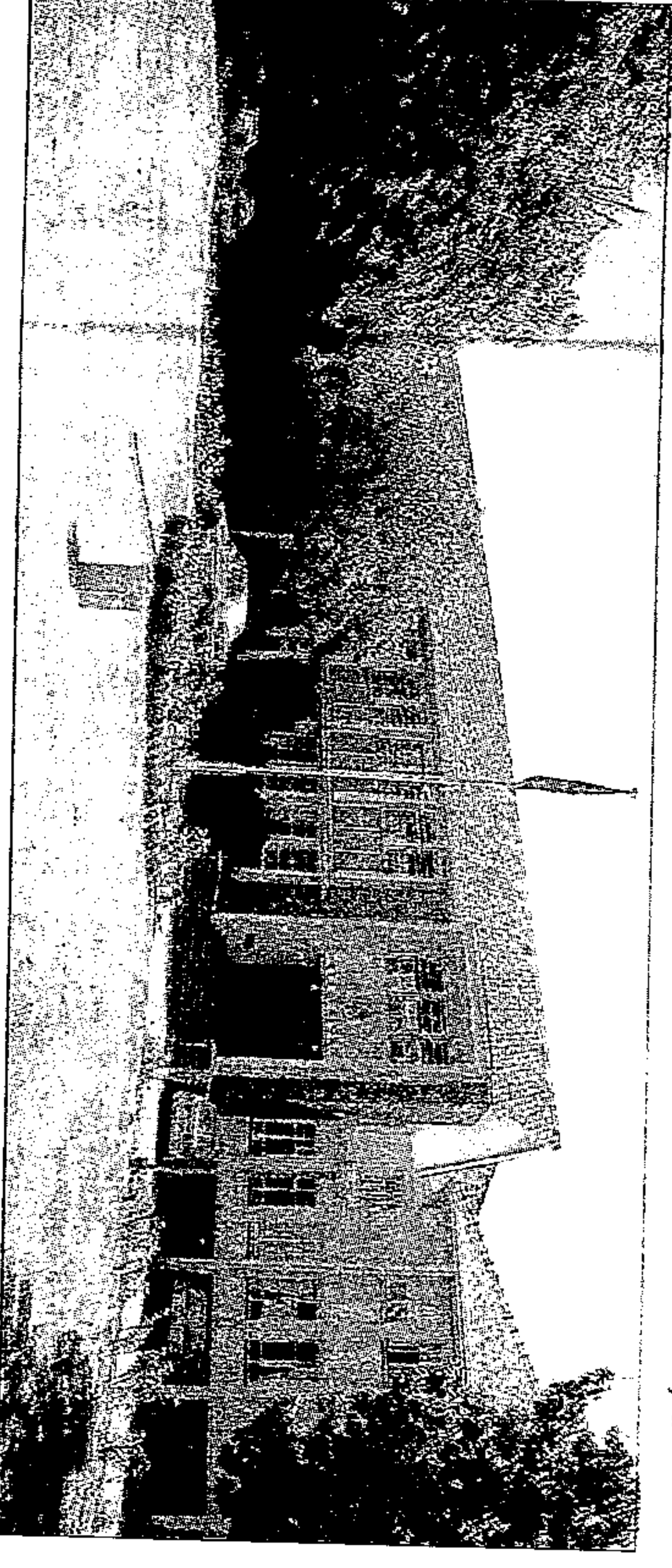
Athlone High School, the first coloured high school on the Cape Flats, is also facing a hard time in providing mainly poor parents to pay school fees. On average, the 50-year-old school collects between 60% and 70% of fees every year. School fees are R150 a year.

Principal Howard Mackrill said: "It's a fight from the beginning of the year to the end. We can't set deadlines for payment, we must wait until the money is available from parents."

The school, located in Athlone's Q-Town area, is sandwiched between asbestos-roofed matchbox houses. According to Mr Mackrill, the state had to buy some of the stationery and help to repair the school when it was burgled and vandalised.



Red tape: Sinethemba Secondary School in Phillippi, above, will lose its principal, Phunzile Makhosana, at the end of the year



Extra manpower: Westerford High School in Rondebosch is taking on additional teachers

He said the school could do a limited amount of fundraising in the community to help with maintenance of the school, but would never be able to raise funds to employ even one extra teacher.

A major complaint was high stress levels. Last year, the school lost five teachers, leaving 30 staff members to teach 860 pupils.

Although Sea Point High School said it could not afford to employ extra teachers, it was more concerned about the amendment to the Schools Act, which it said, was re-

ducing the powers of school governing bodies.

School principal Phillip Gurney said the act should set out clearly the rights and functions of the governing bodies.

In terms of the amendment, governing bodies could recommend the appointment of teachers, but the state retained the right to reject the recommendations.

Governing bodies were forced to recommend teachers from the redeployment list. Mr Gurney said parents were bat-

ling to pay the school fees. The school fees are R1 680 a year and so far less than 60% has been collected.

The school has 320 pupils and 14 staff members after it lost seven through the teacher redeployment process.

The school draws some of its pupils from the Cape Flats.

According to Mr Gurney, the school needed another teacher and if the school lost more staff, they would have to cut down on certain subjects. He said the perception that the school was rich was wrong.

Instead of reducing the standard of the former model C schools to a mediocre level, the state should push up the standard of the disadvantaged schools to the same high standard.

The school lost seven teachers last year and was left with only 30 between 805 boys.

Mr Law said the school might lose more teachers in the Government's bid to bring the pupil teacher ratio to 1:35 in secondary schools by the year 2000.

He said already parents had indicated they were prepared to pay salaries for extra teachers instead of cutting down on subjects offered.

Mr Law said to employ one teacher could cost the parents between R70 000 and R100 000 a year depending on experience.

So far, the school needed six to seven teachers.

The academic fees at the school were R2 540 for this year.

Mr Law was opposed to the fact that the Government might restrict schools on the number of additional teachers they could employ. "What kind of democracy is that?"

Parents at Westerford High School have agreed to employ additional teachers, said Clive Roos of the governing body.

He called it "unreasonable and a counter-productive restriction" for the state to try and limit the number of teachers to be employed.

Education in R1-bn cash crisis

(50)

Overspending mounts by about 20% of Gauteng's total budget,

while 1 200 teachers are being paid for doing no work at all *SAW 29/11/97*

By ADAM COOKE

The Gauteng Department of Education is "saving ruthlessly" to reverse the current short-term financial crisis that has produced overspending of R1-billion.

The extent of the crisis emerged at a meeting of the standing committee on education yesterday.

Education MEC Mary Metcalfe said last night that while there were short-term problems with the budget nationally, they were being closely

managed and monitored by a task team of the national treasury.

She said the "real alarm bells" were the long-term problems arising from difficulties in getting national and provincial departments to work together within their financial constraints.

Education is the responsibility of provincial government but policy for the sector is set at a national level. For some time, provincial education departments have experienced difficulties in trying to implement

policies set by the national government within their limited provincial budgets.

National Party spokesman Juli Killian said the overspending was a sign that the department needed financial experts to work out the implications of carrying out policy.

"There is a need for real financial planning. This is an emergency and no one is taking heed," she said, adding that the overspending was about 20% of Gauteng's total budget for education.

She said one of the main

causes of overspending was "double parking" - about 1 200 teachers in the province were not working but were still being paid around R90 000 each a year.

These were teachers who were to be redeployed as part of the rightsizing process but had stayed on in their posts because the process had been temporarily halted.

One area that will suffer as a result of short-term savings is staff training for the introduction of Curriculum 2005 next year.

Catholic schools 'face ruin' if subsidies are cut

Bonile Ngqiyaza

BB 30/10/97 (50)

THE Catholic Institute of Education — which has seen the majority of its schools perform well in matric examinations — has expressed concern that many of the schools will be in serious difficulties if state subsidies are further reduced.

Already, four Soweto Catholic schools needed about R900 000 to keep them open for the rest of this year, institute representatives said at a news briefing in Johannesburg yesterday.

The schools in crisis included Lourdes Lower Primary, Lima Higher Primary, Immaculata High School in Diepkloof and St John Berchmans Primary School in Orlando East.

Yesterday's briefing was to explain the kind of ethos and values prevailing in Catholic schools — enabling even inner city schools in the US, the UK and SA to perform better than their inner city counterparts.

Last year, Catholic schools achieved a 94% pass rate compared to the public school rate of 54%.

"Catholic schools in SA are not perfect, and they only educate a small proportion of the nation", institute nation-

al co-ordinator Mark Potterton said.

Michael Burke, a Catholic church vicar and an institute representative, said the aim was not to gloat but to show that "our schools could hold a beacon of hope to others. They do not have better resources ... in fact they often have less."

Institute information officer Siphon Gumbi said the Catholic School Council had set up a crisis committee to assist and support the ailing Catholic schools.

The severe financial crisis followed the reduction of government subsidies and the recent increase of teachers' salaries by about 15%.

He said the committee aimed to help the schools get through the year with the hope that a new differentiated subsidy system would be introduced to benefit poorer schools, or that these could become public schools with a distinctive character on private property as provided for by the SA Schools Act.

Gumbi quoted Johannesburg diocesan schools superintendent Tim McCrindle as saying both options were being negotiated with the education department. "The schools have explored the implications of these options."

HRC gets tough on school racism

(50) MFG 3/1/10 - 6/11/97

Wake-up call as HRC is alerted to 29 cases of alleged racism in schools, reports Mukoni T Ratshitanga

South African schools are set for a major shake-up as the Human Rights Commission begins a nationwide investigation into racism in schools. The commission said last

week it was investigating 29 cases of alleged racism in six provinces since 1995 — in Gauteng, Free State, Western Cape, KwaZulu-Natal, North West and Mpumalanga. Its inquiry is likely to result in

tougher measures against teachers, pupils and parents implicated in racist practices. The commission can recommend disciplinary action against educators, that legislation be changed and that suspensions of pupils be lifted.

"There is a vast range of options available to us. The South African Schools Act prohibits racism," said

HRC representative John Mojapelo. Gauteng MPL and the African National Congress's East Rand deputy chair, Pule Malefane, would like racist teachers and principals fired and their qualifications scrapped.

"[This [racism] should be regarded as a serious crime that has a high potential for destroying children at their early stage," said Malefane.

But the Ministry of Education does not have a race relations programme to ensure racial harmony prevails in schools. Ministry representative Khumeleni Khangala added that it does not envisage launching such a programme, as "racial discrimination is outlawed by the Constitution and the schools Act".

One of the schools being investigated is Pretoria West's Elandsport High School, where classes were suspended for a week in May after a racial fight that ended in two black students hospitalised.

The clash erupted after a verbal dispute between two black students and an Afrikaans teacher. Black students alleged racial tensions were being fuelled by a group of white boys from the first 15 rugby team they called the "pie gang", who had called them "kaffirs and niggers".

They accused the principal of turning a blind eye to the remarks because the pie gang's parents sponsor the rugby team.

An irate Afrikaans-speaking parent told the *Mail & Guardian* black students were not welcome as Elandsport is a white school. "I don't know why they must go to white schools. Why can't they go back to Soweto or somewhere else?" she asked.

University of the Witwatersrand education policy unit researcher Salim Vally said apartheid education "structured the social consciousness and identity of parents" which they pass on to their children. This problem could be solved if "an explicitly anti-racist curriculum" is introduced at schools.

"It is not enough to say we must accept each other's cultures. That might even mean accepting what a racist defines as his or her culture," he said.

Vally added that the "rainbow nation" concept is too simplistic, and might perpetuate racial prejudice "by stereotyping and pigeonholing people. We should move away from a narrow multi-cultural concept by applying a broader analogy of the Groot Karp River, where you have different sources — from Africa, Asia and Europe — of tributaries that flow into the river. "The tributaries might have different sources, but they flow into this big river called the Karp which is the body of humanity. That is the cultural heritage of all South Africans." Elandsport's acting principal, Sarel du Toit, this week said he was unaware of the commission's inquiry.

Du Toit said the provincial department of education in a separate inquiry had cleared the school of racism. "The report only points to communication and managerial problems." The provincial department last week convened a two-day anti-racism workshop at the school. But Du Toit described the workshop as "a success".

Fight over equity in schools rages on

ARG 16/10/97 (50)

INSIDE STORY

The Education Department's proposed amendment to the South African Schools Act has received a mixed reaction from teacher unions.



Education reporter **SABATA NGCAI** looks at the issues involved

The Education Laws Amendment Bill proposes to give powers to school governing bodies to appoint extra teachers and non-teaching staff and pay their salaries.

Fears were raised by various parties that the Government was abdicating its responsibility to bring about redress and equity in education by privatising the payment of salaries.

Educationists expressed fears that the Government might in the years to come leave it to the public to pay teachers' salaries.

The bill comes just weeks after it was disclosed that the Government was worried about the huge salary bill it had to foot for the country's teachers. About 90% of this financial year's budget in provincial education departments was reported to be spent on salaries.

Last week, it was estimated that the provinces could have overspent by R6-billion at the end of the financial year.

Teacher organisations were worried that schools located in townships, squatter camps and rural areas would not be able to raise funds to employ extra teachers and therefore the current imbalances in education would continue.

They said only schools in the more affluent communities would be able to raise funds and employ high-quality teachers.

In their submissions to the Portfolio Committee on Education, some teacher organisations rejected the proposed amendments while others agreed in principle.

The SA Democratic Teachers' Union (Sadtu) rejected the proposed amendments.

"We move from the premise which says that the South African education system has inherited gross inequalities," Sadtu said in its submission.

"We therefore believe that to enhance quality public education in the provision of education by the state, the principles of redress and equity should be effectively addressed."

The union said it was "vehemently" opposed to the extension of the powers of governing bodies to employ additional teachers. It said the extension of powers would result in the entrenchment of the privileges of previously white, former model C schools. It said to allow the governing bodies to employ extra teachers "flies in the face" of the principles of equity and redress to which the government said it was committed.

"It is only the privileged schools in the middle-class areas which will have the financial means to employ extra teachers," said the union.

"There is a very real possibility that a two-tier public schooling system could develop with the poorer and more disadvantaged schools continuing to exist in predominant-



COLIN DANIEL

Hot issue: Education Minister Sibusiso Bengu's proposed amendments have added fuel to the flames

ly black townships, informal settlements and rural areas.

"These schools in the past have not been in a position to raise funds for ordinary maintenance and other ancillary services.

"Rather than giving powers away, the department should have more powers to intervene and compel some of the white privileged schools to have clear affirmative action targets within their staff and pupils."

The National Professional Teachers Association of SA (Naptosa) agreed, with caution, to the delegation of more powers to the governing bodies. Naptosa said it would be necessary to regulate such powers.

"It is possible that a specific governing body could abuse the rights and powers vested in it," said Naptosa. "Regulations would be necessary to prevent racial or ethnic appointments being made instead of appointments on merit or qualifications."

The Centre for Education Policy Development, Evaluation and Management (CEPD) came up with some options relating to the unrestricted employment of teachers by the governing bodies, and the employment of teachers by the state.

The organisation said if teachers were employed by the governing bodies without restrictions that meant:

■ The class sizes in public schools were dependent partially on the wealth of the school's governing body - "that is, largely on the affluence of the parent community".

■ Schools may exploit teachers on private contracts, employing them at rates of pay and conditions of service inferior to those paid to state-employed educators.

In general, privately employed teachers are not in a strong bargaining position as they negotiate their contracts individually

and thus do not have the collective bargaining benefit.

■ On the other hand, it is possible that schools with wealthy parent communities will employ teachers at pay and conditions superior to those of state-employed teachers. The result would be for wealthier schools to attract better teachers, or at least those with scarce skills, like maths and science, away from the rest of the public schools.

The CEPD said it considered an equitable option where the Government employed teachers itself because all public schools would have their state-allotted complement of teachers and that any inequalities would be determined by the policy. The organisation said a problem with this option was that almost 8 500 teachers privately employed by public schools would have to be laid off at the end of 1997.

The Federation of Associations of Governing Bodies of SA Schools (Fedsas) is in favour of the devolution of powers to the governing bodies.

"Should governing bodies not be given these powers, it would be a negative message to all stakeholders involved with public schools and the

schools (public) will inevitably experience a drainage of learners and educators towards independent and home schooling," Fedsas warned. "This would also give rise to general apathy among stakeholders."

Fedsas, without elaborating, came up with an option which it said could help poor and disadvantaged communities to be able to employ extra teachers. "The private sector is ready to assist education with large amounts of money, and specifically in providing funding for previously disadvantaged communities to enable them to appoint additional staff..."

'It is only the privileged schools which will have the means to employ extra teachers'

that the financial statements are the responsibility of the executive committee.

It can be asked why substance rather than form does not play a bigger part in Sarfu's accounting.

Luyt says Sarfu could have shown the Newscorp agreement as an asset in its balance sheet.

It chose not to. This would have wiped out its debt and given it cash of R100m. Again it chose not to do so.

Perhaps that is what Sarfu should be doing. But they should also show the effect of such a change in accounting policies on Sarfu's liabilities.

Meanwhile Sarfu minorities (Natal, Free State and possibly Western Province) will have to do without the much-needed checks and balances proposed by Natal delegate Judge Peter Combrink.

Among others, Combrink proposed an arbitration clause to settle disputes between Sarfu and its members. Hennie Erasmus, president of the Mpumalanga union, objected, saying it would enable minorities to frustrate the majority by using the arbitration process. Needless to say, the proposal failed.

By taking this decision, Sarfu probably missed its last chance to investigate and settle its affairs internally.

Dean Basson

AFRIKAANS

Language under siege

Preparing to resist a post-apartheid wave of Anglicisation

Freedom Front MP Leon Louw makes a statement calculated to cause Hendrik Verwoerd to turn in his grave. Of the five Afrikaans universities inherited by the African National Congress-led government in 1994, only two can be salvaged for the Afrikaans-speaking community. As Louw says: "Before we lose everything, give us Potchefstroom and Stellenbosch."

His statement, in the wake of last week's demonstration in parliament's public gallery by the FF's youth wing against ANC language policy, rests on recognition of statistical facts. As Hermann Giliomee, of the University of Cape Town, points out, the proportion of Afrikaners enrolled at Afrikaans universities is declining rapidly, most visibly at Rand Afrikaans University, now renamed Rand Academic University.

Since 1993, when the eclipse of the old

order loomed large, the proportion of Afrikaner students at RAU has declined from just under 75% to hardly more than 25%. The Universities of Free State and Pretoria have undergone similar though less dramatic declines: from more than 85% to just over 60% at Free State and from 80% to a shade over 60% at Pretoria.

The same trend is apparent at Stellenbosch and Potchefstroom, the two universities which Louw believes can be saved if Afrikaners marshal their resources and negotiating skills to defend them as the universities least vulnerable to demographic pressure. The relevant figures for Afrikaans enrolment are: Stellenbosch, down from 77% to 68%; Potchefstroom, down from 90% to 70%.

Offering a broad perspective, FF researcher Stephan Maninger, who took part in the protest demonstration, calculates the Afrikaner component at the five traditional Afrikaans universities has shrunk from 80% to 54% in the past four years.

The Afrikaner component of these universities, demographically and culturally, has diminished under a dual process: admission of white English-speakers seeking refuge from the ANC-led transformation of the old English language universities and enrolment of black students demanding to

WOLFGANG PETERSEN/REUTERS

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be taught in English.

Whether the ANC-led government will accommodate the Afrikaners' quest to preserve the Afrikaner ethos at two of their original five universities is an open question.

Like the historically Afrikaner universities, traditional Afrikaans-language schools are under siege by the black majority. The relative decline in the growth of the Afrikaner population means that some of these schools are not filled. Disadvantaged blacks now demand to share the empty classrooms. Once in possession of a portion of the school facilities, they demand to be taught in English.

Thus, to quote Louw, a traditional Afrikaans school becomes a bilingual school. The next step, Louw fears, is for it to become a unilingual English school.

FF parliamentarian Pieter Mulder compares the present situation to the attempt by Lord Alfred Milner to Anglicise Afrikaners after their defeat in the Anglo-Boer War of 1899-1902, except the threat now comes from black instead of white English-speakers.

For Louw there is only one viable option: Afrikaners must vacate some schools and concentrate their children in fewer schools. He emphasises that race is not an issue.

Black or coloured pupils who are willing to be taught in Afrikaans are eligible for enrolment. "We passed the race issue a long time ago," he says. "We are concerned with protecting our language."

Sociologist Lawrence Schlemmer, who has warned of growing Afrikaner discontent with ANC language policies, takes a slightly more benign view. He says the end product of the process is not unilingual English schools, but schools in which the Afrikaans component become a mere appendage.

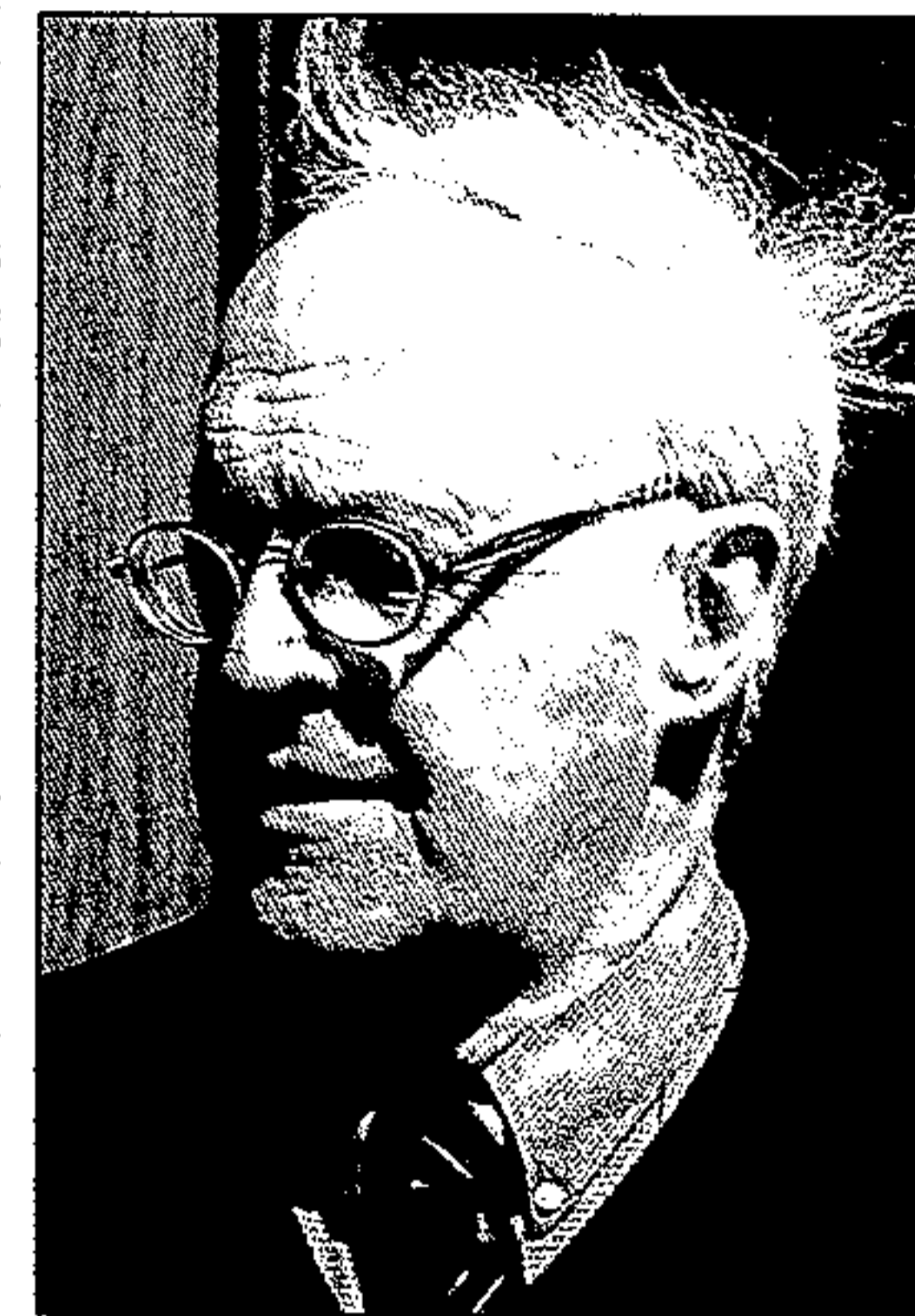
But, as Schlemmer points out, there is another aspect to the language question. More Afrikaner parents are sending their children to English-language schools, thus accelerating the process of Anglicisation.

A Markdata survey commissioned by Afrikaner notables shows that a fifth of

Afrikaner parents believe their children should attend English-medium schools. Their motives include a desire to prepare them for post-apartheid SA, where English has already acquired de facto status as the lingua franca of the emerging nation. Another motive may be, the headmaster of a prominent Afrikaans school suggests, to prepare them for emigration.

ANC's education spokesman Shepherd Mdlalana describes Afrikaans as an indigenous SA language and stresses that the ANC accords it the same right to existence and government protection as the nine official black African languages. Afrikaners, he argues, are threatening their own language by refusing to accept that it is one of several indigenous languages, and seek a higher status for it instead.

Patrick Laurence



Hermann Giliomee... fewer Afrikaans students enrolling

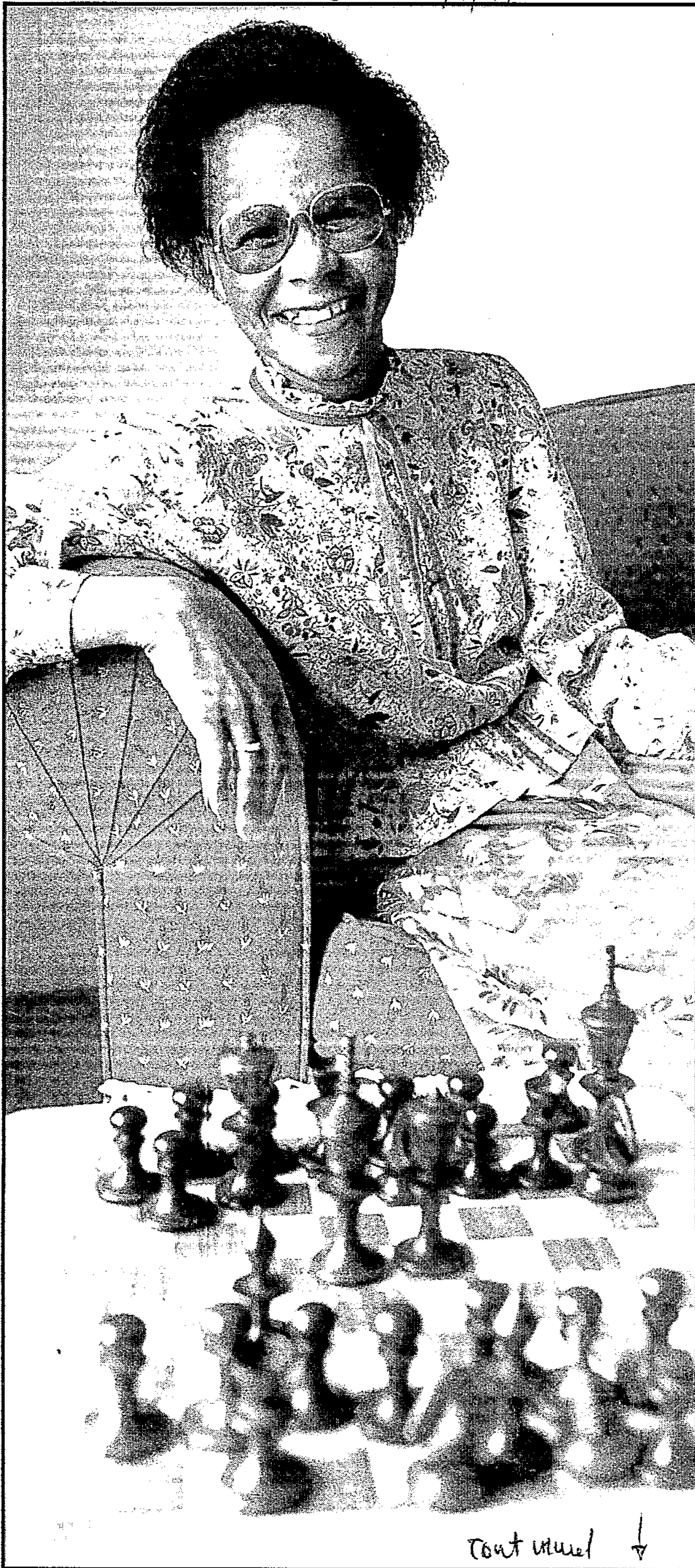
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Tout used ↓

ATTEMPTS by the government to transform the grossly inequitable and inadequate school system in South Africa are characterised by failure to translate good policies into sound practice.

At the heart of the failure to map out a path that has a reasonable chance of succeeding to lift the system out of its present rut is a tendency with a terrifying familiar ring to it: sacrificing sound educational principles and practices for short-term political gain. The losers, as under apartheid, are the poor, who are mainly black.

Let us at the outset acknowledge that the government faces enormous challenges in dealing with the legacy of apartheid. The most difficult of these challenges remains that of transforming apartheid education.

The extent of the devastation visited on educational opportunities for the most poor South Africans, especially those previously classified black, has yet to be fully appreciated by policy makers and stakeholders.

The most severe blow was struck by Dr HF Verwoerd's Bantu Education Act, which systematically undermined the basis for excellence in the school system, and later extended to higher education institutions set aside for black people.

Verwoerd must be celebrating from his grave the fact that his mission of preventing the "Bantu child from aspiring to greener pastures on which he would never be allowed to graze" has been largely accomplished for four generations.

The question is whether the new government will unwittingly perpetuate his legacy in the name of equity.

There is a curious refusal by many of those affected by the legacy of apartheid education, and many public policy makers, to acknowledge that 40 years of dysfunctional education must have left deep scars on those on the receiving end.

Acknowledging these scars is a necessary condition for developing appropriate strategies to manage the transition to a better education for all.

The government has done a great job in auditing the resource base of the school system, and has produced a damning report on the legacy of inequity and neglect of the provision of educational facilities for black children countrywide, particularly in poor areas.

A missing element in that audit is an assessment of the human resource base to support a transformed education system.

The voluntary retrenchment and redeployment scheme for teachers is a hopelessly inappropriate mechanism to achieve greater equity in the school system. A cursory audit of the teacher crop inherited from the past would have cautioned the government against this policy option. International experience has shown that this policy option inevitably leads to the loss of the best staff, leaving only the dedicated few, and those who do not have the skills to be marketable elsewhere.

The government ignored sound advice from concerned South Africans and knowledgeable consultants, and embarked on this unfortunate path.

School governing boards and other education policy makers concerned about the effect of the policy on recruiting quality teaching staff negotiated an

TIME FOR THE ANC TO MAKE ITS MOVE: Dr Mamphela Ramphele, who says 'quick-fix' solutions have exacerbated what was a sorry mess from the past Picture: TERRY SHEAN

Conscientious and diligent, but could do much better

Government is missing the boat in transforming schools, writes MAMPHELA RAMPHELE

ST 9/11/97 (50)

escape clause that allowed them to exercise the right to advertise and appoint the best person for the job on offer.

There was silence during the policy debates on the likely quality of the teachers on the redeployment list, given the inadequacy of the educational foundation most of them had. This silence will haunt the education system for a long time.

Why are South Africans unwilling to talk about the legacy of apartheid education on the quality of the human resource base? If one accepts that Bantu education discouraged, and in some cases prevented, the teaching of maths and science in most schools, one would not be surprised, let alone embarrassed, to admit that most teachers would not have the requisite skills to perform at the appropriate level to prepare pupils for the 21st century's knowledge-driven society.

Also, the teaching of languages was neglected, to the extent that even mother-tongue speakers of African languages were not encouraged to take these at the higher grade. It is difficult to imagine how one acquires second and third language competence academically if one has not honed those skills in one's first language.

The harsh reality is that most teachers who are products of Bantu education have huge skills gaps. I suspect these are the people now sitting on the

redemption list at the quoted monthly cost to the taxpayer of R48-million, and with little hope of future employment. They are not unintelligent — they simply have not been given the chance to develop appropriate skills.

The unwillingness of governing boards to appoint them to vacancies has less to do with racism than concern about their capacity to add value to the educational process.

An added complication to the quality of teaching staff in most poor areas is the breakdown of discipline during the struggle.

The dedicated service of teachers who taught generations who are now in the over-40 age category has not been a feature of most school systems since the late 70s.

Poor morale, intimidation by "comrades" and "comtsotsis" in the late 70s to early 90s wreaked havoc on the remaining dedicated teachers. Unionised teachers who woke up late in the day to discover the *toyitoyi* have, in some cases, used the same tactics visited on them by student activists to hold education ransom to their demands.

The new government has proven unable to stand firm on the side of the children who are captive to a deteriorating educational environment in most townships. Most of the dedicated teachers bolted at the first offer of voluntary packages.

A further complicating factor is the legacy of apartheid's job

reservation system, which forced many black South Africans into limited job opportunities, largely in teaching and nursing. Round pegs in square holes are unlikely to be a sound foundation on which to build an excellent school system.

Area studies also reveal the widespread abuse of alcohol by teachers during school hours, as well as absenteeism. Some are either holding other jobs outside the school system, or studying full-time elsewhere.

A proper audit of the entire teaching staff at provincial level would be invaluable in the establishment of a database of available human resources. It would form a basis for a proper targeted retrenchment policy, an incentive-based redeployment process, retraining of those with skills gaps who are nonetheless committed to teaching, and other developmentally sound interventions.

Attempts by the government to sneak in an amendment to the School's Bill to nullify the success of Grove Primary School's High Court challenge to secure governing boards' right to use the escape clause to recruit suitable teachers have serious implications for our young democracy. Respect for proper parliamentary procedures to ensure public participation in the formulation of policies lies at the heart of our hard-won democratic system.

South Africans of all political

persuasions have to say no to this move. Allowing this violation of proper procedures this time round will open the door to the re-emergence of a political culture marked by arrogance.

No political coercion is likely to succeed in encouraging teachers, black or white, to agree to be redeployed in rural or poorer under-served areas, unless an attractive incentive scheme is offered.

Comments by Thami Mseleku, the special adviser to the minister of education, about redeployment of teachers as the panacea to the overcrowding in rural schools like Hillbrow technical school in Transkei reflect a lack of understanding of realistic policy options.

Black pupils continue to pay the price for the political games played by the Department of Education in the name of equity.

As a responsible citizen, a concerned parent and a head of an educational institution committed to excellence and equity, I plead for a fresh start.

We all have a responsibility to lift our country from the bottom of the global competitiveness ranks. Singapore was only a few decades ago just as poor as we are, if not worse off, but by pursuing sound educational and human-resource development strategies it has become highly competitive.

We must also not buy into the argument that democracy and sound socio-economic policies are incompatible. Singapore's authoritarian government system was not the only determinant of success — it was one factor in a specific set of circumstances. We have had an undemocratic, authoritarian system of governance that also pursued bad socio-economic policies before.

Formulating and implementing sound social policies in a democracy takes time. Quick fixes have worsened what was a sorry mess from the past.

We need to acknowledge the present path is a dead end. We need to draw in experts who are willing to give their time freely to help the government out of this rut. We need to invest time and energy in ensuring all stakeholders commit themselves to putting quality education first in their dealings with others.

We need to deal firmly with those bent on exploiting the existing situation, in which anxious, inexperienced policy makers feel vulnerable to pressure by the vocal minority.

It is not too late to start afresh. We owe this much to those young people whose hopes for the future lie in gaining access to quality education. We dare not fail them.

● Dr Mamphela Ramphele is vice-chancellor of the University of Cape Town

Motivation a key factor in ailing schools

IT WAS raining the day we visited a school in Mamelodi outside Pretoria. The school grounds were covered with mud and litter. Inside one of the classrooms, the walls were bare. There were no books, the cupboard was broken. Many of the desks were stacked on top of each other and a number of the chairs were in pieces.

It was hard to know whether it was break time or not. Some pupils were in class attending lessons while others were aimlessly milling about the schoolyard. However, written across the front of the school building, neatly and large enough for everyone to see, was the proud school motto: "Students must study. Teachers must teach. Parents must parent."

While our group from the National Business Initiative waited for the principal, an educator from the Catholic Institute for Education explained that many of the pupils come from the surrounding informal settlement where unemployment is high. "A lot of teachers are demotivated and absenteeism and ill discipline are a big problem at this school," she said.

The initiative's education quality improvement programme (Equip) was introduced to this Gauteng school a few months ago. And while apartheid's legacy has left many scars here, some progress is already being made.

Students and teachers have started to tackle the problems that face them. They have begun the process of identifying a vision for their school and articulating and sharing their concerns.

The acting principal was upbeat: "It is a long road that we have chosen to travel. It is slow but we are getting there. The Equip development committee is starting to work. There is light at the end of the tunnel," he said.

Equip is a school-driven project in which all parties with an interest in improving the quality in schools can take part. Equip's approach to schools is integrated and mobilises as many role players as possible in a collective effort to support improvement.

Established last year with pilot projects in eight schools in KwaZulu-Natal, the Equip support programme was intended to provide a channel for private sector companies to support quality improvement in schools.

Since then, it has grown to include 50 schools in three provinces: Western Cape, Gauteng and KwaZulu-Natal.

Schools often need assistance in coming to grips with the problems that

Business is putting some of its resources and expertise into upgrading the country's struggling schooling system, writes Susan Meyer



Overcrowding in schools is one of the issues that must be tackled.

face them. They lack the ability to deal with issues and morale is low.

The programme's strength is that it gets key people into a process that helps them to understand the issues and to address them holistically.

Research in SA and abroad shows that successful quality improvements are most likely to be achieved when individual schools take responsibility for their own development. But the capacity to do this must also be developed. For policies to work, the institutional capacity of schools must be developed so that changes can be implemented.

The new act governing schools has given school governing bodies extensive powers to run their own affairs. In effect, a school is now a business. Schools have to see themselves as independent, not just part of a system run by the education department.

In this respect, the business community has a lot to share and offer. Business can help in key areas of planning and management, without investing large amounts of money.

Equip helps schools to take responsibility for their own development with the support of provincial education departments, local communities, non-

governmental organisations and business. And it provides schools with a process to help them do this. The vision-building and strategic planning process helps stakeholders within schools find ways of working together to deal with problems.

Conditions, circumstances and aspirations differ from school to school. At the school in Mamelodi, teachers and students identified discipline and punctuality as major issues. At Soetendal Primary School, situated next to the R44 in Wellington, the lack of a fence is endangering the children. This is compounded by the fact that the water on the premises is brackish and if pupils and teachers want proper drinking water, they have to cross the road.

Manahaim School, in the Impaphala area north of Durban, has two classrooms for 258 pupils. The school urgently needs additional rooms. But it also wants to upgrade both learners' and teachers' mathematics and English skills. Intlanganiso school in Khayelitsha, Western Cape, identified conflict-management training and team building for staff as key issues.

As a result of such differences, Equip has had to be a flexible model,

designed to cater for these differences rather than stifle schools with a uniform set of solutions.

The key partners in Equip are: the school itself (students, teachers and parents), a private-sector company or companies and the provincial education department. The role of the central and provincial government is to facilitate rather than control Equip and to ensure, through provincial Equip boards, that the programme is successfully implemented in schools.

The school leads the programme through a development committee, working with partners to mobilise resources and monitor results. The company assists by providing financial and managerial support.

The transformation of an education system cannot take place without difficulties and crises. The danger, however, is that development work will not happen and this is where such a programme can play a valuable role.

Equip does not raise huge sums of money for schools but rather mobilises modest sums as a lever for long-term change. Businesses provide support for schools and schools learn to be accountable for the use of the resources.

The project has made significant progress in just two years. Its success needs to be measured in both the small and big changes that are taking place in the schools themselves.

Different provinces are at different stages of development. However, the concept of business assistance has been accepted in principle at the national level. Equip boards have been set up in the three provinces and discussions are being held with the other provincial education departments.

Many common concerns as well as a number of differences have emerged. The process is influenced by, for example, whether a school is urban or rural, the ability of the education department to provide support and the involvement of the private sector.

A strategy to expand the programme is being worked out in conjunction with the education departments and business partners. It is also vital that the programme be evaluated in order to document lessons learnt and assess the impact on the schools.

Business involvement in education is crucial. We cannot be a winning country if we have third-rate schools.

— Meyer is education-policy analyst for the National Business Initiative.

Businesses fund schools

Nicola Jenvey

BD 11/11/97

(50)

DURBAN — Businesses have resources and capital available for improving KwaZulu-Natal education facilities and must make a significant contribution towards assisting the province to uplift the cost effectiveness of the education system.

In this way, the provincial backlogs and underfunding problems might be alleviated, it emerged at the National Business Initiative conference on education yesterday.

Education Foundation director Peter Badcock-Walters said that in 235 of KwaZulu-Natal's schools more than 100 students were crammed into a single classroom.

He urged local businesses to follow the example of businesses in the Pavilion shopping cen-

tre that are investing in school upgrades including classrooms, road access and sports and media facilities for schools located within 5km of the centre.

KwaZulu-Natal education department superintendent-general elect Mike Jarvis claimed the province had received only 95% of a statistically equitable budget in 1995/96. This figure had climbed to 95,7% last year, but dropped dramatically to 88,5% for this year. The Western Cape received R4 624 a pupil, while KwaZulu-Natal received only half this amount.

Premier Ben Ngubane said business had resource management and conflict resolution "at its core" and could therefore advise government on the investments essential for developing the relevant systems.

Schools guardians of their own destiny

(60) Alan 12/11/97

TRACKING THE CHANGES

South African schools are entering a period of self-examination – soon they will all have to operate more independently to determine their own futures, shape their success or failure, and be monitored by a survey which identifies exactly what they need. Adam Cooke investigates

Gauteng is very house-proud: no discussion on this rollicking province can pass without various patriotic references to it being a "great African city" that is "driving the economy and informing the decision-makers".

But such remarks also bring with them the admission that this small but rather overpopulated province lays bare the problems facing our country: we have still not learnt how to translate our wealth into human development.

And Gauteng faces this strange anomaly very directly in its educational needs – it is one of the best resourced provinces in the country but has one of the greatest disparities between rich and poor schools.

A School Register of Needs, an exhaustive and unprecedented process that began its work in 1996 at the request of Education Minister Sibusiso Bengu, showed that Gauteng's statistics generally put it in the top two or three provinces in an overall figure on its resources.

The figures province by province are scary: 24% of schools do not have access to

action. For the first time in this country's history the planners and legislators have some sense of the most basic information – like how many schools there are in the country, where they are, what facilities they have, and who attends them.

The draft legislation on the norms and standards for school funding which is up for public comment until November 17 will base its information on the needs register as it looks for ways to address the backlogs and the inequalities in our schooling system.

"Schools will be ranked according to their needs and the wealthier ones will effectively receive less state funding," Gauteng education MEC Mary Metcalfe said recently.

According to the draft act which will be published as regulations shortly, and introduced by the provinces at their own pace, each province will target the poorest 40% of its population with funds.

Central to the new plan is the devolution of powers to the schools so that, unlike the current highly centralised system of school funding, every school will know how



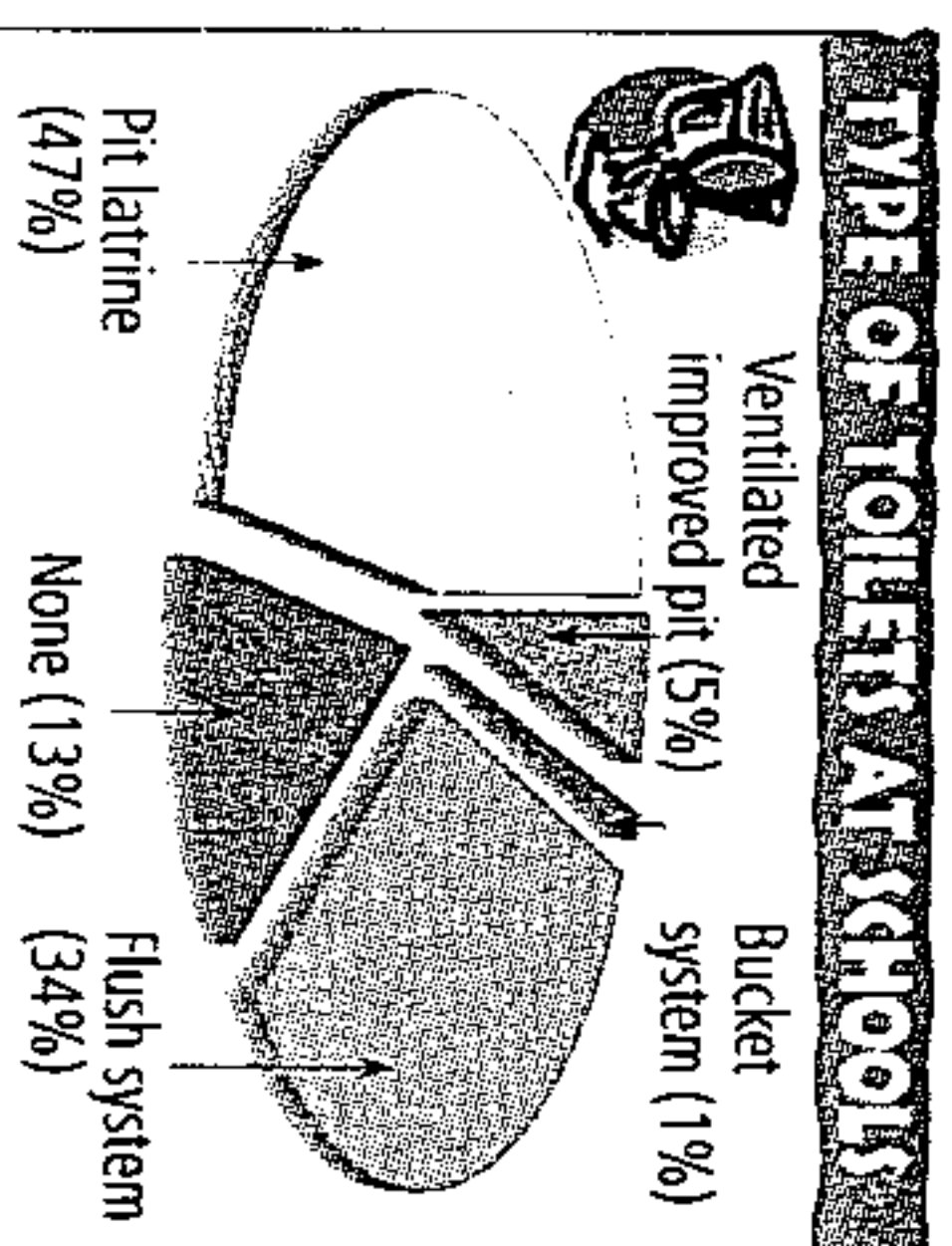
DEBBIE YAZBEK

Reflecting the new ... this Grade One pupil at a farm school outside Magaliesburg may well have a future better than her farm labourer heritage suggests because of the drive of her teachers and the new Outcome-Based Education pilot scheme.

ORF-style lessons done well at Dorinohos

Schools have no water at all.

Turning to electricity supply: less than half the schools in the country have power and nearly 80% of schools in the Northern Province have no electricity.



The Eastern Cape is in the same league as the Northern Province featuring as the most deprived provinces with only 19% of its schools having telephones and a shortage of 46 785 toilets.

Gauteng fares much better and has a very good teacher-to-classroom ratio ie there are very few schools in the province where two teachers share a classroom.

But a detailed study shows that there is overcrowding. The physical area available per pupil is half in the Benoni, Daveyton, Tsakane district than what it is in central and west Pretoria.

"This really shows that the basic conditions of teaching are very different between the districts. And indeed, within districts you will have some schools that are very well equipped and others that are not," said director of information systems in Gauteng Pritoz Patel.

For instance, Central Five district in Johannesburg's northern suburbs has the well-known Bryanston High School and the lesser-established Thuto-Pele Secondary School which have no telephone and no postal address.

"The disparities are obviously historical ones. But the most important thing we have to do in using this information is to find the best way to distribute the finances more evenly and point our budgets to redress," Patel said.

The School Register of Needs has been the document government has been waiting for to properly put this sentiment into

Government.

The school will have to submit a budgetary plan to the department with all its costs and needs for things like textbooks and operational costs and the department will fund it according to its ability.

Schools will have a menu of powers that they will apply, which will mean that, according to the school's capacity, they will manage themselves or the department will manage their budgets for them.

In wealthier schools, the provincial department will pay 30% of the school's total cost for telephones, electricity and water. But Gauteng's director of finance, administration and building, Alan Moon-sammy said: "Whether or not the schools manage the money, they will decide for themselves what they want fixed and where they want to put money."

The norms and standards regulations state that each MEC has to ensure that there are enough places for schooling in each province, and construction of schools or additional classrooms should target the neediest population.

In terms of the maintenance of buildings, the province will have to be ranked and 75% of repair funds will go to the neediest 40% of schools.

The norms and standards document also addresses the decades-old call for free education for all. Metcalfe said: "Free education is a goal that we must work towards. But there has to be recognition of the financial constraints we are operating in."

The regulations set guidelines for the charging of fees. Under this system, the parent body will make the decisions about what the school should charge and who should be exempt, but the department sets the scales for exemptions.

For example, if the fee is R100 per annum, a parent whose net total household income is less than R3 000 will be eligible for total or partial exemption. At the opposite end of the scale, if the fee is R3 000, a parent whose net total household income is less than R90 000 would be eligible for total or partial exemption.

"Norms and standards gives recognition to those who can't make a contribution to their fees - they will be assisted by the state," said Metcalfe.

Walking into the Grade One class at Doringbos Farm School outside Magaliesburg, one can be excused for standing in awe in the crooked doorway.

This school in a rural backwater that serves the children of farm labourers is not a typical one, but it is succeeding against all odds as it pilots the new curriculum to be introduced to all Grade One schools in the country next year.

The little Grade Ones - who show clear signs of malnourishment in their stunted growth and light hair - are learning how to do a graph in their environmental awareness class.

They sit in groups around a scattering of desks - some groups with different kinds of empty cool-drink cans, others with different kinds of grasses, tree clippings or litter - all generously contributing to the debate around whether this is a Sprite or Lemon Twist can and how best it should be plotted

on the graph.

They are displaying all the qualities of Curriculum 2005: group work; integrated learning as they study their environment in a class that is essentially about numeracy; all under the supervision and monitoring of their teacher, Pinky Kekae.

The pitch starts to rise as the debate becomes more animated. No one appears to be distracted by the growing noise around them until adult conversation over the din becomes impossible and Kekae blows the whistle hanging around her neck... silence.

This must be education in progress. The school, which received toilets for the first time in its 30 years of existence last year as a result of a corporate donation, has embraced the new teaching method of outcome-based education (OBE) like few others.

Grade Ones will do three learning programmes from next year - literacy, numeracy and life skills - and each class will choose a theme, such as the environment, around which all three programmes will be based.

Backlogs not met despite spending nearly R1-billion

The national Government has spent in the region of R850-million on building schools since it launched the schools programme at the end of 1995 in an undertaking that has "only just begun to address the backlogs".

According to the Education Department's acting director of development support, Dina-anah Chetty, the building programme has now moved into gear: "With the backlogs we're facing, we're going to battle to meet the developing needs for schools. But we have made a dent," he said.

The national Government's building programme is split into three phases and is supported by provincial programmes.

In the Gauteng Department of Education, for instance, about R200-million of its R5,7-billion budget is spent on school building programmes. Since 1994 it has built 2 335 classrooms and has 70 school-building and renovating projects on the go.

"Every year provincial education departments have great intentions about school-building programmes but we never

get the money to build because most of it goes on personnel. If we were to address all our backlogs we would need R800-million but we will only spend about a quarter of that next year," said director of finance, administration and building in Gauteng, Alan Moonsammy.

According to MEC Mary Metcalfe, the backlog in Gauteng today is greater than it was three years ago: "We are simply not keeping pace with the growth," she said.

The first phase of the national building programme has already been completed, and it saw the Government spending R200-million on both new facilities and upgrading existing structures.

"When we started in 1995 all the information we had on where schools were and what condition they were in was outdated. So we had to look to the areas of greatest need, and especially to the rural areas," said Chetty, adding that this first phase was driven largely by guesswork and the need to start injecting impressive amounts of money into schools.

The second phase was different and began in the 1996/97 financial year with the intention of putting an additional R1-billion into school-building. Expected to be completed by December 1998, about 65% of the second-phase financing had been distributed. This phase was driven by careful planning after an analysis of the needs of schools was conducted, with a special focus on addressing water and electrification shortages.

Chetty said an additional R300-million had been put into renovations in an ongoing programme that brought the total of funding dedicated to school-building to R1,5-billion by the end of 1998.

Figures on the old government's spending on school buildings are sketchy because of the numerous education departments, but in the early 1990s the Department of Education and Training had begun a massive school building campaign which cost in the region of R1-billion a year.

"This is a long delivery process. It takes about 18 months and R8-million to build an average secondary school," said Chetty.

mitted team of teachers who have battled to overcome the kinds of difficulties few urban teachers could imagine.

The school has no fence, no security, no library, no computer or fax machine. Electricity and a telephone were installed only earlier this year and, until the Government-sponsored bus is introduced, some pupils walk up to 30km to school each day.

"The clearest sign to me that they are enjoying this new learning method is that for the first time they are coming to school every day," said Kekae.

She admits to being tired as she circulates through the class watching each group as it works: "This OBE demands a lot of the teacher. It is exhausting, but we learn as well."

In this spotless school, with its perfectly kept vegetable garden, it seems possible that even the most disadvantaged of institutions can make it work.

He said the Education Department was committed to creating local jobs and opportunities through its school-building programme: "We are only using black local contractors," he said.

He said this scheme has its drawbacks because small contractors worked more slowly, effectively making the delivery of new schools a longer-term programme.

"School planning is not sexy" because no one sees the price tag or what it means to build a school. A school is simply seen as another public amenity, unlike private schools which have a very acute sense of their worth," he said.

The third phase, due to start shortly, will see each province raising its own money to invest according to its needs. This programme has started in the Eastern Cape in the form of a R53-million school-building programme with funding supplied by the European Union. But Chetty warned that "funding is not looking very rosy" because capital budgets were the first to be squeezed because of their sheer size.

pay for water now you pay for it

Schools set to defy Bengu's internal exams' directive

(50)
By SIFELANI MLAMBO

AN ABRUPT directive by Education Minister Sibusiso Bengu that all end of year internal examinations only be started tomorrow has been defied by some schools who said this would cause chaos.

Traditionally internal exams began during the first and second week of November to avoid a clash with the marking of matric papers.

Most of the teachers who will be required to invigilate internal exams leave for matric papers marking centers today, leaving few teachers to invigilate internal exams.

This year was the first time that the department had issued such an order despite objections from principals and teachers.

The department argued that if pupils were to write the exams early, they would stop coming to school before the end of the term.

This would also give teachers and principals an excuse of not coming to work.

The directive was meant to keep the pupils at school until the end of the school term.

A number of Soweto schools have defied the directive and have already begun internal examinations.

When the directive was issued some schools had already started with internal examinations and could not stop.

Some school principals said Bengu was not really aware of the implications of his directive which they said would disrupt learning.

CP 16/11/97
The department has since summoned some school principals to explain why they have defied the order.

Some principals have explained that if they were to start tomorrow with internal exams, they would not be able to cope because of the shortage of invigilators and furniture.

They said the situation was made worse because some teachers were already on study leave.

Teachers who are studying for their majors are allowed 16 days of study.

City Press interviewed some teachers who said they would rather go and mark matric papers than invigilate because they would earn extra money.

"Rather than stay here at school and invigilate internal examinations I would rather go and mark matric

papers and get extra money," said a teacher who did not want to be named.

He said schools would not be able to cope and some internal examinations would have to be cancelled or postponed.

He said if teachers who have been called to mark matric papers are forced to return to schools to invigilate internal examinations, results of this year's matric exams would be announced late.

The department of education confirmed that it had issued the directive and expected it to be followed.

Schools which deliberately defied the order would have to answer to the ministry.



FOLLOW ORDERS! ... Says Education Minister Prof Sibusiso Bengu.



DON'T CLOSE OUR SCHOOL: Mischka Schippers, 6, and her sister, Stevencia, 9, at prayer at the Athlone School for the Blind Picture: RICHARD SHOREY

Crisis for cash-strapped special schools

KEN VERNON

SPECIAL schools for physically and mentally handicapped children in the Western Cape are facing a cash crisis — and some may be forced to close.

A Cape Metro investigation has uncovered several schools, burdened by a rapidly growing mountain of debt, that cannot meet running costs and may not reopen their doors next year.

The Athlone School for the Blind, Cape Town's only school for visually im-

paired children from black and coloured areas, is on the verge of bankruptcy and may close at the end of this year.

The Bet-El School for the Cerebral Palsied is in a similar position, and other special schools say they are having to tighten already taut belts.

However, the Director of Special Schools in the Western Province, Dr Matthie Theron, denied any of the province's 79 special schools would close.

"Athlone is a special case that can be attributed to bad management, but there is no way it will close its doors,"

Theron said, adding that other special schools were coping.

But the Rev Brian Beck, a member of Athlone's board of governors, said the school was in "dire financial straits".

"Unless the government steps in and helps us, there is no way we can survive beyond the end of this year. The school has a R600 000 overdraft that is costing more than R14 000 a month in interest alone.

"We get a subsidy from the state, but we still face a monthly shortfall of almost R40 000."

Athlone principal Franklyn Nickall

said the school's monthly running costs amounted to R120 000. Income from fees was R5 000, but the state subsidy was only R91 000, leaving a R38 000 a month shortfall after the interest payments.

Bet El principal Trevor Wessels said his school had 309 pupils and a debt of over R700 000, which grew by R200 000 last year alone.

"Special education needs a lot of money, especially for those areas where parents cannot afford to pay fees," he said, "but the state doesn't seem to take heed of that."

Blaming the Athlone school for "bad management, pure and simple", Theron said his education department spent R250-million annually on 79 special schools in the Western Cape. "If all those schools are coping, why not Athlone?" he asked.

However, Paul Swart, principal of the AGAPE school for the Cerebral Palsied and vice chairman of the Forum of Special School Principals, said most special schools were not coping.

He said state subsidies for special schools, cut by up to 25 percent this year and likely to be cut again next year, no longer covered running costs and did not allow replacement of equipment.

"Schools that are trying to run hostels are the worst off, but everyone is suffering. If Athlone does have to close its doors, others may follow and that could spark off a huge crisis for all special schools."

Provincial budgets just don't balance

MARCIA KLEIN

SCHOOLS and hospitals across South Africa could face closure as cash-strapped provinces battle with budget overruns which may total up to R8-billion by the end of this fiscal year.

It appears that none of the nine provinces have been able to operate within their allocated budgets. In addition, at least half of South Africa's more than 600 local governments are believed to be in financial difficulty.

The government has reiterated that it will not come to their aid at the expense

of meeting its target budget deficit and growth figures.

Western Cape finance head Johann Stegmann said the province expected to be roughly R1-billion over its allocated budget this year, and saw the problem getting worse over the next few years. He refused to be drawn on whether this will result in the closure of schools and hospitals.

A Finance Ministry spokesman said the main problem areas were in education, welfare and health expenditure.

"It is all very much in the provinces' hands... they drew up their own budgets. The bottom line from national (government) is that there is no more mon-

ey." The spokesman said some difficulties — like the inability of provinces to re-trench staff — had been brought to the attention of government and would be investigated.

"But things like employer-initiated re-trenchment cannot be imposed overnight."

There were various areas of improvement which provinces could investigate. "They can be looking at things like rooting out ghost people on pension funds and ghost workers, tightening up on controls and looking at mechanisms like centralising payment cheques, procurement from suppliers."

(50) ST(CM) 16/11/97

NEW SYSTEM FOR WESTERN CAPE

Pupils to have say in running of schools

ET 17/11/97 (50)

GOVERNING public high schools in the Western Cape is no longer reserved for parents and teachers. Education Writer **TROYE LUND** reports.



FROM the beginning of next year student representative councils at every public school will nominate two of their members to sit on their school's governing body, which usually has between 10 and 15 members.

The Western Cape is the first province to implement such a system, which is the brainchild of area managers employed by the Western Cape Education Department (WCED).

The aim is to increase the sense of belonging that pupils have towards their school.

It is also hoped that it will encourage pupils to take responsibility for what happens at their school.

Circuit manager Ms Prudence Demas said this would help governing bodies identify certain problems early because pupils were more able to "keep tabs" on difficulties that might develop among their peers.

Being on a governing body would also educate students about the importance of playing an active role in governing structures once they left school, like taking part in town councils and ratepayers' organisations.

Pupils from different social backgrounds, races and religions have already met to discuss their fears and expectations about being on governing bodies.

They have listed the skills they think they would need to cope with such positions, how they would relate to teachers in the new system and how their new powers could be used to benefit their classmates.

Courses will be run in February next year to train pupils nominated to governing bodies.

Demas said: "For the first time

young people will be participating fully in school governance.

"They will have to be taken seriously."

Demas expected that problems would arise from certain "old-school" teachers once pupils started asserting themselves more.

"In my day — and many teachers are still like this — we weren't ever allowed to question, let alone have the right to speak out and take part in governing the school," said Demas.

Tasneem Ahmed, a Std 9 pupil at Cravenby High, said: "Our rights and responsibilities have been made clear by these workshops."

"As a member of the governing body we can approach the headmaster on issues without shivering in our boots."

"We know we have the tools to express our views and make a difference. But it is important that this does not become a platform for anarchy; that it is a constructive move."

Craig Cawood, a Std 8 pupil at Fairmont High School, said: "Governing bodies and teachers have run schools autocratically in the past, pupils obeyed in fear and never expressed their views."

"Pupils being represented on governing bodies means that pupil problems and views can be put forward."

"We could even bypass the headmaster."

As pupils were closer to the problems among learners, governing bodies would benefit from having pupils at the meetings because they would be able to

identify and communicate problems to governing bodies and teachers early, said Lawrence Esangweni of Esangweni High School.

"Students have never known what their rights are or what to do to entrench these rights."

"Now we can stand up and say what we have to (entrench these rights) without parents and teachers making final decisions," Esangweni said.

Deidre Abrahams of Marion High School and Hermina Kwooyman of Groote Schuur High School said that apart from empowerment, continuous workshopping and training would boost pupil confidence and "connect" pupils and teachers from other schools and different backgrounds.

The WCED has seconded a headmaster from his post at Kensington High School, Mr Ivan Carr, to coordinate the new system.

Once the needs of pupils who sit on governing bodies have been analysed, training will begin in February next year.

As Kensington High School pupil Derecica Lucks said: "We need to know what we have to do before we can do it."

Training will inform pupils about the roles and objectives of governing bodies and how they interact with the department, parents, teachers and pupils.

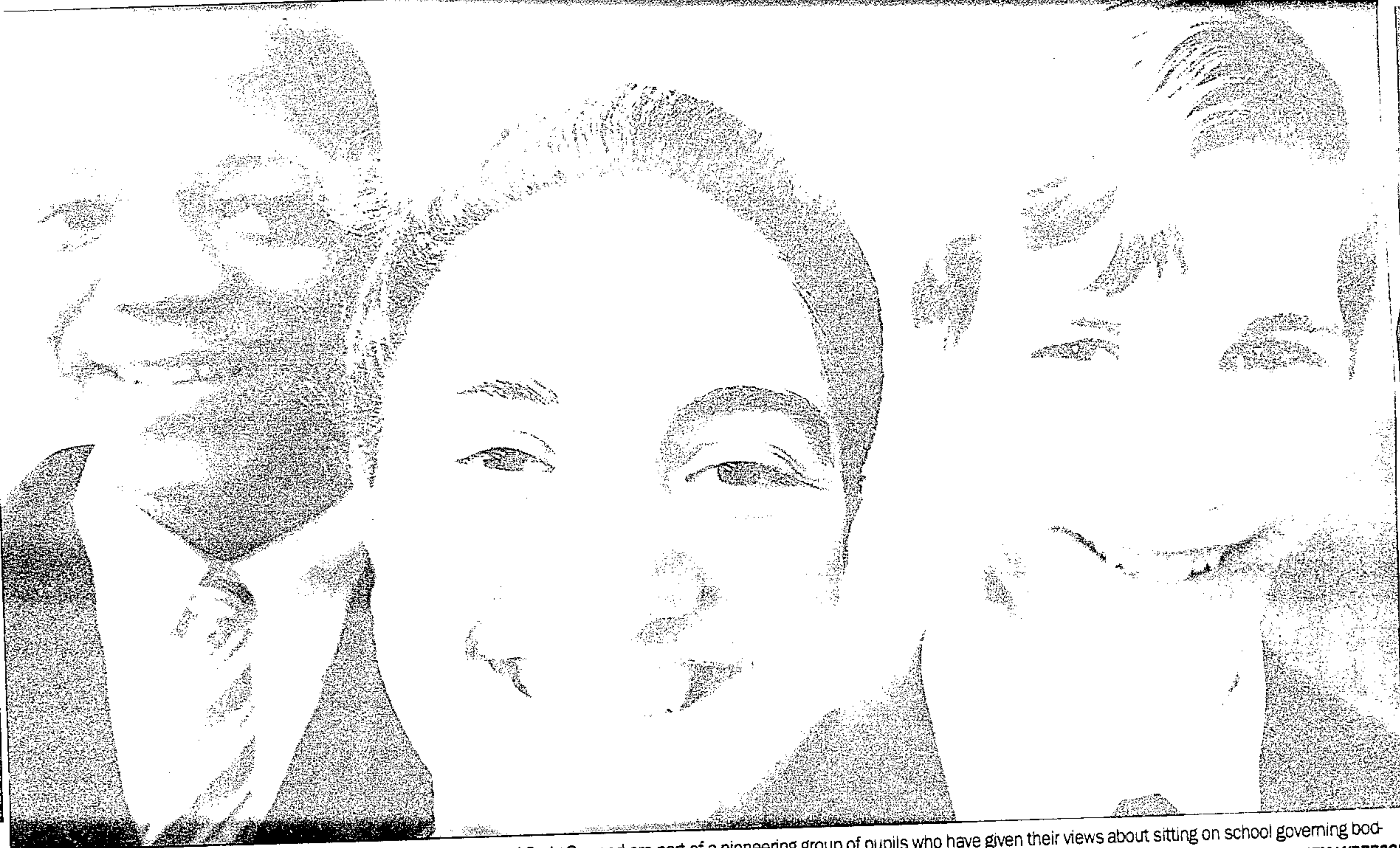
Training will also include skills such as taking minutes and knowledge about meeting procedures.

Pupils will also be coached in how best to represent their constituencies on governing bodies.

When pupils are trained, a teacher from the school will also be trained.

Teachers will be taught to train and prepare other students for the positions as well as to prepare staff for the change.

'In my day — and many teachers are still like this — we weren't ever allowed to question.'



PUPIL POWER: From left, Lawrence Esangweni, Tasneem Ahmed and Craig Cawood are part of a pioneering group of pupils who have given their views about sitting on school governing bodies. They have begun training to represent their peers on governing bodies next year. This is the first time pupils will have a meaningful say in running their schools. **PICTURE: KIM LUDBROOK**

School building trust runs out of money

AFTER a decade of teaching 250 children in sweltering summer heat intensified by prefabricated walls and made more unpleasant by the stench of overflowing non-flush toilets, Mr Arthur Olivier nearly left the profession this year.

Then, on what he called his "lowest day in teaching", Olivier, principal of Raithby Primary School, received news that changed his mind.

"After years of our asking the Western Cape Education Department for money, the Western Cape School Building Trust — an arm of the Independent Development Trust (IDT) — had R800 000 for us to build a new school," he said.

Olivier started teaching at the school 21 years ago, when the nearby church was the community's only classroom.

"Raithby's prefabricated hoenderhokke were erected by the previous government in 1986," he said. "In summer you boil and in winter you freeze. They have been a real health hazard, not to mention the toilets. We had no lights until three years ago.

"This money is truly wonderful. I feel like a changed person."

But the school building trust has also announced that Raithby Primary will be the last school to receive money from it.

After helping 14 schools build more than 200 classrooms in the Western Cape since 1994, the trust has run out of money.

Many communities fear this means no more new schools will be built in the province.

The provincial education department said the demise of the building trust was "truly sad", as

the province still needed 1 000 new classrooms and there was a huge demand for repairs to dilapidated schools.

Financial director of the building trust Ms Deliah Warner said: "There always seem to be millions for other things. Is the government really trying to prioritise new schools?"

A member of Raithby Primary's class of 1950, Mr Michael McClairen, who has also chaired the local ratepayers' association since retiring as finance director of the University of the Western Cape, said: "We are lucky. The department has failed us."

Plans for the new 400-pupil Raithby Primary were presented to parents for the first time last month. It will cost about R1 million.

Because most of Raithby Pri-

mary's pupils are farm labourers' children, local farmer Mr Johan Roos has undertaken to ask farmers to contribute more money.

The local Methodist church has also promised to help make up the difference between the IDT money and the cost of a new six-classroom school and offices.

IDT spokesperson Mr Henry Septoe said the trust did not have the power to close down the provincial school building trusts and that it was envisaged that they would continue by collecting extra funding from the public and private sectors.

Septoe added that the IDT school building project had shared R750 million among the provinces in 1994 and that it was made clear at the start that the sum given to each was a finite amount.

But the provincial co-ordinator

of the School Building Trust, Ms Nomhle Ketelo, said that although the department was willing to work with the trust, it had made it clear to Ketelo that it had no funds to give.

"Without money we cannot carry on. The school building aspect will have to close in the Western Cape," said Ketelo.

"This is a great pity, because this office has a wealth of experience that could be used by the government."

The education department said it was committed to continue building new classrooms, but that this depended on what funds were available.

The department hoped to build 467 new classrooms in the coming year, if the Department of Transport and Public Works approved the funds. — Education Writer

CT 17/11/97 (50)

DP challenges MEC to reverse cut or resign

BISHO — Eastern Cape welfare MEC Mandisa Marasha should resign if she could not reverse a decision to cut subsidies to private welfare organisations by 42%, Democratic Party (DP) provincial MP Eddie Trent said yesterday. **Bd 20/11/97**

Trent, who has had no response to his demands for explanations for the financial crisis in Marasha's department, said yesterday the announcement was "a disgraceful, heartless act of insensitivity".

It emerged on Monday at a regional welfare organisations meeting in Port Elizabeth that the cash shortage would force the department to cut its subsidies from next month.

At a similar meeting in East London on Tuesday, welfare officials could not promise that the subsidies would grow again when the next fiscal year begins in April.

However, it was rumoured that the welfare department would be seeking assistance from the provincial treasury.

The treasury is already diverting savings from other departments to welfare and education, which together will overspend their budgets by R1,6bn this financial year.

Welfare department spokesman Cinga Nokwe said the subsidy cut was only a proposal and a final decision would be taken by the end of the week after consultation with welfare groups.

However, Eastern Cape welfare organisations said yesterday the proposed cuts would force them to close. East London Famsa director Linda Steven said: "What it means is we will have to shut down. We don't see ourselves surviving." — ECN.

Education MEC sacked 'in interest of good governance'

Pule Moleleki

NORTH West premier Popo Molefe sacked his education MEC Mmamokoena Gaoretelelewe yesterday and replaced her with public works and roads MEC Zakes Tolo. **Bd 20/11/97**

He said the move was "in the interest of good governance".

His swift action follows repeated complaints by education bodies, including the provincial SA Democratic Teachers Union (Sadtu), that the management and state of education in the province was in chaos.

Gaoretelelewe's sacking follows the appointment of a forensic audit team this month.

The team is investigating allegations that millions of rands is missing from the department and is expected to report in December.

Two months ago, tensions between Molefe and Gaoretelelewe became increasingly apparent when the premier demanded a public explanation from the MEC for employing her sister-in-law's services in her battle to dismiss more than 400 foreign teachers.

Gaoretelelewe was accused of nepotism and irregular behaviour for employing Nomsa Khumalo as an instructing attorney in the case. The complaint was that she could have used state attorneys at no cost.

This, together with marches from the teachers' union, prompted provincial education deputy director-general Gulam Husien Mayet to resign. He also did not enjoy a good relationship with the MEC.

Sadtu provincial secretary-general Seth Ramagaga said his organisation respected Molefe's decision.

He said "everybody" was aware that there were serious problems with education in the province and that despite many attempts to rectify the situation, nothing had happened.

He said Sadtu had not thought that Molefe would sack Gaoretelelewe.

The reshuffling of the cabinet will see Tolo's public works and roads portfolio going to arts, culture and sport MEC RL Mosepe.

Former chairman of the standing committee for finance and economic affairs, ZT Tummagole, replaces Mosepe.

The Rev Johannes Tselapedi retains his agriculture portfolio, Martin Kuscus is still MEC for finance and economic affairs; Paul Sefularo MEC for social welfare and development; Satish Rhoopa MEC for safety and security and Darlie Africa is still MEC for local government, housing and planning; P Vilakazi transport and civil aviation MEC; and E Molewa for tourism and environmental affairs.

Union forces ministry to withdraw circulars

PRETHERSBURG

Strong objections by the SA Democratic Teachers' Union have forced the Northern Province education department to withdraw two circulars regarding stringent cost-saving strategies.

The plans included the termination of the services of temporary teachers in the province.

One of the circulars, directed to regional directors of the department, gave instructions for letters to be sent to all temporary teachers notifying them their posts would become vacant at the end of the school term. The posts would be advertised, and the sacked teachers would have to compete with other applicants for appointments, the department directive said.

The second circular urged all schools to reduce stationery use, suspend all paid overtime and not to fill empty posts.

Union provincial secretary Walter Segoo said yesterday the union had persuaded the department to withdraw the instructions, because some were in conflict with the agreed service conditions of most of the teachers concerned.

"We wish to applaud the department for the bold stand they took in averting chaos, by withdrawing the circulars," Segoo said. He said such matters warranted clear and properly guided discussions with employee organisations.

Provincial education departments throughout the country are planning to reduce staff levels, in response to a policy decision by the national education ministry. — Sapa.

Front set for walkout over education bill

Row over future of Afrikaans

ARG 21/11/97

(50)

CLIVE SAWYER
POLITICAL CORRESPONDENT

Freedom Front members of the National Council of Provinces were planning to walk out during today's debate on the Higher Education Bill - in protest against alleged plans to reduce the status of Afrikaans at universities.

The protest, which the FF labelled "the strongest form possible" is a sequel to a demonstration against the bill by the party's youth wing in the National Assembly.

On that occasion it led to proceedings being disrupted while police cleared the public gallery of singing FF supporters.

Tightened security after the

protest in the assembly prevented the FF from mounting anything more than today's symbolic protest.

Tienie Groenewald, FF leader in the NCOP, accused the Government of practising "language imperialism" in favour of English in the Higher Education Bill.

He likened the struggle against today's "language imperialism" to the protests at the turn of the century against Milner's Anglicisation policy and the 1976 protests by black pupils against education in Afrikaans.

"Afrikaans and mother-tongue education are non-negotiable for the FF," said General Groenewald.

Freedom Front disgruntlement about the bill was heightened by reported statements by Education

Minister Sibusiso Bengu during a speech at Stellenbosch University that Afrikaans universities should revise their language policy.

Earlier, the NCOP debated the Education Laws Amendment Bill, with Mr Bengu hitting out at the Western Cape legislature's opposition to the bill.

He said it was "strange" that the Western Cape legislature was opposed to measures which would assist its Education Department to meet its budget.

Gauteng education MEC Mary Metcalfe rejected as "spurious" objections that the bill meant an over-centralisation of power for the Education Minister to appoint and promote educators.

Gangs rule in Durban schools

— teachers do as they're told

Education in shambles says report

By CHRIS HLONGWA

A MOTHER gives her son a knife and sends him to stab another boy at school. The mother belongs to the same gang as her son.

Five armed youngsters march into a school during classes and rob pupils of jewellery at knife and gunpoint.

A 16-year-old boy is shot dead in a nearby school.

And, in another school — an "integrated" one — name-calling among students of different races leads to the fatal stabbing of another student.

These and many other horror stories of violence in Durban schools fill the preliminary study by the Independent Projects Trust of the crisis in the centres of learning conducted over a two-year period.

Pupils, parents, and educators were interviewed in 10 schools, and all said their areas were troubled by gang violence and chaos.

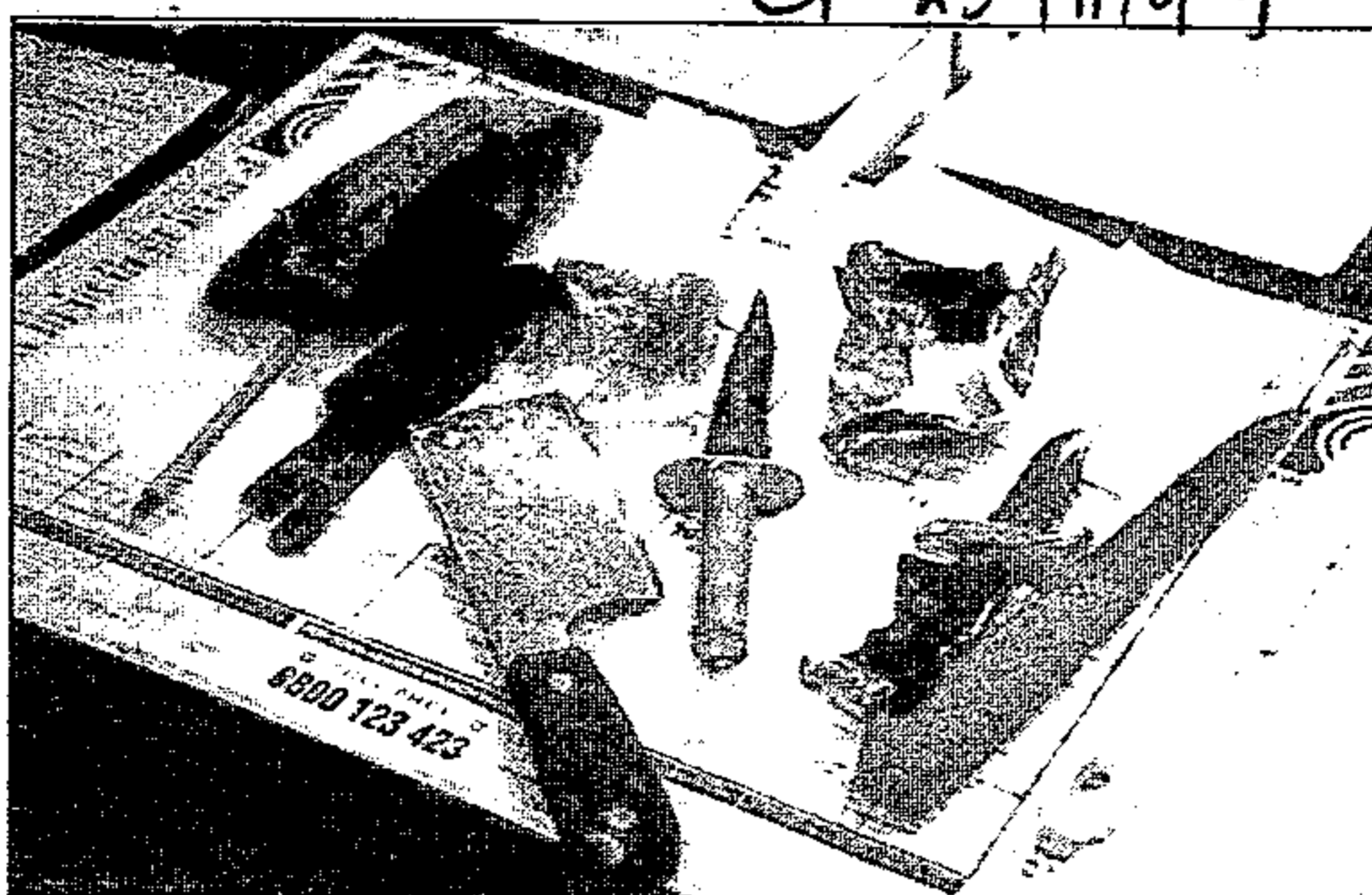
Most of the schools are in the townships of Newlands East, Chatsworth, Lamontville and KwaMashu.

The mother who instructed her boy to cut another with a knife comes from one of the two fiercest battle zones, Newlands East, a former coloured township.

In the same township, a pupil committed suicide because of constant molestation and rape.

And a principal at a school in the same area estimates that up to 30 percent of girls in his school had been raped or sexually assaulted.

Says IPT research head Dr Richard Griggs: "We discovered that turf wars not only spill onto



IN PLACE OF TEXTBOOKS... The contents of schoolbags

school grounds, but the school itself is a territorial prize: gangs need a controlled area from which to sell drugs, collect revenue from theft, and recruit members."

City Press has learnt that at one of the most hard hit schools, Isibonelo Secondary, more than 10 pupils have been shot dead in the two-year period of the study.

Some pupils are stabbed, but most children are killed by guns.

The school is situated in a spot where children from many areas can attend. But in the current situation it has become a hotspot for gang-related violence.

This weekend a victim of the gang-related violence was to be buried. It appears his attackers were avenging the death of an Isibonelo pupil.

Pupils here are known to carry guns in class. A teacher said however that they are well-behaved at school. When they are asked to hand over their weapons they point out that if they are attacked the blame will lie with the teacher. So teachers allow them to carry the guns.

Another school, Mzuvele High, is experiencing some calm after security guards were hired this year, but there are fears there

may be more violence when guards will be retrenched next year in the wake of education ministry budget cuts.

Pupils and teachers who have been interviewed by the IPT do not want to be identified for fear of gangs.

IPT's Dr Griggs refused to divulge the names of some schools, saying the gangs are adept at getting at informants and might attack pupils who are believed to have given any information. He would only say the situation in other schools is as bad as at Isibonelo Secondary.

The situation allows children and staff members to enter and leave campus as they wish, and classes are not conducted according to any regular schedule.

"Sometimes teachers fear their pupils, who carry weapons, smoke dagga in the toilets, and move off and onto school grounds freely.

"We also know of certain KwaMashu schools where students cower in class during breaks for fear of gang members," said Griggs.

A culture of silence prevails. Intimidation by gangs undermine all attempts at creating a culture of learning and teaching.

A KwaMashu teenager said "Gang members hate you if you are seen to be close to teachers."

Security measures were seriously inadequate in nine of the ten schools visited. The safeguards were either not in place or were being removed.

Educators and counsellors will not work in disadvantaged schools because their security could not be guaranteed.

At one school the attempt to use basic materials to re-seal fences failed because gang members re-opened all the gaps the next day.

Police protection is lacking, and gangs operate with impunity. Murders are sometimes not even

investigated

Weapons checks are rare and when they do occur, children are informed in advance and stash their weapons.

Security guards often act like gatekeepers, reading books and playing games at the school while criminals, weapons and drugs slip in and out through holes in the fence.

Most guards also do not know how to handle violent conflict.

Griggs points out that there is a severe shortage of national and provincial funds for school security, which should be the first priority for any educational policy.

In 1998 there will be no funding from either the national or provincial level to provide for security guards, let alone metal detectors, fencing, etc.

Of the R6,1 billion allocated for education and culture in 1998, R,3 billion will cover the province's 5,340 schools.

Of that R5,1 billion will be needed for salaries, leaving R200 million for everything else.

"Last year R25 million was spent on security, and a tiny fraction on books. This led to the decision to eliminate security guards so that more money would be available for much-needed books, programmes and equipment," explained Griggs.

It is now up to school governing bodies to raise fees for security and many other budgetary shortfalls.

Parental resistance to increased fees and responsibilities is high. At Isibonelo, school fees per pupil have been set at R30 a year. The school might be able to collect R30 000 from its 1 000 parents, but "only half the parents are willing to pay."

Parents are understood to be bitter over promised free education, and blame government mismanagement and corruption for the failure to fulfill promises.

Griggs questions talk calling for more classrooms, equipment, teachers and money, "prioritised over the tragedy of our children living in severe stress owing to violence in schools".

Some suggestions for addressing the gang violence:

- An increase in sports, recreational and community activities;
- Mediation between gang members;
- Parenting workshops;
- Workshops between parents and police to increase community involvement in apprehending criminals;
- Sponsored awards programmes, peace days, and activities to bring greater solidarity to these communities;
- Technical training in schools that provide a practical hope for finding a job.

But the immediate steps should be to beef up security. "It may be the fastest way to make a dent into school violence to ensure that no one enters the campus with weapons," said Griggs.

Pupils the losers as schools fail to balance their books

As many as 45 percent of learners will not have textbooks next year

GILLIAN ANSTEE

SCHOOLS are facing a textbook crisis as authorities slash spending or spend the money intended for books on budget shortfalls.

Forty-five percent of pupils in one province will not have textbooks. And, in others, books are likely to arrive late as they have not been ordered yet.

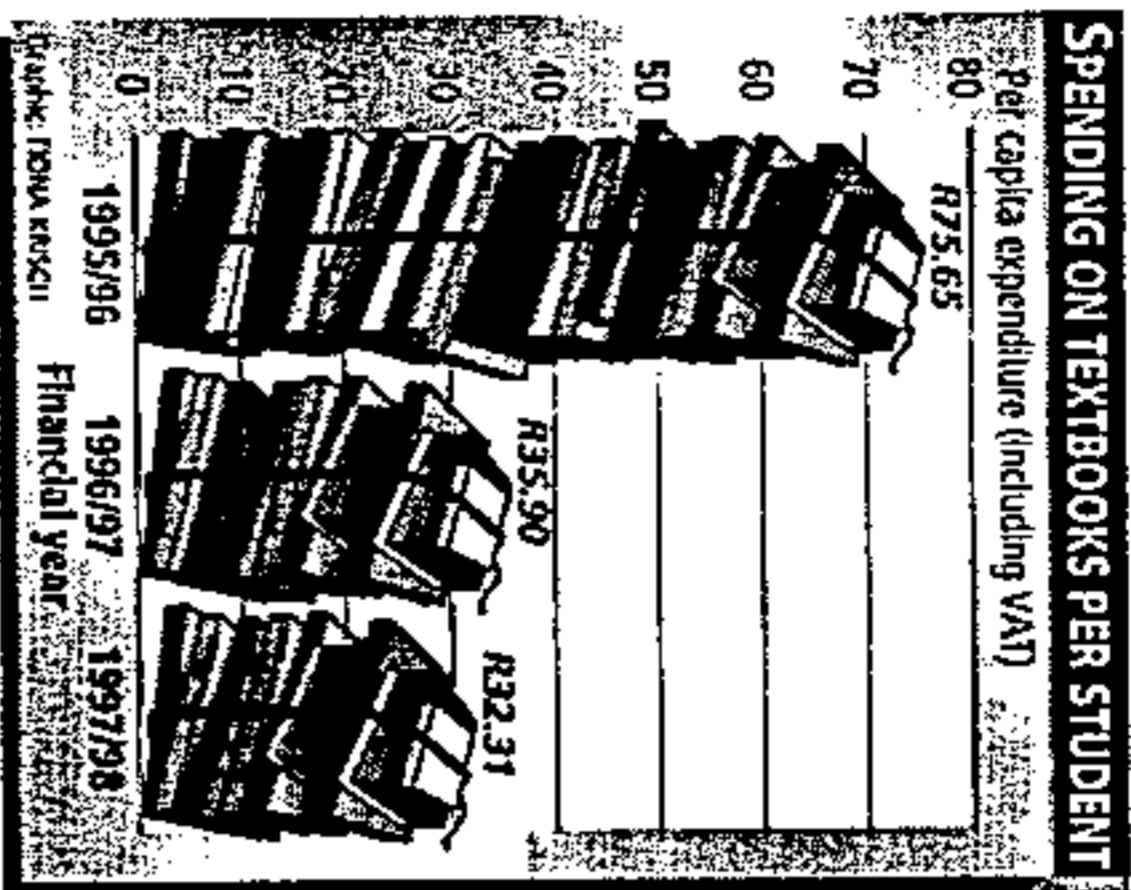
The Education Department has not been able to establish figures for textbook spending in all provinces, but publishing sources say the budget has been slashed from R75 to R32 a pupil over the past three years.

Most provinces are expected to spend the bulk of their textbook budgets on material for the new curriculum planned for Grade 1 next year.

● Gauteng has bought 433 366 books to top-up existing supplies which, with the expected one million pupils, means one new book for every two pupils. The budgeted R15-million for Grade 1 pupils includes charts and teacher guides and amounts to about R120 to R130 a pupil. Textbook orders were said to have been placed last week.

● The Northern Province said five percent of pupils did not have books this year because some books were out of print. No books have been ordered for next year because they are still waiting for approval from the tender board.

● The North West Province's education minister, Mamokoena Gaoretelelewe, lost her job this week because of a reported R62-million spent on in-



correct textbooks. Authorities say 17 000 books are in storage. Only their matrices were bought books, worth about R250 000, this year.

● The Northern Cape has budgeted R22-million for books, an increase of R7-million from this year. They speculate 20 percent of this will be used for Grade 1 material. Orders for most schools still have to be placed. They say all their schools will have books next year.

● The situation at schools in Mpumalanga that do not have enough books will not improve as there will be no toppling-up. They say they hope to share surplus books among schools. A spokesman said they had about R3-million to

spend on books, but all processes were under review. A publisher's estimate of the province's expenditure, based on previous levels, is R28-million.

● KwaZulu Natal said more than half-a-million pupils did not have books this year. With an expected increase of about 300 000 pupils next year, about 45 percent of pupils and 37 000 schools will be without books. Next year's budget is R45-million, R3-million of which will be spent on books for new schools. There will be no top-ups and, apart from books for matrices, the remaining R20 to R25-million will be spent on Grade 1 pupils.

● The Eastern Cape said they spent R200-million on textbooks this year. A publisher estimates that R500-million was spent. The province says R40-million has been budgeted for topping-up and for new books. R100-million has been budgeted for Grade 1 books. They had found many schools had extra books and books would be reused for the first time in the former Transkei.

● Spending in the Western Cape is difficult to determine as each school is given a budget from which they have to buy stationery, textbooks and other materials. Principals determine how to spend the money. Schools have been asked to put their orders for Grade 1 books on hold so they can evaluate more material.

● The Free State is spending R1.7-million on textbooks and unspecified "supplementary materials" and has budgeted R900 000 for Grade 1 pupils. However, a Publishers Association member confirmed a figure of R41-million. Publishers indicated they had re-

ceived orders from the Free State. Bron Rensburg, Deputy Director General of the Education Department, said yesterday that some provinces spent money meant for books on budget shortfalls.

He said a recent department survey was unable to obtain figures for textbook spending in some provinces and that this suggested that while provisions had been made, no funds had been spent.

"We have expressed concern to the provisional heads of education about the tendency to utilise funds set aside for textbooks and capital expenditure to deal with budget shortfalls. This is the case in the Northern Province and KwaZulu Natal.

"Textbooks still remain the primary resource for our learners. We are obviously on high alert in terms of topping-up supplies.

"We are concerned about late delivery of material and that's why we have taken extraordinary steps to provide contingency material for the first quarter in Grade 1. The funding for this has now been approved," Rensburg said.

Kate McCallum, managing director of Oxford University Press, said: "Normally it takes five months for the printers to print books for the entire country's requirements. The process should start in August or September. We haven't had any orders yet. Obviously we have stock for existing books but Grade 1 is an unknown.

"Last year there was a 42 percent drop in textbook expenditure so the backlog is building up."



WHEN THE BELL TOLLS: Matric pupil Nombuso Mzimela with the battered textbooks she has to share while preparing for exams. Picture: M S ROY

Cape private schools mushroom

ARL 24/11/97 (50)

Independent education a growing trend in SA

SABAYA NGCAL
EDUCATION REPORTER

The number of independent schools in the Western Cape has grown by 9% in the past few months, while the national number went up 23,6%, both figures believed to be the "tip of the iceberg".

Many more independent schools are thought to have not yet registered with the Independent Schools Council.

This means seven more schools have been introduced in the province since July this year when the private schools were informed of the 32 percent cuts in their subsidies from the Western Cape Education Department in the current financial year.

As a result, 56-year-old St Columba's High School in Athlone will close at the end of the year.

Education experts said in spite of the huge cuts in subsidies to independent schools, parents were still determined

to pay and ensure their children got "quality education".

The Western Cape previously had 77 independent schools and the number has now increased to 84.

Nationally, the number of schools jumped from 190 to 235 in the past two years, according to Mark Henning, national director of the independent schools' council.

He said the rapid rise in the number of schools was the result of "uncertainties" in public education.

Mr Henning said people were concerned about bigger class sizes in public schools and "the bad publicity the matric results got last year".

Many Western Cape schools were bulging at the seams with teachers complaining of high stress levels since thousands of experienced teachers took severance packages as part of the teacher-rationalisation process.

This drained the public school system of teachers and expertise. Many of

these teachers used their packages to help start up private schools. The Western Cape lost 6 000 teachers in the process.

There were a number of factors which resulted in the rapid growth of private schools, said Heather Jacklin, senior lecturer in the school of education at the University of Cape Town.

"People's perceptions play a very important role. People are afraid of change."

While there was a problem in education, there was at the same time manipulation of people's perceptions by the media and people in general, she said.

In the Western Cape education had become something of a political football.

Ms Jacklin said pupils were now getting the education their parents could afford.

"There is an assumption that the more people pay, the better education their children will get."

The National Party said people were increasingly drifting away from state education because they were losing confidence in the way in which it was controlled.

"I believe that people are getting disillusioned with the standard of education," said Donald Lee, NP chief spokesman on education. "They feel it will be safer to go to independent schools where they will have a say in the education of their children."

Thanni Mseleku, special adviser to Education Minister Sibusiso Bengu, said there was nothing wrong with public education.

"We are going to do our best to protect education," he said. "There is no reason whatsoever to doubt that commitment."

He said the move of pupils to private schools because of proposed restrictions on the number of additional teachers to be employed by governing bodies was laughable.

Fiscal demands clash with education needs

By Adam Cooke

Star 24/11/97 (50)

The growing rift between the national drive for fiscal discipline and meeting the educational needs of South Africa has left provincial education departments in a no-win situation, according to senior education department officials.

Provinces are under pressure from the Finance Ministry to stop overspending by reducing their personnel, who take up around 90% of education budgets, and to meet the demands of teacher trade unions which refuse to allow cutbacks in teaching staff.

Provincial department officials across the country this week said they were having to tread carefully between taking responsibility for overspending and ensuring that all pupils had teachers in their classrooms.

The conflicts come after a week of heated debate between teacher unions and education departments which have been looking for ways to cut costs amid projections that national education overspending could go well over R2-billion this year.

Officials have said that instructions from the treasury have been double-edged - there will be no ball-outs if they overspend; and

personnel should be cut back because around 90% of all education budgets were spent on their salaries.

A number of provinces have come up with plans that would see thousands of temporary teachers losing their jobs, while others have stopped all capital projects such as building schools to avoid losing teachers.

A Gauteng official said temporary teachers had been identified for cutbacks because they were soft targets: "But the main implication of this is that if we are to cut costs in the future, we will have to look at retrenchments."

According to Thami Mseleku, special adviser to Education Minister Sibusiso Bengu, the minister has repeatedly argued with the Cabinet and the Finance Ministry that it is impossible for education departments to "live within their means".

"Yes, personnel will be the target if we are to cut costs. But this will not be a blanket measure imposed on temporary teachers - the provinces have to come up with negotiated solutions. We can't just get rid of teachers," he said.

Spokesman for the Finance Ministry, Jennifer Wilson, said fiscal discipline was central to the budget



THYS DULLART

Dilemma ... provincial departments must reconcile maintaining staff ratios while cutting back on expenditure.

and education departments may have difficulties working out their priorities.

"This budget is a learning process for everyone. There is a problem of capacity in the provinces, but there is also an attempt to work with them on how best to make savings," Wilson said. Sentiment from the provinces is

that while finance is putting the squeeze on them, Bengu does not want the issue of retrenchments on his hands. Bengu put provinces under pressure this week when he told the National Professional Teachers Organisation of South Africa and the Suid-Afrikaanse Onderwysersunie that temporary teachers would not be targeted in

the cutbacks.

The South African Democratic Teachers Union found Bengu's apparent about-turn on temporary teachers "strange" because teacher employment was a provincial issue and possible retrenchments would be thrashed out at the Education Labour Relations Council which sat last week.

Education is SA's ⁽⁵⁰⁾ top financial priority

ET(BR) 25/11/97

ROY COKAYNE

Pretoria — Education is top of the list of financial priorities in South Africa, according to the recently released Money Report, compiled by consumer research consultancy Resonance.

Education, almost without exception, was the overriding concern in the minds of most South Africans and was given even greater priority than housing, said the report, which examines the values and beliefs of South African consumers and the way they relate to saving, spending, borrowing and investing money.

The report said South Africa's financial priorities were changing and were being driven by fundamental socio-political shifts.

It said home ownership previously seemed to be the prevailing South African dream, but this seemed to be giving way to a more widespread emphasis on educational funding.

Kerrin Myres, the chief executive officer of Resonance, said South African consumers had

strong opinions on their overall financial priorities and, for most, education came first.

"Education is seen as the solution to virtually all our woes, particularly any that might arise in the future," he said.

Myres said consumers would focus on their second priority, housing, only after allowances for education had been made.

"The fact that house prices have not appreciated, in spite of a shortage, would appear to support the notion that other priorities have intervened," Myres said.

"A long history of denied access, simple affordability, the perceived difficulties involved in getting a home loan and the availability of housing seem to have led consumers to believe that home ownership is quite simply out of reach."

The report said that, for many South Africans, a good education was seen as the best possible gift they could give their children and a sizeable estate was often considered less important.

Task teams investigate education overspending

Nov 27/11/99 (50)

Finance minister warns there is no more money to bail out provinces, which have to stick to budgets

By ADAM COOKE

National task teams are working in provincial education departments to establish the extent of overspending - an amount informed sources believe could reach R4-billion by the end of this financial year.

Finance Minister Trevor Manuel has already warned there will be no bailouts this year. "There is simply no more money for the provinces. They just have to stay within their budgets. It is up to them to ensure that they allocate their money according to how much they have," said Manuel's spokesman Jennifer Wilson.

Director-general of state expenditure Casiem Gassiep has dismissed estimates as "thumb-sucks", saying the real amount will become clear only after task teams report at the end of next week.

Financial and Fiscal Com-

mission researcher Kuben Naidoo said that while there was a crisis of overspending, it appeared that different solutions were necessary for different provinces.

Naidoo explained that about a third of the overspending in the provinces was the result of agreements reached at the national bargaining chambers of the Education Labour Relations Council.

But he also said some of the overspending, especially that in the Eastern Cape, KwaZulu Natal and Northern Province, was simply from poor budgeting procedures that stemmed mainly from weak middle management.

"District education offices are taking a lot of responsibility for the way that money is spent. And it is just carte blanche - they don't really take care of their money."

Naidoo said that in other provinces, such as North West,

Western Cape and Gauteng, new financial management strategies had ensured great savings.

"In Gauteng it was projected several months ago that they would overspend by about R1-billion. But through very good management systems they have cut that back to around R250-million without really having compromised the quality of education," he said.

Provincial departments - which spend between 80 and 100% on personnel - are under growing pressure to cut back.

Temporary teachers are the most obvious targets.

A senior provincial education department official said the provinces had requested the national government to give them the retrenchment tools to cut back personnel. "We never expected them to give us those tools and now it appears we were wrong. The ball is now truly in our court."

Some provinces seek ways to avoid retrenching teachers

By ADAM COOKE

Temporary teachers around the country could fall victim to the Government's push to cut back on spending, but some provinces are adopting drastic measures to avoid losing their staff.

Teacher unions - which say cuts could affect up to 43 000 teachers - came out strongly against retrenchments this week after the last Education

Labour Relations Council meeting with provincial education departments, saying they would not accept the attempt to cut back on teachers.

Director of human resources in the Department of Education, Duncan Hindle, said unions had requested more information from the provinces about exactly which teachers would be affected and what the alternatives were. Joint task

teams from the departments of education and finance were assessing the problem.

Education Minister Sibiso Bengu has made it clear that temporary teachers should not be "unnecessarily victimised" in this process.

The Free State, Northern Province and Eastern Cape have stopped all capital projects such as school building in their attempts to cut costs.

TRANSPORT, PRE-PRIMARY CLASSES FALL UNDER AXE

Reeling blow to W Cape schools

THE WESTERN CAPE Education Department dealt a blow to schools yesterday with the announcement of cuts and the immediate implementation of the 40:1 pupils to teacher ratio. Education Writer **TROYE LUND** reports.

ABOUT 50 000 children who rely on the Department of Education in the Western Cape to get to school every day may find themselves without transport because of cuts that will be implemented by the Western Cape cabinet next year.

The government has ordered the province to pay back the R458 million it has over-spent by whatever means it takes.

However, the province's financial situation is so desperate that even if all provincial departments were eliminated except health, welfare and education, the debt could not be honoured.

The cuts will be enforced regardless of opposition from teacher unions.

From April all urban school transport will stop. Further, one quarter of the province's 32 000 teachers will not be teaching by the end of next year.

Schools will open their doors in January with 2 800 fewer temporary teachers, by

April another 1 200 temporary posts will have been axed. By the end of next year, when redeployment has been implemented, the department aims to have reduced its staff by another 4 000.

This comes days before schools break up for the December holidays and after next year's planning and budgets have been completed by schools.

It will also affect pre-primary education. A moratorium has been slapped on pre-primary teachers. This means the existing 520 posts will be scrapped as they become vacant — the posts are presently filled with permanent staff the department by law cannot retrench.

Some 24 000 adults who rely on the department's adult basic education programmes may also be affected by the cuts. The department intends to rationalise or eliminate this part of its budget. The director of the Western Cape Educa-

tion Department, Mr Brian O'Connell, said: "Pre-primary should be the first area of allocation. The grounding is particularly significant for children from disadvantaged backgrounds. Adult basic education is extremely important to us. But, the department is only given money for basic schooling."

Teacher axings will be achieved by forcing schools to adhere immediately to the 40:1 (primary school) and 35:1 (high schools) teacher to pupil ratios that were to be phased in by the year 2000.

A lack of teachers is already felt in some disadvantaged schools which have pupil to teacher ratios of 80:1.

An irony is that while temporary teachers are occupying vital posts that are vacant, the department will continue to pay "excess" permanent staff.

Because of the unresolved teacher redeployment issue, the department cannot move them to vacant posts and the department may not retrench them.

Finance MEC Mr Kobus Meiring, said: "What we have to do now will end in a massive impact on education standards." Education MEC Ms Martha Olickers said

a decision had not been made earlier so that schools would have more time to plan for the cuts. She had hoped that yesterday's announcement, "painful as it may be," would not come to fruition.

"We do not want to do this. We have to. The provincial cabinet has instructed me to do this. We have sought every other legal alternative, and there is none," she said adding that the department was spending 106% of its budget on salaries when it should only be spending 90,2%.

The delay in implementing the redeployment plan had cost the department R20m a month more than budgeted for.

Finance Minister Mr Trevor Manuel had made it clear that provincial education department budgets would be slashed by whatever that department's debt was. The Western Cape owed R458m, Olickers said.

The cost-cutting measures would save R90m by the end of the financial year.

Even if teacher unions rejected the cuts at a meeting today, the "axe had fallen".

During the debate in the legislature that preceded the announcements, ANC MPs repeatedly called for Olickers' resignation.



DRACONIAN CUTS: Provincial Education MEC Martha Olickers at yesterday's press conference.

PICTURE: THEMINKOSI DWAVISA

SCHOOLS INTEGRATION

Blackboard grumbles: more than an issue of race

Successes and failures at two Gauteng primary schools expose a need for greater flexibility in government policy

Linsey Cook looks strained as she describes the difficulties at the Randburg primary school where she is a parent member of the governing body.

The northern Johannesburg school, once entirely white, now has a significant minority of African pupils, and it's a real problem for parents and teachers to maintain "acceptable standards."

But for once, it seems, race is not the issue, or at least not the whole issue: "There's a tremendous amount of naïveté about what is needed to make the new system of governance work," sighs Cook.

The school's principal, Richard Hayward, talks of inordinate stress among his virtually all-white staff. He's not surprised: writing his Master's thesis in the early Nineties, he warned this would happen.

Meanwhile, 15 km away in Midrand, a school playground is abuzz with activity. Most of the pupils are black; only a few are white. There is an air of boisterous camaraderie. In the cool of the staff room a group of white teachers and one black colleague sit relaxed, talking comfortably among themselves. No sign of tension here.

The contrast in stress levels between the two schools' teaching staffs is palpable. But why? Both schools — IR Griffith Primary in Randburg's suburb of Blairgowrie and the Midrand Primary — are situated in middle-class areas, have well-motivated principals and teachers and are roughly the same size, with 700-800 pupils.

But that's where the similarity ends.

African pupils are about half of the Midrand school's complement — with Indians and coloureds accounting for 30% and whites for 20%. At Griffith, Africans make up only 18%, with whites about 62% and Indians and coloureds the rest. Unlike Griffith, the Midrand school draws nearly all of its pupils from reasonably affluent homes in Noordwyk (a suburb of Midrand), where the school is situated, or Country View just across the road.

The question is to what extent the institutional problems experienced in classrooms and governing bodies around the country are determined by differences in race or by differences in social class. On the reasonable assumption that there are hundreds of schools with enrolments similar to those of Griffith and Midrand, the answer must be of interest to education policy drafters and departmental planners across the country.

Griffith's tensions suggest the issue is a combination of race and class disparities. School records show about 70 African families send their children to the school. Of those, 12 pay a small part of the fee and are provided with R500 a year bursaries from the school's own fund-raising efforts. Their total contribution, however, generally falls far short of the required fees.

A further 18-20 African families have without explanation not paid their fees in full. In short, almost half the school's African families are paying far less than the determined fee.

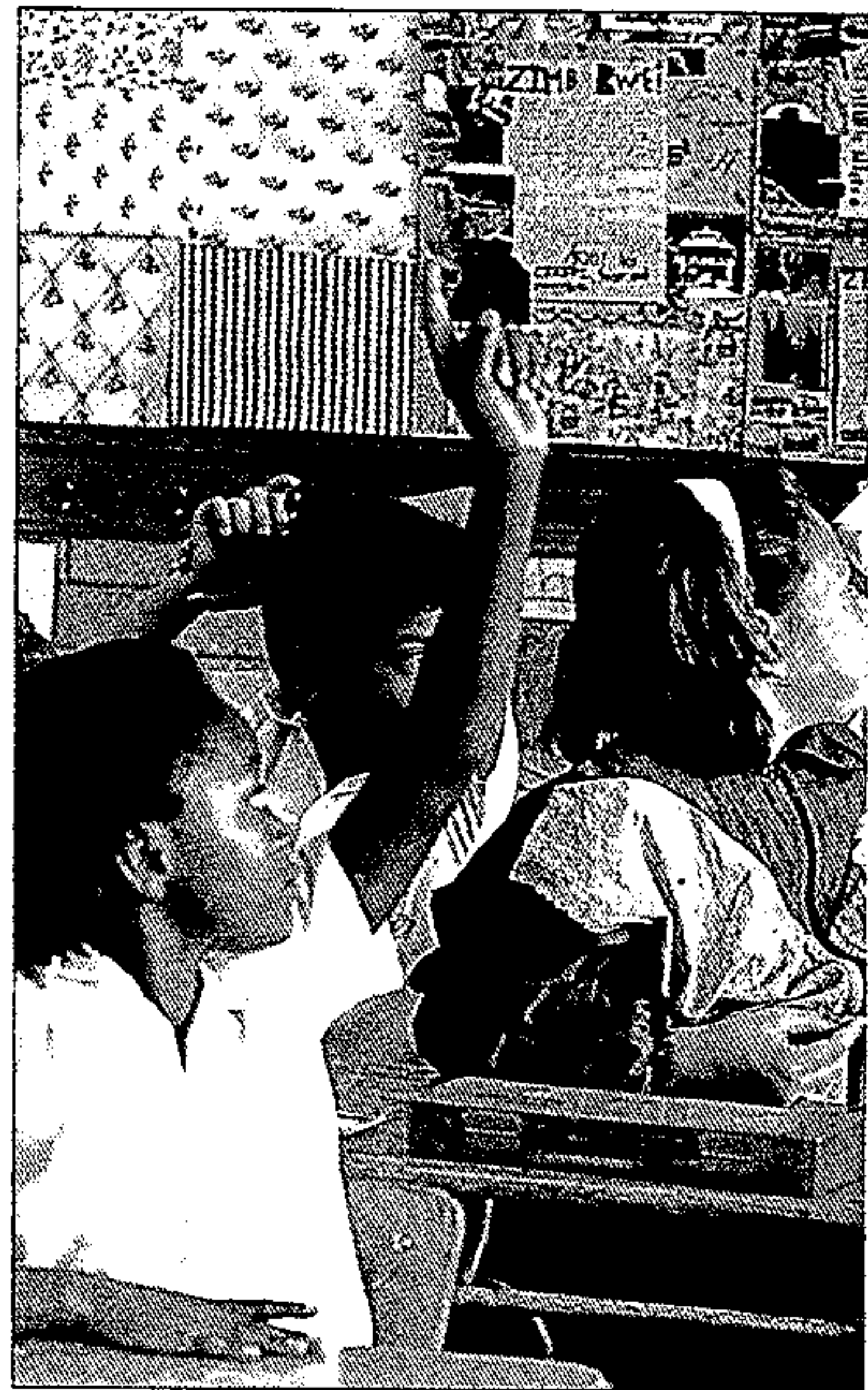
This has a knock-on effect, with racial overtones, because it adds to the financial burden on those parents who pay fully — and who happen mostly to be white.

Teachers at the school say the steep rise in divorce-racked, single-family suburban

homes in the area over the past 20 years has led to a high proportion of pupils showing disturbed behaviour in class.

There is also more stress within nuclear families than a decade ago as there are more mothers leaving home each day to work, either because they want to or because their husbands' take-home pay has become insufficient. Adding to the strain is the advent of substantial Model C school fees in recent years.

This results in many parents being unable to give their children as much quality time as they used to. At Griffith, children are gathered in circles once a week, with a teacher attending each circle, to discuss



In a class of their own... teacher with pupils at

matters causing tension among them at school. The real value of the circles, says guidance teacher Harold Fourie, is that they give the children "time to talk. With both parents working, that opportunity — to talk about one's feelings and anything else one wants to — is just not happening within the family."

Against the backdrop of deepening financial worries, it is not surprising that fee-paying parents resent nonpayers.

In most cases, say teachers, the parents continue paying the fees, but withdraw their moral and physical support from the school: refusing to volunteer their time or to help out at sports days and fund-raising events, and staying away from PTA meetings.

The situation at Griffith seems likely to worsen before it improves: its fees are going up 30% to R3 000 next year. By contrast, Midrand's fees won't rise by more than 15% next year, taking them to R2 150, says principal Allen Lourens.

The reason for the difference between the fees seems to be that, while Midrand's black parents are mostly solid middle class (the few that aren't receive R500 a year government bursaries that go towards paying the fees) while those at Griffith are

There's tremendous naïveté about what's needed to make the new system work.



Randburg's IR Griffith Primary

determinant of pupils' success in most other subjects "Much of your academic ability is based on language comprehension," Fourie says.

Yet teachers at Griffith — the supposed white-majority school — show more strain than those at Midrand where there are mostly black pupils. That's because English is becoming the home language for an increasing number of black Midrand pupils, helped by the fact that their middle-class parents speak it all day at work and are keen that their children's international mobility as adults should not be hindered by lack of competence in English.

The same trend was not mentioned by anyone teaching at Griffith. If it is absent, it may be because most of the school's black parents are not middle-class, and therefore probably do not have sufficient command of English to be comfortable using it as their home language.

Meanwhile Griffith's teachers are wincing at the near-doubling of class sizes in recent years, from around 20 to close on 40. They would have been able to cope with it, they say, if pupils' abilities and educational backgrounds were not so disparate.

Dividing a class into groups is the usual way of coping with the problem. "You give the brightest kids extra work," says veteran maths teacher Moira Holz, "and provide the slowest with personal attention. It's the kids in the middle that miss out."

To avoid that, some

teachers provide remedial teaching outside school hours. At Griffith, these classes begin at 7 am.

Midrand adopts the opposite approach, providing enrichment classes for brighter children in the afternoons, after normal classes have ended. Either way, it's extra work — and voluntary at that — for the teachers. Which, along with supervising sports and other extramural activities is why Lourens admits that Midrand teachers are also more stressed than they used to be. What needs to be properly explored is whether black children in mainly white, middle-class schools are also experiencing undue stress.

As primary pupils they are too young to speak for themselves. But Hayward reckons they probably do experience stresses not felt by their white counterparts — if only in terms of "deep issues like: who am I, where do I belong?"

Another matter that needs to be given serious consideration is the recruitment of African teachers to previously all-white schools. It's a thorny problem, fraught with white scepticism about the quality of many black teachers and township resentment at losing good black teachers to "white" schools. Solving it would, however, produce major benefits in the staff as well as the class room — especially for the black pupils.

The public schools landscape, in short, suffers far more stress than education policy makers seem to have realised their decisions could produce.

That is not to say the principles that have driven their policies are wrong. It does, however, signal a need for greater flexibility of government policy, and sounds a warning bell about the pace and manner of implementation of that policy. John Collings



He ain't heavy... at play at Midrand Primary

spread across the income spectrum, many of them living outside the school's neighbourhood.

Perhaps the fact that African parents are in the majority at Midrand is another reason for their conscientiousness. Black parents at Griffith, on the other hand, know they are a fairly small minority.

Nevertheless — and this is another cause of parental resentment — Griffith has to pay out of its own school fund to provide services instituted almost exclusively for black pupils.

For example, government used to pay the salary of a teacher employed solely to improve the English of non-English-speaking pupils. Then, in June, the Gauteng Department of Education decided to cut costs by paying hourly only; the additional payment to the teacher has had to come from school funds.

Competence in English has also become a source of strain. "You can find a reading-age range of seven years in a single classroom," says Griffith's Hayward. That means one pupil in a single class may have the reading ability of a 14-year-old, another of a seven-year-old.

The level of competence in English at these English-medium schools is a strong

Give me an easier job, begs Olckers

(50)

GLYNIS UNDERHILL

ART 29/11/97

Western Cape Education Minister Martha Olckers, who this week announced that 5 000 teachers would lose their jobs, has asked Premier Hrnus Kriel for another, "easier" portfolio in the provincial Cabinet.

An "angry and heartsore" Mrs Olckers said she was determined not to be made a scapegoat simply because she had to enforce the job cuts. "I am not one to turn the other cheek. If I have to fight dirty, I will," she said.

"One likes to show some successes. For three-and-a-half years it has been such an uphill battle financially, perhaps I deserve another, easier portfolio," she said.

Decisions were taken at a Cabinet level, but "the buck stops here", she said. It was going to be easy for people in politics to try to make a scapegoat of her during the crisis in education, she added.

"I would appreciate it if the premier, with the full Cabinet in the Western Cape, came out stronger in support of us ministers with very difficult portfolios. The solidarity that there is in our Cabinet meetings also should be projected to the public."

The provincial Cabinet was being extended in the Western Cape and portfolio shuffles might take place early in January, she said. Mrs Olckers said she had already indicated her feelings to Mr Kriel about taking up another post.

"A change is as good as a holiday. I would like to do something where I can show some success now and then. Anything but (the portfolio of) health would be easier," she said.

"I would like police, but I don't want Minister Morkel (the present Western Cape Police Minister) to be pushed out of his job ... if Jessie Duarte (the Gauteng Police Minister) can do it, so can I."

Mrs Olckers said she did not know whether anybody had been "so brave" as to ask the premier for the education portfolio in the Western Cape.

"The next person would be walking into a very difficult portfolio for the next two to three years," she said.

Mrs Olckers said it was going to be a "miserable Christmas" for her and all concerned after she had to tell 4 500 temporary teachers in the Western Cape their contracts would not be renewed. Another 500 permanent teachers also would be made redundant, in spite of assurances by President Mandela that no teachers would lose their jobs.

The provincial Cabinet decision on this matter was unanimous and she had to enforce it, said Mrs Olckers.

Meeting SA's essential needs

(ED) Sewetan 1/12/97

By Mashupe Kgaphola

Science and technology must be nurtured for African renewal

THE OBJECTIVE REALITY of a competitive, ubiquitous and even ruthless world economic order has forced a radical change in attitude towards the generation of knowledge and its potential usage, especially in the fields of science and technology.

One consequence of this change has been a redefinition of the position and role of educational institutions within the national social and economic framework.

Governments, as the main founders of education and public research, are no longer content to merely read about hypnotising theories, dazzling inventions and novel reactions.

Instead, governments today insist on educational institutions becoming a vibrant component of a national economic orchestra. Overall, the effective exploitation of science and technology is generally accepted as a key product of this metaphorical orchestra.

In South Africa, for example, the government has followed this trend through its designation of the higher education sector as being an integral part of the national system of innovation (NSI).

Likewise, the Department of Education has placed great emphasis on meeting the country's development needs in its pronouncements on transforming higher education.

The notion of a single coordinated higher education system also features prominently in legislation, which further underscores the premium placed by the Government on the systematic production of human resources and delivery of educational/research outcomes.

The NSI may be viewed as a system comprising various role players (public and private institutions/individuals) in science and technology who interact as networking and collaborating partners, but who also engage in a healthy and dynamic competition amongst themselves.

The ultimate vision for the NSI is to produce a science and technology macro-structure that will, in conjunction with effective management and official systems, unleash a robust internal economic market which in turn will

become a harbinger for export capacity for the country.

But the mere recognition of the virtues of science and technology by itself is not a panacea. This cautionary note applies even more to African countries, which have at various stages been hoodwinked into inappropriate development models that were essentially copycat versions of projects undertaken in more industrialised countries.

The ongoing science and technology foresight study being undertaken by the Department of Arts, Culture, Science and Technology will hopefully go some way towards helping the South African government make informed strategic decisions on the long-term prospects for the country.

Lewis Branscomb, a leading American science and technology strategist, notes that, unhappily, the depth of the conviction that science and technology can improve the lot of mankind is scarcely matched in any country by an equal degree of understanding of how science should be nourished, technology generated and the skills of well-trained people mobilised for these goals.

The reading of Africa's post-independence story seems to support these sentiments. While Africa has generally been endowed with resources, both human and natural, it has still to make a calculated escape from the prevalent malaise that characterises its economy.

In the same vein, the United Nations Economic Commission for Africa (Uneca) has observed, among other things, the following with respect to Africa:

● African countries lag behind in socio-economic development, mainly because of the low contribution of science and technology to this development.

● Most of the research that has been carried out at African universities and government institutions has had very little practical relevance to development issues. In addition, the link between the laboratory and industry has been absent; and

● Significantly, African leaders, and more especially its political leadership, have thus far paid only lip service to science and technology development.

This is often manifested in glaring contradictions at economic level. On the one hand, while Africa has an abundance of natural resources, it continues to be an exporter of primarily raw materials, with very little processing capacity "on site".

To illustrate, Africa has 35 percent of the world's potential hydropower, produces more than 50 percent of the world's gold and over 72 percent of the world's diamonds, but still, the continent does not produce enough agricultural commodities to feed itself.

The obvious remedy to this situation is the development of endogenous capacity for processing Africa's own primary produce so that the continent is able to trade valued-added products (compared to only raw materials) in the international market.

In addition, a conscious effort ought to be made to encourage the development of technologies that will address the continent's immediate problems.

In this regard, Uneca has listed a number of technologies that hold greater promise for Africa on the basis that they relate firstly to some of the perennial problems which the continent has to deal with.

These technologies include biotechnology, animal husbandry, farming systems, new materials, telecommunications, informatics, and new or renewable energy technology, among others.

The challenge for Africa, and South Africa, is to first recognise that, as Branscomb puts it, "scientific leadership is indispensable to industrial leadership".

But scientific leadership itself is premised on a number of ingredients, the most critical of which is the human resources base. Hence, issues like skills diffusion need to occupy centre stage as deliberations continue on a revamped agenda for South Africa's



Education Minister Sibusiso Bengu's department has placed great emphasis on meeting South Africa's development needs in its pronouncements on the transformation of the higher education sector.

educational institutions.

Sadly, Africa has in the past lost some of its best thinkers to the Western world, many times on account of the failure of African governments to recognise, nurture, deploy and credit their own professional class.

There has often been very little attention given to issues like human and skills resource management as a strategic national issue.

The White Paper on Higher Education (1977) espoused the idea of a program to build a self-reliant system for the country.

It seems reasonable to assume that implementation of this policy will require some reorganisation of our higher education institutions.

In the light of the foregoing research issues raised, it would seem that South Africa's higher education has the won-

derful opportunity to respond to the real needs of the country and the African continent.

To this end, more imaginative education course-restructuring seems in order, both in terms of content and programme structure, more especially at undergraduate level.

To embark on this course, there is a need for intellectual vision, political clarity and commitment, and a sense of legacy on the part of the country's political leadership.

The African Renaissance, so much heralded lately, cannot be built on the sands of Africa; it must make an effort to transcend the clichés, South Africa, to this challenge!

Mashupe Kgaphola is a senior analyst on science and technology policy at the Education and Research Development in Pretoria.

Educators

plan national schools body

Parouk Choithia

DURBAN — A new national organisation of school governing bodies would be launched by next year to counter existing organisations which represented a minority of "privileged" schools, National University education policy unit director Jenni Karlsson said yesterday.

The decision was taken at a two-day workshop in Durban attended by representatives of the Congress of SA Trade Unions (Cosatu), the SA Democratic Teachers Union (Sadtu), the Congress of SA Students (Cosas), parents, policy analysts and researchers.

Karlsson was elected to the steering committee, which would lead the formation of the organisation.

The organisation would co-ordinate the efforts of governing bodies, raise their grievances with the authorities, collaborate with government to foster a culture of learning and teaching and promote quality education in public schools.

In an apparent reference to the Federation of SA Schools Governing Bodies — formed at the time of model C schools — Karlsson said these organisations "purport to speak for all governing bodies" when they represented a "minority of the more privileged schools".

A new organisation was therefore essential, Karlsson said.

Cosatu yeers from 'Mbeki cabal' candidates

Rene Grawitzky

11/12/97

A LIST of nominations for the top six positions in the African National Congress (ANC) drawn up by the Congress of SA Trade Unions (Cosatu) supports the national consensus candidates for the top three positions, but differs for the other three.

The list, approved by Cosatu's central executive committee, is not an official Cosatu list but rather a register of names of people the federation would support at the December conference.

Cosatu would not oppose the nomination of Thabo Mbeki for the presidency, Jacob Zuma for deputy presidency and Kgalema Motlanthe for general secretary.

However, Cosatu proposed Gender Commission head Thelma Mkhambane for the

deputy secretary-general position instead of ANC MP Mavivi Myakayaka-Manzini, who has been punted by other ANC structures.

DP's defeat of NP has impressed observers

Kevin O'Grady

11/12/97

ANOTHER Democratic Party (DP) by-election victory over the National Party (NP) in a predominantly white ward last week showed the DP was eroding NP support and was becoming the new party of choice for white voters, observers said.

The DP stole the former NP seat in Roodenbos ward five with 1 049 votes to NP candidate Harold de Beer's 724 in a victory that followed similar achievements recently in Boksburg and Witbank.

The two-month-old United Democratic Movement (UDM) came third with 372 votes — more than the African National Congress (110) and Freedom Front (202) combined.

While the NP played down its loss to the DP, analysts said the victory, on top of the earlier successes, was an indication that the NP was failing to hold on to its traditional support base and that voters were increasingly viewing the DP as more likely to be effective in opposition to the ANC.

The UDM's showing in its first by-election showed it had the ability to attract votes and its real test would come when it challenged seats in wards which were not predominantly white.

Gold

Continued from Page 1

ness would retard economic growth and hurt SA's balance of trade. The mining industry was likely to shed more jobs and affect associated service industries. Nedcor chief economist Dennis Dykes said almost half SA's gold production could be threatened if the price stayed below \$300 and the rand failed to weaken materially for a sustained period.

Another economist said the effect of the lower gold price would be reduced by price hedging.

Reuters reports Reserve Bank governor Chris Stals said on Friday the falling gold price would have a "marginal" effect on the balance of payments, because of the declining importance of gold exports.

The impact on SA's economy would also be limited, given that gold contributed about 3.5% of GDP. However, a lower gold price would contribute to "some decline in our optimism for next year".

Dykes said it was "unrealistic to expect the gold price to go screaming up next year, so we have to look at at least R2bn off the current account".

Kidney patient

Continued from Page 1

had brought into sharp focus the dichotomy in which a changing society found itself — particularly problems of trying to distribute scarce resources on the one hand and satisfying the demands of the constitution on the other.

He said the case had put him and his colleagues "in the very painful situation" in which medical practitioners

There were thousands who needed dialysis treatment, but only 60 machines were available.

When looking at the issue broadly, Soobramoney's death highlighted the need to place emphasis on primary health care and to prevent diseases so that people did not reach the stage where they needed "expensive and unaffordable" health care, Zuma said.

National Party (NP) KwaZulu-Natal MP Soobramoney Natcher said the Constitutional Court gave Soobramoney the death sentence at a time

at 80

Teacher cuts: pupils set to 'relive 1976'

'We will miss the so-called gutter education of the past' (Go)

LENORE OLIVER
STAFF REPORTER

Harold Cressy High School pupils say they are prepared to take to the streets and "relive 1976" if the school is forced by the Department of Education to sack seven teachers.

Schools like Harold Cressy in District Six have already lost hundreds of teachers, victims to stringent provincial government spending cuts in crucial areas like education and health.

At Harold Cressy eight teachers took voluntary severance packages last year and the school will lose another seven if staff cuts announced by Western Cape Education Minister Martha Olickers are implemented in January.

Pupils, teachers and principal Lionel Adriaan are angry and apprehensive.

Mr Adriaan has vowed that he will not personally sack a single teacher, saying he is not an employer. "The Department of Education is the employer and is passing the buck by making principals do their job.

"You think what we had in the past was gutter education... we're going to miss gutter education."

Mr Adriaan said the school could not function without the seven teachers. "We can't afford to lose one teacher, never mind seven."

There are 864 pupils in the school with between 46 and 60 pupils in each class. "Teachers are overcrowded, classes are overcrowded and discipline problems within such an environment escalate."



Breaking the news: principal Lionel Adriaan tells pupils that Harold Cressy High School has been forced to sack seven teachers

"We reject any further debasement of vital services such as education and health," Mr Adriaan said.

Standard 9 pupil Shafeegah Isaacs said it was the Government's duty to look after the future of its schooling children. "I am very worried that

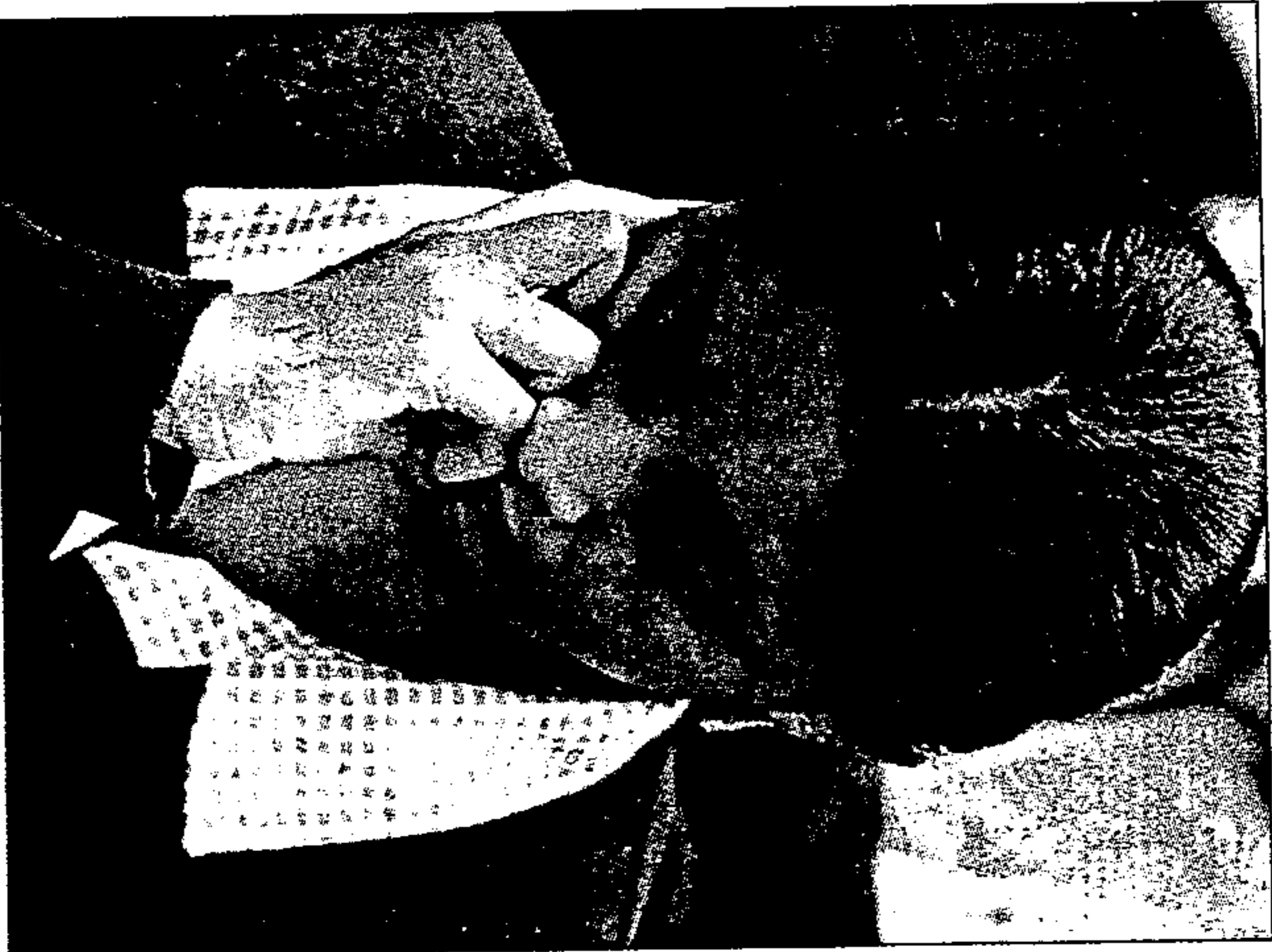
we'll have to lose more teachers next year because I'll be in matric and I don't know what sort of education to expect.

"The word is out that the pupils are prepared to take to the streets and relive 1976 if the government does not

pay attention," she said.

Carla Soudien, SRC chairperson, said: "We as pupils are prepared to protest against the situation."

A meeting will be held at Trafalgar High School at 8 tonight to discuss the situation.



Apprehension: a pupil considers the consequences of more teacher cutbacks

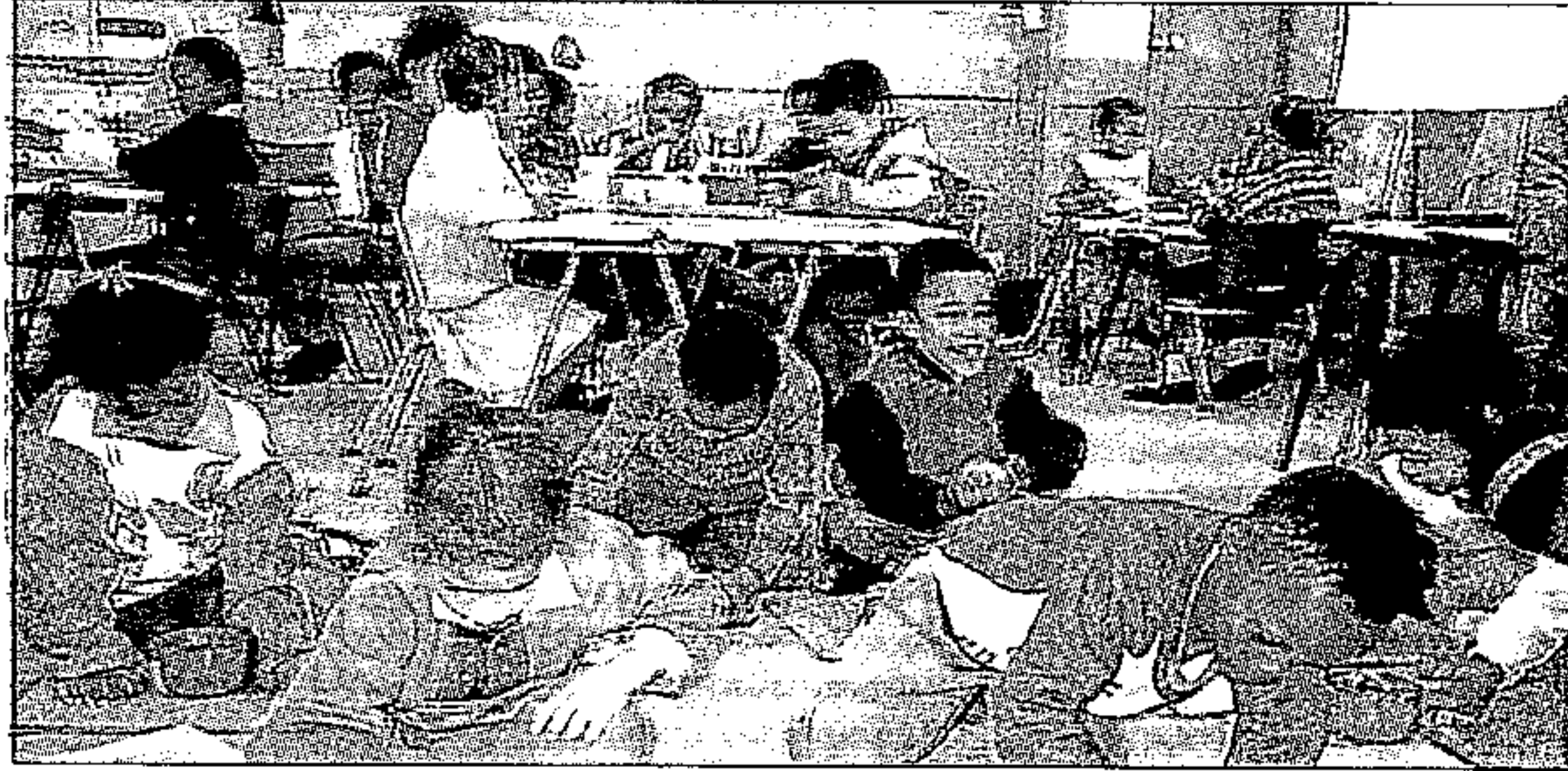
085D ZLWVA

Uncharted waters face teachers as Curriculum 2005 set for launch

ARG 3/12/97

(50)

OUTCOMES BASED EDUCATION (OBE) IS SET FOR A BUMPY START NEXT YEAR BECAUSE OF THE PROBLEMS BESETTING THE NEW SYSTEM OF EDUCATION. IN A THREE-PART SERIES THAT STARTS TODAY AND CONTINUES UNTIL FRIDAY, EDUCATION REPORTER SABATA NGCAI EXAMINES THE ISSUE



Trial-run: the new OBE system will be introduced at Grade 1 level next year

Problems underlying the much-vaunted Curriculum 2005 are threatening to cripple the implementation of the system in schools next year.

Teachers say the Government did not spend enough time preparing them for the daunting task, providing them with the necessary resources and infrastructure, or addressing bulging classes, lack of material and staff shortages. Neither did they prepare parents.

The Cape Argus visited several city schools in an attempt to assess whether teachers were ready to implement the new system in Grade 1 next year and although teachers were excited, many said the training had been inadequate.

■ **Good Hope Primary School in Vredehoek:** Teachers said the two-day workshop was not enough and felt it was too soon to implement the new curriculum, because of enormous staffing problems in schools. Temporary teachers who also attended the workshops on outcomes-based education said they were not even sure whether they would still be at the school next year. The permanent Grade 1 teacher, Liesl van Jaarsveld, said she could not plan for next year because she did not know whether or not she would be working with a different teacher.

Teachers also complained about overcrowded classes.

■ **Soyisile Primary School in Khayelitsha:** Teachers complained of inadequate training for implementation next year. "We received training in October for only two days and yet we are expected to implement it next month," one said. "It's impossible. The training should have been conducted in phases for a year at least."

As in other schools, teachers complained of big classes. The school is located in the heart of a sprawling Site B squatter camp, where the majority of parents either have lower primary education or no education at all.

Teachers spoke of their dual role as parents and teachers, because parents had little or no education. In the new system parents had to be involved and help their children with homework and research, they said.

They said OBE was a fantastic idea but needed planning and resources. Even the resource material for guiding them in implementing the curriculum was not available.

Teachers were doubtful they would

be able to implement the process in January, when schools reopened, because they still had to undertake planning. Teachers complained about underage pupils who were sent to school without birth certificates or other proof of date of birth. In some cases parents gave false information about birthdates to secure a place for their children. Most of the failures at the school were among underage pupils

■ **Imbasa Primary School in Crossroads:** Each of the school's four Grade 1 classes has between 35 and 40 pupils. Grade 1 teacher Linda Mokoae said the numbers were too big for the new curriculum. "In the new system a teacher must give individual attention to each pupil."

Pupils and parents in the area were not ready for the new system. "It's easier said than done," Ms Mokoae said. "Most of our children have never been to the library and never done any research. We still have to take them out to the shopping centres, libraries and other relevant places just to introduce them, before they can do any research themselves."

The school is dominated by pupils from Crossroads, the Peninsula's oldest squatter camp, near Philippi on Lansdowne Road. The school has no library and the single community library does not have enough books for Imbasa Primary's Grade 1s as it also services

many other schools in the area.

Like other teachers, Ms Mokoae charged that two days of training was not enough. "In the formerly disadvantaged schools the implementation won't be as smooth as it will be in advantaged schools. Instead of only attending the workshops and the training sessions, I believe the organisers and trainers should come and oversee the implementation of the process in our schools."

She said it was easy, in workshops, to talk and agree with each other but to put the ideas into practice was difficult. "It must be borne in mind that we teach pupils from communities with little or no schooling. You give homework to a child who comes back the following day not having done it because mother or father did not understand or parents were away at work.

"Pupils walk one to two kilometres from home to school every day and by the time they get into the classroom they are already exhausted."

She questioned how, under these conditions, it was possible to implement the new curriculum.

"We need to attend to the problems before we can get a new system."

■ **Heideveld Primary School:** Teachers were upbeat about the two-day training workshop. "We learnt a lot from the training and we got a lot of information," said the Grade 1 teachers. As part of smoothing the implemen-

tation, the school has decided to join forces with three neighbouring schools to discuss the programme for next year. "We are planning to meet at least twice a term to discuss the following term's work and assess the previous work.

"For the first week of next year we plan to have an orientation week, during which we will be able to sift the slower children from the others and work out how to group them for the outcomes-based education."

But the teachers admitted they needed further training.

The school has three Grade 1 classes of between 40 and 41 pupils each. Teachers said there were too many pupils for the new system to work effectively.

"We are dealing with children who can't handle a pen. We have to start from scratch. The smaller the class, the better the quality of work. Bigger classes deny us time to concentrate on slower pupils and will have an adverse effect on the quality of education."

■ **Mimosa Primary School in Bonteheuwel:** Teachers said they went to teachers' training colleges for three years to train and now had to make do with only a two-day workshop from 8am to 4pm.

Grade 1 teacher Pamela Adonis said: "You can't learn much in two days. We need time to prepare ourselves, the pupils and parents for their new role. There are no specific guidelines as to how to deal with problems when they arise."

She said parents had been told they would have to make sacrifices and divide their time between their children's schoolwork and their own jobs. "The new system demands more parental involvement. They have to help children with homework and research material. They have to learn to make time for their children," Ms Adonis said.

■ **Sea Point Primary School:** Unlike those at other schools, teachers at Sea Point Primary said they were ready to implement the new system next year. Grade 1 teacher Linda Chiamowitz did not foresee any problems: "In our school it's being implemented already. There are minor differences with the new curriculum, but they won't be a major problem." The two-day workshop was no different from what they learnt while training as teachers. She teaches one of two Grade 1 classes with 30 pupils each.

Sactwu steps in to lend a helping hand to schools

THABO MABASO

BUSINESS REPORTER

ARG 4/12/97

The Southern African Clothing and Textile Workers Union's (Sactwu) Educational Trust has donated close to half a million rands for the upgrading of schools in five of the country's provinces.

The donation will be used to repair damaged schools or improve facilities of schools in disadvantaged areas all over the country, including the Western Cape.

Sactwu's national education officer André Kriel, said money for the project had come from union's bursary fund. Sactwu members contribute 20c a week towards the fund.

"We have alerted shop stewards about the money that has been made available and told them schools from disadvantaged communities

(50)
can apply for assistance," Mr Kriel said, adding that a key approval for consideration was that a school be able to safeguard the improvements done. No cash will be given to schools.

The R440 000 will be divided among the five provinces, with the Western Cape and KwaZulu Natal getting a larger slice of R125 000 each.

"We are flexible with regard to the amounts that individual schools may be awarded, but it is necessary to spread the support in a manner that will make a difference at each school and we should spread our assistance in the best way possible," Mr Kriel said. The project will be implemented towards the end of January.

The National Economic Development and Labour Council reported that the majority of schools in the country did not have laboratories, 83% had no libraries, 61% lacked telephones, 25% had no access to water and 12% had no toilets.

THE CHILLING LEGACY OF APARTHEID EDUCATION AND OF WRETCHED POVERTY ARE THREATENING TO WRECK THE IMPLEMENTATION OF CURRICULUM 2005 IN SCHOOLS NEXT YEAR. IN THIS ARTICLE EDUCATION REPORTER SABATA NGCAI EXAMINES THE ISSUES. HIS FINAL ITEM IN THE SERIES APPEARS TOMORROW

(50)

ARRG 4/12/97

Divided families may not be able to benefit from new curriculum

Some African communities are still divided because of the migrant labour system which broke families apart by forcing men to work miles away from their wives and children.

The relaxation of the influx control laws in the '80s saw a number of women, who had not been able to stay with their husbands in migrant labour hostels, coming in droves to the Western Cape, leaving children home with relatives, often elderly grandparents.

In many cases this meant children had no one who was able to see they went to school, or to help them with their homework.

Although much has changed in South Africa, this pattern of parents in the cities while children remain in the rural areas continues, and could ruin the implementation of Outcomes Based Education (OBE), especially in country areas in the Eastern Cape.

And frequently, even when parents are with their children, the legacy of apartheid education means they are not qualified to help children with their schoolwork and play their role, which is crucial to the success of the OBE system.

Novoti Bungane, who lives with her husband in room 28 at Kick's Place, one of Guguletu's migrant labour hostels, last saw her children in the Transkei six months ago.

The four children, two in Standard 9, one in Standard 6 and one in Sub A, are all looked after by her 70-year-old mother-in-law.

Mrs Bungane, 44, has been dividing her time between the children in Butterworth and her labourer husband in Cape Town. She said that when she came to the Mother City she usually spent six months here. Even when she was at home with the children, she mostly could not help them with their schoolwork because she left school in Standard 5.

"I can't even remember when I left school," said Mrs Bungane, who was mopping the shabby concrete floor

while we spoke.

"My children in Sub A and Standard 6 used to come to me for help with schoolwork, but I couldn't do the work. Instead they had to be helped by my two older children. All I can do is to make sure that they eat and go to school in clean clothes," she said.

In some cases parents cannot live with their children because they have to work to support them.

Buseka Dula, also from the Transkei, lives in a Guguletu migrant labour hostel selling drinks and vegetables to make a living.

She left school in Standard 8. While at home in the duty town of Willowvale in the Transkei she used to help her daughter, who is in Standard 2, with her school work. But wretched poverty in Willowvale forced her to leave home to search for greener pastures.

Ms Dula, 35, left her daughter with her aging mother, who has never been to school. She goes home once a year to spend Christmas and New Year with her family.

Even though some parents have never been to school, they are determined their children will be educated.

One such father is Crossroads resident Joji Madikana, 51, who came to Cape Town in 1969 to look for work. He has been working as a labourer in a local furniture factory since 1974.

His wife Mavis, 40, left school in Standard 2. The couple have eight children, some from Mr Madikana's first marriage. Four of the children are in Transkei with relatives and the other four live with them.

Mr Madikana said he could not even try to help the children with their schoolwork because "I know nothing. I must see that they have money for school, clothing and food to eat, that's all," he said.

Mrs Madikana said she had tried to help her young children with their studies but she could not understand the lessons. They were being taught information that was hugely different from what she had learnt at school.

*All I can do is to
make sure that
they eat and go to
school in clean
clothes'*



High hopes: the success of Outcomes Based Education relies on parental involvement

Fading face of government schools — how loss of

Diocesan College (Bishops)

SUBJECTS offered: English, Afrikaans, mathematics, science, biology, French, Xhosa, Latin, history, geography, art, biblical studies, computer studies, business economics, music, accounting.
Pupil numbers: 624
Pupil, teacher ratio: 12 pupils to a teacher, maximum 24 in a class
Tuition fees: R18 768 a year

Sports (outside specialist coaches are used): Cricket, tennis, swimming, water polo, athletics, basketball, judo, rowing, fencing, rugby, hockey, cross country, squash, badminton, golf, sailing, shooting.

Also available:

- Outdoor educational experiences.
- Professional career guidance.
- Outreach programmes — community work such as visiting old age homes, handicapped children and underprivileged schools.
- About 30 clubs, societies and discussion groups.
- Lifestyle lecture programmes on subjects such as substance abuse, sex education and street law.
- Orchestra, choir and jazz groups.



Durbanville Hoërskool

Subjects: Maths, science, Afrikaans, English (first or second language), biology, economics, typing, computer science, history, art, music, accountancy, woodwork, domestic science and geography.
Pupil number: 680
Class ratio: 28 pupils to 1 teacher.
Tuition fees: R1 700 a year.

Sports (parents come in to do most of the coaching): Athletics, cricket, tennis, golf, rugby, hockey, netball and cross country.
Other: Christian groups, literature group, debating society, drama society, school magazine and a wind orchestra.

Durbanville Hoërskool is a former model C school that is also now subject to cuts. Six of the 25 teachers will be axed. This means there will be 19 teachers, including the principal, for 20 classes.

- Money for cleaning and maintenance staff will be reduced or cut completely.
- Teachers who go on maternity or sick leave are not likely to be replaced with substitute teachers while they are away.



CT 4/12/94

Esangwen High School

Subjects: Xhosa, English, Afrikaans, science, maths, biology, accounting, economics, business economics, agriculture, history and geography.

Sports: Soccer and netball.

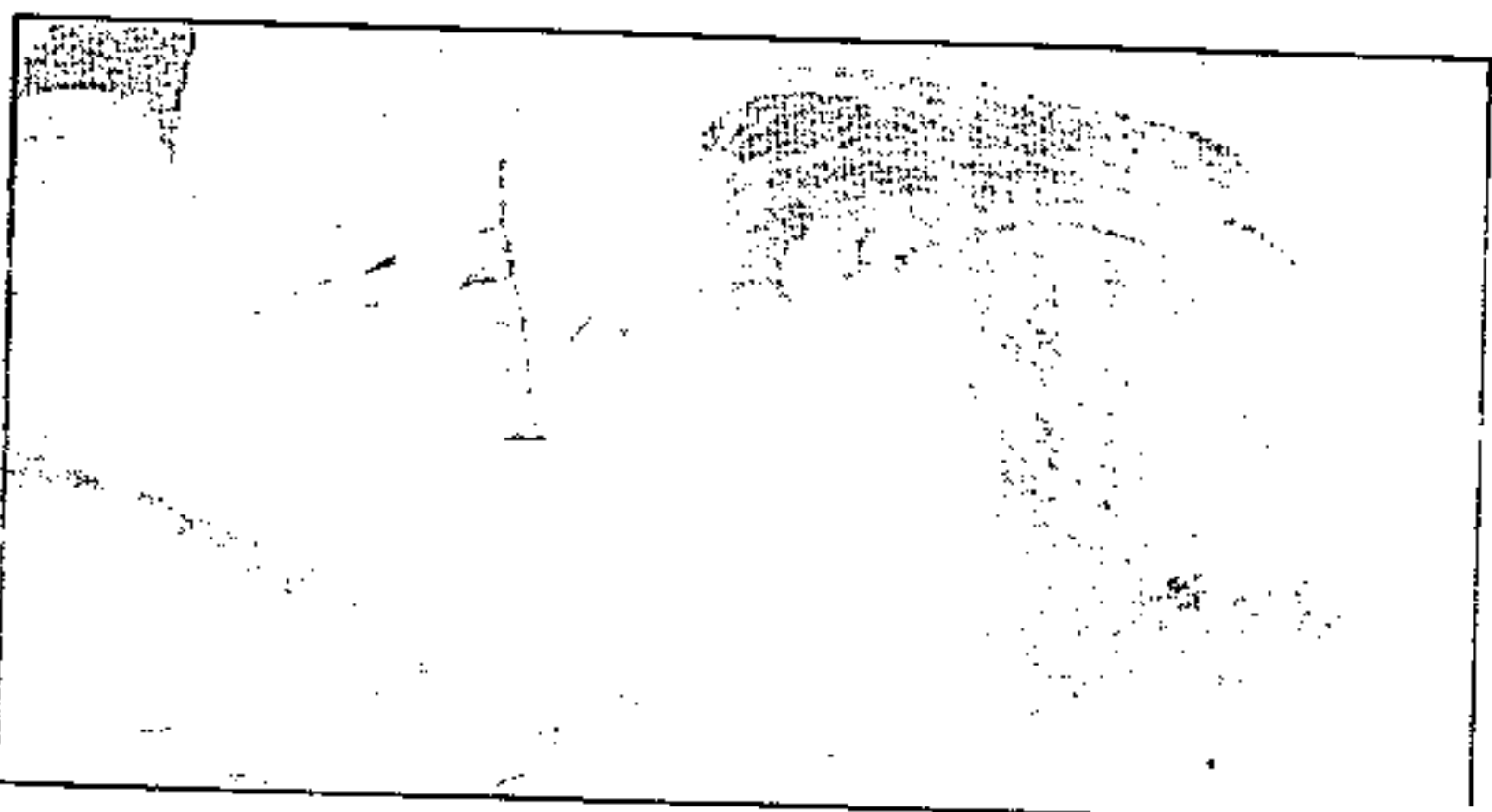
Other: Debating, traditional dance, choir

Pupil numbers: 870

Class ratio: 45 pupils to one teacher.

Tuition fees: R50 a year.

- Esangwen will have to reduce its teaching staff by seven which will leave 19 teachers, including the principal. The school is likely to have to drop certain subjects to accommodate the cuts.
- As 98% of pupils rely on the free department transport to get to and from school, pupils will find it difficult to get to school.
- Cleaning and maintenance staff will be reduced or done away with.
- Teachers that go on maternity or sick leave are not likely to be replaced with substitute teachers.



Facilities affect education

Crowd trouble threatens OBE

Equal staffing may help

OUTCOMES-BASED EDUCATION, TO BE INTRODUCED NEXT YEAR, IS BEING COMPLICATED BY OVERCROWDING. IN THE LAST OF A THREE-PART SERIES, EDUCATION REPORTER **SABATA NGCAI** QUESTIONS THE EDUCATION DEPARTMENT ABOUT PROBLEMS IN IMPLEMENTING CURRICULUM 2005

The Western Cape Education Department acknowledges that overcrowding in schools is a serious problem which will complicate the introduction of outcomes-based education (OBE) next year.

However, the department has vowed that it is committed to moving to equal staffing ratios in all schools.

The department, which said "plans are afoot" to implement equal staffing ratios, was responding to questions about problems at schools which many say threaten to cripple implementation of Curriculum 2005.

The department acknowledged that OBE was complex and needed to be introduced with sensitivity.

"Outcomes-based education needs to be introduced with great sensitivity to the effects it will have on all those involved, of whom the learners are the most important.

"The implementation schedule has been reduced to only Sub A in 1998, whereas the original intention was also for standards 2, 5 and 8 to move to OBE next year, all at the same time."

The department said that since education was so entwined with all other aspects of society, including the economy and political scene, it was to be expected that there would be an inordinate amount of pressure on education to assist in the general socio-economic transformation of South Africa.

"We are, however, attempting to

implement Curriculum 2005 with educational priorities as the driving force.

"The implementation schedule will be under constant monitoring, evaluation and reconsideration to enable us to deal with whatever problems that may arise."

The department said the implementation of the curriculum would be smoother as time passed.

"This is a complex process which will affect the lives of teachers and learners on a number of levels," the department said.

Educators who would be introducing and initiating Curriculum 2005 next year were the junior primary phase teachers.

These teachers were already accustomed to devising their own teaching programmes and learning-support materials, the department said.

"The implementation will become smoother as teachers grow in competence and confidence."

The department acknowledged the shortage of teachers was a problem facing all the nine provinces.

"The fact is that schools as well as their communities are today challenged to provide quality education with fewer means at their disposal.

"The Western Cape Education Department is moving to equal staffing ratios among all its schools.

"This will bring relief to the most critical areas," the department said.

ARG 5/12/97 (50)

Plan to open schools to delinquents

By ELLIOTT SYLVESTER

Children guilty of crimes ranging from murder to assault could soon be learning and playing alongside pupils in ordinary state schools across the country.

Next term, schools in Gauteng might have to start preparing to receive the new pupils.

A green paper to be debated in Parliament early next year proposes that reformatory inmates, as well as children in places of safety and industrial schools, be integrated into the mainstream schooling system in an effort to normalise their education.

In terms of the new policy, called "inclusion" by the national Education Department, even children convicted of serious crimes would be considered candidates because "their past crimes should not affect their chances at education", a source in the department said.

This means parents who disagree with the system will not be able to oppose it, because it is a constitutional matter.

In Gauteng, physically disabled children, as well as those in places of safety and industrial schools, and "children at risk" in

townships, will gradually be integrated into both primary and secondary schools. Gauteng, however, is the only province that has no reformatories.

In the rest of the country, the inmates of reformatories run by the Department of Correctional Services will be evaluated for admission on the basis of their ability to adapt and progress in society.

The only other criterion for admission is that the children do not have any serious learning disabilities.

Gauteng education department spokesman Evelyn Bramdeow says the policy was born out of the new constitution, which guarantees the right of all children to a proper education.

She said schools could begin preparing for the "inclusion" policy as early as next month.

The "inclusion" policy was drafted by the National Commission on Special Needs in Education and Training. Although scheduled to be implemented nationwide, the special needs of each province would be taken into account and the policy adapted to each of them.

An official in the Gauteng Education Department, who did

not wish to be named, said disabled learners were currently being educated in institutions comprised solely of other disabled students. This posed problems when they left that environment and had to socialise with able-bodied people as well as the physically impaired.

She said disabled people had to live in society with both types of people, but the education system had isolated them. She felt the policy would address this problem.

She said Gauteng was at the forefront of this "groundbreaking approach" to education, which would place physically, visually and aurally impaired pupils in public schools.

South African Democratic Teachers Union (Sadtu) national education officer Aubrey Matlole sees "inclusion" as having a dual advantage, not only for the disabled, but also for pupils in mainstream education.

"Inclusion will change the psychology of learners and make them realise that disabled people can compete with them on certain levels."

Matlole said teachers were in favour of the system, provided their jobs were not threatened.

But several teachers expressed concern for their pupils' safety and educational progress if the plan is implemented. Although no definite structure has been established, these teachers believe that children with criminal histories will cause further disruption in already overcrowded classrooms.

The head of a Gauteng place of safety, who did not wish to be identified because of the tentative nature of the policy, said bluntly: "Inclusion will not work. The community has always opposed our trying to register our children at the schools in the area, and I don't see how it will be successful now."

He said that although these children might be able to learn alongside normal pupils, they still had behavioural problems, which could cause huge difficulties in classrooms.

Budgets have not been allocated yet, but Bramdeow says psychologists, councillors and psychotherapists would, at great cost, have to be added to school staff to set the correct guidance structure in place. In some cases, total reconstruction of schools would have to take place, which could be very costly.

Staw 6/12/97 (50)



Fees crackdown: pay or miss exams

Children 'utterly humiliated'

ARG 6/12/97

50

GLYNIS UNDERHILL

Ten children were called out of the exam room at a private Cape Town school and ordered to wait outside until their parents paid money towards their overdue school fees.

Ridewaan Baderoen, father of two of the children, said he was outraged by the behaviour of the authorities at Cambridge College in Lansdowne this week. His two children, Mogammad Fadl, 15, and Abdul Khalleed, 14, had been "utterly humiliated," he said.

The crackdown on parents who default with school fees at both private and state-aided schools is escalating as arrears grow.

Some government schools are refusing to hand over testimonials to matric pupils - the vital references they need to launch them in the job market.

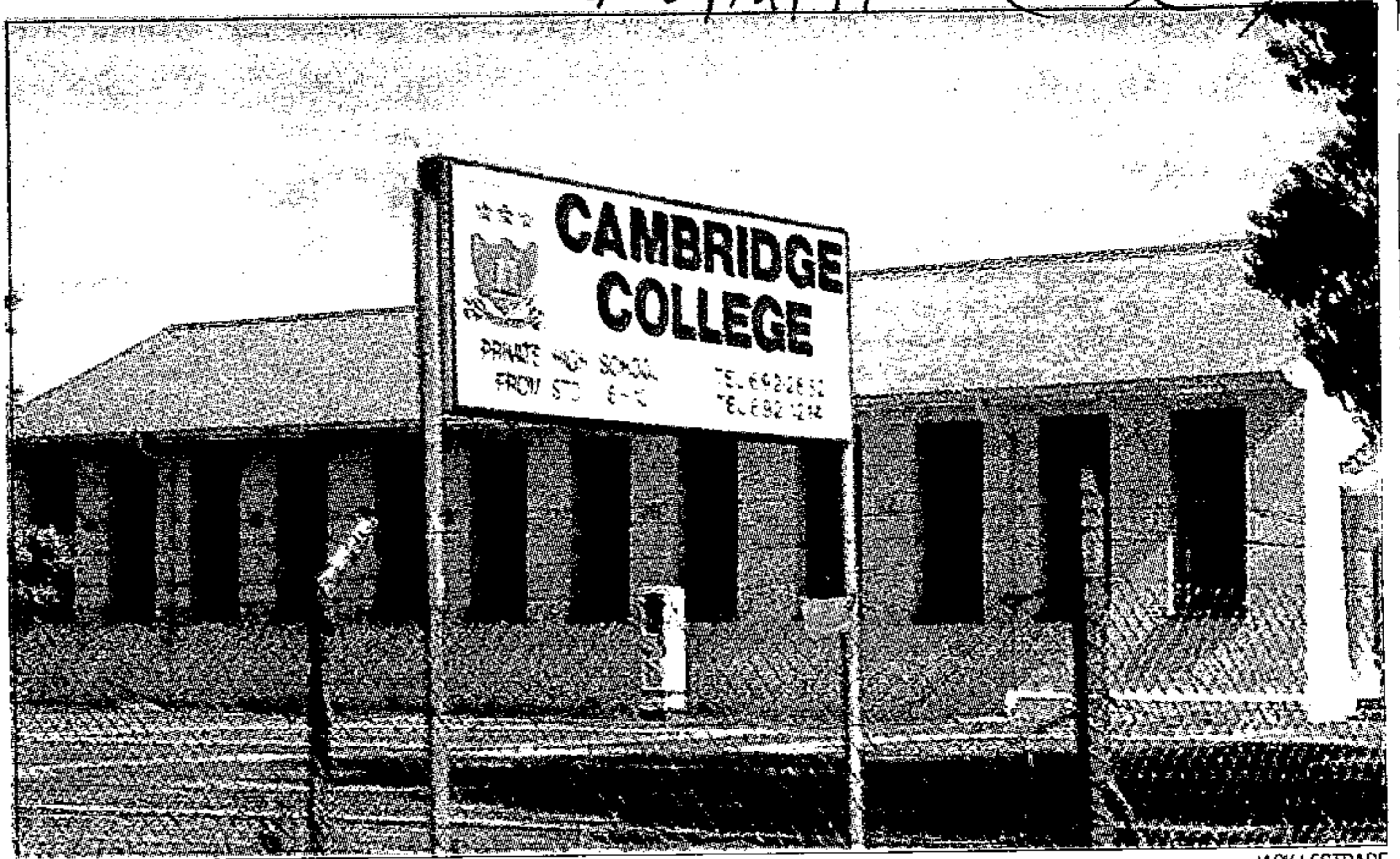
Other schools are simply handing over unpaid bills to their lawyers who in turn call in the sheriff of the court to attach movable furniture and goods belonging to defaulting parents.

"We know that all over the country schools are starting to summons parents for not paying school fees," said Gawie Greyling, deputy manager in the office of the Board of Sheriffs.

A furious Mr Baderoen said he had not been able to get his teenage children into a government school as they had all been full.

When he felt the education being provided at the private college had not been up to scratch, he had withheld some fees.

Fees at Cambridge College



Wait: Some Cambridge College pupils were ordered outside during exams to encourage payment of fees

cost about R9 000 a year, he said.

"I will pay for their education but the school must deliver and get us some results," he said.

Elise Roux, vice-principal at Cambridge College, said she had asked the 10 pupils to leave the exam room until their parents arrived to pay the fees.

"These were the instructions we had from our directors. We told them they could write when we received part-payment and we sent the children back to the exams," she said.

The children had been given extra time to make up for the time lost, said Mrs Roux.

However, two children were not able to write the exams because their parents did not come and pay towards the fees.

"Sure, the children suffer. But we receive no subsidy and

exist on our income. It was a decision of the directors," she said.

Mrs Roux said her child attended Plumstead Preparatory, a former Model C school.

"I had to go to the police station to sign a form agreeing to pay all the school fees.

"I think it was fair because my child is receiving an education," she said.

Hugh James, principal at Oude Molen, a former Model C technical school, said in some cases his school was, for the first time, withholding testimonials.

"This is the first time we have done it. We have a new governing body and they are going through this thing with a fine-tooth comb," he said.

This practice was not done without first considering the

history of the fee payer.

If it was felt the parent could pay the fees, these measures were taken, said Mr James.

Only as a "last resort" would the school hand over the matter to an attorney, he added.

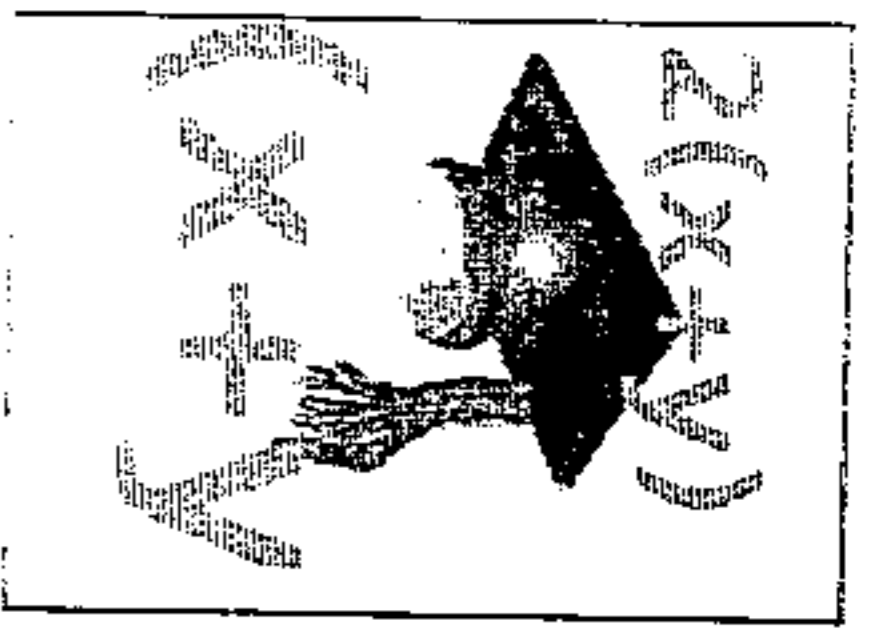
"We have a member of staff who follows up the matter diligently with the parents.

"Only as a last resort would we hand it over to attorneys and this is only a tiny percentage."

The school tries to keep the school fees as reasonable as possible - at R1 200 a year.

Until now the Government has provided a small subsidy for some parents who are unable to meet school fees.

But from next year this subsidy falls away and governing bodies will have to meet the shortfall themselves.



Maths, science crisis deepens

Shock figures expose teaching inadequacies in SA schools, writes Elizabeth Sidropoulos

(50) *AMR 8/12/97*

Only one in every 20 pupils in matric South Africa leaves school with a higher grade pass in mathematics and/or science. Some of the few who do so are being lost to the country.

From the 1960s to the 1980s South Africa could rely on the immigration of skilled people to supplement its own human resources. The last three years, however, have seen net losses through emigration of engineers, technologists, medical specialists, dentists, accountants, and educationists. These losses make the inadequacies of our education system in mathematics and science all the more serious.

Of all the degrees, diplomas, and certificates awarded in 1995, only 6% were in engineering, 3,7% in the natural sciences, 2,1% in computer science, and 1% in maths.

The relatively small number of graduates in science and engineering is the result largely of low pupil numbers and pass rates in maths and science at high school and inadequately trained teachers. According to a report published by

EduSource earlier this year, only 42% of all pupils enrolled in matric were doing maths in 1995. And, of every 100 of those, only 33 passed. No more than 10 passed on the higher grade, which is normally a prerequisite for entry into science and engineering at university.

The problem was similar in science. Only 24% of pupils enrolled in matric in 1995 were doing science. Of every 100 of those, only 37 passed 19 on the higher grade.

If these higher-grade pass rates are measured against total matric enrolment, not even 5% of such pupils are qualifying at school to study science and engineering at university.

Some 97% of all secondary schools offered maths in Std 6 but only 92% offered it in matric. Some 96% of secondary schools offered science in Std 6, while 80% offered it in matric.

Although most maths and science teachers had a teaching qualification, only about 50% of the maths teachers (in the seven provinces for which information was available) were quali-

fied in maths and only 42% of science teachers were qualified to teach science. More than a third of maths teachers and over 40% of science teachers had fewer than two years' experience.

This was partly attributed to a high attrition rate among maths and science teachers, much higher than the overall average, as they could find better jobs outside the teaching profession (including far more attractive salaries) more easily than teachers of other subjects.

In matric, 44% of maths classes had more than 40 pupils per teacher (although this was better than the proportion in Std 6 78%). Some 69% of science classes in matric had more than 40 pupils per teacher (compared with 88% in Std 6).

According to the report, until year 2000 there will be an annual shortage of some 3 000 maths and 3 600 science teachers in the seven provinces for which information was available (assuming that the additional teachers taught maths and science fulltime for 36 periods a week otherwise the shortage would be greater). (This would take into account a reduction in pupil/teacher ratios, an-

dual attrition, and an increase in the number of schools offering maths and science.)

Compounding the problem of big class sizes and insufficiently qualified teachers is the lack of adequate facilities for the teaching of a subject such as science.

A recent registry of school needs conducted by the Department of Education found that there were large disparities among provinces in pupil/laboratory ratios at high schools. The Northern Province had a pupil/lab ratio of 2 291:1 followed by the Eastern Cape (911:1) and Mpumalanga (746:1). The Western Cape and the Northern Cape had significantly lower ratios (223:1 and 226:1 respectively).

In the Eastern Cape and the Northern Province only 14,6% and 17,6% of high schools respectively had instruction areas (such as labs and workshops) for specialised subjects. Less than 50% of schools in Kwazulu Natal, the North West and Mpumalanga had such facilities.

These figures no doubt help to explain why the number of African pupils

and students doing maths and science at high school, university or technikon areas is so low.

In 1991-95 an average of 23% of African pupils doing maths in matric passed this subject. In 1985-93 an average of 47% of African pupils doing science passed the subject in matric.

In 1995 African students at universities and technikons accounted for only 14% of degrees, diplomas, and certificates awarded in the natural sciences, engineering, computer science and maths.

In the nine years from 1985 to 1993 Africans accounted for only 7,6% of the total number of students graduating in engineering and technology.

South Africa's ratio of scientists and engineers per 1 000 of the population is 3,3. Brazil, which is also a developing country, has 11,2 scientists and engineers per 1 000 of the population. Japan boasts 71,1 scientists and engineers per 1 000 people, while the US has 21,6.

This article first appeared in the December edition of *Fast Facts*, a publication of the South African Institute of Race Relations.

Sasol to build a rare gases plant in Secunda

SHERILEE BRIDGE

ET(BR) 8/12/97

Johannesburg — Sasol, South Africa's fuel-from-coal producer, said last week it would go ahead with its plans to establish a R30 million krypton and xenon extraction plant at Secunda and was taking steps to commercialise the production of beta-carotene for the global market.

The announcements reflect Sasol's strategy to reinforce its competitive advantage through a co-ordinated and focused programme of globalising operations further.

Construction of the krypton and xenon plant at Sasol Synthetic Fuels, to open in mid-1999, will boost Sasol's production of the gases by 4,9 million litres of krypton and 1,3 million litres of xenon a year.

The new plant brings Sasol's total marketable production to 9,5 million litres of krypton and 2,5 million litres of xenon a year.

Alfonso Niemand, the communications manager at Sasol, said that almost the entire

production would be exported.

The world market for krypton is estimated at 40 million litres a year, with xenon at 6 million litres a year. Worldwide demand for these rare gases is increasing, with both being used in light bulbs, double-glazed windows and high-precision lasers.

Niemand said there was a growing demand for xenon in particular, which was finding wider uses in healthcare and electronics.

Air Liquide, the French gas company, has been awarded the design, construction and commissioning contract for the extraction unit as well as an exclusive contract for the marketing of these rare gases.

Niemand said Sasol was considering the commercial production of beta-carotene, following the successful running of a pilot plant at Sasol Technology in Upington.

Beta-carotene is a naturally occurring antioxidant that is used in vitamin supplements and health foods.

IDC prompts ADE to unbundle

SHERILEE BRIDGE

Johannesburg — Atlantis Diesel Engines (ADE), the Cape-based diesel engine manufacturer, planned to unbundle into five business units after an Industrial Development Corporation (IDC) announcement that it would reduce its holding in a number of its subsidiaries, ADE said yesterday.

The restructuring is expected to attract third-party investors, including black investors.

ADE, which has held a diesel

engine monopoly in South Africa, is also positioning itself for the advent of increased international competition brought about by the government's Motor Industry Development Programme, which lifts protective tariffs on diesel engines.

This move, combined with growing truck imports, was expected to reduce engine assembly from 8 680 units to 5 818 next year.

The company has, however, reported an increase in export earnings.

ET(BR) 8/12/97

Union says poor schools will be hit by cutbacks

Gauteng's most deprived schools will be worst hit by the planned cutback of temporary teachers, according to the SA

Democratic Teachers Union.

Sadtu's Gauteng secretary, Jabu Ngwenya, said yesterday that poor schools could find themselves with very few teachers if the drastic cost-cutting measures went ahead.

He explained that redeployment of teachers from over-staffed schools to deprived schools had not gone ahead and the deprived schools had employed temporary teachers to meet the teacher-to-pupil ratio of 1:35 for high schools and 1:40 for primary schools.

"They are also basing their moves on incorrect information about the number of teachers in the system," said provincial Sadtu chairman John Maluleke.

He said that by far the majority of the estimated 5 000 temporary teachers who would

lose their jobs in the new year were from previously black schools.

The union has demanded that the Gauteng Department of Education provide information on the reasons for the dismissals; the alternatives that have been considered; the number of employees to be affected; and severance pay proposals.

Spokesman for the department Tsepo Mathodlana said discussions with unions were in progress and the province would never allow schools to be without teachers. "We have a clear idea of where teachers are needed and they will not be depleted," he said.

According to a circular sent to all schools in Gauteng last month, formal notice was given to a range of temporary teachers, but institutions have been called on to submit recommendations to fill their vacant posts. - Education Reporter

Education department urged to provide information

(50) Staw 9/12/97

New pupils to put C2005 to the test

CT 9/12/97 (50)

TROYE LUND

PUPILS starting Grade 1 next year will be the first to face the revolutionary new model of education that is to be implemented in South Africa — Curriculum 2005 (C2005).

South Africa is the first country to implement a transformational model of Outcomes Based Education (OBE) at state schools. It will cost an estimated R3,5 billion.

OBE means that teachers are guided by what students are expected to be able to do at the end of a lesson, term or level of schooling — the outcome. Exams as we know them will never be the same again and may even be scrapped altogether because emphasis will be placed on continuous assessment.

For example, if an outcome is to be able to describe the history of South Africa, then the teacher must teach the student to describe.

Assessment or testing the student's ability to perform this outcome would therefore not, as previous methods of testing knowledge did, ask students to list

dates, fill in blanks or name provinces.

Phasing in will begin with Grade 1 next year and in seven years' time, 2005, the National Education Department (NED) hopes to see it used at all government schools at all levels.

The new approach is intended to increase pupils' knowledge base and develop skills and critical thinking.

Present school-leaving qualifications will also be radically altered as the model allows the unacademic to pursue a skill-based school-leaving qualification. This, it is hoped, will end in more school-leavers finding employment.

But critics believe the new system will fail and wreck the already fragile education system because OBE's success depends on small classes of about 25 pupils and teachers who are highly motivated and skilled in its methods.

They warn that C2005 is based on flawed assumptions of what happens in South Africa's schools, how classrooms are organised and what kinds of

teachers exist.

They believe that, instead of spawning innovation, C2005 will undermine the already weak culture of learning and teaching in disadvantaged schools.

After visiting more than 200 rural and disadvantaged schools in the country over the past six months, Professor Jonathan Jansen said: "The new system underestimates the workload that is involved and the conditions under which teachers are teaching."

The management of OBE will also multiply the administrative burdens on teachers, Jansen said.

For schools like Vuselela Primary, where class ratios could be up to 80 to 1, C2005 means that for every 10 assessments made on a child's progress a teacher would have completed 800 individual assessments.

Senior lecturer at the University of Cape Town Mr Rob Sieborger said that even in a class of 40 to 1 this kind of assessment would be very difficult.

Although teachers could be trained to assess more than one outcome or assessment criterion

at a time, Sieborger said it would take time to develop these skills.

Those in favour of C2005 believe impossible conditions in some schools is no reason not to implement change.

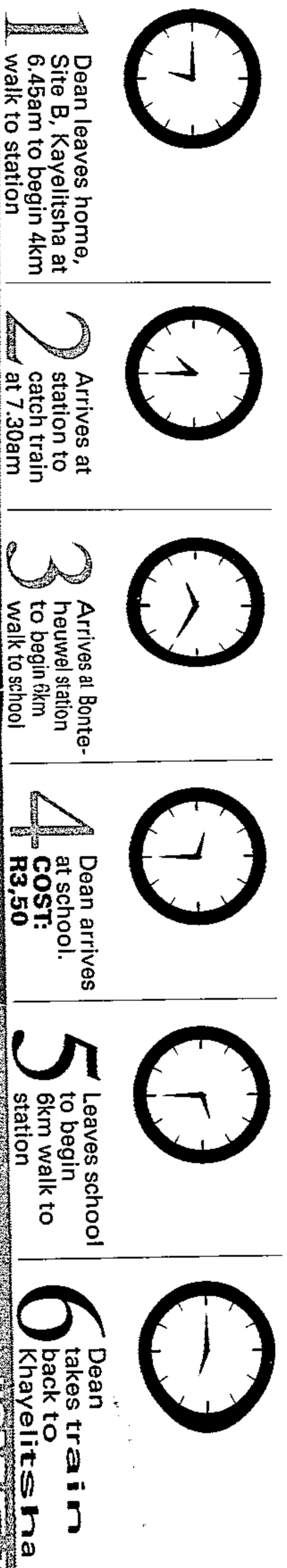
Western Cape Education Department (WCED) spokesperson for C2005, Ms Anne Schlebusch, who has been working with the 32 schools that have been implementing the programme in the province as pilot projects, said: "It is absolutely crucial to understand that this is an evolutionary process. SA is only just setting off on its journey to transformation. The right steps will reveal themselves as the journey unfolds."

American OBE expert Dr William Spady, who is visiting SA to lecture on the concept, said: "Students do genuine learning and perform at higher levels than in traditional education systems. This spills over and motivates students to learn more. The improved response from students inspires teachers."

Learners will have more responsibility for what they learn and how quickly they learn.

Why Western Cape Education is facing

Dean Mthwethaf's journey to school and back on private



What areas are being scrutinised for **WASTED** money. These areas may have to **be**

Definitely scrapped

All free transport to urban schools.

8 000 teachers by the end of 1998.

Schools will be made the 30% of the municipalities previously paid by

Classes with teachers on maternity leave are not get substitute teachers, every teacher is away.

Cleaning + maintenance
Pre-primary
Adult basic education



Graphic: Mathys Moss Cape Times

THREE MINUTES TO GO TO DIVORCE

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It's tick

Earl's last round in court

A CONFIDENTIALITY CLAUSE in the settlement reached by the Earl and Countess Spencer prevents their divulging the financial details. Justice Writer **RONALD MORRIS** reports.

THE bruising court battle between Charles, Earl Spencer and his estranged wife, Victoria, in the Cape High Court is over.

This morning Spencer will take the witness stand as the plaintiff in a divorce action.

After he has given his full names and taken the oath, he is to be asked to confirm the date and place where he and the countess were married and how many children have been born of the marriage.

Spencer will then be asked to give briefly the reasons for the breakdown in the marriage. Once the court has been told that it has broken down irretrievably and there is no prospect of its restoration, a decree of divorce is to be issued.

In about three minutes it will all

be over.

The settlement — which the couple insist is private — is to be incorporated into the consent paper. They may ask that it remain secret.

In a joint statement, released at midnight on Monday, they said they had reached a settlement and both accepted blame for the breakdown of their marriage.

"For the greater part of the three years for which we have been separated, we have had an amicable relationship. This has been primarily for the sake of our children. For that same reason we now aim to rebuild a civilised and friendly arrangement whereby our four children will continue to prosper," the statement said.

"For this reason, too, we unreservedly withdraw all allegations made in relation to each other. We



PLAINTIFF: Charles Spencer

recognise that we have both contributed to the sad breakdown of our marriage. We now intend to look to the future and our main motive is the welfare of our four young children."

The settlement agreement includes a confidentiality clause preventing the earl and countess from divulging the financial terms or talking about their marriage.

"Accordingly, no further statements will be made on those matters and we hope our privacy will be respected," the statement said.

It became clear from the opening address of Mr Jeremy Gauntlett, SC, for Lady Spencer, that it was going to be a acrimonious and bruising court battle.

Gauntlett said Spencer had admitted to Lady Spencer that he had slept with between 10 and 12 women in the five months that she had been treated in a rehabilitation clinic for alcohol addiction and eating disorders.

The countess had asked for a settlement of R30 million. Spencer had offered — beyond the provisions to be made for his children — a lump sum of R2,4m, a monthly allowance of R20 000, a R2m house in Constantia and its contents, a car and medical insurance.

Lady Spencer had insisted that the divorce be heard in England because both were British citizens. Earl Spencer wanted it to be heard in Cape Town.

World Cup '98

TWO lucky soccer fans will win flights and accommodation, plus match tickets and transport to the grounds for the first phase of the World Cup soccer tournament in France. A six-day trip could be yours, to watch Balana Balana tackle the teams!

All this, to the value of R32 000, by courtesy of Eli-Afrika Sportsworld. For more information on the prizes and the Soccer World Cup packages on offer phone (011) 646-4620.

Eight great runner-up prizes are also up for grabs in this World Cup competition. You could be the proud owner of soccer gear to the value of more than R2 000 from Adidas, official sponsor and licensee of World Cup Soccer '98.

The gear will include shorts, shirt, socks and boots. All you have to do is buy the Cape Times on Friday at the special price of R1,20 (a rand saving). On the front page will be your personal number. Hang on to the page and on Monday we will publish 50 numbers.

If your number matches any of those published phone (021) 23-6572 between 9am and 4pm on Monday, December 8, to stake your claim. Please do not phone before or after the times specified as the phone will not be answered.

The winners' names will be published on Tuesday, December 9. Please note that the editor's decision is final and no correspondence will be entered into.

The Cape Times cannot be responsible for illegible, missing or defaced numbers appearing on the paper. Winners will be required to produce the front page of the paper to substantiate their claim. Should a prize-winner not have the front page of the paper the prize will be forfeited.

Only original front pages are acceptable. No photostat copies will be accepted. Defaced pages will not be accepted. The prizes may not be exchanged for cash, nor are they transferable.

LOCAL NEWS
EDUCATION WRITER.

HE found Sid 6 easy, but Dean Mthwehath may have to leave school next year when the Western Cape Education Department discontinues its daily bus service to and from his school.

The department spends R51 million on about 367 school transport schemes, which are to be scrapped in April.

The 40 000 pupils who rely on them will have to pay for private transport.

Mthwehath is one of 850 pupils — 98% of the enrolment — at the Isangweni Secondary School in Ruyterwacht who rely on the transport.

Private transport would cost Mthwehath about R2,50 a day and he would arrive at school only between 9.30am and 10am—forget home at 5pm, he would have to leave school about 2.30pm. **ET 3/12/97**

As there are no taxis that travel directly between Ruyterwacht and Khayelitsha, Mthwehath would have to catch a train to Bonteheuwel and walk six kilometres to school.

"I could manage the R37 a week, but most of my friends would not," Mthwehath said.

"Not having department transport would make it a struggle for kids to get to school. And what will happen when the weather is bad?" (going to a school in Khayelitsha is

what the cuts will mean to schools

● St Agnes Primary: Both Grade 1 teachers have been axed leaving the 75 school beginners next with no teacher.

● Harold Cressy High (864 pupils): Seven of 33 teachers have been told to leave. Before the cuts the pupil-teacher ratio already exceeded 50 to 1.

● Grassy Park High (1 400 pupils): Sixteen of its 58 teachers have been axed, leaving 41 teachers next year.

● Pupil-teacher ratios will exceed 50 to 1. ● Guguletu Comprehensive High (1 400 pupils): Sixteen of the 41 teachers are to leave. Each class will have in excess of 80 pupils.

out of the question for Mthwehath.

"Schools there are full," he says. "Anyway, learning in schools in Khayelitsha is not a serious business. My friends who go there come home at 10am. I do not want to start doing the same."

Esangweni Secondary School's principal, Mr Daniel Butwe, said: "Most of the parents live in squatter camps. There is no way they can afford to pay for transport for one or more child each day. Schools in the townships have more than exceeded their capacities."

Ockers' parking blues causes angry city stir

CAPE TOWN is abuzz over Education MEC Ms Martha Ocker's parking.

Yesterday the Cape Times reported how Ockers, whose husband is disabled, was caught out, and spotted fined R50, after illegally parking her glossy BMW in a bay

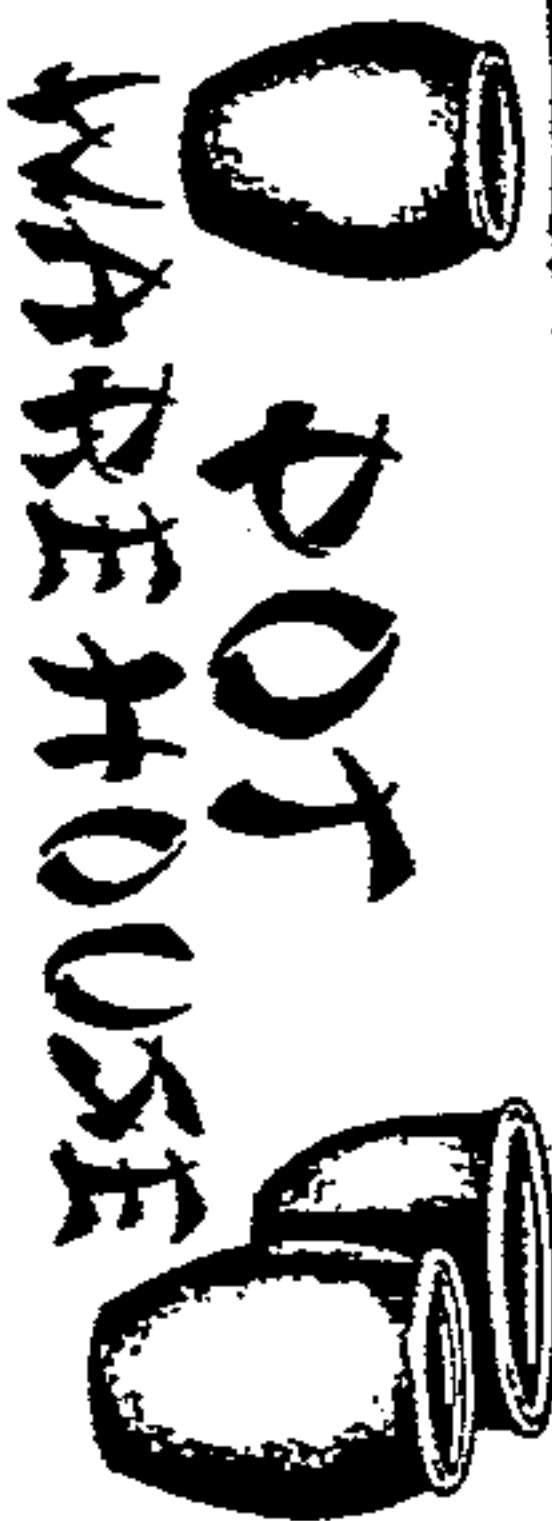
intended for disabled people at the Waterfront, while she enjoyed a social evening with a friend.

But yesterday her spokesperson Mr Johan de Weer said she had been late for an appointment, and

parked for a "very short while."

Ockers was not available. Angry callers to the Cape Times yesterday said Ockers should not cash in on her husband's disability for her own benefit.

And the Cape's new radio station 567 CapeTalk buzzed with callers. Disabled People SA said people who parked in bays reserved for the disabled did not realise the inconvenience caused. — Staff Writer



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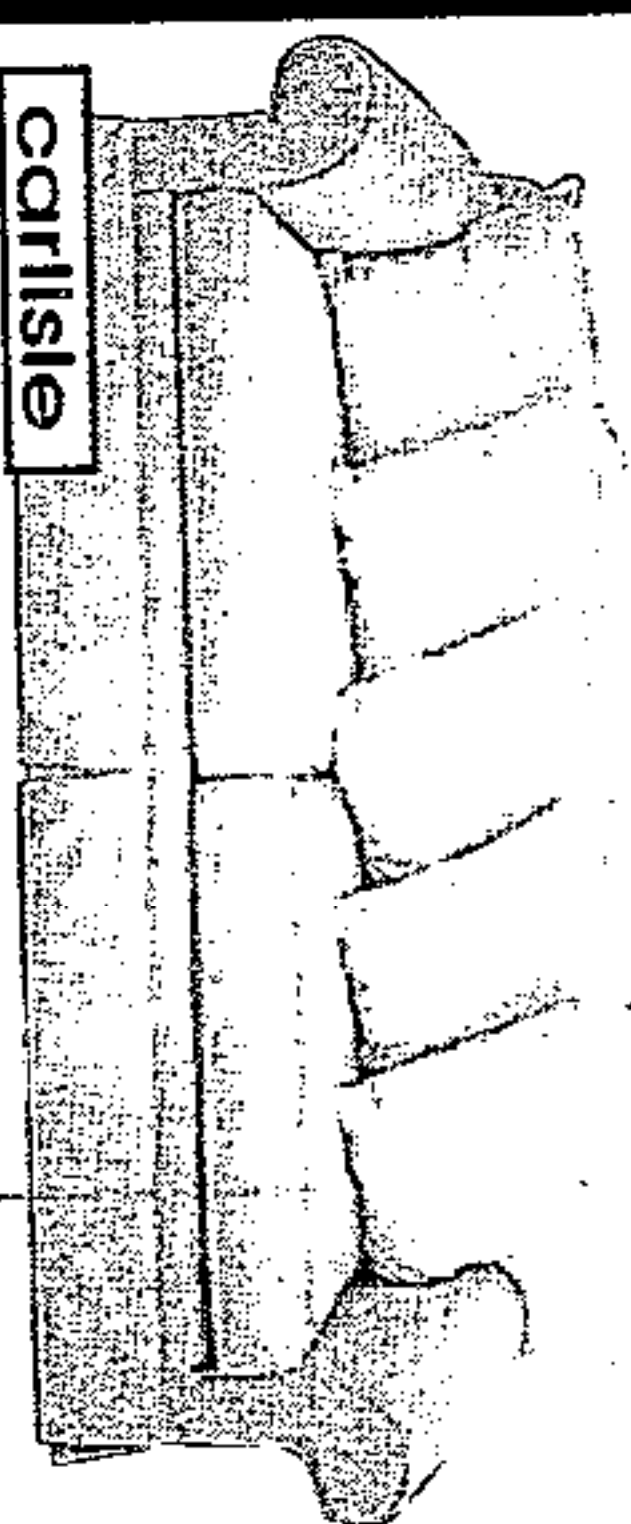
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Fear, fervour about new teaching style

BY *STACEY*
12/1/97

A TEACHER who tried out the new education system noted less absenteeism and greater enthusiasm among pupils. Education Writer **TROYE LUND** reports.

A recipe for disaster in SA's schools for scandal

TROYE LUND

A TEST run of programmes from Curriculum 2005, the new education model to be phased in next year, by 32 Western Cape schools has produced "positive" and "powerful" responses from teachers, the Department of Education says.

A Grade 1 teacher, formerly a member of the Department of Education and Training, noted a decline in absenteeism during the pilot programmes and that pupils enjoyed what they were doing. "With co-operative learning we are able to curb discipline (problems)," the teacher reported. "They are so anxious: what we are going to do tomorrow? Parents also are sending messages — how their children have become confident. My colleagues are copying what is taking place in Grade 1."

A spokesperson for the Department of Education, Ms Anne Schlabusch, who has been involved with the pilot programmes, said she was "reluctant to plaster wallpaper over potential problems and to pretend that everything is about to become perfect". Instead of giving an assessment of the pilot programmes' success, she preferred to cite teachers' responses.

THE grim realities of teaching at Vuselela Primary School in Khayelitsha begin with the crowding of 2 000 pupils into 24 classrooms.

The principal, Mr Theo Xonti, said his and other schools on the Cape Flats — like many in the country — would not be able to implement Curriculum 2005 as any attempt to do so would make education "extinct".

"Teaching under the present system is chaotic. As well as the overcrowding, teachers have to deal with the devastating social problems we have in this community. We need a psychologist, social workers and remedial teachers. Instead of spending millions on a new system, the government should first ensure that plain old teaching is possible."

Among the difficulties at Xonti's school are:

- Most classes have 83 pupils, sitting three to a bench.
- Three or four different grades are taught in one room.

- Teenagers who have severe learning disabilities are not uncommon in Grades 1 and 2 — but the school does not have remedial teachers.

- Gangs regularly enter the school and threaten teachers.
- Teachers have to deal with abused children.

"We are not opposed to the new system, but with these kinds of numbers and facilities, it is not possible," Xonti said.

"How can teachers give more individual attention, make time for continual individual assessment and make detailed reports on each child?"

"For two years we have been pleading for more classrooms or to split the school, but all we are told is that there is no money. Politicians making these new plans have not seen what it is like in our classrooms. For disadvantaged children, nothing has changed."

Like Xonti, experts acknowledge that reform is needed but fear that the sophisticated and ambitious Curriculum 2005 will bring about the collapse of public schooling. *CAW*



CRAPPA TEST SE: head of department for the Department of Education, Cape Town, know if he will have a job next year. The axing of hundreds of posts will increase pupil:teacher ratios. PICTURE: ALAN TAYLOR

the same criteria at each school level," Spady said.

Educators would have to work with the broad areas of performance provided by the new system and arrive at "collective agreement" about what should be expected of each pupil at each level in each learning area, he said.

- Compulsory free schooling will end with Sid 7/Grade 9. The

highest level offered in adult basic education and training institutions. This means that adults who wish to improve will be sent into the street. The Department of Education will be able to help only a limited number of people who are not able to pay for their own education.

Once pupils have completed their general education and training, they will embark on the equivalent of a matric that is academic or based on skills.

The matric equivalent is to be called the further education and Training Certificate. Grade 9 is to be equivalent to the

Among the responses reported by teachers were:

● I was afraid and unsure of myself.

● Initially we did not know where to begin. We felt negative. As time went on, we became more positive.

● Initially it was demanding. It meant I had to apply new teaching methods. It was also exhausting, but there were different challenges. Parental involvement is crucial, but here this was insufficient.

● I have obtained more clarity about what is expected of me as a teacher.

● It let me see new possibilities for pupils and gave me a chance to enrich myself.

Curriculum 2005 requires a shift in teachers, parent and communities' attitudes to learning. It emphasises the application of knowledge. Teachers are guided by what pupils are expected to be able to do at the end of a lesson, term or level of schooling.

The system will emphasise continual assessment — and exams will not be the same again.

"It is about what people can do successfully," said Dr William Spady, an American expert on the system. "Outcomes are tangible demonstrations of learning. Pupils

show teachers what they know by explaining, drawing, describing or designing."

For example, if the expected outcome is the ability to describe the history of South Africa, then the teacher must teach the pupil to describe. In assessing or testing ability, pupils will not be required to list dates or name provinces. Pupils will have to demonstrate their understanding of history by describing, acting out or writing.

"As mountaineers do, teachers plan their route from the peak (what is ultimately expected of the pupil) down," Spady said.

"Teachers focus on where they want to end up."

To enable pupils to solve a quadratic equation, teachers would plan their instruction around what pupils need to know.

The ultimate set of criteria around which teachers will be required to plan lessons are critical outcomes. These are skills and values such as the ability to think, solve problems, collect and analyse information, work in a group and

independently, communicate effectively and make responsible decisions.

Each of the learning areas, which will replace subjects, will have specific outcomes, assessment criteria and performance indicators. These will guide teachers to what pupils should be able to perform and how they can be equipped to perform.

Instead of defined subjects that are taught separately, subjects will be integrated and defined as learning areas. These will involve — from the youngest levels — concepts like entrepreneurship and technology.

The learning areas are: life orientation; arts and culture; human and social sciences; mathematics and mathematical science; technology; language literacy and communication; economic and management sciences and natural sciences.

As pupils progress from the foundation phase to the intermediate and senior phases, they will be expected to demonstrate more sophisticated and complex

'Parents are sending messages (about) how their children have become confident.'

Learning programmes are to be planned by parents, teachers, education authorities and pupils. This means that the programmes will vary among schools and be adapted to specific community needs. Instead of a rigid curriculum, teachers will target the prescribed set of critical outcomes.

In addition to the overriding outcomes, each of the eight new learning areas will have its specific outcomes. These refer to specific knowledge, attitudes and understanding that should be demonstrable in varying contexts.

Learning programmes are to be developed according to national guidelines. These will provide teachers with sets of activities. Teachers may develop their own programmes, provided these take into account the prescribed outcomes. Teachers will also have a large say in the content of lessons.

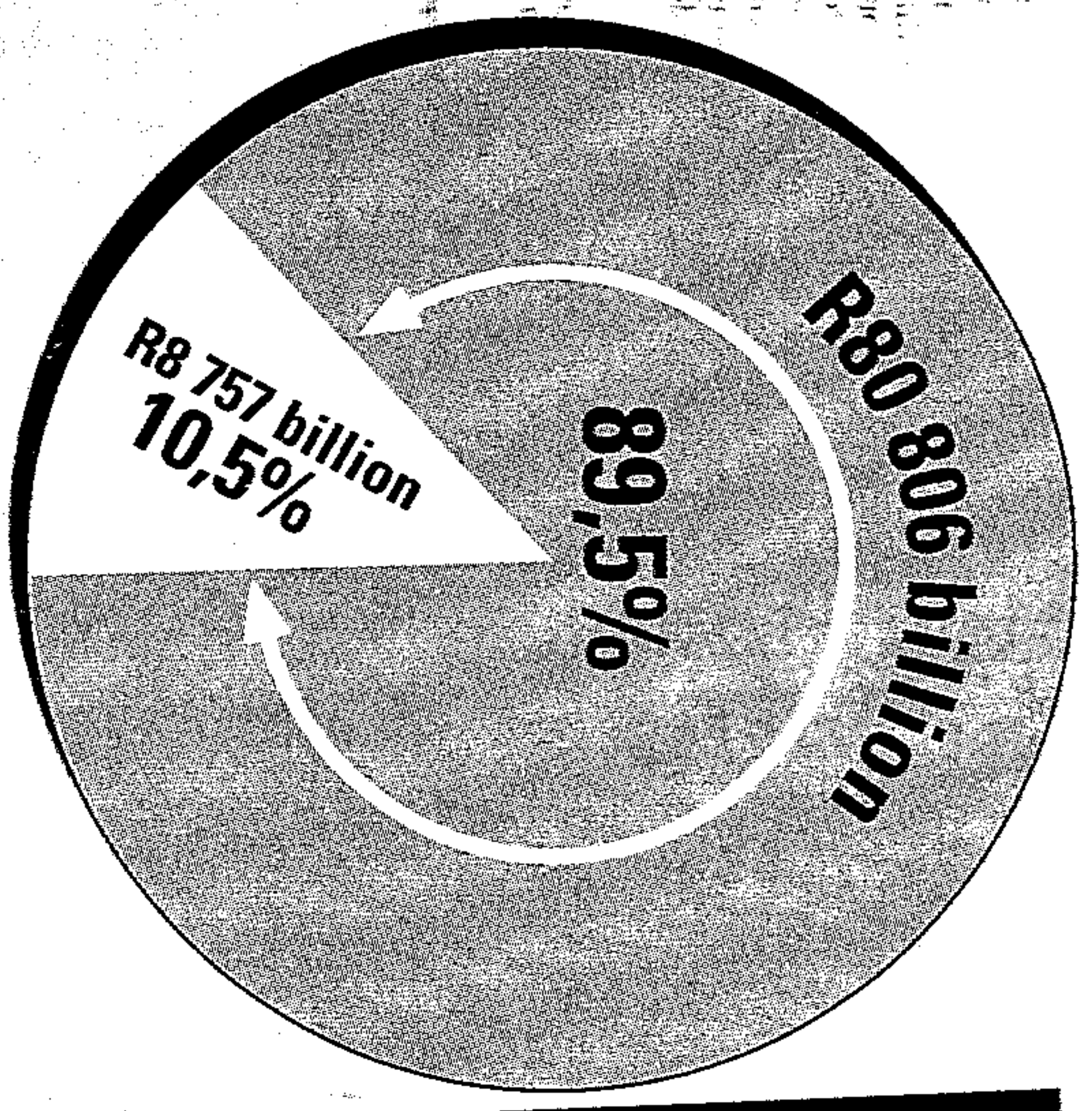
Pupils will not have to work on an aspect for a set period before being tested. They may ask to be assessed at any time, while teachers will monitor and assess individual progress.

Pupils who do not meet the criteria for progressing to the next standard will apply for reassessment until they can perform what is expected of them.

When pupils have completed one demonstration, they will move

CT
10/12/97

WESTERN CAPE SHARE OF NATIONAL PROVINCIAL ALLOCATION 1997/98



- Other eight provinces (89,5%)
- ▼ Western Cape (10,5%)

Graphic: Matthys Moss Cape Times

'NO TIME FOR PLAYING GAMES'

CURRENT

What each province got in 1997/98 (in billions)

- Eastern Cape R13,77bn
- Northern Cape R1,97bn
- KwaZulu-Natal R15,49bn
- Free State R5,55bn
- Mpumalanga R4,8bn
- Northern Province R10,37bn
- North West R8,78bn
- Gauteng R12,91bn

ALLOCATED TO HEALTH AND EDUCATION, WESTERN CAPE

| | TOTAL of Western Cape Budget |
|-----------------------------------|------------------------------|
| HEALTH | |
| 1996/97 = R2,36 billion | 26,65% |
| 1997/98 = R2,68 billion (revised) | 30,62% |
| EDUCATION | |
| 1996/97 = R3,17 billion | 35,77% |
| 1997/98 = R3,3 billion | 34,68% |

TO BE RATIONALISED OR CUT COMPLETELY:

- Cleaning and maintenance staff
- Pre-primary education
- Adult basic education

SCRAPPED:

- Substitutes for sick teachers or those on maternity leave
- All free transport to urban schools
- 8 000 teachers by the end of 1998
- Schools must pay 30% of their municipal bill, previously paid by the province

HEALTH (scenario based on original budget of R2,1 billion)

- 80 000 fewer admissions to hospitals
- 11 000 posts to be lost by April 1998
- 5 000 beds closed by April 1998
- Longer queues at out-patients' facilities
- Longer wait for ambulances
- More casualty and ward closures
- Increased stress and demoralisation of staff

Schools must bite the bullet

CT 10/12/97 (50)

TEACHERS, PARENTS and pupils will have to come to terms with drastic state cost-cutting measures, and learn to cope creatively, reports Education Writer **TROYE LUND**.

A LESSON in the reality of life has come from the Western Cape Education Department (WCED).

According to the department's superintendent-general, Mr Brian O'Connell, teachers, parents and pupils will have to bite the bullet, come to terms with cost-cutting, and cope creatively.

He took this stand yesterday in light of the furore that has erupted over retrenchments, and in view of central government's inflexible stance that there is not a cent more to give to education.

Provinces have also been ordered to pay back the R5-billion debt they accumulated.

"Pupils will have to come to terms with the needs of this country, they have to realise that there is no time for playing games. Pupils have to be committed to learning," said O'Connell.

"A change in the nature of the student pool, coupled with skilled and gifted teachers and parents who are prepared to volunteer their services to schools, will start dealing with the reality. Other countries that have coped with similar class sizes have been extremely disciplined."

His plea for calm and rational, constructive action comes in the wake of his department being threatened with High Court action to stop the move to axe 8 000 teachers by the end of next year.

These retrenchments will be achieved by the department immediately enforcing the 35:1 pupil teacher ratio in primary schools and a 40:1 ratio in high schools.

Teacher unions, parent bodies and principals refuse to accept this. They say it will cause chaos in schools, as they have had no time to plan for the cuts.

Some schools will open next year without some basic subject teachers, and up to 80 pupils crammed into a classroom.

But a manager in his position had no alternative

but to cut the number of provincial teachers by one quarter by the end of next year, said O'Connell: "As their employer, I have an obligation to deal with teachers in government posts according to labour laws. Parents expect the WCED to provide children with an acceptable education with satisfactory facilities. The WCED relies on the national treasury for its fair share and allocation of revenue.

"I am also obliged by law and the Constitution to operate as the relevant accounting officer of my department, within my budget allocation. I may not spend more than is entrusted to me.

"If I do so I am acting unlawfully and unconstitutionally. I have had it pointed out to me that I may be held personally liable for debts."

The WCED has to pay back a R458-million debt.

Given that 106% of his budget is spent on teacher salaries, O'Connell outlined three solutions:

● Option 1: Billions more are pumped into education so that the ratio can be driven down. About

R3bn would drive down the ratio by one point.

● Option 2: Teachers and government officials take salary cuts so that more teachers can be employed.

● Option 3: Schools accept the reality and deal with it creatively.

Because all indications were that there was no chance of the first two options, O'Connell said: "If there is no extra money, the situation is clear. We have to accept the reality and until there is this acceptance and until creative plans are set, the system cannot work."

But, schools and teacher unions refuse to accept this.

At a mass meeting attended by representatives from about 400 schools across the Peninsula last night plans were made to take the WCED to court to stop the teacher cuts.

Teacher unions have also pledged to take the matter to court if the WCED does not negotiate funding and rationalisation.

Class sizes in many schools will exceed 40 despite plans to cut teachers by enforcing the 35:1 pupil:teacher ratio in primary schools and 40:1 in high schools.

The main reasons why some teachers will face classes of up to 80

pupils is that the new ratio includes the principal, deputy principal and heads of department, and also because schools have to offer subject choices and classes like physical education or guidance for which there is no allocated teacher.

This means that when principals and heads have lessons off to administer the schools, some class sizes have to accommodate far more than 40 pupils.

Accommodating the subject choices will also force some teachers to teach a class that far exceeds the set ratio.

For example, at Salt River High, the ratio does not allow for the Std 8 A, B, C and D geography pupils to be taught in separate classes. The students have to be combined into one classroom.

More difficult are the language classes. All Std 8 pupils, for example, would take English, and principals are having to combine two or more Std 8 classes of 40 or more for English.

Under the previous ratios, five extra teachers were added to the set ratio to accommodate splits and administrative needs. In dual medium schools, two extra posts, over and above the five to accommodate splits, were given.

School overenrolment costs govt R1bn a year, education

Kevin O'Grady

CROSSBORDER migration, the enrolment of underage children and repetition caused some provinces to have twice as many Grade 1 pupils enrolled in public schools than there were children of the appropriate age, resulting in wastage of about R1bn a year, an education report revealed yesterday.

The report, compiled by the education sector and considered by the finance ministry in drawing up its medium-term expenditure framework, was

made public at a briefing in Pretoria by Education Minister Sibusiso Bengu and education department officials.

In motivating for progressive increases in education's budget slice, the report details several sources of inefficiency in the public school system and suggests ways of combating them.

The report cites overenrolment as one of the major problems and says "too many learners stay in school too long in relation to their educational achievements". The current ratio of a matric pass to the number of years in the

school system was about one to 35 when an efficient ratio might be one pass for 15 learner-years of effort.

The national average overenrolment in Grade 1 was about 67% and was as high as 100% in Mpumalanga. Overenrolment in Grade 12 — formerly Std 10 — was also cause for concern and was costing an additional R150m a year in public funds. The average overenrolment figure was 10%, but stood at about 45% in Northern Province.

The enrolment of black children in Grade 12 had increased 300% in the

past 10 years, but black matric exemptions rose 140% in the same period.

"These factors account for the fact that African children spend, on average, about 12 years in education institutions, yet only a third enter adult life with a matric pass. The waste of learners' time and their families' scarce financial resources is clear and needs to be strongly addressed," the report said.

Deputy director-general Trevor Coombe said high teacher salary costs and low teacher productivity were also sources of inefficiency. "We are far

from persuaded that ... the teaching force is delivering the kind of effort with the kind of results the country is entitled to expect."

The report said that, at a pupil-to-teacher ration of 30 to one, about 14% of the average family's annual income would be needed to support the cost of one teacher — a figure much higher than in comparable countries.

In addition, average teacher period load was about 87% and each teacher

Continued on Page 2
50 ~~50~~ BD III 2197

report says

Education

Continued from Page 1

BD 11/12/97
on the payroll had only about 26 hours a week nominal contact time with pupils. "The conclusion that educator costs are high, relative to total budget, taxpayer incomes and work effort, appears inescapable," the report said.

Also speaking at the briefing, deputy director-general Roelf du Preez said there was overemployment of teachers at public schools.

Based on information available in 1994, at which stage the average pupil-to-teacher ratio stood at one to 34, government planned to increase this to an

average of one to 38 by 2000. The average ratio this year was one to 31.

Between 15 000 and 18 000 of these extra posts were accounted for by delays in redeployment, caused by a court case won by Cape Town's Grove Primary School, which meant temporary teachers had to be employed to stand in. In other cases, employees thought to be ghost teachers by provinces "turned out to be real".

Du Preez confirmed about 20 000 temporary teachers would be affected by provincial education department plans to cut costs by allowing contracts to expire. However, many of these were due to leave the system while others were likely to be re-employed at the cost of their schools' governing bodies.

Curriculum 2005 ready to roll

Pilot tests at primary schools revealed shortcomings which are being ironed out

BY EDWIN MAJIDI

Although the launch of "Curriculum 2005" was at an advanced stage, the Department of Education has experienced several problems during pilot tests at schools throughout the country.

Deputy director-general of Further Education, Dr Ithron Rensburg, told a media briefing in Pretoria this week that during testing there had been delays in the delivery of materials, materials in the curriculum had shown an urban bias and parents had not been "sufficiently" informed about outcomes-based education.

He said the pilot tests conducted at 30 schools in each of the provinces throughout the

country revealed shortcomings which had served as the basis for fine-tuning the curriculum ahead of its launch in Grade One next year.

Rensburg said some teachers who took part in the pilot tests had complained of a lack of space during group work and increased levels of noise in classrooms, while others had found it difficult to integrate reading, writing and numeracy into the three learning programmes.

Recording and reporting in larger classes had also been difficult for some teachers, Rensburg added.

Although teachers believed that assessment of pupils would be an area of concern, according to teachers during

the pilot tests, pupils were "more communicative and active", had shown a more positive attitude towards learning, improved attendance and were more confident.

Rensburg said teachers recommended that remedial consultants should be made available to assist teachers, the language component should be more user-friendly and partnerships between schools should be encouraged.

There should also be ongoing support and affirmation of teachers and information should be shared with parents to improve their participation.

Despite teaching problems, Rensburg said provinces were ready to implement the first phase next year and that the

procurement, printing, delivery and distribution of study material and textbooks was almost complete.

At the briefing, Education Minister Professor Sibusiso Bengu reflected on the progress made on transforming education in 1997. He said Curriculum 2005 would ensure that learners acquired skills, knowledge and values that allowed them to contribute to their own success as well as that of the country.

"The new curriculum should lead to the creation of a new spirit of humanity in institutions of learning, reflecting the fundamental collective value system which forms the essence of African solidarity," Bengu said.

Star 12/12/97

(50)

Sowetan 23/12/97 (50)
**Governing bodies
deplore exclusion**

By Victor Mecoamere

PARENTS and school governing bodies were being wrongly excluded from participating in serious educational matters, according to executive chairman of the Federation of Associations of Governing Bodies of South Africa Dr Hennie van Deventer.

Van Deventer told *Sowetan* yesterday that one of these serious matters his organisation was being excluded from was the crisis involving about 43 000 temporary teachers who face unemployment in the new year.

The provincial education departments will not renew the temporary teachers' contracts and has cited the move as a cost-saving measure.

The National Professional Teachers Organisation of South Africa (Naptosa) and the South African Democratic Teachers Union (Sadtu) have said the move was a contravention of the Education Labour Relations Council's (ELRC) resolutions, violating the Labour Relations Act and the Constitution.

Both Naptosa and Sadtu were supposed to have met the education authorities on this matter under the auspices of the ELRC yesterday after a previous meeting had failed to reach an amicable solution.

Van Deventer said it was a pity and a grave mis-

take for parents and school governing bodies to be excluded from discussions.

"According to the South African Schools Act, parents are accorded the status of "partner in education" and constitute the majority of the members of a governing body," said Van Deventer.

"An important part of the correct strategy in handling the current crisis is for the state and the educator unions to include and consult governing bodies in the process of analysing and managing the problem.

Schooling cuts: buck passed to provinces

(50)

New hardline proposals tabled by national education department

Star 23/12/97

By TROYE LUND
Cape Town

Education Minister Dr Sibusiso Bengu plans to wash his hands of all staffing, financial or rationalisation crises that individual provinces are facing.

For provinces crumbling under massive debt and having to dismiss scores of teachers to save money, the proposals tabled yesterday by the National Education Department (NED) were hardline.

Provinces must determine how many teachers they can afford to employ with funds allocated to them for each financial year. Staffing will be budget and not quality driven, and predetermined national guidelines on teacher/pupil ratios will be scrapped.

Provinces will no longer have to spend more than 90% of their education budget on teachers, and this effectively eliminates all national controls put in place to ensure a uniform standard of education.

The National Association of Professional Teachers of South Africa walked out of the meeting yesterday, warning education standards would plummet.

They fear that provincial de-

partments would appoint teachers who were "cheaper" over those that were better qualified and that class sizes would grow as provinces continued to overspend and cut their teaching staffs accordingly.

Another facet of Bengu's new plan is to stop the rationalisation process he started last year so that provinces can make their own right-sizing plans.

Special measures, the NED said would be put in place to complete the redeployment of those teachers already on redeployment list, but any further rationalisation made necessary by operational costs would be handled by provinces.

Association of Professional Teachers (APT) spokeswoman, Sue Reece said: "The timing of this was designed to catch the educator sector wrong-footed as schools are closed and most teachers on holiday. This smacks of bad faith.

"Claims of reaching equity are simplistic and misleading since the poorest schools will suffer most. This is another blow to the so-called culture of learning and teaching.

"With schools already reeling from a shortage of teachers and delayed planning how are

getary factors which impacted on equity in both funding and staffing levels. "Negotiating on these measures will commence immediately."

Bengu added that he no longer had a say in determining the budget of provincial education departments as he has started out doing in 1994.

"The environment has changed to such an extent that the present measures on educator provisioning and especially how they are applied, do not necessarily harmonise with budgetary measures.

"An instrument has been developed by the national department of education to assist provinces in deploying educators once it has been decided how many can be employed."

"This instrument or others developed by provinces will be used as guidelines to deploy available educators equitably."

These proposals will be debated in the Educators Labor Relations Council (ELRC).

In whatever form they are adopted, the education laws will be amended accordingly, Bengu said.

Private schools' results today

Matric pupils at private schools will receive their results today, but public school matrices have a few more days of nail-biting ahead.

Principals of private schools countrywide will collect the results at midday and deliver them to their schools by 4pm, the Independent Examinations Board said yesterday. The results will be published in The Star tomorrow.

Results of public schools' exams are due to be released between December 31 and January 7, an Education Department spokesman said.

Gauteng results will be published in The Star. - Staff Reporter

they supposed to introduce the new Outcomes Based Education?" Reece asked.

Western Cape Council of Teachers (WCCT) spokesperson, Mike Reeler said: "This will cause irreparable damage and is against the Constitutional provision that entitles all children to quality education. Pupil/teacher ratios in the Western Cape will be far higher than 35 to one in high schools and 40 to one in primary schools."

However, Bengu stood his ground saying that the changes have arisen as a result of bud-

Bengu's plan 'will lower standards'

Star 24/12/97 (50)
BY RYAN CRESSWELL AND SAPA

Education Minister Sibusiso Bengu's new plan to hand over staffing and financial decisions to individual provinces is a recipe for lowering teaching expertise and education standards, say some experts and organisations.

Bengu said provinces must determine how many teachers they could afford to employ according to their individual budgets, and national guidelines on teacher/pupil ratios would fall away. He also said he no longer had any say in determining provincial education budgets.

Bengu was adamant that the education environment had changed to the point where teacher provisioning did not match budgetary measures. He said "an instrument" had been developed by the national department to help provinces in the deployment of educators once it was decided how many could be employed.

But Professor Margaret Rutherford, director of the College of Science at the University of the Witwatersrand and an expert school physics teacher, is worried about the changes. She said the new plan could result in a greater "differential" in education standards between wealthy and poorer provinces.

She also said there was a good chance that teacher/pupil ratios would decrease in some provinces, and if they got low, this would have a negative impact on education standards.

"My feeling is that too much is being done too soon. There are just too many variables being changed at one time in education."

She said most provincial education

systems were cash-strapped and had already been forced to dismiss teachers.

Sarah Howie, senior researcher for the Human Sciences Research Council and an education specialist, said there was a direct correlation between good teaching and student results, and that the current changes would affect teachers across the board.

"There is a good chance that teachers in general will feel insecure about their positions and that we will have a further brain drain from teaching, as those good teachers who can leave and find other employment will do so.

"In addition to this there is also an impact on teacher education, and more young people will be put off from going into teaching because of the ongoing teacher problem," she said.

Howie said that, proportionately, South Africa spent more on teachers' salaries than any other country and that at some point there would have to be a balance between the salary issue and introducing reforms in

education. The United Democratic Movement said the minister clearly had no effective plan of action which could be implemented in the interest of education, and the education system would be the "victim" of the latest move.

Another statement from National Party MP Renier Schoeman and the party's spokesman on education, Donald Lee, said the current proposal that the problem simply be passed on to the provinces was "definitely not a solution" and would not promote equity or equality in education.

The NP called on Bengu to urgently convene a summit of all stakeholders to discuss the crisis in education.

“
**We will have
a further
brain drain
from teaching**
”

'Unaffordable policies' blamed for chaos in KwaZulu Natal schools

ART 27/12/97
OWN CORRESPONDENT

Durban - Pupils and teachers in KwaZulu Natal were able to get on with the serious business of learning during 1997, which was quiet for schools compared to many previous years. But as usual in this turbulent province, poor management, politics and lack of resources plagued education.

Evaluating the year, Ndaba Gcwabaza, KwaZulu Natal president of the South African Democratic Teachers' Union, said progress in education had been made on several fronts. "But achievements were undermined by problems, so education is as chaotic as ever."

The year began inauspiciously, with nearly 2,8 million pupils trying to squeeze into too few schools. Overcrowding and lack of basic resources such as books and stationery delayed the academic year at many schools by several weeks.

The introduction of 10 years of compulsory schooling, plus population growth, increased pupil numbers by nearly eight percent.

Added to this was a dismal failure to build new schools and lack of money, which resulted in a shortage of 14 534 classrooms.

It also ensured that KwaZulu-Natal's average class stayed above the national goal of 40:1 pupils to each teacher in primary and 35:1 in

secondary schools.

Later in the year there was more bad news. Research conducted for the national School Register of Needs revealed that 1 237 of the province's 5 400 schools were in poor condition, 34% had no telephones, 3 311 no electricity, 47% no sports facilities and 66 921 pupils had no toilets.

Nevertheless, the provincial building and maintenance budget was reduced by R400-million to R100-million.

Although KwaZulu Natal has the largest number of pupils and has conditions among the worst in South Africa, it faces a declining education budget.

Its R5,8-billion for education in 1996/97 rose to R6,1-billion for 1997/98 - 38% of the province's total budget - but inflation and increased pupil numbers meant a serious real-terms decline.

By August it was clear that the education department would overspend by R500-million and drastic cost-saving measures were implemented, including suspending the employment of new teachers - even those meant to replace 3 800 who had taken voluntary severance packages.

By the end of the year the overspend had risen to R800-million.

Mike Jarvis, who took over as director-general of KwaZulu Natal education at the end of the year fol-

lowing the forced retirement of Sidney Shabalala, blamed the shortfall on the province's huge salary bill and on unaffordable policies.

"Our budget is simply too small to carry out our obligations in terms of the constitution, the Schools Act and other legislation. New policies are adopted but not budgeted for," he said.

National Education Minister Sibusiso Bengu accused education department officials of failing to deliver and said that if he had the authority he would sack many of them.

By the end of the year parents, teachers and education workers were on the march against education department decisions.

Teachers protested against the loss of 20 466 teaching jobs and parents bemoaned the financial mess, school resourcing and increased pupil fees, among other things.

Mr Gcwabaza said that despite huge problems, progress was made in 1997 in four areas.

Promotions after two years' delay got management teams firmly placed in schools. Eight regions were established - an important step.

Teachers expressed commitment to Curriculum 2005 and, finally, relative stability in schools enabled education to take place at all levels of the system.

EDUCATION - GENERAL

1998

JUNE - DEC.

Swat team bid to expel gangs from schools

THABO MABASO

SWF REPORTER

A crack rapid response unit to deal with gangs that prey on schools is planned by the Western Cape Department of Education.

The unit which could be operational by next term, will be made up of former police and army personnel and will be armed.

The director of the department's Safer Schools Programme, Zuhade Dhatsey, who

is the driving force behind the project, said planners were looking at how much it would cost to maintain the unit, who would control it, pay levels and other issues.

But he hoped it would be up and running by the first day of the new school term in July. "We need an effective system that will keep these thugs out of schools," he said.

The scheme follows increasing hit-and-run attacks by gangsters on pupils and teachers on school premises.

Over the years the problem has been

confined mainly to former coloured areas, but in recent months it has spilled over to schools in Guguletu, Khayelitsha and other black suburbs, where new gangs have sprung up.

These gangs model themselves on American street gangsters such as slain rappers Prince Shakti and The Notorious B.I.G.

The Safer Schools Programme was set up in February after Sithembale Mathiso, High School pupil Howard Mackenzie was shot dead at his desk.

Mr Dhatsey said a rapid response unit was the only effective way of dealing with gangsters who attacked rivals at schools.

Unarmed guards had proved ineffective.

"Four security guards were killed last year in Mitchell's Plain. We can't just throw security guards into the deep end and hope they will solve our problem."

The department has an annual budget of R28-million for security at schools.

Gangs strike at township schools, page 3

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Gangs strike at schools in Peninsula townships

Top cop warns as black suburbs hit

ARG 1/6/98

THABO MABASO
STAFF REPORTER

Schools in Cape Town's black suburbs are being overwhelmed by gangsterism that is threatening learning and has teachers fearing for their lives.

Although the gangsterism problem in these townships is not as serious as in Manenberg or Mitchell's Plain, "if something is not done, it will get out of control", says West Metropole Area Police Commissioner Ganief Daniels.

Armed gangs are making some suburbs no-go areas after dark and

residents refuse to venture outside their homes. At night gunfire is often heard, as gangs fight pitched battles.

During the day schools are favourite territory for the gangs, who give themselves names like the Dogg Pounds and West Siders.

Isilimela Comprehensive High School in Langa is among schools hit hard by gang activity.

Incidents this year include the theft of a teacher's car from the school grounds and the robbing of two teachers and a pupil at gunpoint.

Last month gangsters entered a classroom and stayed for the duration of a lesson. Isilimela principal

Phatisa Qokweni said teachers suspected the unknown youths were at the school to protect fellow gang members who were pupils.

"We feel so insecure that sometimes, when we suspect people are not pupils, we are afraid to throw them off the premises because we don't know what they will do to us."

Oscar Mpetha High in Nyanga was robbed of R8 000 in school fees earlier this year.

It is, however, fortunate to be next to a taxi rank. Taxi drivers, who are usually well armed, are feared by the gangs and their presence has provided some protection for the school.

Pupils leave a bitter legacy

ARG 2/6/98

CAROL CAMPBELL
SPECIAL WRITER

(50)

The school they have left behind is full of litter and graffiti. Toilets are broken and there is a stench of urine in the empty corridors. Dog droppings lie on the steps to the second floor where the words "F... Whites" are scrawled across a green blackboard.

This is Esangweni High School in Ruyterwacht, which became world-famous in 1995 when 4 000 black pupils occupied the empty building to highlight the shortage of education facilities for black children.

The residents of Ruyterwacht were condemned as racists when they resisted the occupation of the empty school. Television images of individuals armed with sticks and vicious dogs were broadcast across the globe with the message that whites in South Africa did not want blacks invading their suburbs.

Now, three years later, the same people will arm themselves with scrubbing brushes and clean up the buildings left in a shambles by departing pupils.

To page 3

Ruyterwacht pupils leave bitter legacy

From page 1

ARG 2/6/98

(50)

Esangweni High moved out of Ruyterwacht at the weekend to a more convenient site in Khayelitsha. The principal, Dan Futwa, said pupils would return to clean the school when they finished writing exams.

The Ruyterwacht community donated several black bags of old clothes to the school governing body for fund-raising but they were never sold or given away. Now they lie scattered on the floor of a store room.

"It was a gesture by poor people to poor people but it wasn't appreciated," said John Shepherd, spokesman for the Ruyterwacht community forum. "I'm shocked at what I have seen here. Before this school was taken you wouldn't have seen as much as a cigarette stompie lying on the ground outside."

Mr Shepherd escorted representatives of the Tygerberg public health and fire departments on a tour of the school yesterday.

Hundreds of plastic chairs are tossed into a haphazard pile in the hall. The old wooden floors in some classrooms have been burnt and the ceiling in the hall foyer has collapsed because of a bad leak. There are 79 broken windows.

What will happen to the buildings, which are on state land, is anyone's guess. Mr Shepherd said the local Muslim community needed some classrooms for an afternoon school for their children and he appealed for their needs to be considered

220 schools targeted in gang crackdown

Safety chief wants fences, razor wire and armed guards

LINDSAY BARNES
Staff Reporter

Schools racked by violence have welcomed radical security measures proposed by the Western Cape Education Department as a desperate attempt to make schools safer.

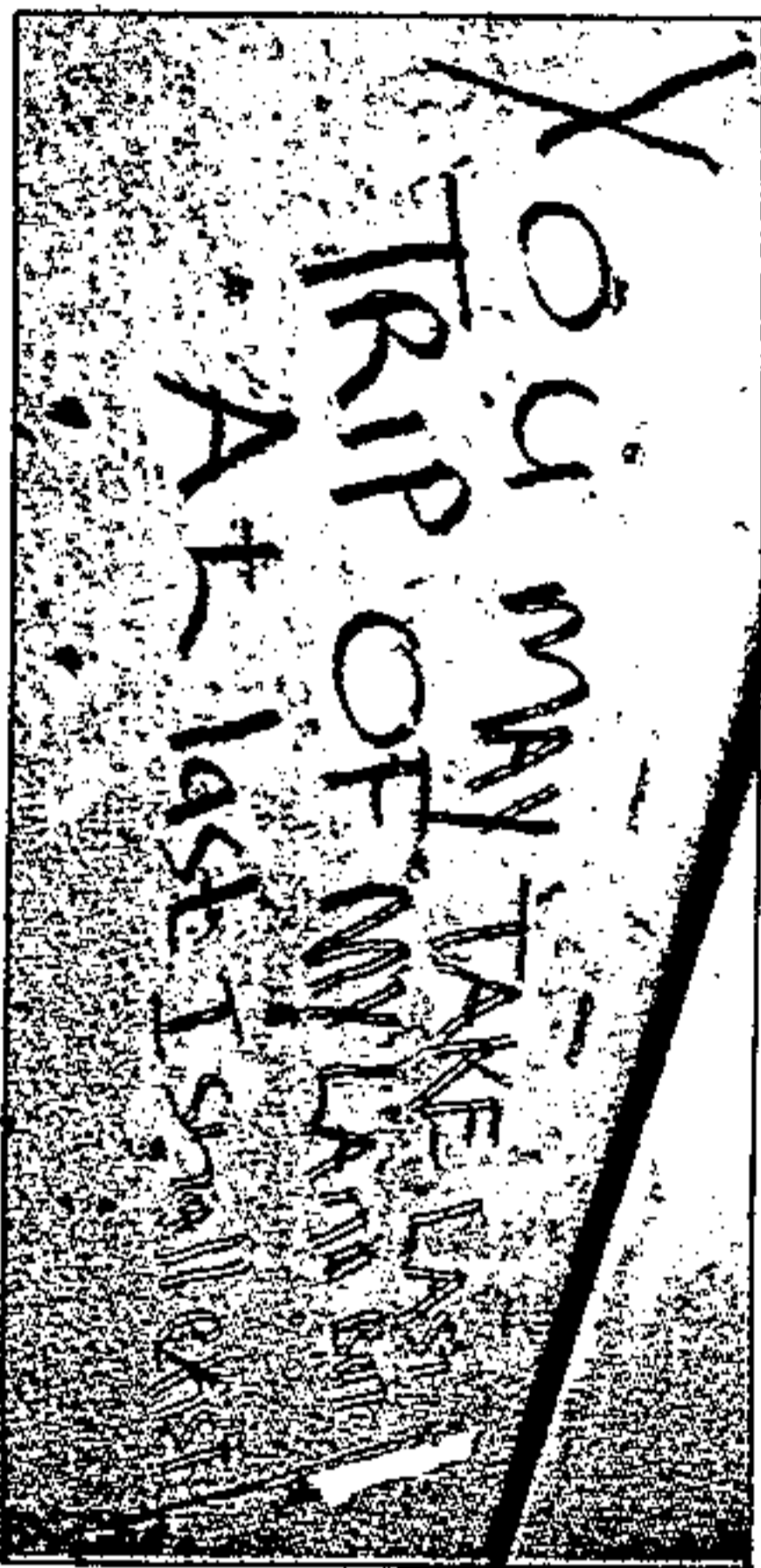
The department has earmarked 220 schools in the Peninsula for special security measures to reduce violence and vandalism.

The proposals, including high fences, armed security guards with or without dogs and armed rapid response teams, are to be made next week to the department's top management by Zuzade Dharsey, director of the department's Safer Schools Programme.

But South African Democratic Teachers Union provincial secretary Don Pasqualle criticised provincial Education Minister Nic Koorhof for "unilateral decisions" being made by the department under his leadership. While he welcomed the proposals, he said they would be successful only if they were agreed on by all concerned after broad consultation.

However, Silverstream Senior Secondary deputy principal Henry Hockey said he believed most of the security ideas had come from school principals and "people on the ground".

He said he welcomed any steps to improve security at schools but warned that such measures would be



I shall exist: a slogan in broken English is scrawled on a damaged pinboard

treating only the symptoms and that broader problem solving was needed.

Measures to be put in place at identified schools would depend on the level of violence, such as vandalism, intimidation of teachers by pupils and gangsters and gang activity, said Mr Dharsey.

Most of the 220 schools fall within the "red zone" areas of Manenberg, Hanover Park, Guguletu, Nyanga, Langa, Crossroads and Khayelitsha but schools in Esters River and sections of Belhar were by far the worst off, he said. Schools in red zone areas had a high frequency of vandalism and acts of violence.

Violence in some areas had increased noticeably in the past five years corresponding with a change in gangs' preferred weapon of attack from knives to guns, he said.

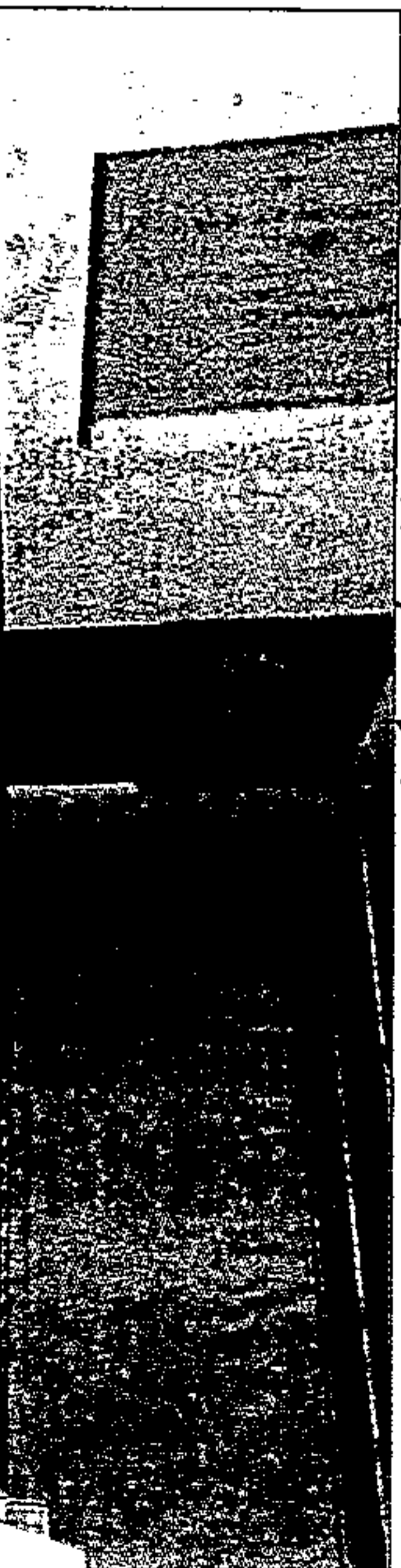
Security measures to be proposed include:

■ Nine rapid response teams each consisting of four armed men who would be based at the Education Department's nine area offices.

■ High fences specifically securing school buildings rather than the whole school property. While the fences would not be electrified, if necessary they could be two metres high with razor wire on the top.

■ Armed security guards stationed at schools 24 hours, with dogs if needed, and in radio contact with the rapid response teams.

■ The "Yellow Diamond Campaign" which involved the recruitment of community safety workers from the affected areas to train in first aid, non-violent conflict resolution and street law.



(50) ARG 2/6/98



Cluttered minds: some of the rubbish left behind at the old Ruyterwacht school by pupils from Esangweni High School

LEON USTRAD

Top govt official slates learner support material for schools

ET 3/6/98

(50)

VUYO MNTUYEDWA
PARLIAMENTARY BUREAU

LEARNER support material from grades one to 12 was "downright disappointing" largely because of the high costs of staff carried over from the last financial year and over-expenditure.

Ihron Rensburg, deputy director general in the Department of Education, said this during a briefing to the portfolio committee on education yesterday.

"We have found that across the nine provinces, over-expenditure has decimated funds for learner support material," he said.

Rensburg said another major concern was the age registration at Grade 1, where as many as 25% of pupils were under-age, resulting in overcrowding and putting constraints on funds.

He said there was a huge number of repeaters in Grade 12 and this had placed a great strain on provincial funds. The state, he said, would not be footing the bill for those pupils to repeat the class.

"The school sector is wiping out all innovative ideas in the education system," he said.

Rensburg said the majority of provinces were going to focus on Grades 1, 2 and 12, in their preparations.

He said the South African Democratic Teachers' Union's threatened strike was aimed at turning around the rising staff cuts through the retrenchment of temporary teachers.

"We are not confident that savings through limited posts will come in time for learner support material for next year," he said.

Rensburg said a committee would be set up to advise Education Minister Sibiso Bengu to "enter into discussions" with Finance Minister Trevor Manuel to try to get extra money for education.

"The situation is clearly unacceptable,"

he said.

Blade Nzimande, chairperson of the portfolio committee, said: "This is very depressing indeed ... it requires us to ask fundamental questions whether the size of the education budget is enough."

Nzimande said it was clear that there was a need for more money to be directed toward education and to deal with staff costs.

"We must reject the idea that education is adequately funded ... we have to be accountable to the people and the fiscus — those are the issues we have to face," he said.



TREVOR MANUEL: The Finance Minister will be asked for more money.

Govt plan to beat high drop-out rates

HIGH drop-out rates and the high incidence of children repeating grades in their first years of schooling would be minimised through the national Early Childhood Development (ECD) Project, Parliament heard yesterday.

This was said by Mrs Alma Hendricks, director of schools education and early childhood development and further training, when she addressed the National Assembly's portfolio committee on education.

Hendricks said the government was faced with the challenge of creating a system that would provide opportunities of learning for all in keeping with the Constitution, which guarantees compulsory education up to Grade 9.

She said the quality ECD programme required an integrated approach to care, safety, protection, stimulation, education, nutrition and health.

The early childhood development, Hendricks told the committee, would promote outcomes-based education and

assessment in line with the National Qualifications Framework and assure quality community-based efforts through subsidies and training.

Hendricks said early childhood development services were only reaching 11% of the population and would play a crucial role in addressing the lack of adequate preparation of children for entry to schools.

She said an Interim Accreditation Committee had been appointed by the Minister of Education to establish interim guidelines, standards and procedures for the assessment of non-formal training of ECD practitioners.

The research and monitoring team, she said, would research the impact of the pilot project, make policy recommendations and build provincial capacity to monitor the pilot project.

Hendricks said R39 million out of the R50m from the Department of Education had been allocated to the provinces. — Parliamentary Bureau

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'Get adult learning back on the national agenda'

CT 3/6/98 (5#) (50)

ADULT education has to be replaced on the national agenda to realise the social, political and economic needs of the country, the Adult Educators and Trainers Association of South Africa (AETASA) said yesterday.

The briefing was made before the portfolio committee on education.

Martin Mulcahy, vice chairperson for advocacy for AETASA, said adult education had "slipped off the national agenda".

Mulcahy said there were 11 million adult learners in the formal system and 1% was spent from the education budget on them while 99% was spent on 12 million young learners.

"The concept of adult education has been broadened from numeracy, basic literacy to higher education," he said.

AETASA criticised the Green Paper on education for not making reference to the Conditions of Service, Co-ordination and Development of Adult Education and Training practitioners.

The Higher Education White Paper also came under fire for not reflecting or intervening on the issues of adult educators; trainers and development practitioners, especially those practising in the non-formal and informal sectors.

Adult learners, AETASA said, were still mostly taught using formal school curricula and material.

It said the key criteria for teaching adults was also based on school teacher-qualifications.

Debbie Marchard, the general secretary of AETASA said adult education in provinces was "in a state

of disarray" and that the statutory Adult Basic Education (ABET) Council was only established in Gauteng.

Marchard said the ABET Learning Centres in Gauteng were closed to learners and provision of learning stopped from early January until April.

She expressed concern that in some provinces ABET was relegated to "sub-sub directories".

AETASA said the majority of adult educators, trainers and development practitioners had spent their time, energy and resources against all sorts of constraints and difficulties to develop and improve their professional practice.

This included the learning facilitation techniques including project and learning management strategies.

However, these competencies were not recognised, rewarded or used as a national

resource for the benefit of society's learning needs.

"The profession of providing quality learning and development for adults is currently not even considered a proper and equal profession, to the extent that most adult educators and trainers are forced to always be on the look-out for other work and pursuing other training and development towards other more recognised and rewarded practice.

"This is detrimental to the field of adult learning and to learning generally as committed and effective educators and trainers are continuously lost to other sectors," said AETASA.

Adult education has to be broadened from numeracy, basic literacy to higher education

Early childhood study complete

(50)
at 3/6/98

INITIAL results of the Research and Monitoring Team of the National Early Childhood Development (ECD) Pilot Project of the Department of Education has found that overall learner's travel time to community-based sites was shorter than to primary schools and easily accessible.

The monitoring team found that neither primary schools nor early childhood development community-based sites catered adequately for learners with disabilities. It found no evidence of gender bias in primary schools or in early childhood development community-based sites.

The primary source of income for ECD community-based sites was from parental fees, averaging R20,73 per month. The Grade 1 or Grade R average fee payment was R9,40. Combined with two-thirds of primary schools receiving food through the Primary School Nutrition Project, the overall result was that it was (prior to the subsidy) cheaper to send

The study found that 74% of community-based sites did not have enough equipment

children to primary school Grade R than to a community-based site.

Early literacy assessment scores were found to be very low — at both the state and community sites — indicating that practitioners lacked the

knowledge, attitudes or skills to ensure that reading, story-telling and books were an integral and enjoyable part of the learner's time on the site.

There was a clear relationship between the provision of "number time" and early numeracy attainment. Good teaching practices, such as conferring with colleagues, planning the day, as well as the use of certain creative activities (such as arts and crafts time), were clearly correlated with greater learner attainment. The research found that 74% of community-based sites did not have sufficient equipment in relation to the number of learners.

About 98% of the sites have access to water and 75% of the community-based sites were judged to be in adequate or good condition.

About 75% of practitioners who participated in the ECD Pilot Project had at least Std 8 education and the remaining quarter was literate and 86% had a governing body in place. — Parliamentary Bureau

Department proposal could see independent schools losing subsidies

(50) 20 5/6/98

subsidies

Primarashni Pillay

INDEPENDENT schools, which have already seen their government subsidies slashed, face losing them altogether if an education department proposal is accepted by the ministry.

The proposal entails eliminating subsidies to primary schools that charge fees above R1 500 a year and secondary schools that charge more than R2 000 a year. This means that most of the 230 schools under the Independent Schools' Council, whose fees

range from R6 000 to R20 000 a year, will be affected. Independent schools administered by religious organisations will also be affected.

The proposals are believed to be on the agenda of a meeting of provincial education ministers next week.

Nathan Johnstone, deputy director of the Catholic Institute of Education, which has about 100 independent schools, said yesterday it was going to be impossible for 70% to 80% of independent Catholic schools to continue operating as independent schools.

The wealthy independent schools would have to raise their fees to make up for the subsidy loss, but the formerly white Catholic schools that now had mainly black pupils would lose those who could not afford fee increases. "These pupils will go into the public school system which is already overloaded," he said.

Johnstone said the proposals were a radical departure from anything that has appeared in white papers.

He said another proposal was that primary schools with fees between

R750 and R1 500, and secondary schools with fees from R1 000 to R2 000, should get a 30% subsidy. Primary schools charging R750 or less and secondary schools charging R1 000 or less should receive a 50% subsidy.

Johnstone said many of the Catholic schools would fall into these categories, but would be severely disadvantaged by the proposal.

"The hardest hit would be the schools serving the poorest communities. It is a nonsense proposal," he said. Independent Schools' Council na-

tional director Mark Henning said the proposals were a shock as there had been no consultation. He thought a different agreement involving a reasonable subsidy had been reached.

Bheki Khumalo, spokesman for Education Minister Sibusiso Bengu, said that the Draft Norms and Standards document which discusses funding of independent schools would be finalised in August this year. "The public can still make presentations on the subsidy issue to us," he said.

Last-ditch bid to save education

Nedlac has come to the negotiation table with a proposal which could keep teachers in their classrooms, reports Sechaba ka'Nkosi

MTG 5-11/6/98

A last-minute proposal tabled by the National Economic Development and Labour Council (Nedlac) to the government and the South African Democratic Teachers' Union (Sadtu) could prevent the country's biggest teacher strike next week.

The strike — the first ever to be supported by all unions in the education sector — threatens to destabilise the country's mid-year exams and could have an impact on the performance of millions of pupils.

The Nedlac proposal suggests a two-pronged approach to the education crisis: a new permanent structure for all parties to plan education budgets; and a moratorium on re-trenchments of temporary teachers while independent mediators continue negotiations between provinces and teacher unions.

According to Nedlac insiders, the strategy is aimed at opening channels of communication between the government and teacher unions, sharing information and drafting guidelines on how similar crises can be handled in the future without a resolve to strike.

The proposal aims to re-open negotiations on the determination of class sizes and the impending re-trenchment of 43 000 temporary teachers — the two key issues that have put the Minister of Education at *Levenskopda, with the Suid-Afrikaanse Onderwysers' Unie.*

The proposal faces its stiffest test on Monday, when Minister of Education Sibusiso Bengu meets Sadtu to discuss the impasse.

The giant union has already made it clear that it will accept nothing less than a moratorium on re-trenchments and the review of a constitutional clause that leaves provinces with the sole responsibility of implementing national education policies.

Sadtu representative Kato Skinner says the withdrawal of legislation regulating teacher-pupil ratios and the moratorium

or a 4% increase over last year's total spend. A further R200-million from policy reserves has been allocated in the form of conditional grants to provinces for education management and teacher development. Taking inflation into account, the national allocation for education has effectively declined by 2.2% in real terms.

"The argument we are raising is that cutting teachers could be a solution in the short term that could lead to worse fatalities in the long term," says co-author of the report and senior education policy unit researcher Salim Vally.

The report also points to rampant corruption in provincial departments as one of the reasons why some provinces have been unable to increase their spending on essentials such as textbooks, teacher support material and the upgrading of existing schools.

"This high educator cost, argues Vally, includes departmental officials. "It is by no means certain whether the salaries of the bureaucracy are a negligible contribution to overall costs."

Nedlac's proposal this week also addresses Sadtu's challenge to the constitutional compromise that was agreed upon between political parties before the 1994 elections, which gave provinces more powers to determine budgetary allocations, and continuing budgetary cuts by the Ministry of Finance.

This high educator cost, argues Vally, includes departmental officials. "It is by no means certain whether the salaries of the bureaucracy are a negligible contribution to overall costs."

Nedlac sources say both the government and Sadtu delegations endorsed the proposal in principle at a meeting on Wednesday. The government delegation was led by senior education officials Duncan Huddle and Trevor Coombe, while the Sadtu delegation consisted of senior negotiators and members of the union's national executive committee.

Sadtu gave Bengu until Monday to come up with a solution to the crisis that has gripped the education sector over the past few weeks, or face a multi-pronged industrial action that could threaten



Protest action: Sibusiso Bengu has warned teachers he will apply the principle of no work, no pay should the unions continue with strike plans. PHOTO: DANNY HOFFMAN

R200m plan for training

MTG 5-11/6/98

Andy Duff, Deputy Director General (Syllabus and Curriculum) at the Department of Education, says the R200-million this year to boost leadership skills in the provinces — a plan that will also...

Spending on the new curriculum, training and school buildings and maintenance has been minimal as a result. Department of Education Deputy Director General (Syllabus and Curriculum) Andy Duff says the

The Nedlac proposal suggests a two-pronged approach to the education crisis: a new permanent structure for all parties to plan education budgets; and a moratorium on re-trenchments of temporary teachers while independent mediators continue negotiations between provinces and teacher unions.

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The proposal aims to re-open negotiations on the determination of class sizes and the impending re-trenchment of 43 000 temporary teachers — the two key issues that have put the Ministry of Education at loggerheads with Sadtu, the National Association of Professional Teachers of South Africa (Naptosa) and the Suid-Afrikaanse Onderwysers' Unie.

The proposal faces its stiffest test on Monday, when Minister of Education Shibusiso Bengu meets Sadtu to discuss the impasse.

The giant union has already made it clear that it will accept nothing less than a moratorium on re-trenchments and the review of a constitutional clause that leaves provinces with the sole responsibility of implementing national education policies.

Sadtu representative Kate Skinner says the withdrawal of legislation regulating teacher-pupil ratios and the moratorium on re-trenchments are "non-negotiables" for the union. "If the ministry cannot enforce norms and standards at a national level, it means there is no political will on its part to deal with discrepancies and the legacy that apartheid left behind in education."

Sadtu's stubbornness stems from its perception that the bloated education bureaucracy consumes a significant percentage of the government's wage bill for educators and is responsible for the growing teacher-pupil ratio.

A recent report by the University of the Witwatersrand's education policy unit accuses the education ministry and its bureaucracy of incompetence and of creating new inequalities in education instead of addressing problems.

The report says a school survey conducted recently showed that 67% of all schools have no reading material, while the government continues to pay nearly 10 000 "ghost" teachers in KwaZulu-Natal and the Northern Province. Sadtu says if the survey were to be conducted in other provinces, this figure could be much higher.

The report argues that a lack of clear data on educators has led to an increase in inequalities within communities — with poorer provinces facing a possible collapse of the education system as a result.

The report also points to rampant corruption in provincial departments as one of the reasons why some provinces have been unable to increase their spending on essentials such as textbooks, teacher support material and the upgrading of existing schools.

This high educator cost, argues Vally, includes departmental officials. "It is by no means certain whether the salaries of the bureaucracy are a negligible contribution to overall costs."

Nedlac's proposal this week also addresses Sadtu's challenge to the constitutional compromise that was agreed upon between political parties before the 1994 elections, which gave provinces more powers to determine budgetary allocations, and continuing budgetary cuts by the Ministry of Finance.

The proposal calls for the inclusion of other parties, such as youth organisations, in the formulation of education policies.

Nedlac sources say both the government and Sadtu delegations endorsed the proposal in principle at a meeting on Wednesday.

The government delegation was led by senior education officials Duncan Hindle and Trevor Coombe, while the Sadtu delegation consisted of senior negotiators and members of the union's national executive committee.

Sadtu gave Bengu until Monday to come up with a solution to the crisis that has gripped the education sector over the past few weeks, or face a multi-pronged industrial action that could threaten his future as minister.

A previous strike planned for late March was aborted after the government threatened to interdict and dismiss Sadtu members for not following correct legal procedures.

This time, Bengu has warned teachers he will apply the principle of no work, no pay should the unions continue with strike plans.

Says a Nedlac insider: "At the moment let us say indications are positive that we might come up with an acceptable solution which can bring long-term stability in the education sector. We can no longer afford a situation where we are going to face a possibility of a teachers' strike every year."

If agreed upon, the first phase of the Nedlac proposal will be implemented within the next two weeks. The rest is expected to be in operation within six months.

A senior African National Congress official warned that Bengu enjoyed the support of the party. "We believe public support is with Bengu and not the teachers. The ANC firmly opposes strike action, and believes Sadtu is split, and that the union is well aware that the worst thing it can do is strike — the quickest way to destroy a union," he said.

The ANC also accepts that forced job losses are necessary, and that when push comes to shove the leadership of both the Congress of South African Trade Unions and the South African Communist Party will stand by it.

Leader, PAGE 24



Protest action: Shibusiso Bengu has warned teachers he will apply the principle of no work, no pay should the unions continue with strike plans. PHOTO: DANNY HOFFMAN

R200m plan for training

Andy Duffy

MTG 5-11/6/98

(50)

The Ministry of Education wants to spend R200-million this year to boost leadership skills in the provinces — a plan that will also give national officials far greater control over the often chaotic management of provincial education.

The plans include setting up a rapid response unit to defuse provincial crises in areas such as funding and personnel — key sources of the turmoil in state education — and upgrading grassroots administration of the poorest performing schools.

The national Department of Education also wants to probe the sorry performance of the school inspector network, and to send new management manuals to governing bodies and principals at 32 000 state schools.

The plans, still awaiting final approval, were drawn up following lengthy negotiations last year with the Department of Finance. They are the first phase of a three-year programme worth potentially up to R1.2-billion, drawn from an education policy reserve.

The proposals represent an attempt to address a prime cause of the problems in state education — managerial incompetence. They also give the national department a far surer grip on provincial education.

They nevertheless fall short of what some officials had been seeking. Initial ideas, discussed with the Department of Finance and provincial education officials, had included the national education department taking effective control over large chunks of provincial education money, to ensure it was spent on policy initiatives such as the new curriculum.

At the moment, the national department has no say over how the provinces spend. About 90% of their budgets is spent on personnel.

Spending on the new curriculum, training and school building and maintenance has been minimal as a result.

Department Deputy Director General (systems and planning) Trevor Coombe says the task team that drew up the spending plans had decided to "err on the side of caution in deciding what conditional grants to recommend."

"It is important to recognise the competence of provincial governments in making essential budgetary decisions." He adds that the department will retain the option of managing other items of provincial spending at national level. The policy reserve proposals include a training component for those teachers charged with implementing the new curriculum.

Half of the R200-million will be spent on a "provincial development project" — upgrading district management in 30 poor performing districts across the country. The number of districts will expand in the second year.

The other R100-million is to be split among a string of management initiatives. A "provincial support unit" will be established in national education department Director General Chabani Manganyi's office in Pretoria.

The unit will recruit and deploy outside experts to help provincial officials overcome or head off crises. The department began consulting provincial education leaders last month about particular targets for help.

A key element of the department's quality assurance programme is to find out what is happening with the army of state school inspectors — frequently blamed for poor matric performance. Coombe says the inspectors' powers need to be reassessed and strengthened.

"They should play a leading role in lifting schools' performance. The first step is to find out how many there are and what they are doing."

Should we subsidise independent schools?

Funding of these institutions often contentious

CP 7/6/98

(50)

IT IS not surprising that given the present situation of gross underfunding of education, the granting of subsidies to independent schools has once again emerged as a point of discussion and unfortunately in some quarters, as a point of contention.

Naptosa holds no specific brief for independent schools and neither does it pretend to be a spokesperson for independent schools.

Nevertheless, it holds specific views on the matters of the funding of schools in general and the need to view this holistically.

As such, the matter of the funding of independent schools cannot escape the attention of Naptosa, and more specifically, its efforts to find a solution to the challenge of subsidising independent schools.

Wrong assumptions and perceptions
In developing policies on the need for subsidisation and the extent to which independent schools should be subsidised, care should be taken not to base such policy on wrong assumptions.

This is a matter which applies to both the protagonists and the opponents of the subsidisation of independent schools.

One of the fallacies which exist about independent schools is that they are all elitist and that they serve only the rich. This is not the case. There are many independent schools which serve poor communities and are struggling financially.

Some could be described as centres of excellence, while others deliver low quality service.

Another fallacy is that only independent schools can be developed into centres of excellence and therefore deserve subsidies on that basis alone.

The ideal Naptosa strives for is to ensure that ordinary public schools are also placed in a position to become centres of excellence.

Many such public schools already exist and the aim should be to increase this number.

In principle Naptosa supports the idea of subsidies to independent schools provided the subsidy is based on a percentage of the funding per learner of ordinary public schools and provided the institution is a genuine school and not a business undertaking in pursuit of greater profit margins.

Deserving subsidisation

Independent schools account for about two percent of the total school population. They vary greatly in size, facilities,



LEEPILE M TAUNYANE,
president of the National Professional Teachers Organisation of South Africa (Naptosa) discusses the issues involved in funding independent schools.

mission and financial viability, as well as character. Some have very specific religious affiliations, while others have a specific cultural focus.

It has been calculated that if independent schools should disappear some provinces would have to increase their budgets by five percent to accommodate the independent school enrolment at public schools.

In determining policy on the subsidisation of independent schools, cognisance must be taken of the fact that the Constitution of the Republic of South Africa gives every person the right to establish and maintain an independent school, provided it does not discriminate on the grounds of race, and meets certain specific registration requirements.

Conditions and requirements
Naptosa believes that a strong case can be made for the subsidisation of independent schools under very specific conditions and requirements, like the following:

- Schools must be duly registered;
- Schools must have the capacity to manage funds adequately;
- The extent and the degree to which subsidies are awarded must take into account the need for redress and the elimination of backlogs;
- There must be evidence that disadvantaged communities and individuals are benefiting from the subsidies received by schools;
- Any adjustment in the level of the subsidisation to independent schools must be preceded by adequate notice and must be subjected to proper consultation with the relevant stakeholders.
- Budgets are prepared a year in ad-

vance and institutions cannot be expected to absorb drastic reductions at short notice.

A sliding scale for subsidisation must be devised which will be fair to all independent schools, allowing a greater percentage of funding for the poorer ones.

All schools should however receive some form of a subsidy, even if this is only five percent.

Major challenge

A major challenge will be to ensure that subsidies paid to schools are not used to cross-subsidise other activities.

No one can expect the state to play the role of policeman and independent schools should exercise self-discipline in this regard. Independent schools cannot afford to allow a perception to develop that they do not deserve to be funded and that funds spent on them could yield better results elsewhere.

It should be realised that the ability of the state to provide subsidies is limited, and that the last thing the state can afford is to allow money to be spent on institutions which cannot deliver and which do not fulfil their obligations. No fly-by-night schools should receive a single cent.

In the final analysis, the matter of the subsidisation of independent schools should be viewed not as a problem, but as a challenge which can be met. South Africa is committed to democracy. A cornerstone of democracy is freedom of choice. Without the existence of independent schools, freedom of choice will not be possible. This fact should serve as an incentive for everyone to overcome the challenges involved in the subsidisation of independent schools.

The Big Shutdown starts in schools (50)

CP 7/6/98

By NICK WILSON
and Mike Loewe

BISHO – The big education collapse has started in the Eastern Cape.

Education experts warned this week that unless emergency financial measures were applied, state education could be “written off” in the province for the entire year.

Education MEC Shepard Mayatula said as much in his budget speech recently.

ECN learned that Education Minister Sibusiso Bengu met with Finance Minister Trevor Manuel this week to discuss the Eastern Cape situation. Bengu’s spokesperson, Bheki Khumalo, said: “The contents of the meeting were not for public disclosure.”

ECN was also told Bengu was in constant contact with East Cape Education MEC Shepard Mayatula and his permanent secretary, Jonathan Godden. Khumalo said the East Cape situation was a matter of “grave concern”.

This week penniless Eastern Cape schools were burning or being shut because they endangered the health of pupils and staff. Sewerage was overflowing, rents were not being paid, and a host of little disasters were being played out, adding to the pattern of gathering collapse.

A dormitory of St John’s College in Umtata was consumed by flames sparked by candles which had to be used after Bisho could not pay the electricity bills.

About 1 000 pupils faced being turned out of their Luijiza Public School in Duncan Village after health officials found toilets were leaking their contents over the floors. The school stank and municipal community services director Bongani Noruka warned that the problems to people’s health could be severe.

Three schools in Alexandria, Ukhanyco High and Alexandria and Bhongweni primary schools, were poised to close because they owed R30 000 on their electricity and water bills.

More than 100 schools in the PE-

Uitenhage metropole have had power cuts and are living on borrowed time after the department agreed to pay R3 million owed over two months;

Meanwhile, the South African Democratic Teachers Union (Sadtu) – which has almost 40 000 Eastern Cape members – is hell-bent on rolling mass action strikes which will start on Tuesday.

They would continue until the national Education Department paid temporary teachers, a Sadtu spokesperson said.

Sadtu is to be joined by about 6 000 East Cape members of National Professional Teachers’ Organisation of SA (Naptosa) members, including the formerly conservative Cape African Teachers’ Union (Catu), and later by teachers belonging to the Suid-Afrikaanse Onderwysersunie.

The strike could cripple Eastern Cape education with township schools being hit hardest.

For Naptosa members, who are mostly white, this would be their first-ever strike action.

Adding heat to the pressure-cooker situation, 18 school governing bodies in the province banded together this week to launch a legal bid to force Bisho’s bankrupt Education Department to pay what it owes. The group are mainly former white schools which now have significant numbers of black pupils. They claimed the support of 60 other schools.

In other events highlighting the gathering crisis, parents of pupils at East London’s Green Point High School are keeping their children at home. They said they would do this “indefinitely” until temporary teachers were paid. The chairman of the school’s governing body, Alfred Jansen, said parents had decided this was the only way to get Bisho to listen to their demands.

Breidbach Senior Secondary School near King William’s Town warned that it would close if 12 teachers promised posts were not given the posts. The matter was resolved when the regional education office gave posts to the 12 teachers. – ECN Weekend Service

So who is to blame?

By NICK WILSON
and MIKE LOEWE

WHO is to blame for the Eastern Cape education fiasco?

Education Minister Sibusiso Bengu’s spokesperson Bheki Khumalo said: “These teacher unions like Naptosa and Sadtu are looking at their own members’ interests and not at the interests of the country as a whole and what the country can afford.”

He said their demands for salaries for temporary teachers were creating “an unsustainable education system for the Eastern Cape and any other province for that matter”.

“Our country has got to choose whether it goes to Damascus or whether it goes to Armageddon.

“We are continuously looking at ways of addressing the situation in

collaboration with the provincial government. The problem has got to do not so much with a lack of money, but the management of money.”

He said it was essential to right-size the number of teachers. In areas where there were excessive educators there needed to be downsizing, while in areas with few teachers there needed to be upsizing. “It’s a question of redeployment rather than retrenchment.”

He said the Eastern Cape was a microcosm of the “challenges of transformation on the road to Damascus”.

If South Africa was to provide good quality education, there were two choices – either paying temporary teachers or providing textbooks, stationary, water and electricity to schools. – ECN Weekend Service

trolled by Wouter Basson, whose activities as head of South Africa's secret chemical and biological warfare programme will come under the spotlight of the Truth and Reconciliation Commission this week.

the trial later and the... he touched the poison and accidentally brushed his mouth. The poison was so powerful it knocked the man out for two days, reports say.

have interviewed people connected to several companies in Britain and other parts of Europe who had dealings with Dr Basson. One former British major in mili-

manufacture of offensive chemical and biological weapons in the final years of the former government. Dr Basson is facing criminal charges alleging that he siphoned

Disabled pupils left

Stranded at home

ARG 7/6/98

School has no money to fix ancient buses

(50)

BARBARA LOFIUS
More than 180 mentally disabled children are being forced to stay at home, some of them without supervision, because there is no money to repair their dilapidated school buses.

The vulnerable group of children, who attend the Nompumelelo School in Guguletu, were left stranded at their homes this week as all three of the school's buses had broken down. Only about 20 children, who live near the school, managed to attend their classes. Concerned parents were frustrated and annoyed that their children could not be fetched from their homes

and taken to school. Some of those who had jobs were forced to stay at home and risk losing their pay to care for their children.

Reneé Hsia, a special schools researcher who visited Nompumelelo this week, said that some children were better off at school than at home.

"Many of the absent children come from violent homes. If they have to stay at home, they are at risk of being abused, ignored and left unfed.

"One of the many benefits of these children attending the school is that they are fed and cared for in a manner their parents cannot or will not do," she said. The buses were repaired in April.

eroding the monthly budget by about R22 000, leaving just R3 000 for food, electricity and other basic resources that month.

A source close to the school said that the buses were often overcrowded. Up to 60 children were forced to squeeze into buses designed for 25 passengers.

The school has to scrape together funds from its annual budget to buy transport vehicles. Ms Hsia said this was an unfair strain on resources.

She said the Western Cape education department seemed unconcerned that all the teachers were present at the school last week with a fraction of students attending classes. Following her visit to the school,

Ms Hsia claimed that school staff had notified the department about the urgent need to repair the buses, but to date, their calls have not been answered. The Sunday Argus's attempts to reach department officials for comment were unsuccessful. A teacher at the school, who did not want to be named, said it was pointless having the buses repaired because it would be too costly.

She said many Government schools had a surplus of school buses that could be made available to the special school in Guguletu.

The school's principal, Nonkokele Mxube, declined to comment, referring Sunday Argus to the education department.



A bold plan to chalk up a victory

Despite the looming teachers' strike, Deputy Minister of Education Father Smangaliso Mkhatsywa is optimistic that a set of measures to tackle the countrywide crisis will get schools and tertiary institutions functioning as they should

By Jovial Ramtso
Political Correspondent

From his corner offices on the 2nd floor of the government building in Parliament, Father Smangaliso Mkhatsywa has a breathtaking view of Cape Town.

Daily he is able to admire the beauty of Table Mountain, and he has an unobstructed view of Tyunhuya - the office of President Nelson Mandela and his deputy Thabo Mbeki.

"From here I can see the beauty of this city and from time to time look and see if President Mandela is in the office. He can also look to see if I'm doing my job," quips the deputy minister, as he prepares to sip a cup of his favourite lemon tea.

Table Mountain represents the magnitude of the challenges facing education in South Africa, and the view of the presidency gives Mkhatsywa the inspiration to tackle the challenges.

Mkhatsywa describes education as "the best activity of government" and can talk about it "until the

cows come home".

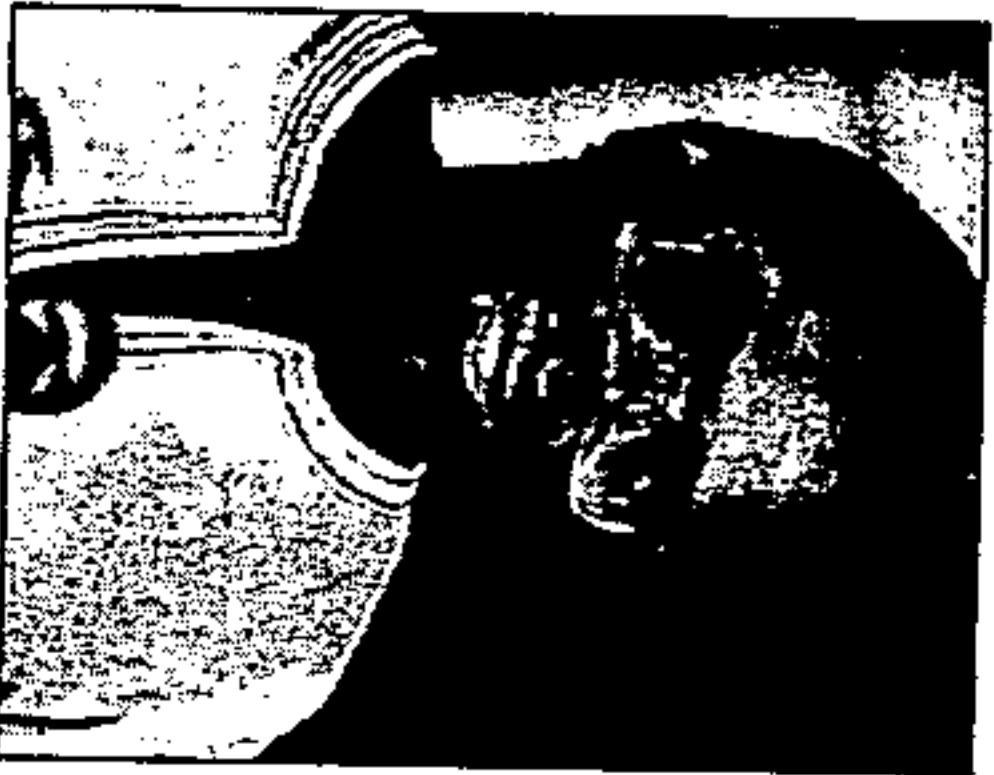
From the outset, the deputy minister acknowledges that there are problems, but he believes it is important to remember that problems in education did not start in 1994.

"It's not fair to give the impression that since 1994, when the ANC took over, the Government has had problems with education. It's definitely not true. We inherited a situation of crisis in education in 1994. We're trying to sort that out and we are now poised to make a dramatic breakthrough and difference," says Mkhatsywa.

The problems include provincial education systems under stress, with several facing deep financial and managerial difficulties, and most historically disadvantaged universities struggling to overcome cumulative mountains of student debt and crippling bank overdrafts.

Also on this list are budgetary pressures and administrative failings that threaten to overwhelm parts of the education system.

The national department has been unable to intervene and help to resolve the problems because while



Many challenges ... Father Smangaliso Mkhatsywa

Education Minister Professor Shiba Bonga carries political responsibility for the entire education system, his executive and financial powers do not match that responsibility. This has led to a call from the ANC for the Government to consider an amendment to the constitution to ensure that the executive and

political responsibilities of the minister are matched.

Despite the problems, Mkhatsywa is optimistic about the future.

The source of his optimism is the national plan of action, designed to make drastic interventions in problem areas and turn the education ship around.

The plan's focus is to ensure that the Government's education policies - described as the most progressive in the world - are translated into programmes and make a difference in the way South Africa's 62 000 schools operate.

Mkhatsywa was speaking days after the South African Democratic Teachers' Union had threatened that its 170 000 members would down chalk in protest against the unilateral manner in which the Government has handled some issues.

He says interaction between teachers and the Government should go beyond salaries and labour relations issues to how both parties could contribute to the improvement of education in general.

The role teachers could play in changing the face and the provision

of education is important.

"We're going to engage the teacher unions about the whole question of productivity and discipline because that's very important. We're not going to have quality education in this country if we are unproductive. If the teachers, educators, learners and parents are not really playing their part, then we're not going to succeed."

Mkhatsywa says there needs to be a work ethic and a change of mindset, adding: "If we are to achieve, we must develop an ethic of hard work. Hard work never kills; laziness kills morally, culturally, politically and otherwise."

Discussions are being held with teacher unions for an appraisal system for teachers which would ensure that only hard workers were rewarded.

Mkhatsywa says the national plan of action will hinge on the district development programme, through which the national department hopes to create pockets of excellence throughout the country.

The district system, he says, will

be totally different from the old education inspectorate, which has been opposed by the majority of teachers.

Through the district system, the Government will be able to identify problems and deal with them efficiently to ensure that a culture of learning and teaching prevails. A few districts have been selected for investment in a pilot project aimed at improving management from schools through to provincial head offices.

District business plans will be developed to improve professional and administrative support to schools, with the primary objective of restoring optimal levels of teaching and learning.

"District officials will be the servants of the schools, they will be the supporters, facilitators. They're there as friends, as colleagues," Mkhatsywa says.

Other major changes introduced by the district system include:

- Headmasters will be taken on administrative and financial management courses to enable them to run schools efficiently.

- Teacher development to be enhanced ahead of the implementation of Curriculum 2005 - an outcome-based education system.
- Learning material such as textbooks and stationery will be available on time, and the first day of school in 1999 will be used for effective teaching.

- A provincial assistance unit has been established to intervene in provinces where major problems are experienced.

- A culture of learning and teaching programme will be implemented.
- Capacity-building for school governing bodies.
- Phased investment in basic infrastructure, water supply on site, sanitation, ablation services, electricity supply, security and telecommunications.

It's only when every South African child has undisturbed access to quality education, irrespective of location, and when all other problems that have plagued education have been resolved, that Mkhatsywa can spend a few more minutes admiring the beauty of the fairest Cape.

Desegregation beats some schools

STATE schools were not dealing adequately with desegregation, Natal University's education policy unit director Jenni Karlsson said yesterday.

The education department needed to take a more proactive role in combating racism in schools and providing the impetus for change, she said.

"Schools need to work through their governing bodies to address the issue of racism openly and honestly, and we need to see education departments play a much more proactive role that pre-empts racial problems," she told a media briefing on the unit's findings after two years of research on racial integration in schools.

Researchers Samiera Zafar and Jordan Naidoo said a survey of 26 schools in KwaZulu-Natal showed an alarming lack of innovative strategies to deal with desegregation, with most schools

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continuing as if nothing had happened,

Problem areas included lack of support for teachers and pupils in multicultural classrooms, a widespread perception that standards drop after integration in schools, and covert racism from teachers who claimed to be "colour-blind".

A lack of departmental guidance for school governing bodies, education managers and principals on how to promote racial integration at schools compounded the problem.

A snap survey of 100 desegregated schools in five provinces showed that only 17% had a written integration policy.

Karlsson said antiracist pilot projects developed from the research findings would be implemented in some KwaZulu-Natal schools next year. — Sapa.

By Edwin Maidu

Racism is alive at schools throughout the country according to the findings of a survey by the University of Natal's Education Policy Unit.

The survey, which included an in-depth look at how 26 schools in KwaZulu Natal were coping, found an "alarming lack of innovation" at desegregated schools.

To verify its findings, the unit conducted a snap survey of

Racial integration still a problem at schools, study finds

100 desegregated schools in five provinces and found that only 17% had a written racial integration policy.

"This is obviously problematic because racism at schools can fester below the surface and erupt and spill over into the wider community," said the report by researcher Samiera Zafar.

She added there was no policy enabling principals and teachers to cope with racial integration and that on most occasions they were left to take decisions through "trial and error".

Two schools selected for further studies appeared on the surface to be responding imaginatively and positively to the

challenges of desegregation. "However, our findings suggest schools are still not responding adequately to the desegregation process, and there is little reason to believe the schools in our case studies are different from the majority of integrated public schools throughout South Africa," she said.

The findings show that there has been little planning at schools to assist teachers to cope with multicultural classrooms.

The report said teachers claimed they managed by being colour-blind, but this was often contradicted when they were interviewed. A deputy principal at one school said his teaching staff "have gone beyond looking at race", but a teacher

at the same school, referring to African pupils, said there was "sort of a culture of non-learning among them".

"They come to school, sit down and expect you to teach them. And then they close their books and don't open them again," the teacher said.

Zafar said the study showed that schools had, in a sense, been overtaken by desegregation without embracing the changes or opportunities the process had brought.

'Going down the drain'

M+G 12-18/6/98

(50)

Lizeka Mda

The Department of Education in the Eastern Cape is in such a chaotic state that branches of the South African Democratic Teachers Union (Sadtu) have called for its scrapping and for the national Department of Education to run education there.

And the Cape African Teachers Union recently called upon the Eastern Cape government to sell the department in a "public auction".

This would allow private companies and individuals committed to the provision of quality education to make offers before the department went down the drain, said representative Livingsstone Mphahana, who insisted this was no joke.

It certainly is no joke that education in the province has stumbled from one crisis to another for the past 12 months.

The new outcomes-based curriculum which was scheduled to start with grade one this year suffered setbacks at the end of last year in some regions as scheduled training sessions for teachers were postponed owing to the non-availability of training material.

When the schools opened, the provincial department announced that it would not provide new textbooks, but would "just top up". There was no money for stationery and free supplies for grades 10 to 12 would be stopped from next year.

The government owed members of the Eastern Cape Booksellers and Stationers Association an estimated R34-million. The largest supplier, Nasou Via Afrika (Eastern Cape), which was owed R24-million, started negotiating retrenchment packages with some of its permanent workers.

Teacher training colleges were instructed to limit places for new students. Colleges that used to register in excess of 200 new students

each year were limited to 100 and under, for specific subjects. Eventually only two colleges are going to train teachers in the province, and the government has not shared its plans for the hundreds of staff who are going to lose their jobs.

Dozens of schools from Umtata to Uitenhage had their electricity cut after the education department had failed to pay its bills.

Then in March, Premier Makhenkosi Stoffie fired the education minister Nosimo Balindlela and replaced her with Professor Shepherd Mayatula.

The leader of the Democratic Party in the province, Eddie Trent said: "I am very concerned that Professor Mayatula has been put in [Balindlela's] place because you need a very strong MEC in that portfolio who is going to do some hard work and take some hard decisions, and his performance in the finance portfolio has been abysmal." Even with a R6,3-billion budget, which

amounted to a 17% increase and 40% of the province's total budget, the education department warned that essential programmes like the school building programme, Curriculum 2005, the culture of learning, teaching and service, were likely to receive minimal funding or no funding at all.

Other programmes to be adversely affected would include special promotion of mathematics and sciences, teacher training, technical colleges, adult basic education and training, and early learning education.

On the other hand, most of the province's school expenditure goes to salaries of educators.

Last week the Eastern Cape Department of Education was evicted from the offices it rented in Idutywa. At Willowvale, where the department rents a crumbling old house for R15 000 a month, rent has not been paid, and they are expecting to be evicted. The department expects to be evicted from offices throughout the province this year because it has no money to pay rent. The department spends R27,2-million on year on rentals.

Sadtu claims that the department has been paying R85 000 rental monthly on an unused hotel in Queenstown since November last year with the intention of using it as a teachers' centre, but the project has never got off the ground.



Stutterheim Combined School: Only one matric failure in the past seven years.
PHOTOGRAPHS: LIZEKA MDA



Luvuvu Junior Secondary School: Eleven teachers, including the principal, did not turn up to teach these children

Noinqatha

The school works in co-operation with the Education Trust of the Stutterheim Development Trust

(50)

or staying in it the same

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Stutterheim Combined School: Only one matric failure in the past seven years. PHOTOGRAPHS: LIZEKA MDA

Doing the best they can

The welcome board to Stutterheim describes the town as the "Little Bavaria of the Border". The town's first settlers were German. Today, however, the majority of the 35 000 citizens are Africans, and live across the valley from the town itself in squalid conditions that are echoed all over the Eastern Cape. In the heart of this town, in the shadow of the Amatole mountains, is Stutterheim Combined School, which is more than 100 years old and was one of the 46 schools in the province to obtain a 100% matric pass rate last year.

"In seven years we have had one matric failure," principal Geoff Untiedt is proud to announce. "Our junior primary is highly rated. In fact it's the best in the whole country."

These high standards are being accessed by pupils of all races now, and the majority of the 692 pupils come from Stutterheim and the surrounding areas. The hostel can only accommodate 112 pupils, so many applications from as far as Umhlatsha are turned down.

The school offers a wide range of subjects including computer literacy, life skills and technology. It shares its computer and technology centres with the Stutterheim community to the extent that the town has the highest concentration of technology teachers in the country.

The school works in co-operation with the Education Trust of the Stutterheim Development Foundation, which provides the 18-month technology training course in conjunction with Ort College of Technology and Rhodes University.

There are 36 teachers at the school, seven of whom are employed by the school governing council. Four are classified as temporary teachers. Most of the teachers belong to the National Union of Educators and teachers would have gone on strike this week.

"We have never supported industrial action," says Untiedt. "Because it disrupts things for the pupils. But, in this case, the government's proposals would be detrimental to pupils."

Stutterheim is run along old-fashioned strict lines. "We are very strict about school attendance, discipline, accountability and responsibility," says Untiedt. "That is why people want to send their children here. I am under the impression that all communities see discipline as an essential component of education."

The school offers just about every sports discipline, chess, bridge, a debating society and a thriving drama group.

Making the school a success takes a lot of time and energy from the teachers, says Peter Durnhy, the deputy principal in charge of the primary school.

"We wouldn't like to be seen as elitist at all. There are dedicated teachers in surrounding schools who work under difficult circumstances, and when we can we co-operate."

"We are a public school," adds Untiedt, "doing the best we can with the pupils we have been entrusted with."



Luvundu Junior Secondary School: Eleven teachers, including the principal, did not turn up to teach these children

(50) m+g 12-18/6/98
... or staying just the same

Lizeka Mda

Luvundu Junior Secondary School looks very familiar. After about 8km of gravel road out of Willowvale, I drive around the bend and there are the two characterless cream-coloured blocks of classrooms, joined by a shorter one for the staff room and principal's office to make a U-shape.

A new block of five classrooms has been built where there used to be a football field. But everything else looks the same — even with the signs of wear and tear. We moved from the old roadways to these buildings in 1976.

Some children are playing in the grounds when I drive through the school gates at 9.45am. There are curious faces peeping from the windows.

Then the bell rings and the children run out of the classrooms and assemble in the centre of the U. A lone teacher follows them. He recites a prayer and tells the children that school is out. He also reminds them that examinations begin on Monday.

Bonnie Nanna tells me he had to send the children home because he could not supervise them alone. The other 11 teachers, including the principal, did not turn up today. He does not know why. There is a sports meeting at Peddie, some could be attending that.

He is referring to the soccer, rugby, netball, softball and volleyball matches the South African Democratic Teachers' Union has

arranged for its members. A week before they are due to go on strike, they can afford to take a day off to play sports.

The children, obviously pleased at this turn of events have disappeared. When I was a pupil here teaching stopped at 11am on a Friday. Then boys would carry the desks out of the classrooms while the girls went to nearby houses to gather cow dung and to the dam for water to clean the floors. Today the floors are tiled.

I look at my old standard 7 classroom and remember too that this was the second year of the new system which had done away with form I, and came up with standard 7 instead of form II. Our maths textbook was divided into arithmetic, geometry and algebra, yet when I had to write that final exam I could not answer the sections on algebra and geometry, because our teacher had only taught us arithmetic.

I suspect that 22 years later things are not much better. Minister of Water Affairs and Forestry Kader Asmal has not arrived in this district. There is no running water at Luvundu. There are three water tanks. When I was a pupil there these were padlocked and were for the exclusive use of teachers.

There is no regular transport and people wait for hours to hitch a ride into town. The rides are often vans that are tightly packed with people by the time they get this close to town. Later I catch a glimpse of the principal of Luvundu, at the wheel of one of these unofficial taxis.

R35 000 'personal splurge'

(207)

South Africa's 15-million illiterate people were left in the lurch when the National Literacy Co-operation had to close because of financial irregularities, writes **Mungo Sogot**

The long-awaited forensic probe into the financial scandal that shut South Africa's biggest literacy organisation reveals expense-account abuse on the part of its national director and mismanagement.

The national director of the National Literacy Co-operation (NLC), Enrico Fourie, resigned in January, but the full extent of his alleged spending spree has only emerged now after auditors Ernst & Young were commissioned by the European Union, the NLC's key funder, to examine its books. Ernst & Young's findings are expected to be released shortly — three months after the organisation closed amid allegations of widespread financial mismanagement.

The NLC was an umbrella organisation which steered South Africa's literacy programme. About 200 NGOs involved in literacy training, about 60 of which have folded over the last two years, are affiliated to the NLC. South Africa has 15-million illiterate people.

The report is understood to accuse Fourie, a former employee of the University of the Western Cape and the Congress of South African Trade Unions, of a R35 000 splurge of "unrecovered personal expenses".

He allegedly used his company petrol card to buy a R5 000 compact disc player for his car, and ran up enormous accounts on his NLC cellphone. In September last year he allegedly clocked up a R15 000 cellphone bill, with the help of two overseas calls which cost at least R600 each. It is understood that the audit report describes this expenditure as "unreasonable".

Sources close to the NLC say the auditors reported that Fourie "apparently spent an excessive amount on his NLC credit card, including cash withdrawals". On August 21 last year Fourie owed R25 000 on his credit card.

In a spending spree reminiscent of excesses at the Independent Broadcasting Authority, Fourie allegedly used the card at outlets such as a liquor store in the Johannesburg suburb of Yeoville, a record shop, as well as making cash withdrawals of up to R800. Fourie also allegedly obtained a R6 000 loan for an MBA course he did not attend, but R5 000 was nevertheless transferred to his corporate credit card.

The NLC employed about 45 people at its Johannesburg headquarters, which were donated by the Rotary Organisation. It expanded from a shoestring organisation in 1996 after its previous director, Kumi Naidoo, secured the EU funding. Since then the EU has pumped more than R11-million into the NLC.

It is understood the report describes how salaries were often paid in cash — after cheques were made out to administrators — and describes instances in which employees overpaid themselves. In April 1996 a woman in charge of salaries paid herself R30 000 on top of her monthly salary and paid a friend an extra R10 000.

Ernst & Young discovered that several unauthorised loans were dished out to affiliated organisations.

Employees apparently embarked on unauthorised overseas trips at the NLC's expense. Fourie went on one jaunt to the United States, claiming it was being sponsored by the Department of Education when he in fact billed the NLC. Two other employees, Derick Peo and Sheri Hamilton, arranged unauthorised trips to the US to coincide with their leave.

The auditors' tour of the NLC's provincial offices unearthed endemic financial mis-

management; in some instances there were literally no accounts. Sources say that in its report on the Eastern Cape, the auditors reported: "We noted an absence of third-party supporting documents for payments to educators."

In KwaZulu-Natal, the books show that the chief administrator serviced her car four times in one month. "These expenses are considerable as it is our understanding that company cars are bought with full maintenance contracts," the report is understood to say.

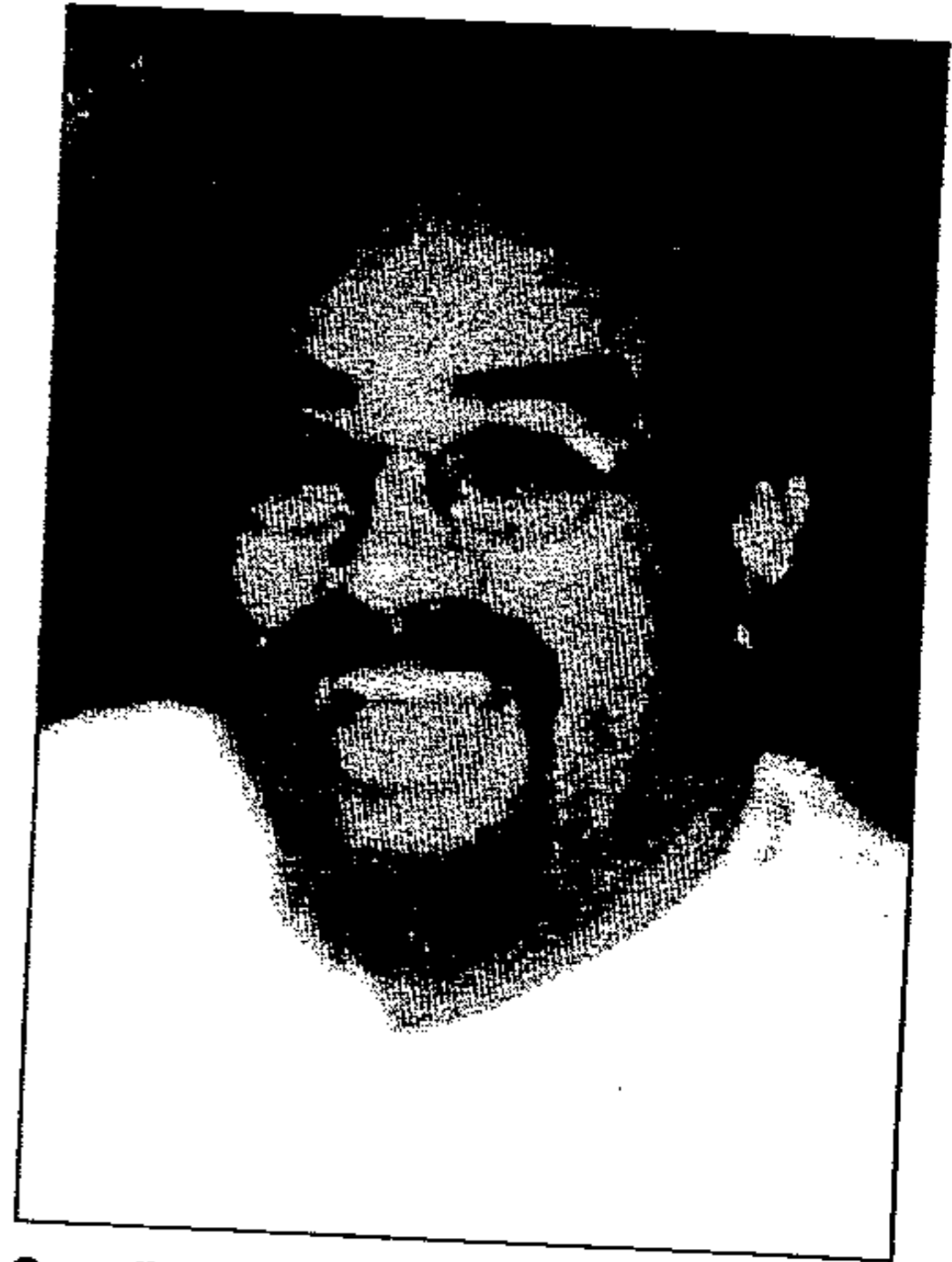
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Fourie said this week that most of the allegations in the report were "not true". He said he would withhold further comment until he had seen a copy. He said the auditors never contacted him. "I really think it is unfair to do a forensic audit without questioning me."

A representative of the board of trustees of the NLC said the board would consider suing, but the amount involved might not warrant it. He declined to comment further.

It is understood that senior officials from literacy organisations linked to the NLC will meet this weekend to conduct a post-mortem and discuss a possible replacement body.

Sources say Fourie was to have taken up a contract at the secretariat for safety and security, but that the job was canned in the wake of the NLC's collapse in March.



Spending spree: Enrico Fourie is accused of misusing corporate credit cards

Some lessons in the culture of blaming

Amid pointing fingers, Bengu remains upbeat

While opposition critics are calling for his head, Education Minister Sibusiso Bengu remains

confident about the state of education.

OLITICS is not without its ironies. Like Education Minister Sibusiso Bengu being asked to account for a R26-billion budget when in fact he only has say over about R5 billion.

Similarly, calls for Professor Bengu's resignation have come largely from the very opposition parties who supported provinces being given the power to administer and spend, hire and fire.

Nevertheless, Bengu was in an upbeat mood this week after Industrial action by teachers was stayed off by a deal which allows pupil/teacher ratios to be set at national level but still aims to reduce provincial spending on excess posts.

Bengu said there was no disagreement with teacher bodies on the core issues of "quality, redress and equity" in education.

The "framework" agreement gives temporary teachers a reprieve from retrenchment but rationalisation has not been abandoned. "Rightsizing" is still on the agenda with teachers in excess posts likely to face redeployment.

Bengu says the beginning of August should see finality on the basis for rationalisation and provinces will have to produce management plans - the ingredient Bengu says has been sorely missing.

After talks between government national and provincial - and teachers, a national ratio norm with target and ceiling levels will be established for all parts of the country. A province will be free to rationalise within these limits using a recruitment/redeployment system still to be agreed on by the players. This is likely to see a shift to pressure from unions on provincial governments.



SAVINGS CAN BE MADE... Education Minister Sibusiso Bengu says the beginning of August should see finality on the basis for rationalisation.

Provinces wanted to chop temporary teachers to cut costs.

Just how much the new deal will cost in extra expenditure is not known but Bengu is optimistic that, while a few provinces will exceed their budgets, the sums involved will not be huge.

He also argues that there are other areas where savings can be made for example, ensuring that children under seven are not admitted to schools, failures do not clog up the system and wastage is cut.

Clearly, though, staffing costs will have to be reduced if money is to be found for improvements and facilities at schools. In regions which at the moment spend up to 95 percent of their budgets on staff.

Meanwhile, national government is directly intervening in the Eastern Cape where education is close to collapse in many parts with schools operating without bare basics. Bengu expects a joint Finance-Education task team to report back soon on just what should be done to halt the rot.

While teacher organisations clearly have more faith in Bengu than in regional MECs, opposition parties have blamed him for the slowdown and said he should resign.

Bengu said his response to such calls depended on where they emanated from. "Criticism from a fool means nothing," Bengu said. "Most

of the people shouting I should resign are doing it because of elections. Education is a soft spot."

Bengu said he remained determined to undo everything done by the previous National Party government and therefore did not expect a "kind word" from the NP.

The Democratic Party's critique of "preserver white privilege" Bengu said that on the other hand, he was hailed as a "hero" in black areas.

He dismissed claims that he had over-emphasised policy as "foolish". "My job is to produce policy. Implementation rests with provinces."

"Now opposition groups want to blame me for the provinces not delivering."

In response to a recent survey which showed the gap between privileged and poor schools was growing, rather than decreasing, Bengu said he would dispute this as a national trend but acknowledged it could be the case in certain areas.

Again the blame lay with provincial governments. He said in the two years after coming to government, resources were shifted first by 15 and then 20 percent towards previously disadvantaged sectors. After that the new constitution gave the power to administer education to the provinces.

Education now a platform for electioneering

A LIFE is repeated often enough, it may start sounding like the truth. Political propagandists and spin doctors know this well - ask the National Party and the Democratic Party.

These parties, in anticipation of the rough and tumble of the forthcoming election, are already, true to their Machiavellian tactics, demonstrating the ANC-led government as an unmitigated failure. In this they command the support of key sections of the liberal press, notably the *Sunday Times* and the *Financial Mail*.

The strategy of insidious misinformation works best if it is applied via highly-contested terrains. In the South African context, given our developing nation status, the three key areas rich for the picking are education, health and housing.

A key societal concern the conservatives and liberals are zeroing in on is education. This essay will illustrate their modus operandi in their relentless quest to prove the lie that a black-led government could never make a success of South Africa.

Knowing that education determines the future of individuals, families, communities and the nation, and therefore is a very emotive topic the conservatives and the liberals have gone straight for the jugular by depicting it as chaotic and verging on collapse. In this regard John Collings' articles in the *Financial Mail* and Stephen Mulholland's columns in the *Sunday Times* are a revelation. They give a new momentum to hyperbole. Understatement, irony, sarcasm and other figurative devices justify for places in well-crafted upper-class pieces of persuasive portraits of disorder.

The very mode of delivery betrays the lack of commitment to those these propagandists will make us believe they are concerned about.

A further indication of the true agendas of the liberals and the conservatives is their disregard for the right of reply. While they gleefully publish their self-congratulatory positions on the state of education in the country, they disdainfully dismiss ripostes to them by either authentically editing them and placing them in some obscure corner of their publications or not publishing them at all. That is the intellectual cowardice characterising these supposed defenders of all things democratic. The *Financial Mail's* John

Education is becoming a battlefield for propagandists, writes **THEMBA MHAMBI**, special adviser to Education Minister Sibusiso Bengu.

Collings recently savaged the minister of education and, in step with his liberal brethren, called for his head. Bheki Khumalo, the minister's spokesperson, responded and, quite predictably, his response was neither acknowledged nor published. Instead, on June 5, a *Financial Mail* editorial reiterated its increasingly strident call for Minister Bengu's recall from the education portfolio.

Mulholland, in his strategically positioned "Another Voice" column in the *Sunday Times*, mauled the minister and, true to liberal form, called for his ouster. To the *Sunday Times*' credit, the minister's spokesperson's response was published. Quite conveniently, however, aspects of it were expanded in the name of editing and it was hidden on the letter's page.

The following Sunday Mulholland's column was awash with self-righteous invective against Khumalo. Highly patronising it was, too. One wonders if the editor of the *Sunday Times* does not know the basic journalistic tenet of ensuring equal treatment for verbal disputants. How on earth could Mulholland, who started the debate, be allowed the privilege of responding to a response to his provocative attack on the minister of education?

As is his democratic right, Khumalo has responded to Mulholland's latest salvo - but will the editor publish his response? And if the editor does so, will he again allow Mulholland to abuse his column in a stubborn quest to have the last word? This is truly a confirmation of the liberal press of the Deputy President's earlier assertion about the damage caused by pockets of the white-controlled press to democracy in this country. Perhaps the editor is promoting intellectual debate, in which case

my concerns might be an overreaction. But couldn't Mulholland's colonised space then be allotted to Khumalo when his turn to respond comes? Collings and Mulholland illustrate how the conservatives and the liberals subtly use their control of communication means to dictate and manipulate the nation's understanding and interpretation of key issues.

My argument is in no way meant to underplay some of the challenges facing education in the country, but to show how subversive agents are using education as their base to erode ANC support ahead of the elections.

One must accept the internationally accepted press practice of focusing on newsworthy - read negative - developments, but objectivity is equally cherished by principled news media. In this regard one must cite a probably unexpected case, the *Cape Argus*. On June 2 1998 the paper, as per the latest liberal fad, called for Professor Bengu's departure. Remarkably, however, in the same editorial it unequivocally referred to the man's unimpeachable education transformation credentials. And, as if to underscore its commitment to the old-time journalistic principle of fair play, two days later it published the Minister's spokesperson's critical response, unredacted and conspicuously headlined.

Thus, not only has this regional paper concretised the two-sides-to-any-story adage, but it has also reaffirmed the noble principle of the right to reply without, via its privileged editorial position, becoming both player and referee by limiting the force of its challenger's response. The game of ideas is a contest to democracy if played with honesty and sincerity. Our liberal press, despite its posture and protestations to the contrary, is sorely wanting in this department.

With the teacher's intended strike hitting the headlines, the liberal press's criticism of education has become a crescendo. Amid all the critical write-ups, it is all too easy to forget the drink from which present government. Integrating a thirteen-department archipelago into a single synchronised system is an achievement whose magnitude can only be appreciated by macro-minded analysis. Sadly, there are not many in the current

politicising and electioneering.

The creation of a schooling system with genuine stakes for parents, teachers and learners is not highlighted for true freedom, being intangible, is hard to appreciate, particularly by those who were never on the receiving end of apartheid. For a similar reason, the long-term benefits for the nation's psyche of common national norms and standards are underestimated.

Instead of a balanced articulation of the weaknesses with the gains catalogued above, the liberal press violates its own oft-trumpeted call for balance and self-servingly portrays education as terminally ill. The logistical problems of massification, compounded by the apartheid legacy of incapacity, are pronounced upon as proof of the education ministry's failure.

The redirection of higher education, accompanied by the creation of partnerships and the development of a national qualifications framework is conveniently overlooked in the predetermined path towards proving education a disaster. All roads, in fact, are forced to inexorably lead to one destination: the collapse of education.

That in their wisdom, as what the liberals and their conservative cohorts have devised as a strategy to undermine the nation's confidence in the present government. And, in concert with the principle of reputation, their incessant fiction about a breakdown is beginning to sound factual.

Even progressive forces, whose political acuity should be their defence against this slow poisoning, sometimes seem dragged by the intoxicating fumes. Take, for example, the Congress of South African Students Cosas. As the In-Passé between the Department of Education and Sadrul reached a climax Cosas echoed the liberals and conservatives by calling for the minister's resignation. Such can be the hypnotism of an oft-repeated statement.

As we move forward to the next election, it will become increasingly crucial for the ANC and its alliance partners to be vigilant against the liberal and conservative modus operandi depicted above. Education is a small terrain of struggle in a battlefield which will be ever-widening as the election draws nearer.

(60) 28/14/16/198

Eastern Cape sends out SOS to avert chaos in education

HELP! This was the plea from the Bisho Education Department this week to the provincial treasury as the province faced total collapse of the education system.

With 20 000 teachers marching to their offices, the department on Thursday issued a memo pleading for R145 million to save key sections of the system.

The East Cape executive council will now have to approve the department's proposal for the additional amount for crucial services.

But the province also learned that its children have lost three months of their education this year because of the cash collapse.

Education's acting permanent secretary, Jonathan Godden, told parliament's education standing committee on Thursday, that the budgetary allocation for non-personnel items now stood at an improved R96,4 million.

This was after the provincial treasury and the national department of state expenditure agreed that the R35 million interest on education's overdraft, would be paid by the provincial treasury.

Last week the non-personnel budget stood at R62 million after R389,6 million in education department debts absorbed their R451 million budgetary allocation.

After the interest payment, the debt will be R354,6 million.

In his memo, Godden said at least R38,6 million was needed to provide scholar transport, boarding subsidies, security and catering services.

The department provides transport to farm schools because of the long distances which have to be travelled in rural areas.

He said the average distance was about 16 km and pupils would not be able to attend school if scholar transport was discontinued.

According to reports, thousands of Eastern Cape children are not attending school because their buses have stopped running.

Godden said catering, security services and boarding subsidies would have to continue if the closure

of hostels was to be avoided.

The Special School Education programme needs R6,1 million to survive.

He wrote in his memorandum: "If the special schools do not get transfer payments, they will face closure."

He said mainstream schools would not be able to absorb special schools because of "the various disability and behavioural disorders".

An amount of R8,6 million was needed for independent school subsidies.

Godden said:

"The department will still have to subsidise private schools for the 1998-9 academic year and any withdrawal of subsidies will have to be communicated timeously to these institutions."

The running costs of Teacher and Technical Colleges required at least R38,6 million for them to continue.

This included hostel catering, municipal services, stationery, printing, binding and distribution of materials for curriculum 2005.

It would further provide financial assistance to students, consumables for practical training and equipment for use in workshops for practicals.

A minimum amount of R8,7 million is required for Adult Basic Education and Training (ABET) materials.

The memorandum emphasised that the November examinations and the March supplementary examinations, would have to be cancelled if additional funding was not provided.

He said the department "is already three months behind schedule" for exam preparations.

An amount of R4,7 million has also been requested for exam service.

These funds would also be used to provide for the printing of forms.

The Early Childhood Development programme needed R3,5 million, while R36,3 million was required for the running costs of the education's head office, regional and district.

Their running costs included stationery, equipment rentals, municipal services, telephone and fax machines, bank charges and courier services. - ECN Weekend Service

Agreement struck on education issues

CITY PRESS 14/6/98 (50)

By ZOLILE NQAYI

THIS WEEK'S agreement between Education Minister Sibusiso Bengu and teacher unions has resolved the heated issue of who has the authority to set the sizes of classes and the number of teachers per class in schools.

The agreement gives Bengu the authority to set these standards instead of the provinces, although the provinces will still

be allowed to decide on their own budgets.

Teacher unions will now play a significant role in education policies; unions will be consulted on all important education issues.

The agreement covers the appointment of some temporary teachers to permanent positions, the unions' participation in budgets and changes to the Employment of Educators Bill.

This agreement comes after the threat of a teachers

strike was averted after last-ditch negotiations between Sadtu and the government.

A main point of contention between the teachers' unions and the ministry had been on who should decide the teacher: pupil ratio in the provinces.

Some provinces had already indicated that they would re-trench thousands of teachers including permanent staff in order to free money for stationery and equipment.

According to the agreement, urgent participation in education budget processes by all stakeholders should be instituted.

The parties agreed that teachers should be redeployed where needed, and negotiations on this should be concluded by July 31.

Prior to being redeployed teachers will be offered upgrading and retraining.

Temporary teachers whose services were still needed will now be protected.

Temporary teachers who were appointed before July 1, 1996 and meet all requirements will become permanent staff.

The education ministry also agreed to a moratorium on terminating services of temporary teachers until provinces have finalised redeployment and rationalisation plans.

The ministry also reached a separate agreement with the National Professional Teachers Organisation of South Africa (Naptosa), similar to that struck with Sadtu.

The ministry and teachers' unions are expected to meet soon to resolve the teacher: pupil ratio issue.

TEACHERS squared up to their bosses this week for a duel of Byzantine proportions. They drew, leaving their pupils to be thrown to the lions.

At issue was money: provincial education departments spend up to 90 percent of their education budgets on teachers' salaries. The remaining 10 percent goes towards providing classrooms, books, equipment, toilets, water and electricity. Up to 73 000 teachers would have to be fired if South Africa was going to provide its children with a decent education.

The Minister of Education, Professor Sibusiso Bengu, had little choice when he announced a plan on April 17 which would make large-scale retrenchments inevitable. For the past two years money for schooling has come from the total annual budgets granted to individual provinces. This meant central government set policy and laid down standards but had no say over how the provinces divided up their budgets.

After paying teachers' salaries, the provinces had little left to implement central government's ambitious policies like Curriculum 2005, the new outcomes-based method of teaching which was introduced in Grade 1 this year. They also could not afford to maintain decent conditions at schools in poor areas or buy books and stationery if they were forced to stick to the low pupil:teacher ratios negotiated by unions and the national Department of Education.

Bengu's plan was to give provincial education ministers the power to decide how many teachers they could afford.

The unions saw the writing on the blackboard — for the first time, South Africa was faced by a united strike threat from teachers of all races.

The outcry forced Bengu to backtrack. On Thursday and Friday, after close to 100 hours of talking in the past two weeks, the National Professional Teachers Organisation of South Africa and the South African Democratic Teachers' Union agreed with the education authorities that:

- Pupil:teacher ratios would be negotiated by the unions and the Department of Education in the Education Labour Relations Council, as demanded by the unions;
- Ratios would be educationally sound;
- Bengu had to declare the agreed ratios as national policy before August 31;
- The unions would acknowledge that provincial education budgets are determined by provincial governments. This means they have to accept measures, including retrenchments, provinces implement to prevent overspending;
- The unions would participate in the budgetary process on a provincial and national level, giving them access to information affecting talks on teachers' posts;
- A plan to redistribute teachers equitably between township and suburban schools had to be hammered out by the end of next month. It must be within provincial education budgets and in line with the national policy on ratios. Retrenchments should be avoided where possible;
- Temporary teachers (many of them seriously underqualified), who stood to lose their jobs when their contracts expired, have to be treated as permanent for the purposes of redeployment. This means they will have to be paid even if there are no jobs for them. Their contracts cannot be terminated; and
- There would be a moratorium on retrenchments of permanent teachers and a moratorium on the termination of the contracts of temporary teachers, pending provincial education departments' plans on how to curb their expenditure on personnel.

Bengu said after signing the agreement with Sadtu that it represented a commitment to stabilise the teaching profession. "You shall see from the agreement that issues of national norms and standards, rationalisation and redeployment, the status of temporary educators and the participation of stakeholders in the budget have all been addressed in such a manner as not to jeopardise the quality of education my ministry has introduced to our nation."

The third teachers' union, the Suid-Afrikaanse Onderwysersunie, which pre-

The writing is on the board for school pupils

ST 14/6/98

(50)

Rather than lurching from crisis to crisis, education is stuck in the abyss its minister inherited, writes CORNIA PRETORIUS

dominantly represents Afrikaans-speaking teachers, hasn't signed the agreement yet.

The union said on Thursday after meeting Bengu: "(We regret) the fact that only the symptoms associated with the problems in education are being addressed at present."

The union will continue negotiations with the department tomorrow.

The agreement postponed the strike threat, but the problem remains: how to reduce salary costs to an affordable level.

Schooling, instead of getting a chance to improve, was put back almost to where it was before Bengu took over from his apartheid-era counterpart in May 1994.

Back then the future looked rosy, although a huge amount of work was obviously needed to undo the damage done in the past.

Bengu and his department were faced with integrating 15 former racially based departments of education into a non-racial national department and nine provincial departments.

Their agenda for education was far-reaching. The department said in its annual report for 1994 to 1996: "Transformation of the education and training system involves moving from the provision of education for an elite to education for all people — young and old, men and women, urban and rural dwellers must have access to education and training on a lifelong basis."

To give equal education opportunities to everybody, the new department believed radical changes were essential: the curriculums, the way of teaching, the funding and managing of education had to change.

To do this, a long list of commissions and task teams were appointed to investigate every educational institution, from schools to universities.

There were the National Commission on Higher Education, the National Commission on Special Needs in Education and Training, and the National Task Team on Further Education and Training, which dealt with the needs of teenage and adult learners older than the compulsory school-going age.

A gender equity in education task team, a task team on language policy and an education management and development task team formed part of the effort to place education on a new footing.

New laws were passed to implement the recommendations of the various commissions. These included the National Education Policy Act, the South African Schools Act and the Higher Education Act.

The department also launched Curriculum 2005, and started a campaign to get teachers and pupils back into the classrooms and to introduce a culture of learning after years of pupil protests against apartheid.

But as much as the laws were changed, the schools stayed the same, except for a sprinkling of black faces at previously white schools, and the deterioration of conditions in the Eastern Cape and Northern Province to the point of disaster.

In the Eastern Cape parents are mobilising to take the education department to the High Court.

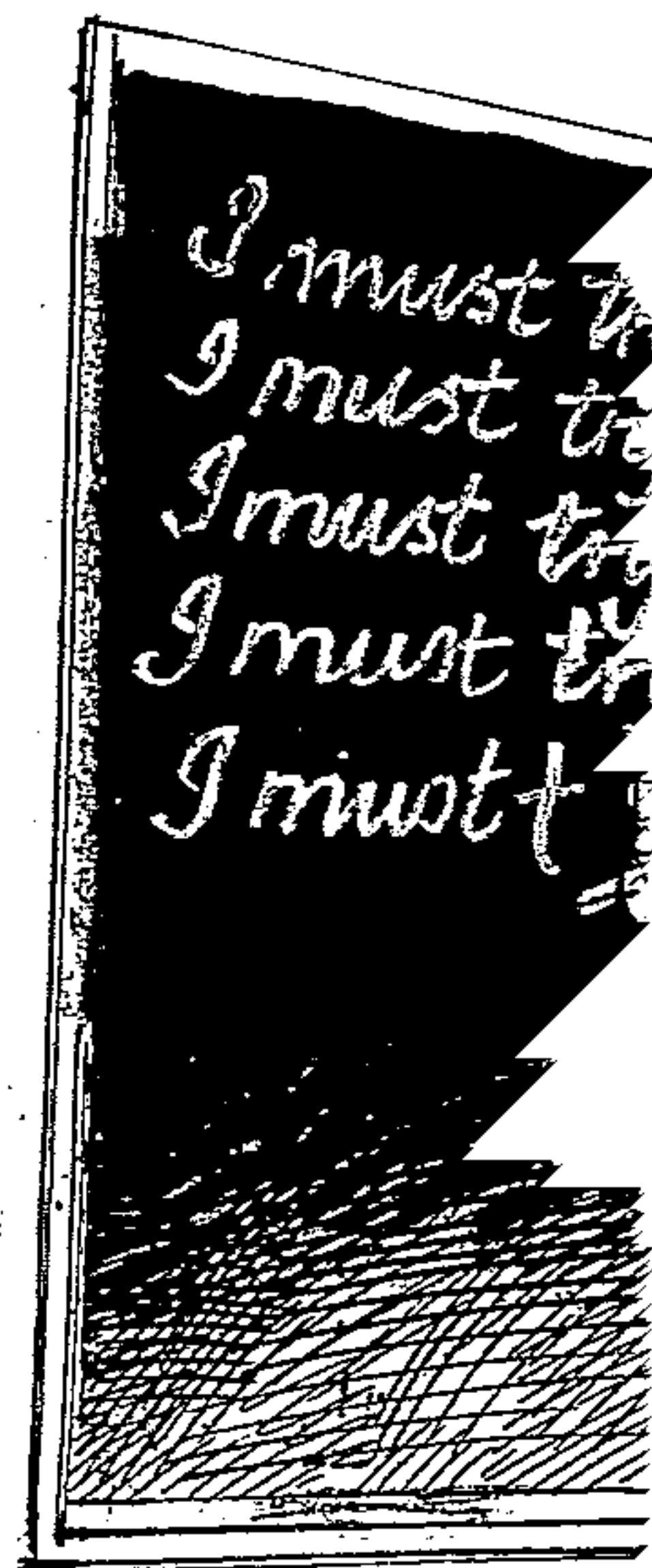
Neil McLaggen, a member of the Eastern Cape Concerned Parents Group, said: "We stand for the voiceless millions who don't have the money to fight for their educational rights."

Not that the government does not take education seriously. This year it received the biggest slice of the national budget, R45-billion, for the fourth year running.

But the already poor matric pass rate inherited from the previous government has declined steadily over the years, from 54,7 percent in 1996 (the first year all government schools wrote the same non-racial exam) to 47,1 percent in 1997. The pass rate for former Department of Education and Training schools (black schools) in 1994 was 48,5 percent.

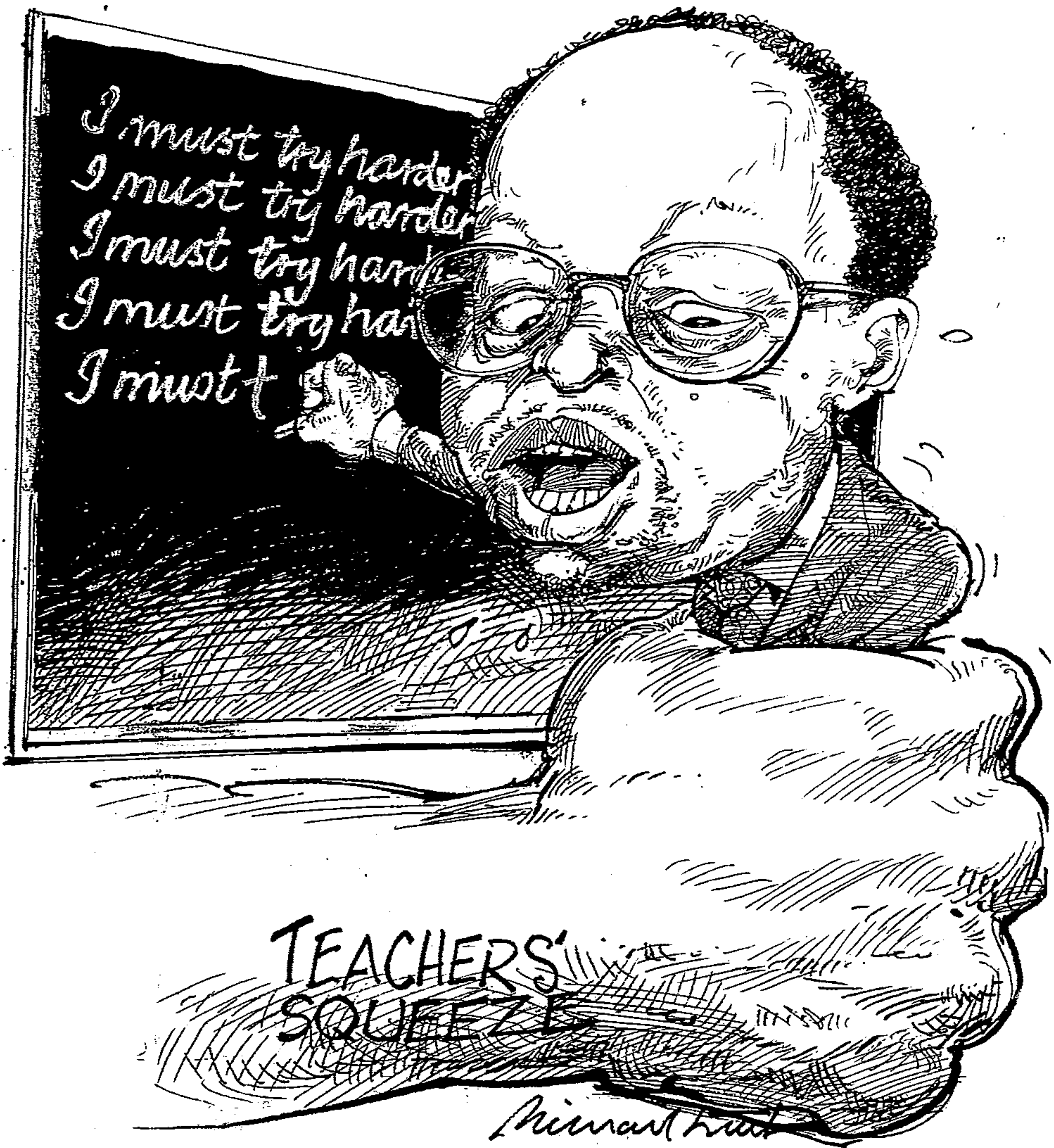
And there is still a desperate shortage of books, furniture and stationery at the poorest rural and township schools, many of which do not have telephones, running water or electricity.

In the biggest survey of its kind in the world, the Department of Education in 1996



commissioned the Human Sciences Research Council, the Education Foundation and the University of the Free State Research Institute for Education Planning to report on the state education was in after apartheid.

Last year they reported that, of the 27 86 primary, secondary and combined schools 13 percent had no toilets, less than 43 percent had electricity and 24 percent had no



commissioned the Human Sciences Research Council, the Education Foundation and the University of the Free State Research Institute for Education Planning to report on the state education was in after apartheid.

Last year they reported that, of the 27 867 primary, secondary and combined schools, 13 percent had no toilets, less than 43 percent had electricity and 24 percent had no

running water within walking distance.

Cecil Scorgie, the principal of Goudpark Primary in Eldorado Park, Gauteng, said this week township school children were still the worst off.

"These schools have been waiting for upliftment, but they are at the mercy of education budgets."

Management problems and corruption continue in several provincial education de-

partments. In the Eastern Cape, the education department is busy with a head count of teachers to root out ghost teachers who no longer teach but still get paid.

The pressure on parents to pay more for better education has mounted. If schools want more teachers than they are allowed in terms of departmental norms, they will have to pay for them themselves.

Education is back to square zero.

Feeding a growing hunger for learning (50)

Exploding demand for training has brought a boom for private educators, writes VICTOR MALLETT

ST (MT) 14/6/98

FUNGIGULP may not sound like a promising commercial venture. But it was with a business plan for the establishment of this strangely named company — which would use filtration tanks and yeast to turn troublesome pig waste into animal feed and water — that MBA students from SA's Global School of Business beat dozens of international rivals to win second prize in a recent Nasdaq-Motorola competition in San Diego.

The students are on a new course in Johannesburg working towards an MBA granted by Australia's Bond University, and their success is just one sign of the growth of private business education in SA.

Global School of Business is part of Advtech Education (Adved), one of the fast-expanding private education, training and recruitment groups listed on the Johannesburg Stock Exchange. The initial public offering for Privest, another company which was listed on April 29, was oversubscribed by an extraordinary 245 times.

Educor, the biggest SA education group, was listed less than two years ago and recently bought International Business Schools, a Canadian operation with 48 schools in

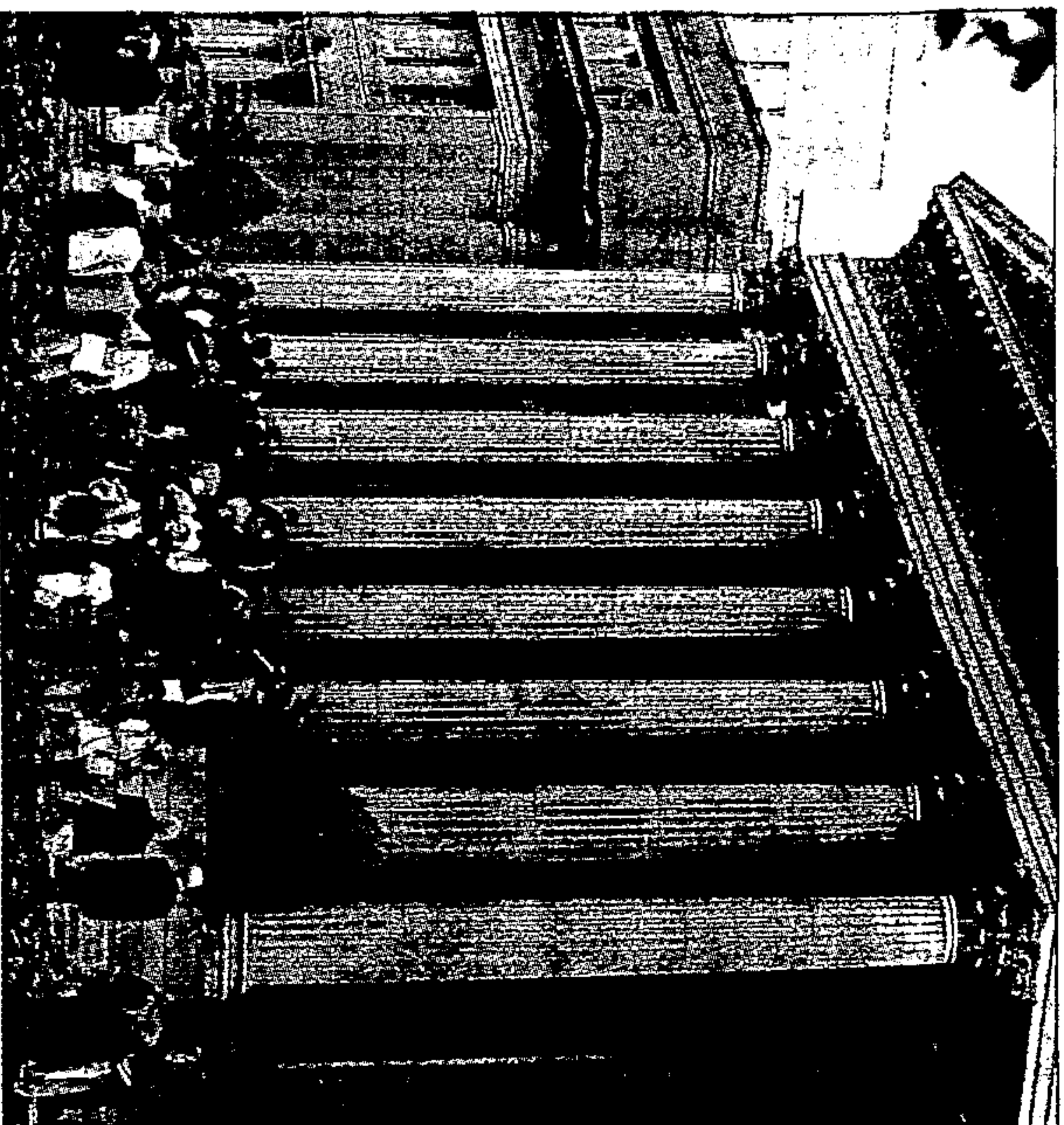
Canada and franchise operations in Mexico City and Beijing. Successful SA companies are not only expanding inside the country but exporting their services to Botswana, Zimbabwe, Zambia and further north. In 1990, students could choose between only half a dozen MBA programmes at the big state universities. Today there are nearly 20 MBA courses, mostly franchised from foreign institutions such as Henley or Hull in the UK.

"The trend has happened so quickly and dramatically to a group like ours that today we do more MBAs than all of them [the state universities] added together," says Educor CE Charles Rowlinson.

The government is more sympathetic to private education, while the shortage of money for universities, their top-heavy administration, and the decline of campus discipline have given new opportunities to private companies.

"The salaries that are paid in the public sector cannot necessarily match the flexibility and ability we have to pay better but also to get part-time lecturers — which is the key for an MBA — to quickly come in and to pay them quickly," says Rowlinson.

"We're efficient and students obviously like our envi-



GOING PLACES . . . Wits University students before a graduation ceremony

ronments. And the big one is the ability to walk away with an international degree.

Companies such as Educor and Adved, which make no bones about regarding students as "customers", are profiting from the upheaval in SA education since 1994.

The government is anxious to compensate for the damage to black education wrought by decades of apartheid, and is understandably keen to focus on primary and secondary education. It is therefore content to see the private sector take up some of the burden of post-graduate studies.

Many white students, dismayed by big class sizes and what they see as the falling quality of state education, have turned to the private sector in recent years. But black students have also been flocking to private insti-

tutions for business courses, particularly since private programmes are sometimes only slightly more expensive than those offered by the state at the tertiary level.

"At some of our colleges where we're doing business programmes we have 95% black students," says Advtech chairman Brian Buckham.

In some cases, relatives will save money to send one family member on a course, while for the more advanced and costly programmes — such as those provided by Educor's Graduate Institute of Management and Technology — it is usually big companies that sponsor the students.

Black graduates with business qualifications are in great demand. Local and foreign companies are seeking to bring some colour into their previously all-white managements,

both to take advantage of long-neglected skills and to cater to new political pressures.

"I can pre-place all my accounting, finance and information technology students, white or black, upfront," says Mark Rohald, director of Educor's Midrand campus. "The black students are getting a premium, though. They are being fast-tracked through organisations. White students might be somewhat resentful of it, but they accept it, that's the way it is."

Although SA unemployment — estimated at between 20% and 35% — is high, Rohald adds, there is a drastic shortage of skilled people in those fields. "As fast as I can produce those graduates, so they are taken up," he says. "And I often have four or five corporate bidding for the same graduate." — *Financial Times*.

USAid's R110m boost for education

(50)
Prinparashji Pillay

DD 15/6/98

The US Agency for International Development (USAid) is giving R110m to SA's 15 historically disadvantaged technikons and universities to help them improve their academic development and research capacity.

The project, known as the Tertiary Education Linkages Project, was launched by US ambassador James Joseph and representatives from SA's educational institutions on Friday in Durban.

The programme will be administered through a US nongovernmental organisation, The College Fund, which will work with these institutions towards overhauling the quality of higher education over the next five years.

The project will benefit more than 110 000 students and will focus on management and administration, student development and upgrading staff qualifications.

Joseph said of the project: "The highly effective co-operation that has developed between us provides a solid example of how the US and SA can work together in a relationship of shared responsibility and mutual respect."



Sibusiso Bengu ... seeks change to constitution.

THE STAR IS / 6 / 98

Bengu wants to control education budget

(50)

BY JOVIAL RANTAO
Political Correspondent

Cape Town - Education Minister Professor Sibusiso Bengu believes that an amendment must be made to remove the "absurdity" in the constitution in terms of which he does not have control over the entire education budget but is expected to account for it to Parliament.

In an interview with The Star, Bengu said he found it odd that he was accounting to Parliament for a small percentage of the education budget.

But he said he would not use the remaining 12 months of the ANC-led Government fighting for a constitutional amendment.

Bengu has no control on how much provinces spend on education as the constitution gives provinces the right to decide how much is spent. Most provinces spent less on education, leading to problems such as shortages of textbooks and funds to pay the salaries of temporary teachers, a problem that nearly led to a national strike by over 300 000 teachers.

The strike has been averted by agreements

made with the South African Democratic Teachers' Union and the National Professional Teachers' Organisation.

Bengu said his call for the amendment did not start when the threats of the strike were made.

"I said in my budget speech last year (after the new constitution came into effect) that for the first time I was accounting to Parliament for R5,5-billion when I know the budget was R36-billion.

"My question was, who is accounting to Parliament for the rest of the money? How can I sit here as Minister of Education when I'm only accountable for R5,5-billion?

"I will say this again and again: we have such a good constitution in the country but for this absurdity. For it to be allowed to continue even after we have appealed to people who approved the constitution is not only debilitating to us in education, but honestly, it's going against us. This function must be seen as a priority of Government.

"I have to be realistic. I'm not hoping for an amendment (this year). If we wasted our time on this we would lose the year that is left before we end our term.

"We're not going to spend time on trying to change the constitution. If there is going to be a change to the constitution it might come after the elections," he said.

Any move by the ANC to amend the constitution would be opposed by parties such as the Inkatha Freedom Party and the National Party, however.

Bengu's comments about a possible constitutional amendment were made a day after Provincial Affairs and Constitutional Minister Mohammed Valli Moosa challenged delegates to the National Council of Provinces to debate whether or not a review of some provincial powers was necessary.

Study decries SA's education shortfalls

ET (RA) 17/6/98

(50) (17)

FRANK NxUMALO

LABOUR EDITOR

Johannesburg — South African education's failure to address labour market needs and to prepare students for appropriate career paths contributed to the country's dismal human resource record, said a study released yesterday.

The study by the Bureau of Market Research of Unisa said important factors contributing to the problem were the failure of school education to prepare students for careers, a shortage of qualified professionals to educate the youth and the failure of career guidance to address labour market.

Other factors included an overabundance of degrees awarded to students in fields of study that had "no application value in the labour market", the emigration of skilled labourers and low investment in skills development by some businesses.

Hardships caused by job losses in the formal sector had forced school leavers and other job seekers to turn to the small, micro and medium enterprises (SMMEs) sector, it said.

There were "good prospects for employment in this sector"

and SMMEs in previously disadvantaged areas envisaged "employment to more than double within the next three years" provided the constraints with which they had to contend did not dampen the initiative.

"The most serious problems faced in order of severity by the 425 formal enterprises in the previously disadvantaged areas where interviews were conducted are crime, conflict with customers, finance, small turnover and competition," the study noted.

Major problems encountered by the 1 059 employees interviewed at formal businesses and the 577 at informal businesses in the previously disadvantaged areas were low salaries, conflict with customers, long hours, crime and labour relations.

SMME owners worked more than 60 hours a week and expected the same dedication from their employees. The greatest needs for owners were in business management, bookkeeping, credit control, computer skills and marketing.

Employees expressed the need for training in computer skills, business management and bookkeeping, and in more technical fields such as dressmaking, culinary skills and motor mechanics.

KwaZulu-Natal accepts Bengu's help

MD 18/6/98 (50)

Primarashni Pillay

THE KwaZulu-Natal cabinet yesterday agreed to accept Education Minister Sibusiso Bengu's offer to assist the province's education department with capacity building.

Bengu had a brief meeting with the province's premier, Ben Ngubane, in Durban this week, where he offered the assistance of a Provincial Support Unit which functions from the office of the director-general of education.

The unit is made up of technical experts headed by Roelf du Preez, who played a key role in the setting up of the nine provincial education departments.

The experts will assist the provincial department with its staff auditing and management systems. A similar operation is

taking place at the Eastern Cape education department.

KwaZulu-Natal's education department, which is the biggest in the country, is plagued by administrative problems.

According to unconfirmed reports it has the most ghost teachers in the country.

A report commissioned by government recently to determine the capacity of the public service to deliver found flaws in the education departments of KwaZulu-Natal, the Eastern Cape and the Northern Province.

About R10m was then set aside by government to assist with capacity building in provincial education departments which were in need of assistance.

Mike Jarvis, the superintendent-general of the KwaZulu-Na-

tal education department, confirmed yesterday that the cabinet had agreed to Bengu's offer.

Bengu's adviser, Thami Mseleku, said last night that the unit would beef up the management capacity of provinces and that it was not an anticorruption unit.

Mseleku said that in line with agreements with teacher unions, a national teacher audit was to be conducted to help with decisions about teacher rationalisation and redeployment.

"In order for rationalisation to be based on true data we need proper statistics," he said.

There had to be agreement between unions and the department on how the audit was to be implemented, he said.

Juxtaposing humility: Page 13

Bengru learns to show humility and pride

Government and the teachers have struck a deal based on SA's educational realities, Education Minister Sibusiso Bengru tells Vuyo Mvoko

(Go) ART 18/6/98

A DAY after his hard-nosed negotiators struck a deal with the 170 000-member SA Democratic Teachers' Union (Sadtu) — averting a strike that could have led to an extremely unpleasant outcome — Sibusiso Bengru, the inland but indefatigable education minister, showed he had learnt the art of juxtaposing humility and pride.

Just how good, or bad, does he think people now rate his ability to perform his duties, after the near mayhem?

"I have a problem with that question," he said, "it depends on who you ask. When I walked in arms of black people, I was hero. I am a hero of disadvantaged black people and of course, a few enlightened, progressive whites."

Bengru has endured criticism since he became minister of education in 1994, but none was as ferocious and threatening as that received during the teacher crisis, except maybe after the 1996 matric examination results.

It hurts, obviously, to a man whose very first challenge, now significantly met, was to amalgamate the apartheid government's 19 different education departments, yet who at the same time had to divide education by "provincialis-ing" it.

He has overall political responsibility to ensure equity and quality in education, but specific responsibility only for tertiary education. He does not have executive authority in the provinces, the implementing arm of the school system and has concurrent powers with the provinces when it comes to legislation.

Education's current woes, Bengru insists, can be traced back to the highest law of this land, our much-praised constitution.

"The constitution (was) a compromise. We are facing these problems because we compromised.

"We are not maintaining a position that we have a bad constitution," the minister quickly points out. "I'm not sitting in criticism of our constitution. I'm only reflecting on how it makes it difficult for us to work."

While the interim constitution said provinces should be given powers to run education only when they had capacity, "the taste of power led to the provinces, the premiers, saying they wanted the functions", Bengru said.

The national department was

then compelled to give powers to the provinces, but kept a few, like the functioning of exams. An agency was set up in the national department to run exams and get provinces to pay for the services.

National department was in control for two years, Bengru said, until provinces, because they had to pay, started "clamouring".

"We handed over the exams and what happened? The chaotic exams we had in 1996."

But why has education handed over power to the provinces and not other departments, such as safety and security? "We were pushed," Bengru said. "You know what it is to be pushed. The provincials behaved in this way."

Like the rest of his cabinet colleagues, Bengru has no say in who gets appointed to run provincial education departments, but unlike them, he now controls R5,5bn of the R36bn education budget.

The provinces were not born with the capacity to deliver when they came into existence in 1994, he said.

Bengru and Finance Minister Trevor Manuel have, for instance, had to declare the Eastern Cape "a special case" amid "revolutions now that in other provinces we are moving up but there it seems we are on the downward trend".

A task team will soon report on its needs and what would be required to improve the provincial administration, so that the government will not again "be putting money into a bottomless pit".

An example of lack of management capacity across the provinces, Bengru said, was that they still could not provide accurate information about which teachers would have to be redeployed or retrained.

The national department has now obtained a mandate to assist in that regard.

Government had been "ultra democratic" by not retrenching, Bengru now believes and the soon-or-the-moratorium on retrenchment would be able to employ people it could afford to pay.



Education minister Sibusiso Bengru is trying to narrow the gap between rich and poor in the classroom

Government and the unions agreed last week that there would be no retrenchments and that temporary teachers employed before 1 July 1996 would be hired as permanent staff if they met qualification requirements. In terms of the deal, a final settlement should come by July 31.

Critics have argued that come next month, the situation could revert back to square one. Others charge that the deal could have been a clever way of postponing the issues without dealing with the problems.

The criticisms sting, Bengru admits, but he is not perturbed.

The pessimists seemed to have lost sight of the fact that "the intention was to avert the strike", Bengru said.

"It was never the intention of this government to work against teachers and unions," he said. During the negotiations the two parties even "went beyond that to engaging in discussions that we have not had in this country between government and teacher unions. It was inclusive and that really was a milestone".

Teachers were not entirely to blame as they were seeing evidence that government moves towards equity were now stalling, if

not being completely destroyed.

"It's not that teachers were calling for something that is not understood and wanted by us in the interest of education," the minister said.

But teacher unions wanted guarantees of employment for some of their members which could not be given.

Government could not comply with all the aspirations of the teachers, Bengru said.

"No government can do that because teacher interests are narrower than the interests of the general public.

"Each month we are paying jobs

of money and I am yet to be told that a taxpayer in this country would have expected me to wait for longer than we did when the matter was not resolved.

"I was acting in the interests of the taxpayers of this country, but it has been a way also of getting teachers to the table," Bengru said, disclosing that he and director-general (Jahangir) Manganyi shared a belief that sometimes it is necessary "when a situation of conflict arises, to escalate it."

"We could not consult till the cows came back home," Bengru said, but he said that the fact that "on the verge of disruption we came to agree on steps that need to be taken, no doubt leaves us in a better position".

Bengru contended that "if we had this commitment from the beginning, we would have righteously and we would have finished and there would be stability."

The agreement reached between government and the unions is based on acknowledged realities in education.

Schools have no books because the provinces have no money, Bengru said. "We have put forward an excellent curriculum for the country and we are facing a problem of having no money for that curriculum."

"We must organize the education system so that there will be money for an equitable teaching core for all schools, but also enough money for teachers."

There is no one who has come to us to say "stop rightizing". The message that we got says do it in a way which accommodates everyone so that there will be stability."

Bengru believes that contrary to newspaper reports and opposition politicians, achievements in education have been phenomenal since 1994.

Those who did not believe that, he said, were only interested in widening the gap between the rich and the poor and they were those who had for centuries been enjoying the benefits of free education. Their diatribe was "for the protection of white privilege".

To ensure equality in education, the bulk of the money has got to go to disadvantaged schools and less money to the elite. "I can't change from that," he said.

"The constitution of the country enjoins us to give quality education to all. It does not say create pockets of excellence."

KwaZulu teacher shortage set to end

SD 19/6/98 (50)

Primarashni Pillay

THE disruption of classes caused by teacher shortages in KwaZulu-Natal could end after the provincial education department found money in its budget to employ 419 specialist teachers from July 21.

Provincial finance MEC Peter Miller said yesterday the funds were located from savings after an "exhaustive and thorough" re-evaluation of the province's education budget.

KwaZulu-Natal spends at least 93% of its education budget on personnel expenditure and had to terminate the services of about 2 800 temporary teachers at the end of March in order to make ends meet.

Several schools were affected as they were left without specialist teachers. Schools had to re-organise their timetables to

cope with teacher shortages and until a few days ago, were closing early.

Miller said the specialist teaching posts were identified after a thorough investigation by officials of the education department supported by the provincial parliament's education portfolio committee.

"I am satisfied that it is an educational imperative that the teachers for the specific posts which have been identified be appointed and wish to make it clear that the appointments will be post specific." Every teacher appointed would have to be qualified for a specific post.

"It must be specifically pointed out that the process which culminated in the decision ... commenced long before any negotiations at a national level between the national ministry and the teacher unions.

"However, the decision does contribute towards the implementation of those parts of the agreement (between teacher unions and government) which deal with the issues surrounding pupils without teachers," Miller said.

Preggie Naidoo, the chairman of the parent-lead Education Crisis Committee, welcomed the decision and said "students can go back to classes. Hopefully the posts will satisfy the needs of schools".

Roger Burrows, the chairman of the portfolio committee said: "It is hoped that the additional 419 specialist posts will bring an end to any suspension of classes or schooling and that from at least the beginning of the third term schools will operate for the whole day."

Call to business: Page 3

Bengu asks business to help govt focus on technological sciences

Primarashni Pillay

SD 19/6/98 (50)

EDUCATION Minister Sibusiso Bengu called on business yesterday to support government efforts to redirect its educational focus towards technological sciences through initiatives such as internships for graduates.

Bengu told business people at a breakfast in Sandton that business could "profitably" help the education department in capacity building, especially in the provinces.

"The magnitude of rebuilding administrative and financial management structures is not matched by our human resources.

"Remember that while the apartheid regime created a monster of a bureaucracy, it did not develop adequate financial management capacity in the so-called homelands," he said.

Bengu said his department would save on costs if it ensured that learners began schooling at the age of seven and if it improved the quality of teaching to

a point where fewer learners drained the department of its resources by repeating grades.

Furthermore, the sound business practice of staff rightsizing was also crucial, provided "that we do not compromise the quality of our product.... Rationalisation via redeployment of staff from overstuffed schools to understaffed ones should stop the nonstop appointment of educators into a system which was bloated by the apartheid mission of creating a black middle class as a buffer against calls for the radical transformation of our society," he said.

Bengu, who last week reached agreement with teachers' unions which had been threatening strike action, said the agreements made business sense and that the unions had committed their members to a new work ethic.

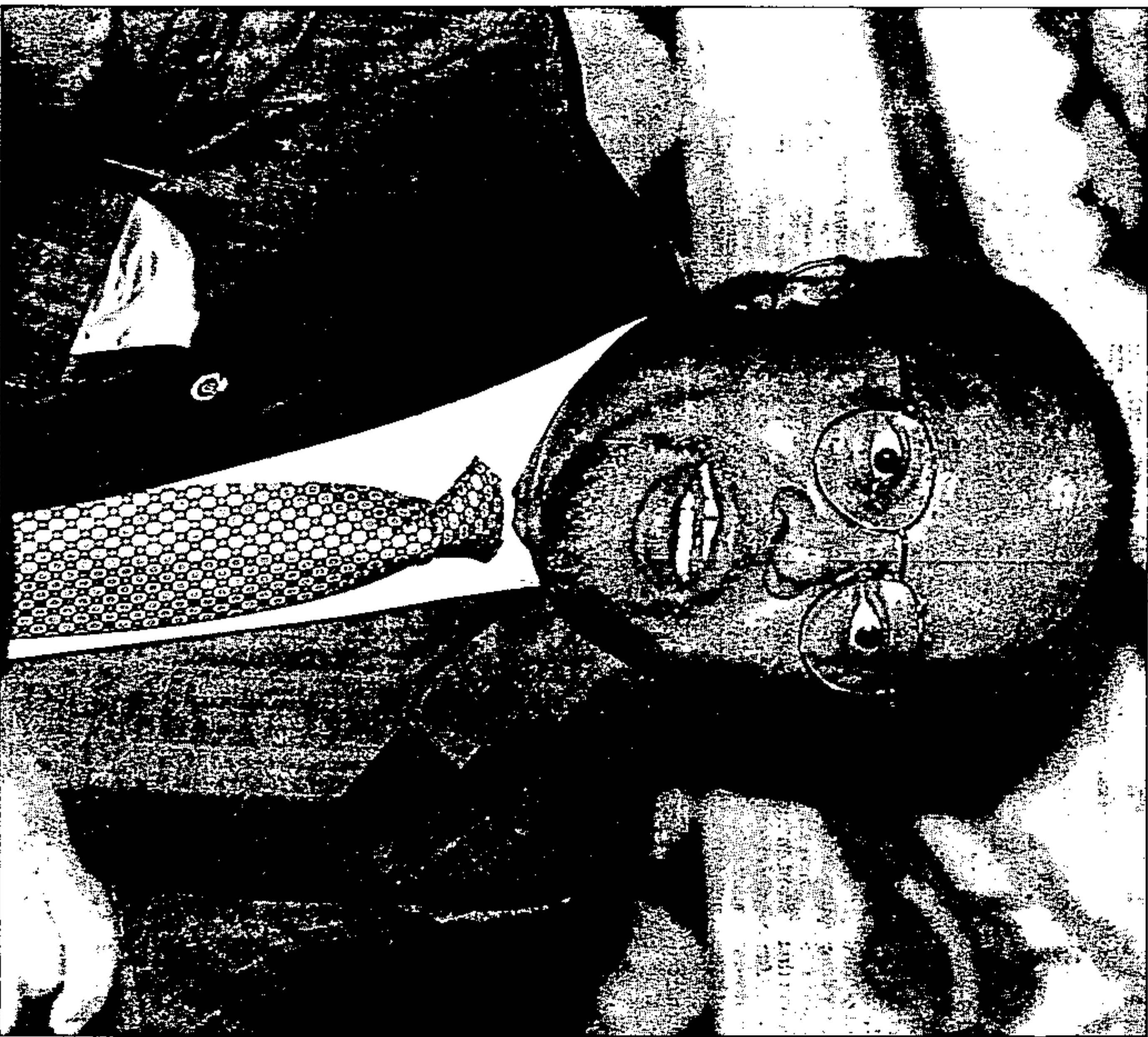
Aggrey Klaaste, editor-in-chief of the Sowetan newspaper, said calls for Bengu's resignation were premature.

CAPE ARGUS ISSUES

'Education mismanaged? Not by me'

(50)
RAIT 19/6/98

Bengu unfazed by dismissal calls



If parliamentary opposition parties had their way, Education Minister Professor Sibusiso Bengu would be offered a voluntary severance package because he has, the parties have often argued, mismanaged his education portfolio.

The words "crisis", "chaos" and "fire this minister" have often accompanied the mention of Professor Bengu's name in the National Assembly and other platforms.

But Professor Bengu says, the calls for his dismissal do not give him sleepless nights.

"My loyalty to the president and the ANC tells me that if I'm the kind of failure they depict me as, this democratic movement will relieve me of the position."

"But I will not resign just because there is this buffoonery in the country," he said.

What has given Professor Bengu sleepless nights has been the problems faced by schools, teachers and pupils in various parts of the country. But these problems, Professor Bengu emphasised during an interview, do not constitute a crisis.

"I can understand why the opposition parties want to speak of a crisis."

"They, especially the National Party, would want to hide their guilt and present an analysis that depicts us as a cause of the crisis which they had controlled."

"Our view is that there's no crisis, generally speaking."

"We're coming out of a crisis that lasted for more than 40 years. The way education was segregated, the way the poorer, disadvantaged people were given inferior education, all the restrictions, the way that education was taught..."

Professor Bengu said the Government faced various difficulties. He described the achievement of equity

INSIDE STORY

As Education Minister, Sibusiso Bengu must shoulder much of the blame for the schooling crisis in the country. But he contends the problem lies with the provinces. **JOWAL RANTAO** of the Parliamentary Bureau reports



among all provinces as the single biggest challenge. Equity, he has argued, can be achieved only with the shifting of teachers from advantaged to disadvantaged schools.

"It's something that is written in the constitution. It's an imperative that there should be an equitable education system in this country."

Professor Bengu said the problems the Government had with surplus teachers were a direct result of the former ruling party's policy of building "excessive" teacher colleges that produced more educators than required.

That left the African National Congress-led Government with the problem of right-sizing the teaching profession. "When I was trained as a teacher, I knew I could serve anyone and anywhere."

"Now, teachers who have to be redeployed from inner cities to black suburbs don't want that. The voluntary severance packages policy has failed mainly because of this parochial mindset which is the creation of apartheid."

"In a way, there's no getting away from the evil that these people created in education."

Professor Bengu said he was often blamed for problems which were the result either of mismanagement or a lack of capacity by the provinces,

which - according to the constitution - had the power to decide how their education budget should be set.

He refers to those constitutional provisions as an "absurdity" which should be removed. It was because of this "absurdity" that he did not have control over the entire education budget, but was still expected to account for it to Parliament.

Most provinces did not spend enough on education, leading to problems such as the shortage of textbooks and funds to pay the salaries of temporary teachers, a problem that nearly led to a national strike by more than 300 000 teachers.

The strike, which would have started on Monday, was averted by agreements between the South African Democratic Teachers Union and the National Professional Teachers Organisation of South Africa.

Professor Bengu said his calls for an amendment to the constitution did not begin when the threats of the strike were first made.

"I said in my budget speech last year (after the new constitution came into effect) that for the first time I was accounting to Parliament for R5.5-billion when I knew that the budget was R38-billion."

"My question was: who is accounting to Parliament for the rest of the money? How can I sit here as Minis-

ter of Education when I'm only accountable for R5.5-billion?"

Any move by the ANC to amend the constitution would be opposed by parties such as the Inkatha Freedom Party and the National Party.

Professor Bengu's comments about a possible constitutional amendment were made a day after Provincial Affairs and Constitutional Minister Mohammed Valli Moosa challenged delegates to the National Council of Provinces to debate whether a review of some provincial powers was necessary.

Besides problems with the management of education at political level, Professor Bengu believes other problems need attention.

These include the overall education budget and how it is managed, the distribution of teachers and lack of commitment from some teachers.

"An analysis by a working group we had set up said the education system would require an increase of 5% a year to meet the backlog."

"After five years, the system would stabilise, we would have savings and then generate funds from within the system. This has not happened."

"The number of learners is increasing and the budget is not increasing relative to those numbers."

"The South African Schools Act has made education for the first 10 years compulsory. Students are flocking in and we don't have enough schools and learning material."

On teacher redeployment, Professor Bengu is convinced that an agreement reached with teacher unions will enable the Government to stabilise that situation.

"We're concerned about teacher security. We want to make sure that teachers concentrate on teaching and not worry about their jobs."

Standing firm: Education Minister Sibusiso Bengu says: 'I will not resign just because there is buffoonery in this country'

Minister Bengu must draw chalk line

Our proposals will put education back on its feet, says Democratic Party

INSIDE STORY

Minister of Education Sibuiso Bengu faces a tough task. The country employs more teachers than it can afford.

Teachers' salaries take up 92% of the education budget, as opposed to World Bank Recommendations of a maximum of 80%. There are no opportunities for getting more money elsewhere.

It is not a question of whether to retrench teachers, but of which ones to retrench.

But Mr Bengu has proved to be more concerned with appeasing politically powerful interest groups than seeking workable solutions.

Education has been plagued by the same basic problems facing all other departments - too little money, a lack of resources and deteriorating administrative capacity.

But these difficulties do not adequately explain the steady decline in the quality of public education.

The Minister has exercised a dazzling degree of irresponsibility in his approach to teacher rationalisation.

He initially attempted to avoid retrenchments through the disastrous teacher redeployment scheme. The result was an uncontrolled

exodus of the country's most experienced teachers.

The state paid over R1-billion for 15 541 severance packages in the first year alone - nearly double the initial estimated total cost of R600-million.

When the failure of this scheme became obvious, he tried to deflect responsibility for retrenchments onto others by giving the power to set teacher:pupil ratios to the provinces.

Provinces immediately set about retrenching temporary teachers - the only ones they were able to retrench in terms of a moratorium on public service retrenchments.

But when teachers' unions threatened to strike, Mr Bengu again took the path of least resistance and caved in to the unions' demands.

In terms of the agreement reached last week, no further retrenchments will be carried out until the question is renegotiated at the end of July.

While the crisis continues to grow, action has been postponed yet again.

What should be done? The Democratic Party has formulated proposals which we believe will put education on its feet again without destroying the country's economy.

We believe that the Government's proposed teacher:pupil ratios of 35:1 in primary schools and 40:1 in secondary schools are workable.

International examples demonstrate that large classes do not necessarily prevent children from receiving a good education - provided that teachers are dedicated and well trained.

But in South Africa, there are too many who either lack commitment or who lack the training and skills to be truly effective.

The DP's policy is directed at removing the teachers who do not perform in conjunction with constructive measures to improve the skills of those who do.

Retrenching the non-performers - rather than indiscriminate targeting of temporary teachers - will mean removing the moratorium imposed in July 1986 on public service retrenchments.

There is little backing from the unions for this and little indication of firm resolve on the part of the Government.

But, without this step, there can be no possibility of resolving the education stalemate.

We propose a targeted retrenchment programme based partly on qualifications and partly on performance appraisals.

Teachers with a qualification lower than Standard Eight, unless they can demonstrate that they have made concrete efforts to improve their skills, will be the first targets.

We also propose the implementation of a formal and rigorous performance appraisal system.

This will incorporate controls to prevent victimisation of either

teachers themselves or those carrying out the appraisals, as the basis for further retrenchments.

At the same time, we believe that there needs to be a greater emphasis on mechanisms for upgrading teacher qualifications.

Conventional mechanisms involving courses at colleges and technicians take the teacher out of the classroom and also place an extra workload on the teacher - which means that teaching itself is often sacrificed.

At present, several non-government organisations work in the field of providing on-the-job training for teachers.

A survey of some of these organisations reveals that they receive no government support.

Yet they are providing a vital service.

In fact, they are performing the tasks that the Government itself should be doing.

We propose that the necessary support - dependent on proper auditing to ensure the exclusion of fly-by-night organisations - be given to these organisations.

Support would not necessarily be purely financial. One problem with this training is that, at present, there is no official accreditation.

The Government could play a useful role in providing such an accreditation system, and in helping with its administration.

At the same time, the Democratic Party has developed plans for uplifting poor, rural schools.

We propose that, based on the school register of needs survey published in 1986, schools be placed in categories according to their degree of deprivation.

Those which fit into the lowest category will be entitled to certain benefits.

The Educators Employment Act of 1985 makes provision for differential salary payments for certain categories of teachers, including those who work in schools for handicapped children. § 2. 1. 1.

We propose extending these allowances to teachers who work in priority schools.

Rather than implementing across the board salary increases when they come up for review again, the funds set aside for this could be used for these priority schools.

We also propose adjusting the teacher:pupil ratio according to whether or not a school is a priority school.

Priority schools could be allowed a slightly lower teacher:pupil ratio than others.

This will permit a form of redress whereby wealthier schools will be obliged to pay out of their own funds for the additional teachers required to meet the same teacher:pupil ratios as priority schools.

Trainee teachers who receive state bursaries must work in a government school for a certain period to pay back the bursaries.

We propose that, rather than being able to work in any school, bursary recipients are required to work in a high priority school of their choice.

But no solutions are possible unless the minister in charge is able to stand up to the powerful vested interests of the teachers' unions.

This policy document rests on the assumption that policies will be implemented by a minister who is prepared to recognise the extent of the crisis and who is capable of making tough decisions.

R50m to be spent on training for curriculum

Primarashni Pillay

THE national education department would spend about R50m this year on the training of teachers for the implementation of Curriculum 2005, Inron Rensburg, the department's deputy director-general of general and further education and training, said in Pretoria yesterday.

Support would be given to grade one and grade two teachers countrywide. "All the plans have been finalised. We are waiting for the go-ahead to procure services," he said.

The money would come from a R200m reserve fund. The remainder of the fund would be used for management development from a school principal level through to regional sub-

structures and head-office level.

Teacher training would start within the next few months.

Rensburg conceded that the curriculum had shortcomings and said teachers had received only a basic orientation on the curriculum. There was, too, a lack of textbooks.

The new curriculum was introduced in schools this year at a grade one level.

Rensburg said the department had now opted to invest money in teacher training as opposed to learner support. "A greater impact would be achieved in teacher support as teachers would be able to have competencies like developing resources."

He said that because of this teacher support, the school education system would be in

a better position in three to five years.

In the next 10 to 15 years educators must not only become more competent in the implementation of the new curriculum, but autonomous as well.

Responding to criticism that the curriculum was introduced too hastily in schools, Rensburg said the existing curriculum was defective and "any delay is likely to have critical consequences, given the huge cry about the mismatch between graduates of the present school system and the requirements of the economy".

He emphasised that the new curriculum was responsive to the needs of the economy and that the department was reviewing the situation regularly. "We are confident that in

the next two to three years we will be able to overcome difficulties," Rensburg said.

The department released a document on a pilot study of the implementation of the new curriculum at 270 schools countrywide in grade one, between August and November last year. Salama Hendricks, the department's director of school education and early childhood development, said the study showed that "outcomes-based education not only sets the child free, but the teachers too, and that the curriculum has a nurturing effect and a reconciliatory duty".

Some of the challenges of the curriculum centred on the assessment of learners, as there were no clear guidelines, while large class sizes were seen as a difficulty.

2005 plan a problem, dept admits

(50)

The Curriculum 2005 outcomes-based education system clearly had shortcomings, the Education Department admitted yesterday.

"There is general acceptance that the existing curriculum is defective in major ways," deputy director-general Ihron Rensburg said.

"If we look at the time slot 1997 and 1998, there clearly is much reason to be depressed about the implementation of the curriculum."

Rensburg said the Government had been unable to sufficiently prepare teachers, many of whom had received only a very basic orientation.

Another major setback was a lack of textbooks, a situation Rensburg described as close to a calamity. "We believe the limited resources we have been able to secure should be focused on the area of maximum impact on the curriculum: teachers," Rensburg said.

He said budgetary pressures in the past 12 months had contributed greatly to problems with the phasing in of the new system, which started in Grade One this year. - Sapa

Star 25/6/98

'MUCH REASON TO BE DEPRESSED'

Curriculum 'defective but remains on track'

CT 25/6/98 (50)

PRETORIA: The national Education Department admits the new curriculum is defective in major ways, but it believes the problems can be ironed out in the next few years.

THE Curriculum 2005 outcomes-based education system clearly had shortcomings, the Education Department said yesterday.

"There is general acceptance that the existing curriculum is defective in major ways," deputy director-general Ihron Rensburg told reporters here.

"If we look at the time slot 1997 and 1998, there clearly is much reason to be depressed about the implementation of the curriculum."

Rensburg said the government had been unable to adequately prepare teachers, many of whom had received only very basic orientation.

New ways would have to be found to support teachers, he said.

Another major setback was a lack of textbooks, which Rensburg said was close to a calamity.

"At the moment, we believe that the limited resources we have been able to secure, should be focused on the area that has a maximum impact on the curriculum in practice: The teachers," he said.

He said budgetary pressures in the past 12 months had contributed greatly to problems with the phasing in of the new system, which started in Grade 1 this year.

"If one looks at the volatility in a number of markets, particularly the currency market, interest rates and projections of a slowdown in the economy, it will place addi-

tional pressure on the introduction of the curriculum."

However, he said implementation of the new system, scheduled to be completed in 2005, was still on track.

As an intervention measure, the government had set aside R200 million this year for education policy initiatives that cannot be financed through the normal budget.

Of the total amount, about R50m was set aside for further training of Grade 1 teachers, and to prepare Grade 2 teachers for next year's implementation, and R100m was allocated to the creation of a district development plan to enable education managers to identify problem areas and address them.

The remaining R50m would be used to fund a provincial support unit being set up in the office of the director-general. It would contract out services and assist provinces with administration, financial and personnel management issues.

Amounts of R400m and R600m would be made available over the next two years, and would be focused on teacher support, Rensburg said.

"We expect that we would seek higher amounts in the successive years as teacher numbers increase."

Rensburg said he was sure existing problems would be ironed out

in the next few years.

Already, tens of thousands of teachers were successfully implementing the new curriculum.

"We believe Grade 1 teachers will be in an exceptionally improved situation in five years than they are now — perhaps even in three years," he said.

Reacting to calls for implementation to be delayed, he said the new curriculum was absolutely fundamental.

"The new curriculum is a vital element of responding to the challenges of economic, social and political transformation. Any delay is likely to have critical implications," he said.

Rensburg was releasing an independent report on a pilot project conducted between August and November last year in Grade 1 classrooms at 270 schools countrywide.

The foreword to the report states that many criticisms against the introduction of Curriculum 2005 were valid, including that teachers were not ready and that not enough money was available.

"All this is true. The timing of Curriculum 2005's introduction was extremely difficult. It could prove to be virtually impossible," the document states.

It concludes that pupils in pilot classrooms were blossoming, adding: "We saw a process with huge potential."

However, teachers were battling, as they needed more thorough training, more instructional materials and more resources, such as newspapers and magazines. — Sapa

Independent schools' subsidy discussed

Primarashni Pillay

GOVERNMENT was currently discussing a framework for the subsidisation of independent schools, and the principle of these schools' continued necessity was respected, Education Minister Sibusiso Bengu said last night.

Bengu was addressing a meeting of the Lutheran Federation and government officials in Swaziland on the partnership of the church and the state in developing the nation through education and training.

He is also in Swaziland to exchange ideas with the country's education minister, Solomon Dlamini, with a view for cooperative initiatives with SA.

Bengu said that given the mutually beneficial partnership, it was in government's interests to ensure the viability and survival of church schools which were making

a difference in communities.

His comments on independent schools comes in the wake of ongoing speculation over the future of independent schools as a whole. The schools' subsidies have diminished over the last two years.

The hardest hit are several church schools in townships and rural areas, whose survival hangs in the balance.

Bengu told the meeting that last week government hosted a delegation from schools to discuss financial support for them. "The principle of their continued necessity is respected.... Our position is that the schools may retain their independence. We on our part would subsidise them on the basis of criteria we are busy formulating in consultation with them and other stakeholders in education."

He said that this raised questions of control and that a school opting to stay inde-

pendent and being state-funded only to a limited extent need not be apprehensive.

"There is ... a facility for independent schools to become public schools. This may be considered a safety net for sound-performing independent schools in the event of calamity," he said.

Bengu said that government's handling of religious education might be instructive, proving further its regard for the church as a partner. Public schools will, in accordance with the dictates of the constitution, teach about all major faiths. The subject would, however, be taken on a voluntary basis.

Bengu said that moral support by the church for the culture of learning, teaching and service campaign would assist in achieving a sound work ethic, and that the church may be able to provide curricular assistance in the life skills learning area of outcomes-based education.



There is more to the education problems of the Eastern Cape than just a bloated bureaucracy and corrupt officials. Education Reporter **Jacqui Reeves** visited schools and officials to try to establish facts in this troubled region.

RIAN HORN

School crisis needs radical rethink

Nov 2/7/98 (50)

In parts of the Eastern Cape, schoolchildren attend Grade 1 classes from as young as four or five years old, but not because they are overly eager to learn.

For these children, attending school is the only way to guarantee some form of nutrition in a day-making full use of government-sponsored school-feeding schemes. The province has the highest school drop-out rate in the country; where pupils spend an average of four extra years in the school system just to obtain their matric certificates.

Though delivering education in any of South Africa's diverse and very individual provinces is difficult, the Eastern Cape faces a set of constraints unique to the area, a uniqueness they could certainly do without.

This week the task team established by the Minister of Education, Sibusiso Bonga, to look into the crisis facing education in the province will begin its work. Officials from the national Department of Education, the Department of State Expenditure and the Finance Department will start identifying problems with the aid of the Eastern Cape treasury.

The task team has brought together some of the most respected financial minds within education funding and has created a potentially powerful pool of resources. But trading warily around unrealistic goals is something the Eastern Cape Department of Education is determined to do.

Jonathan Godden, the acting permanent secretary of the provincial education department, has warned that national directives to reduce class sizes

get of 85% within the next two or three years would be a more realistic goal.

"It does not help to set unrealistic goals and this province is facing such huge infrastructural backlogs that we cannot simply fall in line with better equipped provinces," he said.

In 1996 the Eastern Cape held the dubious title of the province which faced the worst classroom shortages. The Schools Register of Needs said the province needed an additional 15 500 classrooms. Flocca storms that ravaged the eastern coastline in February this

“It does not help to set unrealistic goals with a huge backlog”

year added to the problem, leaving hundreds of people homeless and destroying or damaging a number of schools.

The problem is worsened by the extreme youth of the population of the Eastern Cape, with close on 50% of the population under 18 years old.

The man in the hot seat, education MEC Shephard Mayatula, told The Star a main cause for his province's financial troubles lay with the Finance and Fiscal Commission (FFC).

he said.

In Gauteng or the Western Cape notice of a meeting will be given via a fax or a telephone call. Mayatula's officials, because of the poor telephone network in rural areas, have to take government vehicles and drive great distances between rural offices to spread the information.

"This is just one part of the problem and is most certainly not the only one, but it does play a major role in the province's financial footing," Mayatula said.

Short-term goals for the department must, according to Godden, include a better general understanding of the province's educational crisis by those trying to solve it.

"Talk of a bloated bureaucracy and financial mismanagement are to some extent true, but the problem cannot be simplified to that extent," he said.

Reducing teaching staff to achieve the nationally defined standards between personnel and non-personnel expenditure cannot simply be put down to an "artificially created demand" for teachers in the province.

The province's high unemployment rate leaves parents wanting to have their children cared for during the day so they can search for work or do odd jobs. Children are packed off to school often two years early to achieve this, as well as to make use of school-feeding schemes.

The province's high drop-out rate, coupled with re-entry and repetition rates, are creating large staffing needs, if teacher-pupil ratios are to be kept at an acceptable level.

overnight," Godden said.

Though help has been brought in from the national Department of Education, the task team is not the only external aid being offered to the Eastern Cape province.

An Independent Education Trust has been set up in the province to deal with donations and grants from the private sector. Major companies such as Bilton, Zenex and Transnet have, through the trust, joined forces in the province but it is also open to individuals prepared to give small donations.

"This is a conduit for donations, so that outside aid does not

“National budget does not cater for vastness of the area”

just fall into the 'big hole' (of provincial debt) but can actually be put to specific uses on the request of the donors," Mayatula said.

Only three days have been set aside in Bisho for the task team to analyse the education department's financial crisis. The complexity of the issues and possible ripple effect of any actions further complicate the problem.

Not even the MEC for education tries to pretend that his department is not facing the worst crisis



Orderly ... these pupils are privileged, but most schools in the area suffer a lack of staff, books and resources.

Farm school thrown a lifeline, but many others battle to survive

By Jacqui Rawns Education Reporter

The view from Overton Primary School outside East London is breathtaking. Freshly tilled soil lies rich and auburn on the rolling green hills that stretch all the way out to the coastline.

It's the kind of view film-makers, advertising agencies and tourists fall over their feet for.

The passing stampede of school-boys chasing a rubber battered soccer ball do not, however, seem particularly concerned with their surroundings. It's 7.30am and they have another 15 minutes of football to squeeze in before their school day begins.

Overton Primary is a farm school that has recently been sent "mannum from heaven", as one teacher described it, in the form of a five-classroom school building.

Though this stroke of good fortune has placed Overton Primary in the "privileged" category in comparison with other farm schools in the province, the little school has had its share of bad luck.

The school was established in the early 70s on land belonging to a local farmer where it stood for more than two decades.

In 1994 the farmer needed the area for other purposes and demolished the building. Another local landowner offered the school temporary accommodation and it is there that the permanent structure was built last year from a government grant.

The school has four toilets, five classrooms, some furniture and brand new chalkboards. The prefabricated classrooms are

icy cold in the winter mornings but heating is not an option as there is no electricity.

It was schools like Overton Primary that were thrown into turmoil in March this year when the MEC for Education in the province, Shepard Mayatula, announced in his 1998/9 budget and policy speech that scholar transport, boarding subsidies and hostel entering would no longer be provided.

The MEC supported his decision by explaining that during the 1997/8 financial year the province spent, thanks to huge outstanding debts, R5679-million on non-personnel expenditure.

The 1998/9 budget for non-personnel expenditure was just R40-million so drastic expense cutting and belt-tightening was unavoidable.

It was at this time when the province's previously loosely organized group of farm schools gelled into the Eastern Cape Farm School Association.

"We had all been fighting with the province since 1997 for monies still owing but it was the circular we all received telling us our transport, boarding and food subsidies would end that caused us to mobilise," said association spokesman, Donald Shythe. Provinces generally rent empty buildings from farmers to be used as farm schools and hostels for rural children. The children are usually the offspring of farm labourers who earn poor salaries but have the benefit of

Anding and has created a potentially powerful pool of resources. But trending warily around unrealistic goals is something the Eastern Cape Department of Education is determined to do.

Jonathan Godden, the acting provincial secretary of the provincial education department, has warned that national directives to reduce personnel are unrealistic for the Eastern Cape.

The goal of spending no more than 80% of the total provincial education budget on personnel leaving 20% for non-personnel expenses such as resources and facilities, is unlikely to be achieved.

The Eastern Cape currently spends 83,6% of its education budget on staff. Godden believes a target

having their children close by in some areas. Like the far western area of Willowmore, the closest farm school for a child could be as far away as 40km.

Once again, state-subsidised transport collects the children at the start of the week, brings them to their school and hostel and returns them to their families for the weekend.

The MEC's proposed cuts would not only have left these children unable to reach their school but hostels could not afford to be operated. Thousands of very disadvantaged children would have been left

without access to a basic education - a right enshrined in the constitution.

The crisis appears to have been temporarily averted by a grant from a provincial reserve fund but the debate over the role of provinces in the funding of farm schools remains open.

"The broader question is that there are many communities that would like to have free transport and accommodation for pupils but if we keep on granting it we could open a floodgate of demands," Mayatula said.

"We need to decide how far we will go if we assist and whether it can be justified."

Shythe believes the need for farm schools can very easily be justified in both financial and social terms. "Farm schools keep families and communities together and avoid situations where children are taken to town and city schools away from their

support structures.

These children often do not adapt well and drop out of school at an early stage," he said.

Shythe said the Eastern Cape department of education had admitted that the financial crisis meant very few new schools would be built in the 1998/9 financial year and believes maintaining existing structures will be more cost-effective.

Though the school closure crisis has been temporarily averted, the future still looks very bleak for people like Emeraldia Looka, a housemother in Woodvale.

She cares for 86 children in a private hostel and has not received a single salary cheque this year.

Many farmers are still owed rent, local councils are owed electricity payments and transport companies are starting to chase their outstanding cash. It seems debts and backlogs are a curse of the whole of the Eastern Province and not just some departments.

For the moment, regional offices are making great efforts to pay debtors to keep the farm schools open, much to the delight of Overton teacher, Nothomba Marala.

"I have been teaching here for 21 years and we work hard to keep our school going, but we cannot do it on our own, the government must not abandon us," she said.

The Eastern Cape has a large rural population and an estimated 800 farm schools. Some are understaffed, offer multigrade teaching and have no real leader in the form of a principal.

Balancing these problems with the benefits of a community-based education is the tough task facing the department and appears to be one that will not be solved without a fight.

extreme youth of the population of the Eastern Cape, with close on 60% of the population under 18 years old.

The man in the hot seat, education MEC Shepard Mayatula, told the Star a main cause for his province's financial troubles lay with the Finance and Fiscal Commission (FFC).

Though the FFC uses a budgeting formula that takes into account rural elements, Mayatula believes the formula still leaves large mainly rural provinces, such as his, at a disadvantage.

"The national budget allocation process does not adequately cater for the vastness of the province in terms of costs involved in setting up regional offices, regional directors and staff in very isolated ar-

are packed off to school often two years early to achieve this, as well as to make use of school-feeding schemes.

The province's high drop-out rate, coupled with re-entry and repetition rates, are creating large staffing needs, if teacher-pupil ratios are to be kept at an acceptable level.

One way to look at the problem is that for every 35 under-age pupils in the system, an extra teacher is required. In the same vein, every 35 pupils re-entering the system to repeat grades also require an extra teacher.

"We will only bring our personnel bill down when we fix these associated problems and though we are committed to doing this, it is not a process that will happen

said.

Only three days have been set aside in Bisho for the task team to analyse the education department's financial crisis. The complexity of the issues and possible ripple effect of any actions further complicate the problem.

Not even the MEC for education tries to pretend that his department is not facing the worst crisis of its history, but with local councils threatening to cut electricity and services to schools because of unpaid debts, the time for discussion is now over.

The province and the task team have to come up with practical short-term measures to bail out the province. Having achieved that, plotting a new path for this floundering department will be the next challenge.

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Education requires minister capable of tough decisions

(50) PD 7/19/98

Education in SA can be improved or at least maintained while reducing the teachers' wage bill. Democratic Party education spokesman Mike Ellis outlines his party's proposals

EDUCATION Minister Sibusiso Bengu faces a tough task. SA employs more teachers than it can afford. Teachers' salaries take up 92% of the education budget, as opposed to World Bank recommendations of a maximum of 80%. There are no opportunities for getting more money elsewhere.

It is not a question of whether to retrain teachers, but of which ones to retrain. But Bengu has proved to be more concerned with appeasing politically powerful interest groups than with seeking workable solutions.

Education is plagued by the same problems which face all other departments — too little money, a lack of resources and deteriorating administrative capacity. But those difficulties do not adequately explain the steady decline in the quality of public education.

The minister has exercised a dazzling degree of irresponsibility in his approach to teacher rationalisation. Initially he attempted to avoid retrainments through the disastrous teacher redeployment scheme. The result was an uncontrolled exodus of the country's most experienced teachers.

The state paid more than R1bn for 15 541 severance packages in the first year alone, nearly double the initial estimate of R600m.

When this scheme failed, he tried to deflect responsibility for retrainments by giving the power to set teacher-pupil ratios to the provinces. Provinces immediately set about retraining temporary teachers — the only teachers they are able to retrain in terms of a July 1996 moratorium on public service retrainments. But when unions threatened to strike, Bengu caved in to their demands.

In terms of the latest agreement, no further retrainments will be carried out until the question is renegotiated at the end of this month. While the crisis continues to grow, action has been postponed yet again.

What should be done? The Democratic Party (DP) has formulated proposals which we believe will put education on its feet again without destroying the economy. We believe that government's

proposed teacher to pupil ratios of 35:1 in primary schools and 40:1 in secondary schools is workable. International examples demonstrate large classes do not necessarily prevent children from receiving a good education if teachers are dedicated and well trained.

In SA there are too many teachers who either lack commitment to their profession or who lack the training and skills to be truly effective. The DP's policy is directed at removing teachers who do not perform, in conjunction with improving the skills of those who do.

Retraining the nonperformers, rather than indiscriminately removing them, will necessitate removing the moratorium. There is little backing from the unions for this and little indication of firm resolve on the part of government. But without this step, it will be impossible to resolve the stalemate.

We propose a targeted retrainement programme based partly on qualifications and partly on performance appraisals. Teachers with a qualification lower than standard eight, unless they can show that they have made efforts to improve their skills, will be the first targets. We also propose the implementation of a formal performance appraisal system, incorporating controls to prevent victimisation, as the basis for further retrainments.

There also needs to be a greater stress on mechanisms to upgrade qualifications. Mechanisms involving courses at colleges and technicals take the teacher out of the classroom and place an extra workload on them, which means that teaching is often sacrificed. Several nongovernment organisations provide on-the-job training for teachers. They receive no government support yet they provide a vital service, performing tasks that government should be

doing. We propose that the necessary support — dependent on proper auditing to exclude fly-by-night organisations — be given to these organisations.

Support would not necessarily be purely financial. One problem with this form of training is that at present there is no official accreditation. Government could provide an accreditation system and assist with its administration.

The DP has also developed plans for uplifting poor, rural schools. We propose that, based on the 1996 school register of needs survey, schools be categorised according to their degree of deprivation. Those in the lowest category will be entitled to certain benefits.

The Educators' Employment Act of 1995 makes provision for differential salary payments for certain categories of teachers, including those who work in schools for handicapped children. We propose extending these allowances to teachers who work in priority schools. Rather than implementing across-the-board salary increases when salaries come up for review, funds set aside for this could be used for those schools.

We also propose adjusting the teacher-pupil ratio according to whether or not a school is a priority school. Priority schools could be allowed a slightly lower ratio than other schools. This would permit a form of redress whereby wealthier schools would be obliged to pay out of their own funds for the additional teachers required to meet the same teacher-pupil ratios as priority schools.

We propose that rather than being able to work in any school, trainee teachers who receive state bursaries be required to work in a high priority school of their choice. But no solutions are possible unless the minister is able to stand up to the powerful vested interests of the teachers' unions.

FILM:
MRS DALLOWAY,
directed by Marleen Gorris

A CHARACTER study about a woman missing, somewhat regrettably, on what might have been, Mrs Dalloway has all the leisurely pace, meticulous attention to detail, stilling liturgical and sterile reverence that has characterized the Merchant-Ivory films, particularly those based on the works of EM Forster.

Virginia Woolf and Forster were members of the Bloomsbury Group, the London literary circle that flourished in the first quarter of this century. Of the two, Woolf was probably the more experimental as far as women's rights were concerned; this probably accounts for the interest both Vanessa Redgrave and Marleen Gorris have taken in this adaptation of a novel whose stream-of-consciousness method of revealing the innermost thoughts of its protagonists was influenced by James Joyce's *Ulysses*.

Lacking Joyce's clever and playful command of language, Woolf produced novels that were self-revelatory without being exceptional or even readable. The dense prose obscured a clear, rational and determined voice that was at its most articulate when speaking on feminist issues rather than when giving expression to the author's self-doubt or the depression that led, eventually, to her suicide.

Mrs Dalloway, published in 1925, chronicles a single day in the life of Clarissa (Redgrave), who is putting the finishing touches to one of her famous parties, those social events that are renowned for attracting the most amusing, powerful and interesting of London's elite.

Married to Richard (John Standing), a politician, Clarissa is given cause to reminisce about a summer some three decades earlier when she made a choice which, although safe and suitable, she has reason to believe was wrong in terms of personal fulfillment and happiness.

At that time, she was courted by Peter (Alan Cox) whom she considered too unsteady to marry. Sally (Lena Headey), her closest



Vanessa Redgrave stars as the suppressed Mrs Dalloway

friend, dared to give vent to her feelings, flout stuffy convention and even hold out the possibility of a love more intimate than close companionship.

While preparing for her special occasion, Clarissa is distracted by the arrival of Peter (now played by Michael Kitchen) from India, where he has had a messy affair that seems to epitomise his unhappy, unsuccessful life. Renewed contact triggers remorseful memories and Clarissa, not for the first time, reflects on the fateful decision that set her on a course that might have been completely different had she obeyed her heart.

The young Clarissa (Natasha McElhone) had enjoyed the freedom to choose security and respectability over passion and risk — an opportunity denied Septimus (Rupert Graves), an ex-soldier, who had experienced at first hand the recent war's horrors, including the sight of a friend blown to bits, an image that continues to haunt him. Suffering from post-

traumatic stress disorder, he is diagnosed by unempathetic doctors as incurable and is condemned to an institution, a fate that distresses his wife and fills him with despair.

Although Clarissa and Septimus never meet, their destinies run on parallel yet contrasting lines: his solution tempts her to follow his example but, once again, she elects to take the easy, safe path by ignoring her instincts and settling, instead, for society's expectations of her.

Suppressed feelings are as much a part of these literary adaptations as the expert acting that conveys them so convincingly and, often, movingly. Mrs Dalloway is particularly adept at hiding her emotions behind a socially acceptable mask yet, at the same time, allowing the audience an insight into her independent, vaguely tormented mind.

Phillip Altbeker

Why South African libraries are the 'arsenals of the future'

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Star 13/7/98

(50)

BY CHARLENE SMITH

The South African National Public Library sits apologetically and humbly, between St George's Anglican Cathedral, where Archbishop Desmond Tutu would host anti-apartheid masses in the glare of foreign television camera lights, and the misty parks of Parliament's gardens in Cape Town.

Squirrels stop visitors as they enter the gates and study bright red berries between their paws and the cold air wreathis circling the visitor's mouth before scuttling back into the lush cycad and camphor park.

Outside, "car parkers", some of Cape Town's myriad unemployed who park and watch cars for generous tips, pass the time of day.

The library does not look as though it is dying. The sedate beautiful buildings are a match to parliament's strong white architecture. The main entrance has been moved from the side where it was manned by a talkative old man a few years ago, who would store umbrellas and sell copies of the Van Riebeeck Society's publications and postcards.

Researchers would traipse up flights of stairs to small booklined study halls and flip through thumb smudged indexes in search of their topic. They would then fill in request slips and wait, some paging through old books until their material would arrive, trundled in on old trolleys by old men.

The library now has computer indexes the library. Its budget has been slashed, it is retrenching staff, it no longer opens on Saturday mornings, and allows only school-leavers to research its books, newspapers and manuscripts. It can no longer afford to buy resource materials from abroad. A lack of staff means researchers wait an hour or more for research materials to be found, photostats take at least three hours.

Although the staff are pleasant, it is quite clear that they cannot cope. Evidence is in a dwindling resource bank easiest to see in the post-1990 computerised index. Under the name Nelson Mandela there are 90 books and papers, under Thabo Mbeki precisely one, ditto for F W de Klerk, under Govan Mbeki three. There is none for Mangosuthu Buthelezi, Tony Leon or Marthinus van Schalkwyk.

The underresourced library is battling to hold on to its reputation as South Africa's essential resource venue for those who are pulling the pieces together to rewrite South African history.

What is a nation without respect for its past?

The resources available under the names of their political parties look a little like election figures, ANC 259, National Party 75, Democratic Party 13 and Inkatha Freedom Party 6.

The underresourced library is battling to hold on to its reputation as South Africa's essential resource

venue for those who are pulling the pieces together to rewrite South African history.

What is a nation without respect for its past? African thinker, V V Mudimbe wrote: "The past is with us, not behind us. The traditions from which we come are in our words each and every day."

In books, pamphlets, old newspapers and brochures we may find small incidents that present an understanding of the people from whom we come, and perhaps why we behave as we do, or as we did. Small stories that can move us to tears and trouble us for years.

It was in one such book, through the thin pages of the traveller and former French Admiral Le Vaillant's account of his travels to South Africa in 1790, that I read a story included in my book on Robben Island: "... the Caffrees are in general harmless and peaceable, but being continually pillaged, harassed nay often murdered by the whites, they are obliged to take up arms in their own defence".

He recorded an instance where colonists on a cattle-raiding expedition destroyed all the people of a vil-

lage, but for a 12-year-old child who hid in a hole. A colonist found him and determined to take him for a slave. An argument broke out between the colonist and the leader of the party who said the slave should be his.

Finally the leader shouted, "If I can't have him, then neither can you", and shot the child dead.

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found out Graham's race, he obtained an abortion for Sonia – condoned by the State because of race – the father was coloured and the mother white. Sonia took an overdose of pills but survived. The newspaper article saved her family from further shame by not printing her surname.

How will our children believe

“

**Empty
shelves
within the
halls of
learning**

”

these stories without the books and photographs to prove they are not the products of fevered imaginations.

What lies could be as terrible as our past?

And yet while politicians stand on public platforms and piously tell us to rewrite our history, they strangle the most important library in the country - and every other under it. The doors of learning and culture shall be opened, the June 26 1956 Freedom Charter proclaimed – but within the halls of learning will be empty bookshelves, outside will be jobless librarians.

Perhaps it is wishful to expect that national libraries where university students, authors, lawyers and researchers can seek the clues to the past, to unravel the mysteries of the present, should be fully equipped. Perhaps libraries should have fees so that books can become the pursuit of the elite – a retreat to mediaeval privilege. Although the employed or foreigners could surely afford a token?

One can say our governors have not yet learnt the lessons of the information age – that the fittest will survive in the 20th century not with submarines, corvettes and chemical weapons, but with information and knowledge. Libraries are the arsenal of the future. And those who neglect that simple truth, are, well, simple.

Literacy possible for all in SA within three years — expert

TROYE LUND
EDUCATION WRITER

17/7/98

ALL South Africans should be literate in three years time and have access to quality, equal public education within 10 years.

Even the poorest countries could achieve high quality education as money was only one component, Fay Chang, Education Minister in Zimbabwe and education adviser to the UN Children's Fund, said yesterday.

Chang, who was addressing the 10th annual congress of the World's Council on Comparative Education at the University of the Western Cape, had sage advice for all South Africans, including the Ministry of Education.

Over 1 000 delegates, including representatives of the World Bank and the world's most prominent education luminaries, attended the congress this week to discuss education, equity and transformation.

Chang told the *Cape Times* that for successful transformation to take place in South Africa, it would have to begin with discarding the prevailing mentality that measures the quality of an education system by comparing it to the privileged system implemented for whites by the apartheid regime.

"The white model was elitist, expensive, wasteful and unsound. It



CHANGE MINDSET: Fay Chang

was a system that disempowered people because it lacked community involvement and promoted discrimination.

"South Africans have to shape a new education system according to the society you want to produce," Chang said.

Modern societies required everyone to have a minimum primary and secondary education.

Each aim of the new education system had to be identified and addressed, said Chang, who believes it should not take longer than three years for all 44 million South Africans

to be literate and numerate in their mother tongue.

Her advice to Education Minister Sibusiso Bengu was not to let provinces develop at different paces because this would increase disparities instead of bridging them.

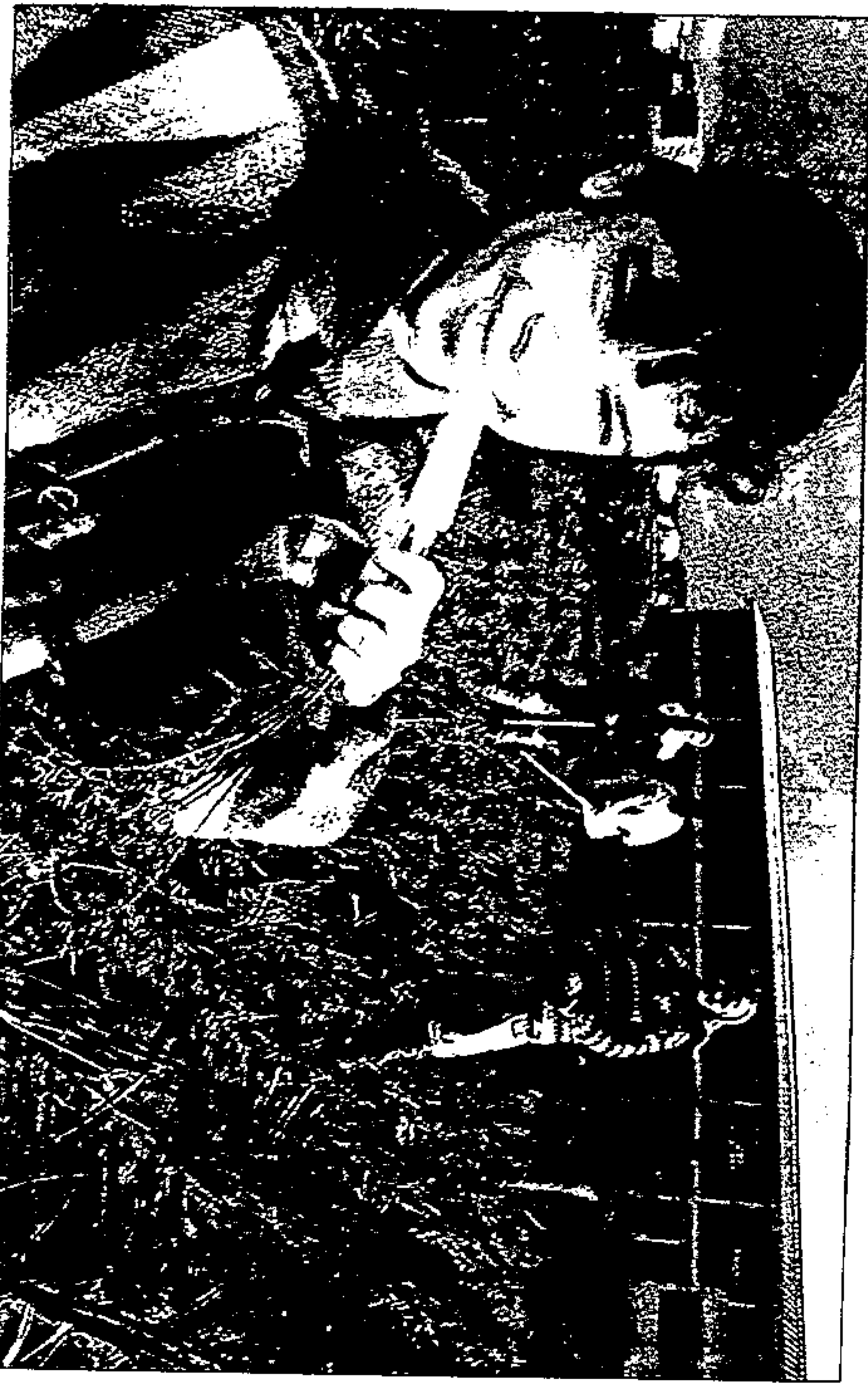
"Central government has a normative role to play in ensuring that all provinces perform well and, if they do not, the government must be able to measure why and address these reasons. Decisive actions that bridge the gaps that stand to make South Africans self-destruct are essential," added Chang, who believes that Bengu is on the right track.

Teacher unions did not escape her critical analysis either.

"They have to stop fighting the government as they have always done and concentrate on becoming a driving force that ensures all children have the best education possible."

But the answer to successful transformation lies mostly in "allowing the people to solve the problems themselves. Give communities the power and money to rethink what it is they want from their schools and control them in a way that they get what they want."

Chang warned that social problems, gangsterism, poor teacher salaries and uneducated parent bodies should not be used as excuses for poor education.



Good for you: Salia Wardien, 9, tries one of the carrots grown in Eastville Primary School's vegetable garden



Bonny brassica: worker Belinda Abrahams and project co-ordinator Ian Fortuin inspect a cauliflower in the school's garden

Food for thought as school plants seeds of hope

SISAM SAMUEL
SPECIAL CORRESPONDENT

At Eastville Primary School in Mitchell's Plain there is no such thing as waiting for someone to help you. Instead the community and the school have developed a programme which enables those in need to come and work in the large vegetable garden on the school grounds.

In return for their work, they receive food and sometimes education on issues such as AIDS and alcoholism.

And in return for its investment in the community, Eastville school is cared for, protected and looked after by the people it serves.

This win-win story began four years ago with the initiative of a parent, Ian Fortuin.

"We are committed to a long-term development," he said. "Everything we do here

means nothing without the linkage between the community and the school. It is when the school cares for its community, that the community starts to care for the school."

Explaining the project, Mr Fortuin said: "When people are hungry, they can come here and work very hard for their food. We don't give handouts. People work too hard here to feel that the food they get is for free."

"We try to give work to about 10 people a day, but sometimes there are more. An individual can work only twice a month - that is to ensure that we have a maximum impact. The food we give will carry a family of five for about a week and it is important to get this to the people most in need."

The food packages are worth between R35 and R40 and contain 2,5kg sugar, 2,5kg cake flour, 2,5kg mealie meal, 2kg rice, 1 bottle sunflower oil, 500g beans, 500g lentils and a can of sardines.

Mr Fortuin said the programme was very strict with the workers. "We try to establish a kind of work ethic. They must be on time and they can't take a break whenever they feel like it, and they must act properly and suitably. This is to prepare them for 'out there' so that, when they eventually get a job, they keep it."

Although the day starts quite early, it ends at 2.30pm. "We saw that it is mostly women who come here to work. We feel that it is important for a mother to be at home when her children arrive from school and we do not want to keep her away from her duties as a mother."

But four years ago, things at Eastville were very different. The school did not have a window left intact and there were no fences around it. A fire had been made in one of the classrooms, damaging it, and there was virtually no vegetation in the grounds.

Mr Fortuin was then asked by the school to write a proposal to the Culture of Learning, a presidential lead project intended to renovate schools, for funds to repair the school. "They were ecstatic when they received R218 000. Mr Fortuin then began planting flowers at the entrance."

This soon developed into a vegetable garden which, within two years, grew to be bigger than a rugby field.

"When we contacted the provincial health department's Health Promoting Schools programme last year about the idea for food packages, we got fantastic support from them. Now we have quite a few people, some of them experts, involved in the project."

They include a dietician, a Phillipini farmer with a lot of knowledge about health and feeding and Nick Combrink of Stellenbosch University who is in charge of the

university's experimental farms. "These people do not have time to waste and it shows the trust they have in our project."

A new project, being launched with the co-operation of Lentegour Psychiatric Hospital and the advice of Drakonstein olive farmer Henk Haneekom, is to take 2ha of land at the hospital and grow green olives. "Hospitals no longer have the budget to maintain their grounds, so the idea is we'll plant at least one hectare with olive trees and use the rest of the land for cash crops."

Mr Fortuin says the most important part of the project is that it empowers the community. "I believe in the 'hands-on' approach where people are educated in the trenches - the reality of their lives. One cannot take these people and expect them to learn something when they are sitting down and listening. They must learn skills while they also learn to work hard."

Principal Graham Stark is delighted with the success of the project. "The people who work here feel pride in what they do and the contribution they make. Some people tend to focus on the fact that we make money selling the vegetables, but all of this goes back into the community. We don't have to search for a market."

"A great spin-off from all this is the fact the school has now become a much safer place. There is constant activity on the premises and the classrooms are being used by associations and clubs for meetings in the evenings. The community makes sure nothing happens to the school during holidays because they feel that it is their property."

In front of the school there are four flagpoles, one of them flying the South African flag. In the dark ground below bushes of pink flowers are blooming. "Those are for the church," smiles Mr Fortuin.

ARTS 30/7/98

(50)



Good for you: Sifia Wardien, 9, tries one of the carrots grown in Eastville Primary School's vegetable garden



Boxing brassica: worker Belinda Abraham and project co-ordinator Ian Fortuin inspect a cauliflower in the school's garden

Food for thought as school plants seeds of hope

SUSAN SAMUEL
Special Correspondent

At Eastville Primary School in Mitchell's Plain there is no such thing as waiting for someone to help you.

Instead the community and the school have developed a programme which enables those in need to come and work in the large vegetable garden on the school grounds.

In return for their work, they receive food and sometimes education on issues such as AIDS and alcoholism.

And in return for its investment in the community, Eastville school is cared for, protected and looked after by the people it serves.

This win-win story began four years ago with the initiative of a parent, Ian Fortuin.

"We are committed to a long-term development," he said. "Everything we do here

means nothing without the linkage between the community and the school. It is when the school cares for its community, that the community starts to care for the school."

Explaining the project, Mr Fortuin said: "When people are hungry, they can come here and work very hard for their food. We don't give handouts. People work too hard here to feel that the food they get is for free."

"We try to give work to about 10 people a day, but sometimes there are more. An individual can work only twice a month - that is to ensure that we have a maximum impact. The food we give will carry a family of five for about a week and it is important to get this to the people most in need."

The food packages are worth between R35 and R40 and contain 2.5kg sugar, 2.5kg cake flour, 2.5kg mealie meal, 2kg rice, 1 bottle sunflower oil, 500g beans, 500g lentils and a can of sardines.

Mr Fortuin said the programme was very strict with the workers. "We try to establish a kind of work ethic. They must be on time and they can't take a break whenever they feel like it, and they must act properly and suitably. This is to prepare them for 'out there' so that, when they eventually get a job, they keep it."

Although the day starts quite early, it ends at 2.30pm. "We saw that it is mostly women who come here to work. We feel that it is important for a mother to be at home when her children arrive from school and we do not want to keep her away from her duties as a mother."

But four years ago, things at Eastville were very different. The school did not have a window left intact and there were no fences around it. A fire had been made in one of the classrooms, damaging it, and there was virtually no vegetation in the grounds.

Mr Fortuin was then asked by the school to write a proposal to the Culture of Learning, a presidential lead project intended to renovate schools, for funds to repair the school. They were ecstatic when they received R218 000. Mr Fortuin then began planting flowers at the entrance.

This soon developed into a vegetable garden which, within two years, grew to be bigger than a rugby field.

"When we contacted the provincial health department's Health Promoting Schools programme last year about the idea for food packages, we got fantastic support from them. Now we have quite a few people, some of them experts, involved in the project."

They include a dietitian, a Phillippi farmer with a lot of knowledge about health and feeding and Nick Combrink of Stellenbosch University who is in charge of the

university's experimental farms. "These people do not have time to waste and it shows the trust they have in our project."

A new project, being launched with the co-operation of Lentegour Psychiatric Hospital and the advice of Drakenstein olive farmer Horik Hanekom, is to take 2ha of land at the hospital and grow green olives. "Hospitals no longer have the budget to maintain their grounds, so the idea is we'll plant at least one hectare with olive trees and use the rest of the land for cash crops."

Mr Fortuin says the most important part of the project is that it empowers the community. "I believe in the 'hands-on' approach where people are educated in the trenches - the reality of their lives. One cannot take these people and expect them to learn something when they are sitting down and listening. They must learn skills while they also learn to work hard."

Principal Graham Stark is delighted with the success of the project. "The people who work here feel pride in what they do and their contribution they make. Some people tend to focus on the fact that we make money sell the vegetables, but all of this goes back in the community. We don't have to search for a market."

"A great spin-off from all this is the fact the school has now become a much safer place. There is constant activity on the premises and the classrooms are being used by associations and clubs for meetings in the evenings. The community makes sure nothing happens to the school during holiday because they feel that it is their property."

In front of the school there are four flag poles, one of them flying the South African flag, in the dark ground below bushes, pink flowers are blooming. "Those are for the church," smiles Mr Fortuin.

4 languages

mooted for

ARLT 21/7/98

Parliament

(50)
Parliament's main official documentation is to be published in four languages in future and not just in English, the institution's presiding officers proposed.

In a document tabled at the internal arrangements committee, they put two proposals:

■ That Hansard be published in English and Afrikaans with immediate effect, to be followed by two additional languages – one in an Nguni language and one in a Sotho one – at the start of next year's session.

This would be the minimum period required to establish a feasible infrastructure to produce material in the four languages; and

■ The immediate introduction of four languages next month in Hansard and/or specified parliamentary documents, with the help of contractors.

The new proposals follow a storm of protest from especially the Freedom Front, National Party and Democratic Party earlier this year when it was mooted that English should be Parliament's sole language of record.

Opposition parties argued that this was not in line with the Constitution's requirement that all 11 official languages be respected and developed, and the FF and NP felt particularly miffed that Afrikaans would be dropped.

The new proposals are to be discussed at a joint meeting of the rules committees of the National Assembly and the National Council of Provinces today. – Sapa

Four-language (50) plan proposed ET 22/7/98

PARLIAMENT'S joint rules committee yesterday postponed discussion on a proposed new language policy in terms of which the institution's main official documentation — including Hansard — would be published in English, Afrikaans, an Nguni language and a Sotho one.

This would be a radical deviation from a proposal earlier this year that Parliament's sole language of record should be English.

The new proposal was tabled at a meeting of the internal arrangements committee as a "submission from the presiding officers", and was scheduled to be discussed at the joint rules committee.

However, National Council of Provinces' deputy chairperson Bulelani Ngcuka told the rules committee that while the document was "an indication of our thinking", a number of issues still needed to be discussed, and a reworked proposal would be put to the committee.

The new proposals follow a storm of protest from the Freedom Front, National Party and Democratic Party, when it was mooted that English should be Parliament's sole language of record.

Opposition parties argued that this was not in line with the Constitution's requirement that all 11 official languages be respected and developed, with the FF and NP particularly aggrieved that Afrikaans would be dropped. — Sapa

Hillside reels under 'raw deal' education

Subjects dropped as teachers go (50)

LYNNE RIPPENAAAR
STAFF REPORTER

Hillside Primary School in Rocklands, Mitchell's Plain, is staggering under the burden that goes with retrenchments and severance packages.

Five teachers have taken voluntary severance packages and one left, leaving the school with 670 pupils and 17 teachers paid by the state and three by the school's governing body.

Daniel Adams, the acting principal, said: "The classes are much bigger than they used to be and you don't get through to the children. You can't give them individual attention.

"We feel we're not doing a proper job in large classes; we're just running the children through the system. We are preparing the pupils for life - but I worry when I think about the kind of adults we will produce."

The school also has a shortage of textbooks and the children are expected to share. This is difficult when pupils want to take books home

for homework or assignments.

Irene Fortuin, who lives in Tafel-sig and shares textbooks with pupils living nearby, said: "Sometimes, when I need a textbook, other children are still busy with it. Everybody should be given their own textbooks."

A fellow pupil, Eugene Samson, was just as despondent. He said the school did not have enough Afrikaans language books, which meant children were often unable to do their homework.

"If you don't have a language book to use for your homework and you don't find one (in the neighbourhood), then you lose those marks."

Deputy principal Moegamat Omar explained that because the school was "in a sub-economic area", it provided stationery, needed daily, first. Textbooks came second.

Class periods had been cut from seven periods a day to five because there were not enough teachers.

Practical subjects like music, needlework and handwork had been taken off the roster.

Mr Omar felt these subjects were just as important in a child's life as academic work.

"One must have a holistic approach towards the child," he said.

Gail Daniels, a new teacher at Hillside Primary teaching grade one pupils, said the current situation in education was "very disturbing".

"With all the retrenchments and new rosters that have to be drawn up, a child will have three to four different teachers in one year."

Deirdré Gideons, who is in charge of a large, merged grade seven class of 55 pupils, said: "When they make decisions at the top, they don't know what is happening at the bottom.

"Let them teach for a day. What they are doing is not practical. The children are frustrated. They are right at the bottom - and they are getting a raw deal."

For pupil Lauren Hendricks, the situation is hitting closer to home.

"My mother is a teacher and a single parent. We won't have money if she is retrenched," she said.

ARG 22/7/98



LEON MULLER

Tool time: trade school teachers Clive Besté, left, Gideon Lenoce and Leslie Marsh on new premises at Ruyterwacht school

Race-row school trades pupils

AKLT 22/7/98 (50)

STAFF REPORTERS

The Ruyterwacht school at the centre of a race row four years ago was occupied again yesterday – this time with the blessing of the local community.

The school has been taken over by 160 pupils from a trade school in Ravensmead who will use the facilities to continue learning vocational skills. There are also plans to eventually introduce evening adult education classes.

The fight for the school building made headlines around the world in 1995 when thousands of township youths were bused into the quiet suburb to occupy the empty building.

The community reacted with shock and fear and images of angry individuals brandishing sticks and sjamboks were used by the international media to show South Africa in a bad light.

Few fingers were pointed at the organisers of the occupation – a move which the people of Ruyterwacht say

was politically motivated.

The fiasco was resolved when the education authorities opened the school, called Esangweni, for 1 200 of the youths.

Last month, Esangweni moved to Khayelitsha – much closer to home for most of its pupils.

Yesterday, Willem van Heerden, vice-chairman of the Ruyterwacht community forum, said: "I am happy with the decision to use the facility as a trade school because, this time, things have been done properly."

New fees plan provides exemption for poor parents and gives priority to poorer schools

By CHARLES PHAHLANE
Parliamentary Bureau

Cape Town – New guidelines to determine school fees, and the criteria for exemption from paying fees, have been disclosed in Parliament.

Households earning less than 10 times the fee won't have to pay

Education director-general Professor Chabane Manganyi told a parliamentary committee on education yesterday that parents who earn less than 30 times the school fee would qualify for partial exemption.

Those earning less than 10 times the fee would not be

forced to pay any school fees.

For example, if the school fee is R100 a month, then 30 times of this would be R3 000.

This means a family whose gross income is less than R3 000 a month would be eligible for partial exemption.

Manganyi was presenting the Education Department's new policy, aimed at allocating resources to poorer schools as from next year.

The proposals seek to empower public schools to become increasingly self-managing. The funding norms will become national policy on April 1.

Each school would be required to open its own bank account, and provincial departments would inform each school on what its budget allocation would be. This would assist the school governing body to consult with parents on decisions about raising revenue.

A list to guide authorities,

concerning the allocation of funds for recurring costs, will rank schools in terms of the communities they serve and the incomes of the families.

The guidelines aim to give schools at least R100 per pupil. The target list will provide that,

If funds are insufficient, only poorest 40% on list will get grant

if funds are insufficient, the poorest 40% of schools receive this subsidy.

Deputy director-general Trevor Coombe appealed to school governing bodies to treat the issue of exemptions and partial exemptions with sensitivity, taking care not to hurt the

pride, honour and dignity of parents.

It should also not lead to discrimination against the pupil.

Coombe said independent schools posed a problem with regard to subsidies, since some served the richest sectors of society while others were providing education in poor communities. They were not immune to the racial inequalities imposed by apartheid.

Independent schools would receive subsidies at the discretion of the province's MEC.

If they were granted funding, it would be on condition that they were registered, had a proven track record, had a matric pass rate above 50% and were not established to compete with a public school.

Subsidy levels would correspond with the fee structure as at January 1998 and would favour schools charging lower fees.

Ston 27/7/98

(70)

Shake-up for school funding

(50)
CHARLES PHAHLANE

PARLIAMENTARY BUREAU

ARG 23/7/98

Education Director-General Chabane Manganyi has announced sweeping new proposals for the funding of public schools and the fees parents will be expected to pay.

Professor Manganyi told the National Assembly education sub-committee yesterday that new norms and standards would be applied which sought to empower public schools to become increasingly self-managing.

Each school would be required to open its own bank account and provincial departments would inform each school of its total budget.

Parents who earn below 30 times the school fee would be eligible for partial exemption while those earning less than 10 times the fee would be exempt from fees.

For example, if the monthly fee is R100, then 30 times of this would be R3 000. This means a family whose gross family income is less than R3 000 a month will be eligible for partial exemption.

Education's bridge to the workplace

ARG 24/7/98

(50)

CHARLES PHAHLANE
Political Bureau

South Africa could soon have legislation that will provide for education institutions and programmes to respond better to the human resources and economic needs of the country.

African National Congress MP Blade Nzimande, chairman of the National Assembly's education sub-committee, said the Further Education and Training Bill was important in linking schools, higher education and the world of work.

"It is a central piece of legislation in human resource development," said Dr Nzimande.

The Department of Education

said its role in human resources development with the Department of Labour was a feature of co-operative governance.

The Department of Education was primarily on the supply side of human resources, while the Labour Department was concerned with issues on the demand side.

The Department of Education said the bill would be debated concurrently with the white paper on further education and training.

Public comment received on the green paper would be fed into the white paper process.

Criticisms of the green paper indicated that the policy framework was overly concerned with economic considerations to the exclusion of

social, political and cultural transformation.

It was found to be strong on responsiveness to globalisation pressures but weak on requirements for national development.

The green paper had paid little attention to the links and coordination with the Department of Labour and its demand-side education and training role.

Other criticisms of the green paper were that it was weak on the commitment to redress at the individual level - that is, bursaries and loans and at an institutional level with infrastructure and funding.

The green paper was also said to be strong on vocational and technical outcomes for vocational training

but criticised as weak on life and social skills.

The white paper process aims to work from an approach that recognises the existing reality that there is fragmentation and lack of coordination between various institutions for further education and training.

Weak infrastructure and poor-quality learning programmes and qualifications are also acknowledged.

There was also a need, in the next five years, to revise and integrate current school and technical college policies and to build management and leadership capacity of national and provincial departments.

The bill will be considered by Parliament during this term.

Desperation forces private school rethink

(70)

Hit by subsidy cuts, independent bodies consider converting to public status

Star 24/7/98

By JACQUI REEVES
Education Reporter

In a desperate attempt to keep their schools open, managers of poorer independent schools in Gauteng have applied for their schools to be converted to public schools.

The schools, all of which serve disadvantaged communities and children with special needs, say they cannot absorb further subsidy cuts and are relying on the Gauteng Department of Education to take them under its wing.

If the schools become state funded, the department will have to negotiate with the governing bodies over what employment procedures, payments and school policies will have to be changed.

Provincial education spokesperson Aubrey Matshiqi said that although debates over budgeting were still raging in the department, the serious budget squeeze facing all provincial departments would inevitably lead to more cuts.

The deciding factor for independent schools would be the national policy on funding norms and standards, set for promulgation by mid-August.

Educationists say independent schools are particularly concerned by official suggestions of the total abolition of subsidies to schools which charge more than R1 500 a year for tuition. This could leave some schools, which at present just manage to balance their books, in trouble.

Gauteng has already implemented a differentiating sub-

sidy scale dependent on the location and type of pupils being served by the independent school. For example, schools serving largely black or poorer communities get more money than those which serve more affluent communities.

Mark Henning, director of the Independent Schools Council of South Africa, said schools were constantly trying to absorb the cuts, but were fast reaching the end of the line.

"The only place we can radically cut is on teacher salaries, therefore increasing our class sizes, which has serious implications for schools offering remedial classes or lessons for the deaf, as well as the style of education offered in independent schools," Henning said.

Vuleka Primary School is an independent bridging school serving black pupils from disadvantaged backgrounds. The school has lost R718 in government subsidies per child over the past three years. It survives on the shrinking state subsidy and also on international funding, and is one of the schools which will suffer the most if hit by further government cuts.

The future of the Project for the Establishment of Pre-Primary and Primary Schools (Pepps), which owns and runs one school each in the townships of Atteridgeville and Mamelodi, also looks bleak.

"Our parents try hard, but many are poor and cannot take much more. If our subsidies are reduced or cut any more, it is possible we will have to close the schools," said Pepps principal Redwaan Hendriks.

Plea for more adult education

50

Sowetan 24/7/98

By Mokgadi Pela

SOUTH AFRICA would do better with a ministry of adult education as part of empowering the nation after years of neglect, a leading academic has said.

Professor E'skia Mphahlele told *Sowetan* at his Lebowakgomo home in Northern Province this week it was unfortunate that "for far too long, the Ministry of Education thought adult education simply meant literacy".

"Adult education means much more than that. It means cultural literacy, solving problems, understanding consumer behaviour, family life and labour relations," Mphahlele said.

Cultural literacy "is when you are able to read and write. You are then able to understand and interpret life issues, humanities, society, economics and politics".

Consumer behaviour is important considering the way "our people spend their money carelessly, often because advertisers take advantage of their ignorance".

Under family life, the ministry could focus on issues like the growing youth problem in South Africa. "We could look at the reasons why

our people live too long with their parents. We will then be able to deal with the adult's responsibility as a family person," he said.

Mphahlele said nation building meant "understanding ourselves and our national goals. It also goes along with the idea of a rebirth. We need to redirect our focus in life. We need to say to ourselves what is the role of a community within a larger area, such as a province".

He cited Cuba, Algeria and Russia as among the countries that had followed a similar path.

"The Government must set the pace for this kind of development. We have enough enlightened people in the country who can lead this process. All the Government must do is recognise them and set the ball rolling," Mphahlele said.

As to where such courses could be offered, Mphahlele said many school buildings were under utilised. He also said former teachers could be used productively.

"I bleed when I see many people who could be used productively being allowed to die a slow death."

Mphahlele was confident that the idea would be supported once the community realised the importance of adult education.

'NONE OF THESE OPTIONS ARE POSSIBLE'

Sink or swim — special schools left in mainstream

CT 24/7/98 (50)

SCHOOL pupils with special needs might be left high and dry as subsidy cuts reduce their chances of working towards a normal life. TROYE LIND reports.

ASIDE from the disadvantages of having to fit into the world as a young, blind Athlone girl knowing few luxuries during her Khayelitsha upbringing, 12-year-old Sylvana, a boarder at Athlone's school for the blind, has been rationed to one hot meal a day and been told that her education may come to a halt soon, for good.

Yesterday, after overhearing a conversation between her teacher and an unknown voice that unexpectedly entered her occupational therapy class, she understood why.

"The Western Cape Education Department has cut subsidies to all special schools by 60%. They told us a day before this term started. There is only enough food for 150 boarders for another week. Half our day scholars are at home because we cannot afford to run our transport," she heard the school chaplain the Rev Brian Beck say.

The WCED said it was unable to respond yesterday but spokesperson for the Office for the Status for Disabled Per-

sons, Shuaib Charlkene, said his office was well aware of the crisis that had been exacerbated by provinces having to account for their own budgets. An urgent meeting would be held with Education Minister Sibusiso Bengu as soon as a national assessment of the situation was completed, Charlkene said.

Adapting specialised education and its expensive equipment and therapy to a lack of funds and to a parent body that can hardly manage fees is not new for this school. Previous subsidy cuts have left the school swimming pool dry, closed the industrial workshops, seen eight of the 46 teachers leave with packages and contributed to a R800 000 overdraft that costs R14 000 a month to service.

And now, the school's R100 000 monthly government subsidy is being hacked down to R40 000.

Financial statements from the past six months show the school's transport, food and municipal service bills alone to average R60 000 a month.

Closure of the Athlone school would

leave its pupils with three options: Staying at home; applying to a main stream school, or applying to the only other blind school in Worcester.

"None of these options are possible. These children are from the poorest families, they couldn't travel to school every day, or afford tuition or boarding fees. They would never cope in mainstream schools either," said Beck, who called a community meeting about the situation yesterday.

"It is one of apartheid's ironic splinterings that this school was started precisely because the school in Worcester did not accept black people. It's also ironic to think the new Employment Equity Bill is ensuring disabled people jobs but our government cannot educate them."

Aside from forming a crisis committee to lobby for donations and co-ordinate fundraising efforts, the community of Athlone agreed at their meeting that pupils who could not get daily transport to school could move into the hostel during the week. Pupils who do not have homes to go to at the end of the week would be put up by an Athlone family on weekends.

"We will do all we can, and pray for a miracle," added Beck.



UNCERTAIN FUTURE: Melmey Jacobs, 13, and Porcia Gqabuzza, 12, at the Athlone School for the Blind that faces a funds crisis.

PICTURE: GARTH STEAD

Township school managers slammed

Hearing into state of education told of unmotivated and ill-disciplined body of staff and pupils

By **JACQUI REEVES**
Education Reporter

Poor management is crippling many Gauteng township schools, creating a highly unmotivated and ill-disciplined body of staff and pupils.

This was the outcome of the first public hearings into the state of education in secondary schools in the province at the Gauteng Legislature yesterday. Pupils, teachers and govern-

ing body members delivered submissions on the problems facing their schools and laid the blame for the slow development of a culture of learning and teaching in township schools squarely on their managers.

Boitumelong Secondary school in Tembisa last week bore testimony to this chaos when the standing committee on education visited the school. Only 20 out of the more than 1 000 pupils arrived for classes that day.

Staff at the school blamed the cold weather for the poor turnout, but it appears absenteeism, by pupils and teachers, is still plaguing the province.

Teachers and parents have called on the province to improve the management training offered to principals and heads of departments to help restore order.

"The most fundamental problem seems to be that principals and department heads do not have adequate formal or on-

the-job training to be change leaders, so the co-ordination and support needed by the staff and pupils is not available," said Boitumelong teacher Eric Phosa.

Curtis Nkondo, of the education standing committee, yesterday asked the private sector and non-governmental organisations to help. "We do offer management training, but tight budgeting means that it is generally not sufficient to meet the huge needs of these disadvan-

taged schools," Nkondo said. He said no school had ever achieved good academic results without being well managed.

Problems of vandalism, large classes and poor resources were said to affect all schools. High incidences of vandalism and burglary left most representatives asking for the urgent supply of fencing.

The Culture of Learning, Teaching and Service hearings will be held at the legislature for the rest of the week.

BRW 28/7/98 (90)

Independent schools on the line if subsidies are cut

Educational facilities in townships which provide quality teaching may have to move thousands of children into the public system

By Jacqui Reeves
Education Reporter

The Pepps school in Atteridgeville, an independent pre-primary and primary facility, is hardly un-derprivileged. Pupils arrive warmly dressed with healthy packed lunches and are schooled in well-resourced and attractive classrooms.

Despite this, crucial belt-tightening measures by provincial education departments across the country may see schools like Pepps having to close their doors, moving thousands of children into the public schooling system.

The Project for the Establishment of Pre and Primary Schools (Pepps) survives on international funding and monthly fees of R365 paid for primary tuition and R285 for pre-primary classes.

Though Pepps is based in the underprivileged township of Atteridgeville, it has the same goals as other independent schools, providing quality education in relatively small classes, with experienced staff and much individual attention. In comparison to the very disadvantaged and under-resourced government schools in the area, Pepps appears to have no real cause for concern. But balancing the needs of both ends of the socio-economic scale is the quandary the Gauteng Department of Education now finds itself facing.

"Most of our parents all have steady jobs but do not earn large salaries. They are channelling all they have into educating their children and I do think they are stretched to the limit," said Pepps principal, Merleyno Boshard. "We have met with parents to try and implement a fee increase of just R20 a month but even that was not something parents felt they would be able to cope with."

Boshard feels closing the school in the face of the looming financial crisis should not be an option, and that keeping the children in the school was in fact saving the state money. "We pay our teachers' salaries and the subsidies we receive cost the state less than keeping a child in a public system. So the argument that independent schools should not exist and that our children should be moved into state schools simply does not follow," she said.

Pepps falls somewhere in between expensive and elite independent schools and their poorer counterparts in disadvantaged communities. The Sekolo Borokogo

Bridging School in Sandown takes children from disadvantaged communities, where only the most basic of education has been available, and offers them bridging studies to prepare them for high school. Principal Anne Nettleton said the school was reliant on state subsidies and private sector funding and both resources were now looking doubtful.

The Gauteng Department of Education has agreed with the Independent Schools' Council of South Africa on a differentiated subsidy scale for provinces across the country. Level one subsidies are 37% of the cost of sending a child to a public school and are awarded to institutions that are more than 90% black. Schools serving disadvantaged pupils within their community receive 54% of what it would cost in a state school.

Out to lunch ... with more government subsidy cuts looming on the horizon, times may get tough at independent schools, affecting children like these from the relatively privileged Pepps School in Atteridgeville.



ANDREAS VLACHAKI

The education boss reckons his department has made remarkable progress in overhauling the legacies of apartheid schooling, but says there's a long way to go. Edwin Naidu spoke to him.

Bengu says he's got good marks

By Edwin Naidu
31/7/98

Despite intense pressure to perform better and having to deal with one crisis after another, the country's education boss, Professor Sibusiso Bengu, gives himself and his department good marks for a job well done under difficult circumstances.

The Education Minister told The Star his own report card on how learning and teaching had been transformed since he assumed the portfolio in 1994 would boast high marks considering the pressures he had to deal with during transition. Bengu concedes that it has not been all smooth sailing, however, and that critics may beg to differ for various reasons, the most significant being political.

The first challenge facing him when he became minister was to unite 19 separate education departments in seven provinces. But having accomplished the job, not without difficulty, he has given Bengu a shabby platform on which to build the new education system.

This achievement, Bengu said, was crucial to ensuring how education was handled in the country after more than four decades of apartheid instruction at schools and tertiary institutions.

"It was a key change of direction. If we use the image of a flight up in the air having to change direction without crashing, then only one may understand what was accomplished."

Bengu said the education de-

partment had maintained services while changing course. "No one can doubt that we now have a single education department. Colleagues from whatever party cannot deny this achievement," he said. After unting the fragmented departments created under Nationalist rule, Bengu said the next priority involved integrating teachers and learners.

Before passing legislation, the ministry appealed in 1995 to all schools to accept pupils from all race groups. No child was to be turned away on grounds of colour from any school. "We have had hitches but they did not amount to even half the problems experienced in American schools when they began integration," he said.

Bengu referred to schools in the Free State as the area where integration has been most successful. "We expected the most opposition to come from schools in the OFS, but we were wrong. When I visited a previously ill-white Model C school, I was greeted by a black head girl and her white deputy. I asked her how come she was head girl at a once whites-only school?"

"She told me 'Sir, you know that the school has changed its policy. It is now fully mixed and I was elected on merit.'"

Bengu said hitches, as demonstrated by problems at Vryburg earlier this year and at some schools in KwaZulu Natal, should not take away from the many successes elsewhere.

He said in most cases pupils had come to grips with change better than teachers and parents. The department has issued guidelines in its admissions policy showing how school governing bodies and the administration should deal with problems.

"The notion of racial groups appearing in any school is fast disappearing," he said. Bengu said the Culture of Learning campaign launched by President Nelson Mandela in February 1997 had led to meetings of all stakeholders and a genuine desire to find ways to improve standards at schools.

The programme focused on schools that had done traditionally well, those that had improved and those not doing well at all. In the first case, the aim was to ensure standards were upheld, the second to bring improving schools in line with the first category.

But the sternest challenges lie in those schools not performing adequately. Much of the department's energy has been channelled into making sure that those schools received resources to promote better teaching and learning.

Investigations found that teachers were not performing in an "honest" manner. Some matric candidates were allowed to sit for examinations last year without completing at least 40% of the syllabus.

Upgrading projects, under the auspices of the President's Education Initiative, are taking place in every province. In making access for pupils



Minister is not solely to blame

By Edwin Naidu

The problems in education are a result of the legacies of apartheid, a macro-economic policy which insists on cuts on social spending, and the compromises during the negotiations over the new constitution.

This is the view of Sakhum Vally, a researcher at the University of Witwatersrand education policy unit, who adds that the wave of new legislation since 1994 has failed to be translated into reality.

He added that replacing the Education Minister, Professor Sibusiso Bengu, will not necessarily help resolve the historical and structural problems. "The problems are not only a result of Bengu," he said.

However, Vally said the education minister should not make light of the fact that there is a crisis in education. "A number of participants were shocked when in a defensive mood, he (Bengu) told a gathering in Cape Town recently that there was no crisis in education. We agree, it is not a crisis, it is a catastrophe, particularly in areas like the Eastern Cape and KwaZulu Natal."

He said Bengu hides behind the constitution and claims to not have responsibilities to intervene in provincial education matters. "As minister he does have overall political accountability," Vally said.

"My criticism is measured against the vision displayed during the anti-apartheid struggle when the emphasis was high on redress to overcome the inequalities of the past. Sadly, the ministry's performance is lacking," he said.

Dave Bait, spokesman for the National Association of Professional Teachers' Organisation, said the many laws passed to transform education were welcome.

However, he said while there was a tremendous amount of good work done, the unfortunate part is that the education department has found it difficult to implement much of the legislation - for example the implementation of Curriculum 2005 was hindered poorly.

"We are happy with Bengu's overall vision but implementation has been slow. He has been strong on legislation, and as a result everything is in place," he said.

South African Democratic Teachers' Union spokesman Aubrey Makhole said while there has been the expected laws to change education from its apartheid past, progress has been slow.

"We looked into other contextual problems and considered the implementation of the legislation a responsibility of the department and provincial districts, and found there were problems there as well."

The Education Minister told the Star his own report card on learning and teaching had been transformed since he assumed the portfolio in 1994. He said high marks could be earned during transition. He said the pressures he had dealt with during transition. He said the pressures he had dealt with during transition.

The first challenge facing him when he became minister was to unite 19 separate education departments in seven provinces. But having accomplished his job, not without difficulty, he gave Bengu a shaky platform on which to build the new education system.

This achievement, Bengu said, was crucial to ensuring that education was handled in a country after more than a century of apartheid institutions. "It was a key change of direction. If we use the image of a ship, we have to change direction without crashing, then only one may understand what was achieved."

Bengu said the education department involved integrating teachers and learners. Before passing legislation, the ministry appealed in 1995 to all schools to accept pupils from all race groups. No child was to be turned away on grounds of colour from any school. "We have had hitches but they did not amount to even half the problems experienced in American schools when they began integration," he said.

Bengu referred to schools in the Free State as the area where integration has been most successful. "We expected the most opposition to come from schools in the QFS, but we were wrong. When I visited a previously Hllywhite Model C school, I was greeted by a black head girl and her white deputy. I asked her how come she was head girl at a once whites-only school?"

"She told me 'Sir, you know that the school has changed its policy. It is now fully mixed and I was elected on merit.'"

Bengu said hitches, as demonstrated by problems at Vryburg earlier this year and at some schools in KwaZulu Natal, should not take away from the many successes elsewhere. He said in most cases pupils had come to grips with change.

The programme focused on schools that had done traditionally well, those that had improved and those not doing well at all. In the first case, the aim was to ensure standards were upheld, the second to bring improving schools in line with the first category.

But the sternest challenge lies in those schools not performing adequately. Much of the department's energy has been channelled into making sure that these schools received resources to promote better teaching and learning.

Investigations found that teachers were not performing in an "honest" manner. Some matric candidates were allowed to sit for examinations last year without completing at least 40% of the syllabus.

Upgrading projects, under the auspices of the Presidents Education Initiative, are taking place in every province. In making access for pupils

thirt of the pupils in class were below the compulsory age of seven for admittance. "This has clogged the system and resulted in huge additional costs," he said.

At the start of this term, building projects for schools were going very slowly, only picking up in the second year. But by July last year Bengu said he had opened new schools built in partnership with government and non-government organisations at the rate of one every two weeks.

"Schools are still being built now although the budget has not managed to keep up with the demand and as a result, building has slowed down," he said.

Regarding the future, Bengu said the department should, in the next five years, focus on stabilising provincial funding, especially with regard to correct budgeting, disciplined financial management and more convincing redress for the poorest provinces.

As for his own future plans? "That matter is in the hands of my party. They told me to leave that to them. However, it is not unreasonable for someone of my age to expect a change of pace," he said.

apartheid legislation repealed but integration largely occurs for children from middle class families. Working class children cannot afford fees of ex-Model C schools.

While there is greater access and attendance than before, it is estimated that at least 50% of black children who live on white owned farms do not attend school. At least 500 000 children are said to be working in SA.

REPORT CARD

Prof Sibusiso Bengu
Minister of Education



Evaluator
Salim Vally
Researcher at Wits
Education Policy Unit

Subject Comments

Amalgamation of Own Affairs Accomplished **100** %

Integration at Schools Despite published flare-ups, progress phenomenal elsewhere. **95** %

Attendance and Access Compulsory for children between 7 and 15. Problems exist because pupils under seven admitted. **95** %

Free and Compulsory Education Strong commitment to this policy although parents must chip in if they can't. **NO** MARK

Availability of Schools Budget has not met the demand although opened a school every two weeks by last July. **NO** MARK

Textbooks and Stationery Problems widespread, plans under way to prevent recurrence. **85** MARK

Higher Education Transformation Law sets platform for change. Good progress made. **90** MARK

Culture of Teaching, Learning and Services More people are buying into this philosophy. **80** MARK

Overall Assessment (Excludes two categories in which he did not give a score) **91**

REPORT CARD

Prof Sibusiso Bengu
Minister of Education



Evaluator
SADTU

Subject Comments

Amalgamation of Own Affairs Well done through legislation. **100** %

Integration at Schools Still to be intensified. **60** %

Attendance and Access Great efforts made to date. **65** %

Free and Compulsory Education Still to be finalised. **50** %

Availability of Schools Not well done. **30** %

Textbooks and Stationery Poorly handled. **30** %

Higher Education Transformation More work needed. **45** %

Culture of Teaching, Learning and Services Has not taken off forcefully. **30** %

Overall Assessment **57**

laid into reality. He added that replacing the Education Minister, Professor Sibusiso Bengu, will not necessarily help resolve the historical and structural problems. "The problems are not only a result of Bengu," he said.

However, Vally said the education minister should not make light of the fact that there is a crisis in education. "A number of participants were shocked when in a defensive mood, he (Bengu) told a gathering in Cape Town recently that there was no crisis in education. We agree. It is not a crisis. It is a catastrophe, particularly in areas like the Eastern Cape and KwaZulu Natal."

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However, he said while there was a tremendous amount of good work done, the unfortunate part is that the education department has found it difficult to implement much of the legislation - for example the implementation of Curriculum 2005 was handled poorly.

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"We looked into other contextual problems and considered the implementation of the legislation a responsibility of the department and provincial districts, and found there were problems there," he said.

Bengu says he's got

(50) ART 3/8/98
But it hasn't been plain sailing

INSIDE STORY

Despite intense pressure to perform better and having to deal with one crisis after another, the country's education boss, Professor Sibusiso Bengu, gives himself and his department good marks for a job well done under difficult circumstances.

The Education Minister said his own report card on how learning and teaching had been transformed since he assumed the portfolio in 1994 would bear high marks considering the pressures he had to deal with during transition.

Professor Bengu concedes that it has not been all smooth sailing, however, and that critics may beg to differ for various reasons, the most significant being political.

The first challenge he faced when he became minister was to unite 19 separate education departments in seven provinces.

But having accomplished the job, not without difficulty, has given Professor Bengu a shaky platform on which to build the new education system.

This achievement, he said, was crucial to ensuring how education was handled in the country after more than four decades of apartheid instruction at schools and tertiary institutions.

"It was a key change of direction. If we use the image of a flight up in the air having to change direction without crashing, then only one may understand what has been accomplished."

Professor Bengu said the education department had maintained services while changing course. "No one can doubt that we now have a single education department. Colleagues from whatever party cannot deny this achievement," he said.

After uniting the fragmented departments created under Nationalist rule, Professor Bengu said the next priority involved integrating teachers and learners.

Before passing legislation, the ministry appealed in 1995 to all schools to accept pupils from all race groups. No child was to be turned away on grounds of colour.

"We have had hitches but they did not amount to even half the problems experienced in American schools when they began integration," Professor Bengu said.

He referred to schools in the Free State as the area where integration has been most successful. "We expected the most opposition to come from schools in the Free State, but we were wrong."

"When I visited a previously all-white Model C school, I was greeted by a black head girl and her white deputy. I asked her how come she was head girl at a once whites-only school?"

"She told me: 'Sir, the school has changed its policy. It is now fully mixed and I was elected on merit.'"

Professor Bengu said hitches, as demonstrated by problems at Vryburg earlier this year and at some schools in KwaZulu Natal, should not take

Education Minister Sibusiso Bengu reckons his department has made remarkable progress in overhauling the legacies of apartheid schooling, but says there's still a long way to go. **EDWIN NAIDU** spoke to Professor Bengu, who this week faces the media at a ministerial meeting.

away from the many successes elsewhere.

He said in most cases pupils had come to grips with change better than teachers and parents.

The department has issued guidelines in its admissions policy, showing how school governing bodies and the administration should deal with problems.

"The notion of racial groups owning any school is fast disappearing," Professor Bengu said.

He said the Culture of Learning campaign launched by President Mandela in February 1997 had led to meetings of all stakeholders and a genuine desire to find ways to improve standards at schools.

The programme focused on schools that had done traditionally well, those that had improved and those not doing well at all.

In the first case, the aim was to ensure standards were upheld and the second to bring improving schools in line with the first category.

But the sternest challenge lies in those schools not performing adequately.

Much of the department's energy has been channelled into making sure that these schools received resources to promote better teaching and learning.

Investigations found that teachers were not performing in an "honest" manner. Some matric candidates were allowed to sit for examinations last year without completing at least 40% of the syllabus.

Upgrading projects, under the auspices of the Presidents Education Initiative, are taking place in every province.

In making access for pupils to schools much easier than in the past, Professor Bengu has found that problems arose when some schools admitted under-age pupils.

At some schools in KwaZulu Natal a third of the pupils were below the compulsory age of seven for admittance.

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At the start of Professor Bengu's term, building

PRO-jects for schools were going very slowly, only picking up in the second year.

But, by July last year, he said, he had opened new schools built in partnership with government and non-government organisations at the rate of one every two weeks.

"Schools are still being built now although the budget has not managed to keep up with the demand and as a result, building has slowed down."

Regarding the future, Professor Bengu said the department should, in the next five years, focus on stabilising provincial funding, especially with regard to correct budgeting, disciplined financial management and more convincing redress for the poorest provinces.

As for his own future plans? "That matter is in the hands of my party. They told me to leave that to them."

"However, it is not unreasonable for someone of my age to expect a change of pace," he said.



good marks

'The Minister is not solely to blame'

EDWIN NAIDU

The problems in education are a result of the legacies of apartheid, a macro-economic policy which insists on cuts on social spending, and the compromises during the negotiations over the new constitution.

This is the view of Salim Vally, a researcher at the University of Witwatersrand education policy unit. He added that the wave of new legislation since 1994 has failed to be translated into reality.

Mr Vally said replacing the Education Minister, Professor Sibusiso Bengu, would not necessarily help resolve the historical and structural problems.

"The problems are not only a result of Professor Bengu," he said. However, Mr Vally said the Education Minister should not make light of the fact that there is a crisis in education.

"A number of participants were shocked when in a defensive mood, he (Bengu) told a gathering in Cape Town recently that there was no crisis in education."

"We agree, it is not a crisis, it is a catastrophe, particular in areas like the Eastern Cape and KwaZulu Natal."

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"As minister he does have over-all political accountability," Mr Vally said.

"My criticism is measured against the vision displayed during the anti-apartheid struggle when the emphasis was high on redress to overcome the inequalities of the past."

"Sadly, the ministry's performance is lacking," he said. Dave Bull, spokesman for the National Association of Professional Teachers' Organisation, said the many laws passed to transform education were welcome.

However, he said while there was a tremendous amount of good work done, the unfortunate part is that the education department has found it difficult to implement much of the legislation - for example the implementation of Curriculum 2005 was handled poorly.

"We are happy with Professor Bengu's overall vision, but implementation has been slow. He has been strong on legislation and as a result everything is in place," he said.

Aubrey Madole, spokesman for the South African Democratic Teachers' Union, said that while there had been the expected laws to change education from its apartheid past, progress had been slow.

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Before passing legislation, the ministry appeared in 1995 to all schools to accept pupils from all race groups. No child was to be turned away on grounds of colour.

"We have had hitches but they did not amount to even half the problems experienced in American schools when they began integration," Professor Bengu said.

He referred to schools in the Free State as the area where integration has been most successful. "We expected the most opposition to come from schools in the Free State, but we were wrong."

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REPORT CARD

Prof Sibusiso Bengu
Minister of Education



Evaluator
Himself

Subject Comments

%

Amalgamation of Own Affairs Accomplished **100**

Integration at Schools Despite publicised flare-ups, progress phenomenal elsewhere. **95**

Attendance and Access Compulsory for children between 7 and 15. Problems exist because pupils under seven admitted. **95**

Free and Compulsory Education Strong commitment to this policy although parents must chip in if they can. **NO MARK**

Availability of Schools Budget has not met the demand although opened a school every two weeks by last July. **NO MARK**

Textbooks and Stationery Problems widespread, plans under way to prevent recurrence. **85**

Higher Education Transformation Law sets platform for change. Good progress made. **90**

Culture of Teaching, Learning and Services More people are buying into this philosophy. **80**

Overall Assessment (Excludes two categories in which he did not give a score). **91**

REPORT CARD

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Minister of Education



Evaluator
Salim Vally
Researcher at Wits
Education Policy Unit

Subject Comments

%

Amalgamation and Integration Apartheid legislation repealed but integration largely occurs for children from middle class families. Working class children cannot afford fees of ex-Model C schools. **45**

Attendance and Access While there is greater access and attendance than before, it is estimated that at least 50% of black children who live on white-owned farms do not attend school. At least 500 000 children are said to be working in SA. **45**

Free and Compulsory Education Although this is free on paper, not in reality. Increasingly we see the marketisation of education. With cutbacks in education spending, schools in poorer areas are not able to provide same resources. **30**

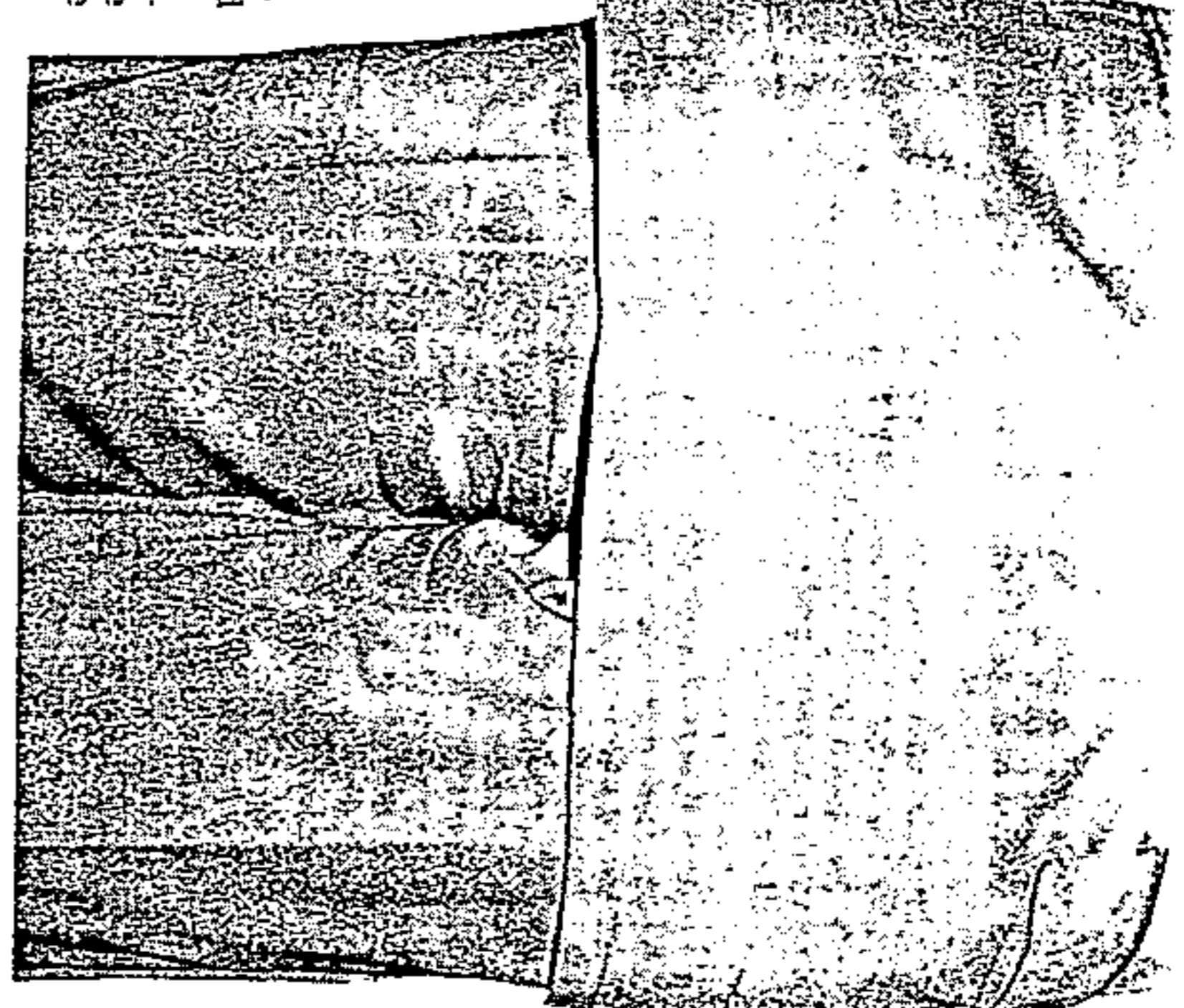
Availability of Schools According to the department's own estimate there is a present backlog of 57 000 classrooms. This will grow to 130 000 by 2000. There will be very little money for provinces to build additional classrooms. This will result in overcrowding, which militates against innovations like Curriculum 2005. **30**

Textbooks and Stationery Appalling showing. Outlay in expenditure cut from R851 million in 1995 to R34, 5 million this year. **20**

Higher Education Transformation Lingering problems linked to financial exclusions of poorer students but also the financial crunch has encouraged increases in course and residence fees, retrenchment of staff and closing of academic programmes and courses. Curriculum transformation has not been significant. Historically disadvantaged institutions worse hit. **50**

Culture of Teaching, Learning and Services Infrastructure at schools and training of teachers and governing bodies poor although some positive aspects. **55**

Overall Assessment Constitutional problems. Gear and legacy of apartheid make it difficult to individualise education problems. In addition adult basic education and pre-primary education has fallen through the cracks. Address the problems, don't deny there is a crisis. **39**



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Evaluator
SADTU

Subject Comments

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Integration at Schools Still to be intensified. **60**

Attendance and Access Great efforts made to date. **65**

Free and Compulsory Education Still to be finalised. **50**

Availability of Schools Not well done. **30**

Textbooks and Stationery Poorly handled. **30**

Higher Education Transformation More work needed. **45**

Culture of Teaching, Learning and Services Has not taken off forcefully. **30**

Overall Assessment **52**

English for the army leaves FF speechless

Stan 4/8/98
BY JOVIAL RANTAO
Political Correspondent

Cape Town - The Freedom Front yesterday stormed out of a committee meeting to discuss the future language policy of the South African National Defence Force, after an ANC MP had made jokes about the Afrikaans Language Monument.

An angry Dr Pieter Groenewald, a representative of the FF on the joint standing committee, walked out of the meeting after committee head Tony Yengeni had ruled his emotional outburst out of order.

Groenewald had objected to comments by ANC MP Gabriel Loots.

Loots questioned why the institution which protected the welfare of Afrikaans was called a monument, and said some people said it was a sexist monument.

It was at this point that an outraged Groenewald objected. "Are we playing games? The language monument is very dear to me as an Afrikaner. I will not allow it to be turned into a joke.

"The constitution protects Afrikaans and Afrikaner cultural monuments, and these should be respected

(~~FF~~) (SD)
by all ... I can also start to make some things a joke," he said.

Loots later apologised to the FF and other Afrikaans-speakers for the offence. "I want to apologise. I'm an Afrikaans-speaker and would not do anything to disrespect the language. I was doing this in a light-hearted manner," he said.

The spat between Loots and Groenewald came when MPs were given an opportunity to put questions to Jake Louw from the Afrikaans Language Monument, who argued against the SANDF's proposal to have English as the medium of instruction.

Louw argued that Afrikaans, which has been widely used in the SANDF, should be the choice for the main language because it was widely spoken in the Western Cape, Gauteng and the Northern Cape.

"Afrikaans is easy to understand and learn. The SANDF will unempower members if it chooses English," he argued.

His argument was, however, opposed by ANC MPs, who said speakers of other languages could use the same points to push for their languages to be elevated within the SANDF.

Education bill curtails autonomy

JEAN REDPATH

*High schools beware —
a bill that bites*

THE Further Education and Training Bill (the bill) tabled by the Ministry of Education in early July will, if passed in its current form, curtail the autonomy of private educational institutions.

All schools and institutions providing education at the grade 10 to 12 level — standard 8 to matric — will have to comply with the legislation.

Significant discretionary powers will be given to provincial education members of the executive council and the national Department of Education's registrar.

Heavy fines and criminal convictions will apply for non-compliance.

The stated object of the bill is to "restructure and transform institutions" (to) "respond better to the manpower and economic needs of the republic".

In terms of the bill, every private institution providing education through grades 10 to 12 must be registered with the national Department of Education. This will cover most technikons and col-

leges, as well as high schools. The registrar — an employee of the department to be designated by the director-general of education — must have reason to believe, among other things, that the institution will maintain standards not inferior to a public institution and will "not unfairly discriminate against any person on the grounds of race, gender or disability" before he may register an institution.

The South African Schools Act of 1996 (SAS Act) already provides for the registration of independent schools providing education from grade 0 to grade 12, but the requirements of registration are not the same as those in this bill.

Under the SAS Act, a head of a department of education registers a school if he is satisfied that the admission policy of the school does not discriminate on the grounds of race. This is a much narrower requirement than the equivalent provision in the bill, which could be applicable to far more than a school's admission policy.

Could this requirement mean that all private schools will have to equip themselves for disabled pupils to obtain registration? If so, to what extent? Will private single-sex schools in areas not ade-

quately served by another single-sex school catering for the opposite sex be required to open their doors to all? Will the registrar deny registration to private schools whose admission policy indirectly excludes — through language or other requirements — more applicants from one particular race group? The answer could be yes, if the registrar has reason to believe that unfair discrimination would otherwise result.

No penalties for non-registration are created by the SAS Act — unlike the bill, which imposes heavy penalties. Clearly these will apply to fly-by-night institutions. However, the reach of the bill is wider than that. Onerous requirements for registration may equally be applied to legitimate institutions.

Anyone who gives training, confers qualifications or acts on behalf of an institution without the authority of a public or a registered institution, will be guilty of an offence and may on conviction receive any sentence which may be imposed for a fraud conviction.

Apart from fraudsters, this provision will also cover individuals who carry on teaching where their private institution has been denied registration.

The bill will empower education

MECs to declare any institution providing further education and training a "public further education and training institution". Once an institution has been declared public, its future will be in the hands of the MEC. The MEC may close or merge any such public institutions. Institutions covered by the bill will, in addition to governing bodies, have to establish a "council", an "academic board" and a "student representative council".

The bill will also give executive government powers which may invade the privacy of private institutions. The provincial MEC may appoint a person to investigate any institution if circumstances undermining the effective functioning of the institution arise.

The Education Ministry's media liaison officer, Bheki Khumalo, said: "The overall aim of the bill is to try to create alternative exit points for learners other than matric, and to integrate further education and training."

The bulk of the bill contains funding and governance provisions

● Jean Redpath is a parliamentary analyst for the South African Institute of Race Relations.

(50) CT 5/8/98

Education in danger

SOUTH Africa's higher education system is failing because of inappropriate government policies, according to Peter Buchanan of the United States Council for the Advancement and Support of Education.

He was brought to South Africa this year by Unitech – the association of marketing and communications personnel at local higher education institutions – to research the state of the profession in the country.

This weekend South African university principals will meet in Durban and discussions will include Buchanan's report, said a senior official at Rhodes University.

Buchanan visited all 36 South African tertiary institutions and met with their top managements. He said the basic flaw in local higher education was that policy makers had chosen a US higher education model.

This was despite South Africa not having America's wealth, culture of philanthropic support and enormous federal financial aid programmes.

He said South Africa's higher education policy was irresponsible and would damage the country irreparably if not changed.

Buchanan said that while the new government had recognised at the outset that education for South Africa's majority population was of crucial importance to the nation, its early educational initiatives had been abysmal.

"Millions of promised school books are still in warehouses rather than in schoolchildren's hands.

"An absurd initiative to retain and reward good schoolteachers produced precisely the opposite result, and impoverished the education budget.

"An apartheid system of higher education funded almost entirely by the Government was tossed into a suddenly free and competitive market with sharply reduced government funding and almost no rules."

He said the initial impact of this on higher education had been largely negative.

Those institutions capable of increasing their enrolments had received more money at sharply reduced rates per student, while those with declining enrolments were left to their own devices to find money wherever they could. Without financial reserves or the ability to attract money, many of them were struggling just to survive.

Buchanan said that, in general, whatever quality standard they had previously had already been eroded, and it was likely to depreciate even faster in the future.

He said those institutions with financial reserves and strong marketing and fundraising programmes could sustain themselves today.

⁽⁵⁰⁾ Higher education in South Africa has taken a drastically wrong turning and the Government will have to act swiftly to redress this, writes **Quentin Wray**.



Education Minister Sibusiso Bengu.

"but one wonders for how long under the present policy".

Buchanan said the new era had also brought with it a public sense of entitlement to higher education without the needed public caution that attendance required ability, preparation and financial wherewithal.

He said in less than three years, tens of thousands of students had clamoured for admission without either preparation or money, or neither. Student debt was left to the institutions to collect.

Institutions disintegrating

As a result, too many local tertiary institutions were disintegrating, strangled by the sudden loss of resources, an overwhelming demand for services they could not provide and the receivables they could not recover.

"Is it any wonder that their vice chancellors are embattled?"

The historically black institutions were not the only potential victims of what might be described as South Africa's higher education open market. The previously white institutions were able to attract more students to try and compensate for sharply reduced government funding.

However, unless those additional students were adequately prepared for higher education

– and they generally were not – they required intensive remedial training to succeed.

Buchanan said the result of this phenomenon was predictable.

A declining per student government subsidy had to be devoted to providing education for which the university or technikon was unprepared. As it was not willing to let students fail, they poured their already depleted resources into remedial education.

The level of education inevitably declined, and the real, as well as the publicly perceived, value of education deteriorated. The losers in this set of circumstances were the students and eventually the country.

"The nation of greatest potential promise on the continent, South Africa must decide to make higher education one of its most important priorities.

"Government, business, foundations and alumni must act in concert to do so. And they'd better do so before it's too late."

Buchanan said nations around the world had recognised that a superior educated citizenry was the key to economic competitiveness and that intellectual capital was becoming the most valuable international currency of all.

He said steps could be taken to address South Africa's tertiary education problems:

- Government's fiscal support of tertiary education needed to be stabilised to put other necessary non-monetary policies in place which will support the system properly;

- Higher education had to have a feeder system which would qualify students academically for higher learning. This would include finding ways to identify the intellectually gifted in the majority population;

- A new partnership between Government, industry and private initiatives should be started to raise scholarship funds for higher education; and.

- Institutions had to specialise, with some providing basic vocational training and education, others advanced vocational education and training, some providing graduates and post-graduate training and education, while a handful had to be world-class research institutions.

Buchanan acknowledged that these measures represented a "daunting task". But he said not to take them would mean the "continuing homogenisation of higher education to the lowest common denominator". – ECN.

'Departments will get sympathy'

Vuyo Mvoko

CAPE TOWN — Government would look "sympathetically" at the plight of three financially troubled provincial education departments, Education Minister Sibusiso Bengu said yesterday.

Stressing that Finance Minister Trevor Manuel's position of "no bale-outs ... would not be contradicted", Bengu said KwaZulu-Natal, the Eastern Cape and the Northern Province would be helped only on condition that their woes arose out of the agreement reached almost two months ago between the education department and teacher unions to avert a potentially crippling strike.

In June the department and the unions agreed on a consultation process where the two parties would effectively co-determine re-

renchments and redeployments of educators through the education labour relations council.

Yesterday Bengu conceded that government had established that some of the three provinces that had indicated that they could experience serious financial problems before the end of the financial year, were already seeing an opportunity to get bale-outs.

He swore no province would receive money if it was established that their problems arose out of overspending, mismanagement or corruption.

In terms of "an understanding" between himself, Manuel and Deputy President Thabo Mbeki, costs which arose as a result of whatever settlement was reached during the negotiations would be accommodated by the state.

The overall financial implica-

tions of the agreement to the state had not yet been established. The provinces were still working on their personnel audits and management plans to determine how many teachers to redeploy and re-trench. The process was so far "going very well".

Sapa reports Bengu also said government was on target to implement Curriculum 2005 across all school grades by that date.

His department had visited a number of schools where the new curriculum had been introduced this year at grade-one level, and his impression was there was "great excitement".

Reuter reports he denied there was an ongoing crisis in education, saying the problems existed under the former government. The term crisis was overused and had not been clearly defined.

Blitz targets deathtrap school buses

SHARKEY ISAACS

STAFF REPORTER

Unsafe buses carrying children from the Cape Flats to schools in Cape Town have been ordered off the road by traffic police.

The safety of children cannot be compromised, say traffic authorities, who sent unroadworthy buses for tests.

Even Education Department officials have been stopping buses to check their roadworthiness.

A campaign to check the buses follows a directive from the Public Transport Task Team of the Western Cape Traffic Chiefs' Forum, which monitors minibuses taxis and buses. Forum chairman Sherman Amos said the team had been set up because traffic department chiefs believed "there can be no compromise" on the safety of public transport.

The safety of children was regarded as being of paramount importance and every effort would be made to ensure this, he said.

Cape Town traffic chief Mark Saingster said several buses had been ordered off the

SHARKEY ISAACS



TRANSPORT REPORTER

road in two blitzes, one four months ago and another last week.

Some vehicles had been found to have oil leaks and poor brakes and tyres - and their licences had been suspended until their owners obtained roadworthy certificates.

"While seven buses were suspended in the first blitz, only one bus needed to be suspended in the second. This shows a definite improvement."

Meanwhile Transport and General Workers Union secretary Mathi Mfundisi said 20 union members had embarked on industrial action, refusing to drive buses they claimed were unsafe.

He said discussions had been opened with the bus contractor who had apparently sub-contracted some vehicles from other

ARG 118 198 50

companies to meet school contracts. Tygerberg traffic chief Heathcliff Thomas said private buses transporting children from Khayelitsha to schools in other areas had been monitored and sent to roadworthy testing depots.

"Generally speaking, most buses passed the tests in our municipal area."

A spokesman for Chilwans' school bus division said the company was being restructured and this had resulted in a fleet cutback.

Western Cape Education Department media spokesman Tony Eaton said the department was "very much aware" of the problem facing pupils attending Vuyiseka and Zinza Secondary schools in District Six. Department staff were also stopping and boarding buses regularly to check their roadworthiness, he said.

Vuyiseka principal Pat Mazimela said Chilwans did not have enough buses to ferry his pupils from their homes. For instance, only two of the 13 scheduled buses arrived at the school last Thursday.

Zinza principal Bongani "Pro" Mfikile said the service had deteriorated steadily.

Parents opting out of SA education

Officials see independent schools as a 'chicken run' - but there is a scramble for places

(20) / SPW 11/8/98

By **Jacqui Reeves**
Education Reporter

Parents who have lost faith in the South African education system are creating what education officials are calling a new-style "chicken run".

Just as thousands of South Africans fled the country prior to the 1994 national election, these citizens are fleeing what they consider to be "the unknown" fate of South Africa's education system.

The latest "chicken run" has parents scrambling for independent schools and private colleges where, at often exorbitant costs, smaller classes, more individual attention and strict discipline is guaranteed. One college in Johannes-

burg has opted out of the much-debated government system by offering pupils something different: international schooling qualifications in the form of international general certificates of secondary education (IGCSE) and A levels.

Margaret Oshry, advisor of academic affairs at Greenwich College in Randburg, disputes the "chicken run" theory and says the college is simply offering parents and pupils an alternative.

"Many well-known international universities do not respond well to a South African matric as an entrance qualification. So we are just helping to keep the doors open for pupils who feel they may want to look elsewhere for their tertiary education or those who don't feel

the local system suits their needs," Oshry said.

Greenwich College has no uniform, operates in more of a college or university style than a school, has no dress code and

Different options to government education provided

claims to allow pupils to "regulate and discipline" themselves.

Though traditionalists may balk at the idea that 15-year-olds might actually choose to discipline themselves, the Greenwich pupils seem to be

copying well.

The pupils follow a timetable but do not have set break times, rather using their "free lessons" to play pool or cards, fit in some homework or additional research, or play a quick game of one-on-one basketball in the college car park.

The IGCSE and A level qualifications work on a system of credits where the subjects are selected by the pupil and the time allowed for the completion of the courses can be tailored to suit the needs of the individual.

An IGCSE course can be started from Grade 7 in the form of a foundation year and progress to the equivalent of Grade 10 where the A level subjects will be selected and completed during the final two years of schooling.

Oshry said the completed A levels, in South African terms, often secured Greenwich pupils exemption from a first year at a local university and allowed entrance at all international universities.

Zimbabwe and Botswana are two African countries that follow the IGCSE and A level system. Although local education department officials recognise the use of these international qualifications it remains too expensive an option for the general population.

A Greenwich pupil, 17-year-old Natalie Riley, believes the staff's attitude to pupils makes the difference.

"The work is tough ... but they respect us, which tends to encourage and motivate you to work hard," she said.

School governing bodies' role queried

(50) CT 18/8/98

JOVIAL RANTAO

THE South African Democratic Teachers' Union (Sadtu) wants the government to reduce the role of school governing bodies in appointing teachers.

Sadtu general-secretary Thulas Nxesi told an Employment of Educators Bill hearing by the portfolio committee on education that it would be wrong for can-

didates for teaching posts to be at the mercy of governing bodies.

Sadtu feared some governing bodies would be used to keep teachers of colour out of predominantly white schools.

"If the governing bodies are to be given a role in the implementation of the transfer of educators it will be impossible to ensure that fair and objective guidelines ... are adopted to regulate transfers."

The union proposed that the bill should give the head of department powers to appoint, promote or transfer teachers in line with operational requirements without consulting the governing body.

The newly-formed South African Council of Educators (Sace), which has ANC support, proposed making it compulsory for all practising and new educators to be Sace members.

Labour tries to move away from the blackboard

(50) RD 13/8/98

SOUTH African and British politicians like to talk of the strong links between the Labour Party and the African National Congress. But while they talk the same talk, they are increasingly not walking the same walk, and nothing demonstrates this more than the two governments' education policies.

As the true nature of Prime Minister Tony Blair's government becomes more apparent over time, the distance between its policy of a "third way" between individual liberty and social responsibility and the SA government's rather more diffuse policy is becoming more and more obvious.

The "third way" concept is usefully vague, but it is crystal clear compared with the SA government's rather imprecise policy, which appears to include elements of authoritarianism, mixed with social egalitarianism and a bias against competitive or even comparative analysis.

This difference was not always so apparent. In the 1980s the Labour Party promised to abolish private education.

Under Tony Blair, the Labour Party appeared to have moved to a position of grudging acceptance of private schools. When Blair be-

came the party leader, its then education spokesman and now Education Minister David Blunkett stopped claiming that schools' problems were mainly the lack of money, and focused rather on teaching methods and how they were run.

Blunkett declared himself to be a "fundamentalist" in education. "I believe in discipline, solid mental arithmetic, learning to read and write accurately, plenty of homework and increasing expectations," he said.

Compare this with a recent statement by SA Education Minister Sibusiso Bengu. To ensure equality in education "the bulk of the money has got to go to disadvantaged schools and less money to the elite. I can't change from that. The constitution of the country enjoins us to give quality education to all. It does not say create pockets of excellence."

To be fair, when government came to power, Bengu's problems were extraordinary and involved complex constitutional issues. But the focus on money as the key is-

sue to the detriment of a focus on teaching methods and the desire for egalitarianism are implicit in Bengu's statement.

Since the Labour Party came to power, the difference has become even wider. Not only has the British government now embraced private education, it has gone one step further, proposing that private firms should be invited to run failing state schools.

The proposal was made by Prof Michael Barber, a special adviser to the government on education who horrified local council leaders and teaching unions especially when he praised two American schemes in which schools were taken over by a soap maker and a management consultancy.

Barber's suggestions included other shocks. Private firms in the UK had been able for some time to provide support services, but Barber made it clear that private firms would not only be represented on the local council education boards, but would also take over the running of schools. Furthermore, these schools might fall out-

side the national agreement on teachers' pay and conditions.

The revolution and counter-revolution of the UK education system goes back to the swinging '60s when new ideas were challenging the then education system. These ideas galvanised in opposition to the exam pupils took at the end of primary school, called "the 11-plus exams", because of their perceived unfairness.

The exams decided whether pupils went to academically oriented grammar schools or more practically minded secondary moderns, and studies showed that children from richer families tended to do better in the exams rather than the smartest children.

Jean Piaget, who argued that children learned at their own pace, moving through distinct phases. It was thus useless to try to take a child through these phases faster than nature specified.

Opposition to these ideas started emerging in the late '60s, but they were seen at the time as coming from old crusties. Then came several calamities. In the mid-1970s, a new head teacher at William Tyndale Junior School in Islington, not far from Blair's old home, took progressive teaching to its logical conclusion, and the result was a disaster.

The school had an informal style, and pupils did what they liked, playing football and tie-dyeing. There was outright chaos — and lurid newspaper stories. An inquiry was held and personalities, rather than teaching methods, were blamed, but the air of confidence in progressive methods was shaken.

Strangely, when Margaret Thatcher's Conservative government came to power, the education system was not one of its pri-

orities, and it was only in the late 1980s that education felt the edge of the Conservative government's reformist zeal. The national curriculum and national tests for pupils at seven, 11 and 14 were reintroduced in 1988.

Thatcher also had her set-backs. When a £14m project in Leeds to improve schooling was discovered to have actually led to a fall in standards, a committee, later dubbed "the three wise men", was set up under Prof Robin Alexander of Warwick University. The committee blamed "highly questionable dogmas" prevalent at the time among teachers, especially mixed-ability classes, an obsession with children's individuality, unstructured projects rather than individual subjects and the rejection of whole class teaching.

Progressive ideas are by no means dead in the UK, and still only 35% of class time at primary schools is spent on whole class teaching, but this is up from 15% a few years ago.

But the Labour government's pledge is to intervene in inverse proportion to a school's success. "What counts is what works," Blunkett says.

What works in SA is apparent by something still to be learned.

THE government's financial support of independent schools has caused consternation — even among members of the same parties.

Some arguments are based on ignorance or insufficient information. Others are based on a passion for justice and equity. In the heat of the debate, facts and common sense often become casualties.

I want to throw some light on the question of independent schools and what responsibility the education authorities intend exercising towards them.

When the Schools Act came into effect in 1997, schools were classified in two categories — public and independent. The overwhelming majority of parents send their children to public schools, which have more than 12 million pupils. By contrast, registered independent schools enrol about 250 000.

The independent school sector is growing fast, both in terms of the number of schools and pupils enrolled. Between 1990 and 1996, the number of independent school enrolments increased by 90 000. The number of independent schools and their enrolments have continued to surge upward in 1997 and 1998.

The rate of growth in the independent school sector is striking, but it is not the only rapidly growing sector.

Between 1990 and 1996, more than 3 000 public schools were added to the total, while public school enrolments increased by a whopping 2.25 million.

Whichever way one looks at it, the public school sector dwarfs the independent sector. Today, even when the recent growth spurt is added in, independent schools account for not more than three percent of the number of schools and two percent of enrolments.

The distribution of independent schools is uneven — the Western Cape and Gauteng account for about two-thirds of the total. In the Western Cape last year, they comprised about 15 percent of the province's schools. In Gauteng, the equivalent figure was 14 percent.

In other provinces, the independent sector is much smaller. In the Northern Cape it is less than four percent and in Kwa-Zulu-Natal it is about two percent.

Commentators frequently declare that public schools are going down the drain, or draw invidious distinctions between public schools which are "centres of excellence" (meaning formerly white) and the rest. Such stereotypes are false.

It is also false to regard all independent schools as havens of the super-rich or the socially elite, or as sanctuaries of white exclusiveness. In fact, the independent school sector is extraordinarily diverse.

Some are very old. Many are new. Some are frighteningly expensive. Others charge surprisingly little. Some have built up elaborate campuses and are equipped to the hilt. Others have modest facilities and look after them with loving care. Some have strong religious identities. Others are secular. Some are non-profit undertakings, others are blatantly commercial. Some market themselves as exclusive. Others have a mission to serve the poor.

Private schools pay the price for freedom

(50) ST 16/8/98

Father Smangaliso Mkhathshwa, the Deputy Minister of Education, says the government has a duty to regulate independent schools

Even these opposites can be misleading. For example, a number of independent schools charge low fees, serve the poor and deliver excellent all-round education: poor does not necessarily mean bad.

The Constitution grants the right to any person to establish an independent school, but it must be registered and not discriminate on racial grounds.

The Department of Education is often asked whether the government's policy is to encourage or discourage the growth of independent schools. The straight answer is "neither".

The government's job is to regulate the independent sector. In other words, the constitutional right to establish and conduct independent schools must be exercised in a socially responsible way — by law.

Anyone who wants to open an independent school must apply to the provincial education department. Registration can be granted if the owners of the school are able to satisfy the department's criteria. Registration, therefore, serves a vital gatekeeper function.

In principle, the same should apply to public schools. I would be the first to insist public education authorities — including principals and teachers — have a legal, moral and professional obligation to serve the public.

This is the government's greatest challenge. It is no secret it is struggling to meet it, especially given the complex fiscal relations between the national and provincial govern-

ments, the serious problems of provincial administration, the persistence of inequities in education and numerous other social and professional problems afflicting public schools.

Despite the problems in the public education sector, the decommissioning of public schools with miserable performance records is not a viable option. It is the responsibility of the state to see that such schools are put right.

Does this mean independent schools should be held to a higher standard of accountability than public schools? Yes — that is the price of their independence. The public must have assurance that if they purchase a service from an independent school they will get fair value for their money.

The Constitution permits provincial education departments to grant subsidies to independent schools. Whether or not they are subsidised by provinces is a matter of policy.

Under apartheid, private schools were registered with the respective racial or ethnic education departments and their subsidies were determined in terms of the prevailing discriminatory funding system.

Private schools registered with House of Assembly departments received the highest subsidies, and so on down the racial hierarchy.

Under this system, a "white" private school's subsidy could have exceeded the total per capita state expenditure in a school under the Department of



COUNTING THE COST: The government says independent school

Education and Training or a homeland department.

It is not an exaggeration to say that apartheid subsidies assisted historically "white" private schools in attaining their superior levels of provision.

Independent schools serving impoverished black communities, which have struggled at the bottom of the racial heap, have a strong case for sympathetic treatment.

In 1994, the new Department of Education abolished the racially based subsidy system.

In the past two years, independent schools have been caught up in the budgetary problems afflicting provincial education departments: escalating personnel costs have put a ferocious squeeze on other spending. Inevitably, provincial education departments have been required to cut back.

Many public education services have been sharply reduced and so have independent school subsidies — often abruptly. In these circum-

stances, the case for independent school subsidies has come under scrutiny.

Opponents of subsidies tend to argue that the government's first duty is to ensure the inequalities in public education are removed and that none of the scarce funds available to

f e s c t d



government says independent schools must deliver value for money

Picture: BRETT ELOFF

money. They insist independent schools ensure diversity and choice in the education system, and that these democratic virtues deserve state support.

Some advocates of this position believe that many independent schools indirectly serve as examples to the public school sector as centres of innovation, discipline, strong morale, clear values and good pedagogy, and that these qualities ought to be supported by subsidy.

It has also been said that if the state has a constitutional obligation to provide education for all children, then independent schools enable the government to meet its obligation to those learners at bargain prices — through partial subsidies instead of full costs.

There are also strong redress arguments articulated in favour of subsidies. Many independent schools serving a rich clientele provide bursaries to poorer pupils and conduct outreach programmes in impoverished communities. These activities deserve state support.

Some independent schools, many of them with religious foundations, have served poor black communities with distinction through the worst excesses of apartheid.

They charge low fees and depend on subsidies for survival. It would be a tragic irony if a democratic government forced them to close by slashing or stopping their subsidy.

Neither set of arguments can be brushed aside.

The Schools Act empowers the minister of education to set national norms and standards for the provision of subsidies to independent schools.

These will be part of the national norms and standards for school funding, on which the education department has been working for months.

Speaking in Swaziland in June, the Minister of Education, Sibusiso Bengu, said: "The principle of their [independent schools] continued necessity is respected . . . [they] may retain their independence. We would subsidise them on the basis of criteria we are formulating in consultation with them and other stakeholders."

The minister will announce the long-awaited new school-funding policy later this month. I have no doubt that, when he does, the policy will ensure administrative fairness, embrace key democratic values, uphold the public interest and support the needs of the poor — both in the small independent sector and in public schools.

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Opponents of subsidies tend to argue that the government's first duty is to ensure the inequalities in public education are removed and that none of the scarce funds available to

public schools should be diverted to independent schools.

They maintain parents who send their children to independent schools have made their choices and should not look to the government for help.

It is also argued that independent schools discriminate on

the basis of parents' ability to pay and are socially divisive.

By contrast, advocates of independent school subsidies argue that parents whose children attend independent schools are taxpayers and, by opting out of the public school system, are saving the state

Gifted teacher's dream becomes reality

Graeme Crawford has gone from being a teacher renowned for his ability to teach science, to the head of an entire education system comprising 14 schools, writes Primarashni Pillay

(50) 20 18/8/98

GRAEME Crawford was a Johannesburg teacher famous for his science-teaching abilities when he became disillusioned with the "mediocre" state education system in the 1980s and dreamt of running his own private school.

Crawford had received acclaim for producing outstanding results among his pupils, but when he spoke about his dream his colleagues thought it was a mad fantasy.

One of Crawford's claims to fame was that, after being headhunted to teach at a Johannesburg private school from a government school, he raised the science average there from about 50% to 70%.

Teaming up with Denise Goldin — a member of the private school's parent-teacher association who had also grown disillusioned with the state of education — he opened the first Crawford College in Killarney in 1993.

Crawford has since exceeded his dream: he now heads a whole education system comprising 14 schools.

The alternative education system is expected to have 20

schools by 2 000.

"The timing when we started the first Crawford College was perfect. It was pre-election time and people were getting neurotic about the lowering of education standards and we established a powerful reputation. From then on we were inundated with parents wanting to enrol their children," he said.

Crawford's system is based on the philosophy of "education without fear", where pupils are treated with dignity and their individuality is recognised. They are encouraged to think, to understand and to apply their knowledge.

There is a strong emphasis on speech and drama as Crawford believes the subject helps children build confidence.

Matric pupils receive dual certification as they write the internationally recognised Scottish Higher Equivalent examination, as well as the Gauteng education department's matric examination.

The demand for Crawford's schooling concept is burgeoning: there are about 6 000 pupils registered and there



GOLDIN

are close to 600 hand-picked teachers.

Over the next two years, more schools will be opened in Gauteng, KwaZulu-Natal and the Western Cape. Next year, the Killarney school will move to Crawford Estate in Sandton, where the preparatory school is. This will also be the site of the Crawford group's private university, which is expected to open next year. Goldin, a director of the



CRAWFORD

Crawford Education Group, said there was a huge demand for private education in SA.

"Some people are even taking second or third bonds on their homes as they realise it is an absolute priority to give their children the best education possible."

The Crawford group is listed on the Johannesburg Stock Exchange under Adved, and its schools do not receive government subsidies.

Fees range from R10 000 to about R20 000 a year, in line with other private schools.

"We are working with Gauteng education minister Mary Metcalfe and national education minister Sibusiso Bengu, who have been supportive of these schools," said Goldin. "We believe a good education and health system will keep people in the country. If parents know their children are getting a good education that is equivalent to any other place in the world, they won't leave the country."

Crawford intends opening a second range of schools — offering fewer subjects and sports facilities — to cater for people who cannot afford the present system of education.

Crawford's dreams after that?

"To develop and look after the system we started."

Metcalfe said the Crawford system was considered "good". Their pupils had performed highly in the education department's matric exams.

However, the department did not subsidise these schools as they operated for profit.

Computers for schools left to rot

Stephane Bothma

(50)

BD 19/8/98

PRETORIA — Computers worth R16m which were ordered for Northern Province bridging schools — many of them held under trees and without any electricity — have become the focus of a high court dispute between three computer suppliers and the provincial MEC for education.

The 1 600 computers are currently gathering dust in a warehouse in Pietersburg, the court heard this week.

Former Northern Province education MEC Aaron Motsoaledi has denied any complicity in the purchase of the computers in 1996 and has told the court he never made any decision to buy them.

He is being sued by Telcotec, Mago Business Systems and Ad-

vanced Systems Technologies for payment of nearly R16m.

The education department said the transaction was concluded by officials without the necessary authority. However, according to the suppliers, the purchase was approved by the province's department of finance and expenditure in terms of a letter dated March 10 1996 and an official purchase order was issued.

Motsoaledi testified this week that he had only become aware of the purchase at a meeting in April that year when he was asked why IBM had not been asked to tender for the contract. He said that none of the top officials in his department had known about it either and that "there was definitely no funds available for such a purchase at the end of 1996".

The computers were withdrawn from the bridging schools when the department launched an inquiry into the deal. The concept of bridging schools was formulated by Motsoaledi to fight the unacceptably high matric failure rate in the province.

Five senior officials in the department were suspended pending the outcome of an internal inquiry into the transaction.

However, the officials were acquitted by presiding officer HS Gericke on charges that they had unlawfully and without authorisation bought the computers and ignored financial regulations and treasury instructions. Gericke said it was "strange and funny" that a department could buy computers for schools some of which did not have electricity.

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Community evicted through 'racist' Land Act

Pule Molebeledi (20) and Siyabulela Qoza

BD 19/8/98

THE 1936 Land Act, which resulted in scores of people losing their rights to land now occupied by the SA National Defence Force's Lohatla battle school in the Northern Cape, was racist and discriminatory, advocate Wim Trengove argued yesterday in the Land Claims Court in Randburg.

Three Northern Cape communities: the Gatlhose, Maremane and Khosis, have filed a restitution claim for 135 000ha of land

against the departments of defence and agriculture and land affairs. The two departments have indicated that they will oppose the application.

Trengove, appearing on behalf of the communities, told judges Fikile Bam and Shenaz Meer that the Khosis made their claim as descendants of part of the Gatlhose and Maremane communities.

The rights of the communities were continuously eroded from 1976 until the final eviction of their members in 1993.

Trengove described as "far

fetched" a suggestion by the defence department that the last community to be removed from the reserves, the Khosis, voluntarily surrendered its rights by unanimously agreeing to relocate to Jenn Haven.

It was perverse to suggest that the entire community had waived its rights when some members agreed to relocate to Jenn Haven. Those who agreed to relocate did so in the knowledge that they could be evicted against their will if they did not agree to move. "They did not exercise free choice."

Councils adding to growing list of rivers polluted by faeces

By MELANIE-ANN FERIS
Environmental Reporter

There is a growing list of rivers in South Africa which have high levels of faecal contamination due to sewage spills, making the water dangerous for drinking and recreation.

The recent Jukskei River Quality Report shows that councils have become serious polluters of rivers.

The Northern Federation of Ratepayers Associations esti-

mates there are more than 1 000 sewage blockages and spillages a month in the eastern metropolitan area alone.

The Jukskei River report shows that high faecal counts in the Crocodile River, downstream from its confluence with the Jukskei River, the Klein Jukskei, Braamfontein Spruit, Sand-spruit and Modderfontein Spruit, make its water unfit for use because of "gross" pollution.

The report precedes the

release of the draft white paper on integrated pollution and waste management, which will be released today.

Meanwhile, clean-up efforts have started in the Nyl River following a spill which resulted in hundreds of litres of sewage flowing into the river over the past two weeks.

While residents believe the pollution could have serious health and environmental consequences, the Nylstroom town council has played down

events. Johan Hattingh, chief of civil services in the town, said yesterday the problem was not as big as residents claimed.

Although the town's chief executive officer Burger Pienaar has denied that any effluent entered the river, Hattingh admitted yesterday that the spill occurred during routine maintenance on the town's purification system.

Conservationists fear the spill could threaten the nearby Nylsvlei Nature Reserve.

SPAW

20/8/98

Is it fair to have a class of 16-year-old girls joined for lessons by a father of three? And how does a teacher cope when she has to discipline a pupil who is older than she is? CORNIA PRETORIUS and VICTOR KHUPISO investigate the dilemma of South Africa's over-age pupils

SOUTH AFRICA is spending a third of its education budget on over-age pupils and dropouts — this year a total of R15-billion.

Helen Perry, director of Information Systems for the Department of Education, says: "The average pupil is taking about 15 years to get matric; every second individual will fail twice in their school career, and one in four is getting matric."

Because of this, the government is spending R35 000 more than it should to produce each matriculant, says Luis Crouch, a consultant to the department. It spends a total of R85 000 on the schooling of someone who matriculates.

Equally alarming are the following statistics:

● Fifteen percent (1.8 million) of all pupils are three or more years older than their peers;

● Twenty-five percent (three million) are two or more years older than they should be;

● Sixty percent of the 585 254 matrics are over-age;

● Only half of all Grade 8 pupils are the age they should be; and

● Thirty-eight percent of Grade 1 pupils repeat the year.

The official age for pupils to start school is seven, which means they should matriculate at 18. But, says Perry, four million of the total 12 million pupils in South Africa are either too old or too young for their classes.

Practical problems arise from the resulting mix of ages in a classroom.

Basil Haworth, the district director for Boksburg/Germiston/Vosloorus, gives the example of a 24-year-old pupil being taught by a teacher younger than he is.

And a teacher says one of her classes consists of 16-year-old girls — and a father of three.

Last week, Haworth's office gave principals instructions on how to deal with pupils three years or older for their grade, namely consultation between the principal, the school's governing body and Haworth.

According to the South African Schools Act, the minister of education may set the age requirements for different grades. But Sibusiso Gengu has not done so



TURNED AWAY: Ntombi Gata, 19, came to Johannesburg for a second shot at school



GRADUATE OF HARD KNOCKS:

Ntombekhaya Blom's schooling has been disrupted by epileptic seizures. Now she has been told that at 25 she is too old for Grade 10

Pictures: JOE SEFALE

Grade 10, but then had to leave "because I was often admitted to hospital." When she was told she was too old to be in Grade 10, she had an epileptic seizure.

Muziwenkosi Xabantsa's schooling was severely disrupted when his parents separated in 1989 and he moved with his mother from place to place.

He waited for the chance to complete his schooling. That chance came late last year — or so he thought.

"I heard the minister saying on the radio that age was no longer an issue," he said.

He went to a high school on the East Rand. "But to my dismay and sorrow I was dismissed after only two days because they claimed I was too old," he said.

At 23, he was believed too old for Grade 8.

"I was advised to go for adult education. But I can't do that because I don't have money to travel. I'm staying at home doing nothing," Xabantsa said.

He had planned to become a policeman but now despairs of his future.

"Many youths who have been turned away from school are in jail. My neighbour was arrested in May for killing a motorist at the robots near the squatter camp. If he was at school this would not have happened.

"We want to be good citizens, but our efforts are being crushed."

A 24-year-old who did not want to be named said he had been dismissed from school for being too old in Grade 10.

He now sells beer and dagga. "I know I would be arrested for selling the stuff, but what can I do? I wanted to become a male nurse, but I can see that is impossible.

"My chances of becoming an honest citizen have been shattered."

Meanwhile, the department is optimistic that the number of over-age pupils is decreasing.

And Perry says that although matric results are bad, far more people are passing matric than was the case a few years ago.

However, reducing the number of repeaters, says Crouch, won't mean less money will be needed for education, which takes the largest slice, 22.8 percent, of the national Budget.

The money that could be saved would be used for other urgent priorities.

The Gauteng education department, for example, says it could have spent R3.8-million on stationery and equipment and paid R380-million on teachers' salaries last year if it hadn't had 147 890 repeaters to teach.

Age: The R15bn crisis

(50)

ST 23 | 8 | 98

Cost of older pupils cripples SA's schools; cheats kids of equipment and books

—"yet," states the department. Without a national guideline, provinces have flexible policies, but all are aimed at encouraging over-age pupils and those repeating matric to opt instead for technical colleges or adult education centres.

It's not that simple, however. Earlier this year an East Rand school asked about 100 older pupils to leave. More than 1 500 pupils were squashed into buildings meant for only 600, which meant many who were the correct age had to be turned away.

The teachers believed they were doing what their provincial department wanted: directing over-age pupils to technical or youth colleges where they could learn skills such as mechanics or hairdressing.

But after resistance from parents, the school has taken back about 50 of the pupils.

"Parents believe their children should be in school and they say they do not have the money to send them to other institutions," says a teacher.

Schools also have to be politically sensitive. Apartheid-era slogans such as "liberation before education" were replaced by "back to school" campaigns, aimed especially at those who had dropped out of school to further the political cause.

The large number of over-age pupils today is a result of the "inequalities of the past," says Education Department spokesman Khume Kangala.

Gauteng's education MEC, Mary Mccalle, elaborates: "We must remember that these children are the products of a specific history. We need to be sympathetic to their needs. The apartheid government set age restrictions to keep activists out of schools."

Now, in terms of the Constitution, everyone has the right to

a basic education. This, states the Schools Act, is Grade 7 or 8 until the age of 15. Thereafter, everyone has the right to adult basic education. Realising that right is more difficult. There are few state-run adult centres, especially in rural areas, and others are cash-strapped.

Kangala says the department envisages that there will be fewer and fewer over-age pupils as more centres for adult education become available.

"Eventually adults older than 20 years should not be admitted to schools," he says.

Meanwhile, business has stepped in to support of the South African Foundation, The Black Business Council and the National Business Initiative last week an-

to help. A trust which has the support of the South African Foundation, The Black Business Council and the National Business Initiative last week an-

nounced a plan to raise an initial R1-billion towards education and creation of jobs.

Recognising that schooling efficiency is "reduced by up to 40 percent because of an excessive high repeater rate", the trust's two-pronged education plan is:

● To widen the opportunities for non-academic education and training, through technical and other colleges, for those who have completed Grade 9; and

● To improve the quality of schools.

The Department of Education is also concerned about the number of pupils repeating Grade 1, the "most inefficient year in the system," says Perry.

Sixty-six percent of Grade 1 pupils are either too young or have already failed.

The minister's spokesman, Bheki Khumalo, says schools have to be stricter about not allowing children to start school before they are seven years old.

"White kids have better access to early childhood development, or pre-school education, than

black communities. Black children often repeat many years, not necessarily because they are academically less capable. Khumalo says.

One teacher said there were obviously pupils who just didn't apply themselves and therefore failed.

But there were often more personal, and sadder, reasons for pupils having to repeat grades.

Ntombi Gata, 19, was one of the Grade 9 pupils asked to leave the East Rand school.

Having completed Grade 8 in the Transkei, she had been prevented from studying further by a grandfather who didn't believe girls were supposed to go to school.

Even reaching Grade 8 had been difficult.

"In the rural areas, a lot of teenagers are not attending

school and if you insist on going to school, the elders scoff at you," she said. "As a result, I did not go to school regularly and I often failed."

But she had taken heart when the government had announced that everyone who wanted to go back to school could do so, irrespective of age.

She moved to Johannesburg to live with her parents — and go to school.

Ntombekhaya Blom had to leave school because, at 25, she was considered too old to be in Grade 10. An epileptic, she had started school in the Northern Cape, only at the age of 11, and had often been absent.

"My father did not want to take me to school because I would faint and spend days not knowing myself," she said.

She managed to get as far as

turned away from school are now in jail

who have been turned away from school

Many youths who have been turned away from school

are now in jail

Privatising education is no way to close the 'quality' gap

Star 25/8/98

(70)

By SALIM VALLY

Most analysts of the school system in South Africa agree that despite marginal improvements to facilities and attempts to instill a democratic ethos and increase access, manifest and massive inequalities remain.

Differentiation in schooling increasingly occurs along class rather than racial lines. There seems to be an expansion instead of a diminution of the resource gap and education quality indicators between richer and poorer schools.

Yet the situation can be turned around. The solution rests in a systematic reform of public education instead of the marketing of education like a commodity.

Those on the Left contend that the Government's macro-economic policies, especially Gear, strengthen market forces and therefore richer constituencies over poorer communities. The latter require resolute state involvement in social sectors to rectify historically accumulated inequalities.

In schools, the impact of fiscal austerity measures has resulted in cuts in textbooks, the removal of transport subsidies and cleaning services, a shortfall of classrooms, an absence of basic utilities and infrastructure such as electricity, water, toilets, furniture and libraries and importantly, a paucity of training for educators, managers, governing body members and district officials.

Inequalities inherited from apartheid have not only been reproduced but exacerbated by a combination of underfunding as well as mismanagement, improbity, new forms of wastage, lax administrative and financial mechanisms and the unavailability of reliable data.

The argument that the payment of school fees by some communities will free resources for poor schools can be countered with the argument that, in conditions of already existing disparities, it will tend to perpetuate inequality in education.

The poverty and inequality

hearings have shown that many impoverished communities cannot even afford fees of less than R100 per year, and this does not include out-of-pocket expenses such as uniforms, transport, food and school trips.

The state's effective support to schools in poorer communities to close the gap with richer communities is in doubt as the implications of its macro-economic strategy becomes clear.

Although legislation prohibits schools from denying admission to pupils whose parents cannot pay and allows for the partial or total exemption of parents who earn below a certain threshold (parents who are not exempted from paying fees can be sued by governing bodies), various strategies could be employed to prevent admission to pupils from poorer families.

A preponderance of non-fee paying parents will affect the revenue-raising ability of schools.

The Education Laws Amendment Act, which allows governing bodies to employ additional teachers from their own funds, will further differentiate schools.

All this sets in motion the real possibility of market competition between schools.

Those on the Right, including the Democratic Party, believe that this creeping marketisation is not sufficient. In a policy document released recently, the DP promotes the idea of a school choice voucher system.

The DP glibly accepts that this system has been successfully deployed in Chile and parts of the United States, particularly in Milwaukee, Wisconsin.

The Chile voucher system, introduced by Pinochet's military regime after overthrowing the democratically elected socialist government of Allende, was inspired by the American Milton Friedman as a way to control public spending on education and privatise the delivery of schooling.

But in a recent study of the system, Martin Carnoy, a pro-

fessor of education at Stanford University, found that the system contributed to greater inequality in pupil achievement without improving the overall quality of education.

The DP proposes a pilot project as a forerunner to nationwide implementation in the following way: Vouchers should be offered to 1 000 children in selected poor communities. The voucher would equal the amount the state spends on educating each child and would be redeemable at any private school in the province that met basic standards. Simultaneously, the DP believes poorly performing schools should be sold or given away to "parent bodies", ... private busi-

nesses or even consortia of the schools' former teachers".

The newly privatised schools would compete for vouchers and would also be free to enrol fee-paying pupils.

If successful, the DP would incrementally expand the number of vouchers and the privatisation of poorly performing schools.

The DP believes the threat of closure would provide "bad" schools with a significant incentive to improve their performance.

Carnoy has shown that all over the world, voucher systems promise a lot but may actually be worse for children from low-income families, for whom the gains are supposed to be greatest.

The DP, like their counterparts in the United States, push the voucher system especially vociferously among poorer communities.

They work on the assumption that subsidised private education initially has the greatest appeal to parents most desperate for alternatives to poorly performing public education.

Among the many specific issues which the DP's proposals do not deal with are that:

■ Private schools "cream-off" the best students and are allowed to screen-out others based on academic achievements, as well as charging fees

on top of the vouchers.

So the "better" private schools attract pupils from more advantaged socio-economic backgrounds. In Chile, as well as in Europe, those who took advantage of subsidised private schools were predominantly middle and higher income families.

■ By transferring teachers from a public employee system to the private sector, the teacher unions are either eliminated as a bargaining unit or their strength is greatly reduced.

■ Carnoy demonstrates how the Pinochet regime made no effort to improve the curriculum, the quality of teaching, pupil performance or the management of education since this was meant to occur spontaneously through increased competition among schools vying for students.

■ Poorer districts and lower-revenue raising municipalities are at a special disadvantage since they lack the fiscal capacity and resources for school improvement. Would the sinecures suggested by the DP to these areas not "endanger Gear and increase the budget deficit?" A concern the DP seems preoccupied with.

Carnoy notes that "scores in Spanish and mathematics from two nationally standardised cognitive achievement tests implemented in 1982 and 1988 for fourth graders registered a national decline of 14% and 6% respectively".

So much for the efficiency of private enterprise!

The lesson for us is what the DP and other privatisation advocates do not want known. Voucher plans increase inequality and inefficiency.

Privatising schools reduces public effort to improve schooling since it relies on the free market to increase achievement. The free market is neither free nor fair.

The only realistic solution is to improve public education.

For the Left, the social cost of privileging deficit reduction above the goal of providing quality education is just too high.

■ Salim Vally is a researcher at the education policy unit of the University of the Witwatersrand.

Solution is in reform rather than in private enterprise

Disquiet over clause in new education bill

Star 26/8/98 (50)

Approved for tabling despite fears over governing bodies

By JOVIAL RANTAO
Cape Town

The ANC and opposition parties yesterday failed to reach agreement on a clause in a new piece of legislation which would effectively reduce the powers of governing bodies over the redeployment of teachers.

However, the failure to reach consensus did not prevent the parties from approving the Employment of Educators Bill for tabling in Parliament. It will also, it seems, not stop the bill from becoming law.

The NP, IFP and DP believe the bill will reduce the say that parents have in the education of their children.

The three parties acknowledged that the rest of the legislation would provide clarity of conditions of service for teachers.

The bill also establishes a consolidated framework and process for dealing with discipline, conduct and professional integrity of teachers.

Mike Ellis, DP spokesperson on education, said his party objected to the clause which reduced the power of governing bodies because it believed that parents should be involved in education. "While we think the bill is reasonable, we're not happy that it takes power from the governing bodies," Ellis said.

His sentiments were shared by the IFP and NP. The Freedom Front abstained from voting.

Dr Blade Nzimande, chairperson of the ANC study group and of the committee, said the adoption of the bill was an historic advance in the consolidation of conditions of service for educators. "In line with a democratic South Africa, and giving clarity on the question of who employs teachers, this bill gives effect to the principle of co-operative governance in relation to the employment of educators.

"The ANC is in support of the clause which deals with the question of excess educators according to a closed-list

process. These procedures are necessary in order to address the unequal distribution of teaching personnel in our country. This is one of the legacies of apartheid education that the Government has to deal with decisively.

"The clause in no way diminishes the powers granted to school governing bodies by the South African Schools Act, 1996," Nzimande said.

He added that the portfolio committee had succeeded in striking and maintaining the delicate balance between the responsibility of the state to ensure an equitable distribution of educators, the labour rights of educators, and the powers of school governing bodies.

The version of the bill approved by the committee yesterday includes a chapter which gives legal status to the South African Council of Educators, the body responsible for the registration of educators and the enhancement of the professional integrity of the teaching profession.

Report raps Gauteng⁽⁷⁰⁾ schools

Sowetan 26/8/98

By Joshua Raboroko

A PART from the low matric pass rate, Gauteng schools are plagued by a shortage of textbooks, overcrowding, damaged buildings, poorly qualified teachers and financial hiccups, according to an audited report.

The Gauteng auditor-general's report tabled in the legislature is based on the performance audit of the administration of secondary schools as well as of academic health centres between January and February this year.

The report says the matric pass rate in different schools ranged from three to 42 percent.

The condition of facilities and equipment did not promote effective and efficient education. In addition, schools with insufficient facilities had produced low matric pass rates.

The cost of the 33 000 pupils who failed the matric examination was R83 million while that of those who failed grades eight to 11 was R183 million in 1995, the report says.

As a result of ineffective planning for the 1996 matric examinations, the budget of R35 million in this regard was not used effectively in all instances.

The report says 63 000 children, whose ages ranged between 15 and 19 years, did not attend school in the province, adding that about R811 million was required to address the backlog in classroom renovations.

The audit found that a shortage of 11 380 textbooks was experienced at five secondary schools. For example, textbooks costing R54 375 for the 1996 academic year had not been received at the Jabulani Technical High School by November 1 1996.

Vandalism

The report notes that 1 000 administrative posts were not filled and this impacted negatively on the administration of schools. It says that there was a shortage of 3 000 teachers at some stage while about 3 330 teachers held redundant posts.

The outstanding debts of teachers who had resigned amounted to R4.21 million. The budgetary allocation of R131 million for the year 1996-97 had not matched the physical resource needs.

The report notes that vandalism and theft could not be effectively addressed in the short term unless every school was provided with costly security personnel, which the department could not afford.

Tight deadline to promote literacy in SA

Sowetan 27/8/98

By Eddie Mokoena

DETERMINED to fight illiteracy in South Africa, the Workers' Library and Museum is holding a theatre competition to promote education through arts and culture.

However, there is not much time left as all entry forms must be submitted before Sunday. Entry forms for the competition are available at the Workers Library and Museum at the Newtown Cultural Precinct in downtown Johannesburg.

The closing date for the competition is tomorrow at 1pm. Interested theatre groups will be expected to create a 45-minute play using workers issues as a central theme.

The competition is open to theatre organisations in Gauteng and is part of the Workers' Library and Museum's educational programmes.

This workers' competition has been made possible by the sponsorship of the National Arts Council and the Arts and Culture Trust.

The Workers' Library and Museum was established in 1987 as a resource centre for workers. Its main objective is to educate workers about their rights and relationships with their employers.

The library and museum run educa-

tional seminars for workers and the general public on various economic, cultural and socio-political issues.

The library and museum, initially built as a Johannesburg Municipal Workers Compound, was turned into a library and museum as a heritage centre for workers in South Africa.

Since its formation, the Workers' Library has conducted educational workshops on Saturdays. The topics as well as speakers are suggested by the participants.

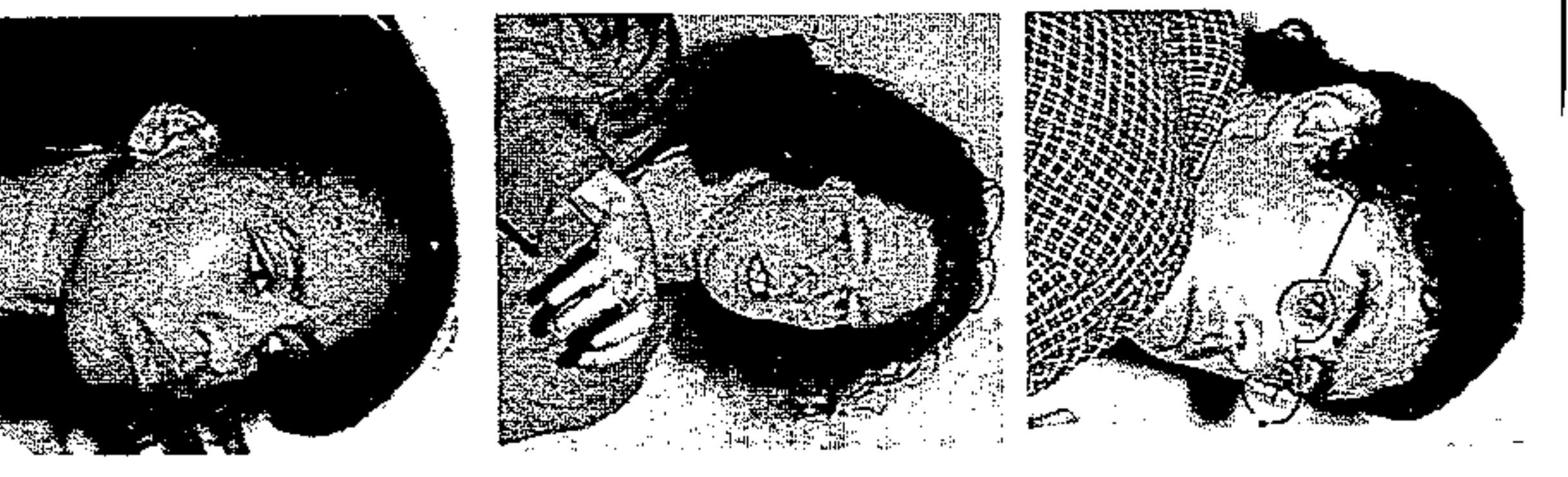
The organisers said one of their aims was to promote education through art and culture.

People are encouraged to exhibit their works in the Workers' Gallery, especially people who cannot afford to pay commercial galleries.

Exciting and relevant exhibitions of photos, paintings and posters have been displayed at this gallery.

Currently the Workers' Library and Museum is running a photographic exhibition on development by Guy Stubbs. Trade unions are requested to exhibit or display their history, with photographs, posters or words by their members.

For more information call Prince, Mufunanji or Lucky at (011) 834 2181 during office hours.



Researchers at the Centre for the Study of Violence and Reconciliation presented findings at a seminar yesterday showing that scholars of different races at Model C schools were struggling to form meaningful interracial relationships. Speakers included Peter Esterhuysen (top left); Glynnis Clacherty (middle); Yale University intern Judy Singleton (bottom left) and Tracy Venings (right).

No 'rainbow nation' in Model C schools — study

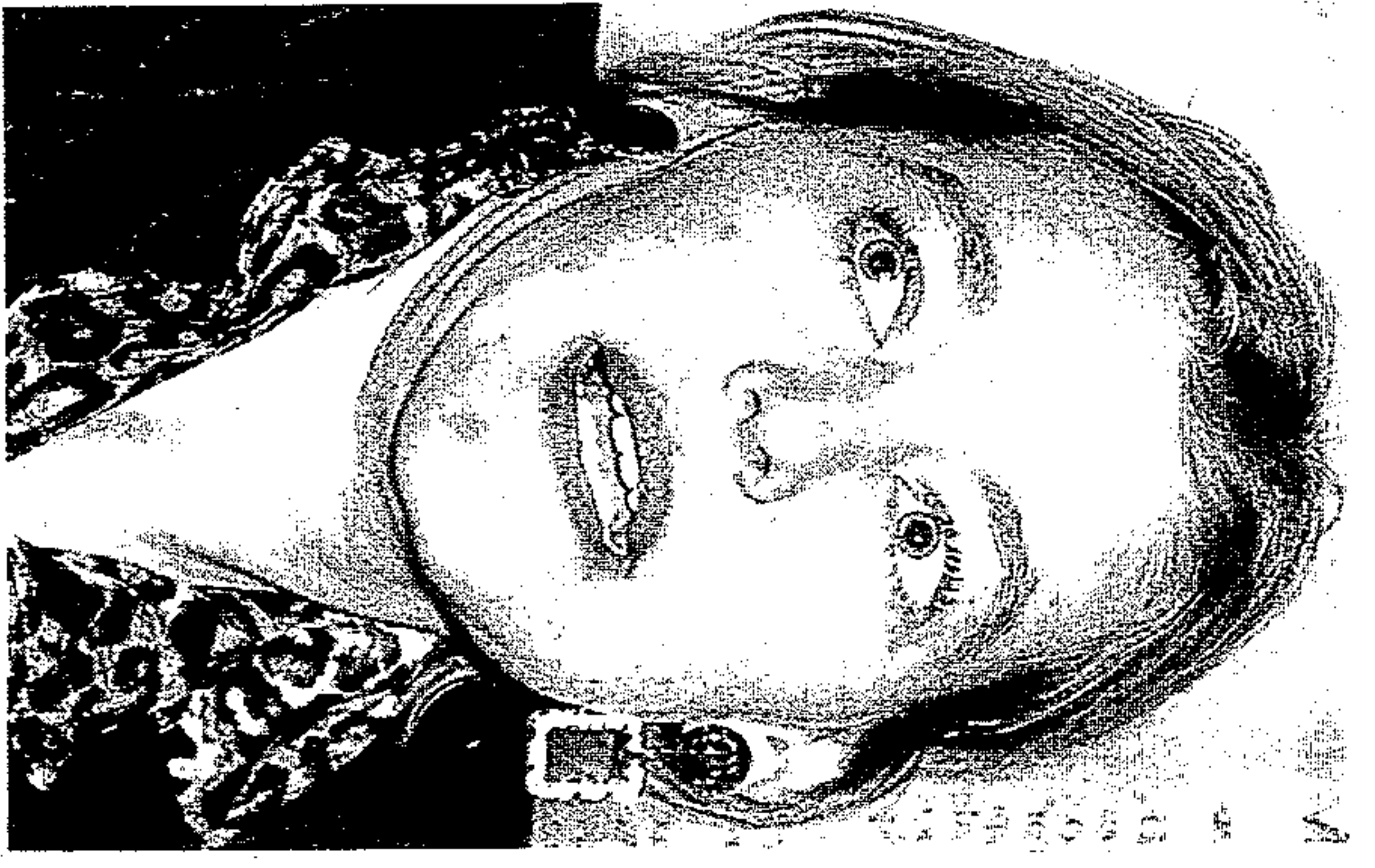
Deborah Fine

(52)

PUPILS enjoying meaningful relationships based on a mutual respect for cultural and racial diversity were far removed from the reality currently experienced by many school-going teenagers.

This was according to a study released yesterday by the Centre for the Study of Violence and Reconciliation, which indicated that many pupils attend-

Mindlos ♀ causing kike
 [E] SC Car in playground
 SC Mindlos + Friends @ Shop
 SC Mindlos + Ma ← teacher + Model C
 SC Mindlos + Kpomloso ← ex-stab differences
 SC M 1st day at school - meets O
 SC M 1st day at school - back one side
 SC N ok school - Q supporters M
 SC Teacher shifts on M - J challenged Q
 SC Q + Jan outside Cecom - M in fight w/ Jan
 ENDS - Jan + M at Ruvuipol - warning to un
 described
 SC Valentine's Bash / day - M bored - outside
 SC outside - M sees Jan strong w/ cut / helps / fixes
 SC end up connecting
 SC Kenny R amuna @ school - plays good music
 SC DJ + Profest(?) out - humming music, jump
 SC Police arrive - M's
 SC Outside - Jan, M, Q - Q quit help generally w/ Jan/peer
 SC J + Q dis. both inside O's
 by joint listen



Picture: ROBERT BOTHA

BD 28 18 198
 ing racially mixed Model C schools tended to form separate, racially exclusive groupings and often experienced diversity in the form of racism, prejudice and stereotyped assumptions.

Std 8 and 9 pupils interviewed by the centre in four provinces cited peer pressure, teasing, criticism from parents and a "natural instinct" to remain apart as some of the reasons for hesitancy to form interracial friendships.

They said, though, the situation was "slowly changing".

Researchers observed that talks about race and racial diversity appeared to cause the pupils anxiety. For many pupils, the study was the first time the issue had been openly debated with them.

It was also observed that teachers seemed reluctant to tackle the issue, maybe for fear they might create emotional or political conflict in the class.

The centre said it was vital to create a "safe space" where pupils could discuss the meaning of racial diversity in a human rights culture and study perceptions of one another.

The centre was producing educational guides for pupils and teachers to promote inter-action and debate. It was also jointly funding a six-part television drama with the SA Broadcasting Corporation that would be based on the findings.

We find the schools that are top of the class

Excellence still exists in SA education, writes PENNY VINJEVOLD

ST 30/8/98

FROM a crumbling rural school in a dusty village near Thohoyandou to a lush, suburban school in Cape Town... once again, the Sunday Times Top Schools Project has uncovered excellent schools in a range of diverse contexts.

The findings of our survey, which will be published on September 13, show that there are schools that are still thriving and committed to high standards — despite shrinking resources and the many other problems facing education.

Our panel of seven education experts sat down again this year to sift through the many hundreds of school applicants who filled in our 18-page questionnaire. All secondary schools in the country were sent the questionnaire at the beginning of April. Unfortunately, some schools did not receive it. Others decided not to participate.

As we made clear last year, the Top Schools Project is not about league-tabling or trying to compare "apples with pears". It is about celebrating triumph against adversity as well as giving recognition to those wealthier schools with good resources which are using them wisely and ensuring a place for some of our matrics in the global arena.

Many principals said they found the task of filling out the questionnaire a useful, if time-consuming, self-evaluation exercise which gave them some much-needed criteria to measure their schools against.

This time round we added some new categories to give recognition to a wider range of schools — schools which are striving to give pupils value-added education relative to the resources they have available.

This year's Top Schools Project celebrates schools in four categories: top schools nationally, top schools provincially, the



MAKING THEIR MARK: This year's Sunday Times Top Schools Project features some diverse examples of excellent schools around South Africa
Picture: BRETT ELOFF

top maths schools and the top schools in terms of outreach. For the national and provincial categories the following criteria were used:

- Pupil performance or achievement: assessed in terms of matric pass rates, matric exemption rates, achievement in maths and English, and pupil participation rates in extracurricular activities relative to the resource base of the school;
- School improvement: the ways schools are preparing pupils and staff for a changing South Africa and world; and
- Creating opportunities and conditions of learning: what schools are doing to maximise opportunities for learning and to provide a safe, secure environment.

For the top maths category the following areas were looked at:

- Pupil participation rates in maths;
 - Maths achievement at matric level; and
 - Opportunities given for developing maths knowledge and skills in pupils.
- For the top outreach category, the following were considered:
- Opportunities provided for teachers and pupils to contribute to and work with the local community and other educational institutions; and
 - The school's use of local

facilities to enhance its efficiency and create new opportunities for pupils.

We travelled around the country profiling some diverse examples of excellent schools — co-ed, single-sex, public, private, former model C, English medium, dual medium, religious schools and secular schools.

The survey is a useful read for all those involved in education: it identifies, through wide-ranging interviews with school stakeholders, important trends sweeping through our rapidly changing schooling system.

● Penny Vinjevold is the co-ordinator of the Sunday Times Top Schools Project

Ex-employees owe department millions

(50) (211) Star 31/8/98

Amount would cover all current capital works planned by Gauteng's education dept

By JACQUI REEVES
Education Reporter

Ex-employees of the Gauteng department of education (GDE) owe the province more than R16-million, an amount that would cover all current capital works being planned by the department for the 1998/99 budget.

The outstanding money came to light recently with the release of the auditor-general's performance audit of the GDE.

The report showed that when the GDE took over the running of education in the province in 1995, only R4,21-million was identified as outstanding. Since then, through the integration of race-based districts and regions, the department has identified an additional R12-million owed by ex-employees.

Alan Moonsammy, director of administration, finance and buildings at the GDE, said various causes could be identified for the debts.

He said debts often arise out of contractual agreements broken by employees. The agreements usually relate to the amount of training that had been given to the individual. For example, four years of training from the department is repaid through four years of service.

"When this contract is broken some form of compensation has to be paid to the department which is often a large source of the debts," he said.

Incomplete, faulty or late information passed on to the department of education's salaries section could re-

sult in employees being overpaid. This excess pay had to be reclaimed from the staff and could take some time to secure.

An extreme example of this, identified by the auditor-general, occurred at the Mammellong Comprehensive School with the resignation of a teacher in January 1996. The department of education was only informed of the resignation six months after the teacher had left, resulting in a salary overpayment of R14 183.

Moonsammy said administrative faults in the classification of staff could also result in overpayments.

"If we receive information that an individual has been promoted or appointed to a new post and that individual is incorrectly classified, that can lead to incorrect salary payments, which would then have to be sorted out," he said.

Moonsammy said debtors are identified and discussed with the provincial treasury. After this, forensic auditors are used to track down the individuals and the cash.

"This is actually a provincial debt so we work with province and, though we are the largest department, we are not the only ones affected. Many other departments also have these type of debts," he said.

Phetole Kubjane, spokesman for the Gauteng department of economic affairs and finance, said unpaid debts from ex-employees are followed up by the state attorney, but he was unable to provide detailed debts of individual departments.

Debts often arise from broken contractual agreements

Classroom failures (50) 'strain education budget'

Star 1/9/98

Repeater rate is costing the country millions

By JACQUI REEVES
Education Reporter

The huge number of matric failures last year cost provincial education departments an estimated R100-million.


Daan Visser, national director of education funding, has emphasised that costs per pupil were estimates, and were used to provide general guidelines on the amount borne by the Government for matric failures.

Luis Crouch, a finance consultant with the National Department of Education, said this "repeater cost" was used as an indicator of fund use and helped to devise strategies to combat needless expense.

"This is not so much money that is being lost, it is money that is not being used as efficiently and as productively as it could be," he said.

Pupils unsuccessful in their matric exams have the right to repeat the year immediately after their failure.

Crouch said the high number of repeaters, and the fact that many failed a second time



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|-------------------|--------|-------|--------------|
| Eastern Cape | 41 899 | R 387 | R 16 214 913 |
| Free State | 23 083 | R 390 | R 9 002 370 |
| Gauteng | 36 702 | R 312 | R 11 451 024 |
| KwaZulu-Natal | 48 975 | R 463 | R 22 675 424 |
| Mpumalanga | 20 498 | R 390 | R 7 994 220 |
| Northern Cape | 2 760 | R 384 | R 1 059 840 |
| Northern Province | 86 849 | R 350 | R 30 397 150 |
| North West | 24 285 | R 305 | R 7 406 925 |
| Western Cape | 8 816 | R 480 | R 4 231 680 |

due to a disadvantaged education history, was a concern.

Recent research, conducted by Crouch and educationist Thabo Mabogoane, has shown it takes the system an average of 18 years to produce one matric pass and that an average child spends 15 years at school.

The same article shows the general repeater rate grew from 13% in Grade 8 in the early 1980s to 22% today. Over the same period, the matric repeater rate rose from 19% to 40%.

Crouch also identified high

repetition rates with particularly Grade 1 pupils as adding to the financial burdens of education departments.

A report by the Medium Term Expenditure Framework education sectoral team last year said Grade 1 over-enrolment averaged 67% and cost SA about R1-billion a year.

During 1996, more than 180 000 pupils repeated various years. Classrooms and teachers are needed to teach these pupils, placing extra strain on already burdened staff and resources.

Pupils shut out of farm schools

By Russel Molefe

MORE than 500 pupils and their teachers at three farm schools in Northern Province and Gauteng face uncertain futures because of the closure of the institutions by farmers.

This is due to the failure of the departments of education in the two provinces to negotiate with farmers as to where public schools were to be situated as required by the new South African Schools Act.

The Act demands that MECs for education in all nine provinces enter into an agreement with landowners over the public schools on their land.

The apartheid-era department of education had agreements with the farmers over schools on their properties. But when the new political dispensation came into being in 1994 and control of the department changed hands, the agreements became invalid.

Sowetan yesterday established that the provinces have failed so far to enter into negotiations with landowners, presenting hundreds of schools and pupils with no choice but to close.

Critical stage

Ministry of Education spokesman Mr Khume Kangala said it was the duty of MECs in the provinces to negotiate with farmers and landowners.

"The MECs might be taking this lightly. The situation will reach a critical stage and the MECs will want the department to intervene," Kangala said.

The Mphemeetse and Seapara Schools in the Vaalwater area of Northern Province have already been closed.

Rusoord Intermediate School at Blesbokspruit Farm in the Vaal Triangle also faces closure.

The owner of the property on which the

school stands has already told principal Mrs Miriam Sofe to vacate the school by the end of the year.

Sofe said the school was the only institution within 50km and the closure would spell disaster for the education of the school's 219 pupils.

The school's eight teachers also don't know what will happen to their jobs if the school is closed, she said.

"Most of the pupils walk long distances from other farms to attend this school. They come from poor backgrounds and their families cannot afford to pay transport costs to schools in the townships," Sofe said.

A senior education official in Northern Province Mr Mpfareni Mukhahvuli said the department was still drafting policy that would determine an approach to the negotiations with landowners.

However, he was unable to indicate when the policy would be ready.

"The problem is not confined to Northern Province alone. Others are in a worse situation.

Use of infrastructure

"In case we enter into negotiations with a farmer and we fail to reach an agreement, the Act gives the national minister powers to gazette what should be done," Mukhahvuli said.

Negotiations with landowners have to centre around rentals and the use of infrastructure, he said. But Mukhahvuli contradicted Mr Bernard Matsane, a spokesman for the education department, who earlier said the minimum guidelines set by the ministry of education for the negotiations with the farmers were sent to the province at the beginning of this year.

A spokesman for Gauteng department of education, Mr Aubrey Matshiqi, failed to respond to *Sowetan's* inquiries by late yesterday.

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Russel Molefe 1/9/98

DRU L

CSIR's external income slip R4,9m below budget

CT (PR) 1/9/98 (50)

ROY COKAYNE

Pretoria — External income earned by the Council for Scientific and Industrial Research (CSIR) fell R4,9 million, or 0,7 percent, below budget in the 1997-98 financial year, said Geoff Garrett, the president.

He said the shortfall was mainly a result of the lower achievement of sales in the national safety and security sector.

But the net margin, an important measure for sustainability in the longer term, was maintained despite the shortfall in external income, Garrett said in the CSIR's latest annual report.

Total income for the year was R688,7 million, compared to R652,3 million in 1996-97.

The goal had been to grow external income by 6,3 percent to R693,7 million, with a net margin of R14,6 million or 2,1 percent of external income, he said.

A margin of R7,3 million against a budget of R14,6 million (R68,6 million) was achieved after board-approved provisions were made for assets transferred to the department of environment affairs and the writing-off of goodwill that emanated from the Chamber of Mines Research Organisation merger in 1993.

Garrett said the lower achievement of sales in the national safety and security sector was caused by the late and severe cuts to the CSIR's defence force contracts, together with a reduc-

tion in investment for research in the mining industry, which was associated with the turbulence in that sector over the past year.

He said the CSIR was moving towards earning 60 percent of its turnover from non-parliamentary grant sources.

"Achieving sustainable real growth in our external contract income, at acceptable levels of sustainable performance, continues to be a crucial requirement. Similarly, maintaining an appropriate level of parliamentary grant for investment in capacity and competence will be essential."

Garrett said the CSIR's foreign income had grown beyond budget to R32,2 million, a rise of 15,3 percent (R28,8 million).

Foreign income accounted for 9,5 percent (8,6 percent) of external income in the year.

Garrett said significant strides had been taken in cementing some key alliances, especially with the US, Germany, India, Sweden, Finland and Denmark.

Over the next few years, the CSIR would be transformed from a Gauteng-centred organisation with some provincial offices into a fully representative organisation in all nine provinces.

The plan to move into the provinces was approved in December 1996. Increased provincial activities led to 26,9 percent (19,2 percent) of income coming from outside Gauteng in 1997-98.

School racism claims to be probed

By FEMIDA CASSIM

Gauteng MEC for Education Mary Metcalfe has ordered an immediate investigation into allegations of racism at Johannesburg's Hoërskool Vorentoe after alleged racial clashes were brought to her attention yesterday.

After receiving a fax from an angry parent detailing a number of alleged racial incidents, Metcalfe said a senior team from the department would be sent to probe the obvious tension at the school. She added: "Matters of racism in schools are clearly unacceptable and we will deal with the matter."

Among the allegations levelled were:

■ That a black Grade 9 boy was assaulted by a senior member of staff in front of a number of other pupils.

■ That an Indian boy had his ear torn after he was grabbed by a member of staff.

■ That Indian pupils are called "coolies" by some staff members and white pupils.

■ Black children are on occasion called "kaffirs".

■ Parents of an Indian child were allegedly sworn at and insulted by some staff members at the school.

The *Saturday Star* spoke to the black pupil who was allegedly assaulted by a senior staff member, and he confirmed the incident.

"Yes, he hit me," the boy said, but became silent when a teacher approached and refused to speak about the incident later.

The *Saturday Star* is in possession of written, signed statements from pupils who witnessed the alleged assault.

■ To Page 2

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School racism claims

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■ From Page 1

We are also in possession of statements from the parents of the child whose ear was allegedly torn by a teacher.

A number of parents to whom the *Saturday Star* spoke said they would take legal action against the school.

Hoërskool Vorentoe has been rocked by several racially linked incidents in the past few months, including the alleged assault on a teacher by an angry parent.

This week, a school newsletter acknowledged there was some conflict at the school, but attributed it to a "small minority of learners and parents who have embarked on a course of action which clearly falls outside the parameters of our code of conduct".

Headmaster Lukas Viljoen said: "This is the only school in Johan-

nesburg where the rainbow nation is being created in harmony."

He denied the allegations of racism.

A message left with Viljoen last night, concerning the allegations made to Metcalfe, was not returned.

Viljoen's remarks were echoed by teacher Willem Bezuidenhout, who said relations between the race groups were good.

Bezuidenhout offered to give the *Saturday Star* unfettered access to pupils and to allow us to ask any question we wanted.

"Non-white" pupils we spoke to on the school grounds did make allegations of racism, while some said they had been told not to talk to the press.

Metcalfe said those making allegations of racism would be given confidentiality if they came forward to make these on the record.

BUSING TO DISASTER

The Sunday Times Top Schools Survey, to be published next week, finds that migration of pupils is crippling public education

Picture: BRETT ELOFF

PHILIPPA GARSON

ST 6/9/98

THOUGH central to the government's vision of education, the post-apartheid "neighbourhood school" remains an elusive goal.

The rosy picture of families living close to school, where pupils play together in the afternoons, parents are involved in the governing body, and the community has strong links with the school, is but a faded memory for those who, fearing falling standards, now *schlep* their children to private institutions across town. For others who remember the inferior township schools their children were confined to, the "neighbourhood" image is perhaps one not worth remembering.

Far better is today's environment which allows them to say goodbye to the dump across the road — even if the daily trek to school now starts at 4.30am.

And who can blame parents for fleeing local schools in search of better education?

But the flight is reaching epic proportions. An air of panic hovers over the public school sector as pupil numbers fluctuate wildly, in tandem with the waves of parental neurosis.

There is a knock-on effect throughout the public school sector.

Township children are vacating their local schools for better-resourced former Indian, coloured and white suburban schools far away. And while many township schools stand half-empty, others are filling up rapidly with children from informal settlements.

Meanwhile, children living in the suburbs and metropolitan areas are fleeing state and well-resourced former Model C schools, opting for private education.

It is indisputable that the flight from local schools is detrimental to the public school system. As more people take their money out of the system in a climate of rationalisation and shrinking resources, the general picture can only get worse.

The school system, with its mix of public and private institutions, was designed to attract middle-class money by allowing parents to pay for more teachers and facilities than the state

could provide. But this model — the only one we have — is doomed by the jittery, "grass is greener elsewhere" mentality that has taken hold.

Terry Wilsenach, principal of Johannesburg school Queens High, says people tend to see change as being for the worse.

His formerly all-white school now more closely mirrors South Africa's demographic make-up. The gloomy forecast of an accompanying decline in standards simply didn't happen, and the school has gone from strength to strength, he says. He attributes this to the teachers' commitment and to the fact that children are "hungrier" to learn these days.

There are also former Model C schools that resemble private schools, yet cost only a quarter of the price.

Many of them refer to themselves as "semi-private" and, with their astro-turf fields and array of extracurricular activities, it is hard to see the difference.

Yet, the "flight syndrome" is taking its toll. Jane Hofmeyr, a Top Schools Project panellist, says many schools are applying chaos management rather than managing change. And parents are paying the price, in higher fees and the extra costs and inconvenience incurred when children go to school far from home, not to mention the sense of dislocation and cultural isolation these pupils often experience.

Schools are battling so hard to stay on top in a climate of shrinking resources and fewer teachers that they are losing sight of whether pupils are happy at school.

The Sunday Times spoke to many children who had decided to board far from home because "nothing was happening in the townships" or because teachers were "sitting in the sun" or in the staffroom all day. There is not much these children won't sacrifice in pursuit of a quality education. Others, however, spoke of feeling like outsiders at their new schools. One girl left a well-resourced Model C school for an all-black one because she felt more comfortable there.

Yes, all parents want the best for their children, but they should think carefully about what they are educating their children for: straight academic or sporting success; overall development; a future in South Africa; or emigration.

When choosing a school, parents should look beyond educational excellence to find a school that will nurture the whole child.

The onus is on all stakeholders to get township schools going again. They need resources and extensive retraining of teachers. Schools and teachers must, in turn, do more to gain the confidence of communities and to make sure that all pupils feel they belong.

● Philippa Garson, editor of *The Teacher newspaper*, is the award-winning writer of our Top Schools survey

The flight is reaching epic proportions. Panic hovers over the public school sector as pupil numbers fluctuate wildly, in tandem with parental neurosis

At Parktown Girls' High School, also in Johannesburg, Anthea Cereseto, the principal, juggles to keep a balance in her racially mixed school.

When too many of one group moves in others move out, she says, imploring middle-class parents to keep their faith in the public system.

Obviously parents are not going to jeopardise little Billy's future for the sake of the macro-picture. But one also has to consider whether trekking long distances to school every day is best for him. And bear in mind that an expensive education is not always "the best" education.

The Sunday Times Top Schools Project, appearing as a supplement in next week's paper, has uncovered many excellent schools that are far from well-off. Some properly functioning government schools cost a few hundred rands a month.

Black independent schools band together to stave off subsidy cuts

Star 7/9/98 (50)

Fear that previously disadvantaged pupils will suffer through government cutbacks

By JACQUI REEVES
Education Reporter

Independent township schools, facing an uncertain financial future, have banded together to form a race-based association in an attempt to drag themselves back from the brink of bankruptcy.

The Association of Independent Schools for Black Children believes pending legislation on national norms and standards for school funding will leave them without subsidies and unable to serve the 16 000 pupils they represent.

The proposed norms will fund schools according to fees charged. Schools with high fees will be assumed to be serving

an affluent population and get only nominal subsidisation.

Township independent schools charge an average of R4 000 a year for primary school and R6 000 for each year of high school.

The association is demanding that black independent schools receive the same per-capita rand subsidy as public schools, irregardless of tuition fees, but subject to uniform education standards.

"The main objective of the new policy is to redress inequalities of the past and the inferior levels of education imposed on black communities by the apartheid regime. By cutting subsidies and forcing the closure of the very schools

serving these disadvantaged communities, nothing is being done to bring about equity - it will simply kill off these schools," said association spokesperson David Harrison.

Most black independent schools do not have assets in the form of land and buildings, are not linked to religious groups and do not get much from foreign donors, leaving them dependent on government grants.

Harrison also tackled the Government on the insistence that independent school get a 50% pass rate in the matric year.

"Coming from disadvantaged education backgrounds, many of these pupils will have already failed matric or obtained poor results in public schools.

These pupils have the same history as township pupils in public schools, so a more realistic pass rate should be expected," he said.

National chief director for education planning, Bobby Sobriyan, countered this, saying the 50% pass rate clause was to protect parents and children.

"We want to protect people from becoming victims of fly-by-night operations, where fees and subsidies are collected and then the school is shut," he said.

Harrison estimates that if the independent township schools are forced to close, 50 000 black pupils in Gauteng will have to find places in the already overcrowded public township schools.

Rural schools stand to gain from project

Newsman 8/9/98 (50)

By Thabo Thulo

RURAL schools in northern KwaZulu-Natal stand to gain vital experience after the establishment of an exchange programme between them and the University of Michigan in the United States.

The multi-cultural exchanges between the two areas was initiated by Ms Thandi Mhlongo, principal of Nzalabantu School in KwaMbonambi near Richards Bay, when she visited the US earlier this year.

Her trip was sponsored by the Linking All Types of Teachers to International Cross-Cultural Education (Lattice) organisation.

The aim of the organisation - based at the University of

Michigan - was to bring different cultural groups together by forging educational links between countries.

As a result of Mhlongo's US trip, a branch of Lattice in greater Richards Bay has been formed.

At least two exchange visits have been planned for next year.

In July next year 15 teachers and professors from the United States will visit different schools in the KwaMbonambi area at their own expense to share their experiences with local teachers.

Lattice US will then sponsor 15 schoolchildren from KwaZulu-Natal on a trip to the United States in September next year. By attending classes at US schools they will be exposed to a different

learning environment.

They will also have the opportunity to talk about their own experiences to various groups and will spend some time sightseeing.

Mrs Mhlongo said yesterday: "We would also like to send a group of South African teachers to visit the US next year if we can get sponsorship. It is all about building relationships and breaking down social barriers."

She has also arranged for a number of women from the Ikusalethu Women's Group in KwaMbonambi to demonstrate their craftsmanship in beadwork and basketware at museums in Chicago and Detroit in April next year, sponsored by Lattice US, with a view to exporting these products.

More tension at Vryburg school

Blacks pupils still feel they don't belong, but governing body says it has made a lot of effort to break down racial divisions

BY JACQUI REEVES
Education Reporter

Vryburg in North West Province is once again seething with tension as allegations of racism and financial crisis bedevil the town's high school.

Members of the school's governing body said the acting deputy director-general of education in the province, Anis Karodia, had made "general statements" that members of the parenting community were racist.

"He spoke in general but he looked straight at me and others in the governing body, and we will not tolerate those kind of statements when we have made a lot of effort to break down racial divisions in this school," said, Frik

de Bruin, deputy chairperson of the body.

Karodia said conflicts at the school were "sensitive" and needed to be handled carefully, but denied that he considered the governing body racist.

"Yes, this is a polarised town, but I don't want to polarise anyone further. I want to engage and respect all people so that real and long-lasting improvements can be made."

In March, North West MEC for Education Zacharia Tolo called on an independent task team to investigate racial tensions at the school and to report to the Department of Education.

Task team leader Terry Oakley-Smith yesterday said the situation in Vryburg was

"totally unacceptable".

"We spent three weeks there and made some strong recommendations about changes that needed to be made, both practically and regarding a change in attitudes. Very little has been done and the finger of blame for this should absolutely be pointed at the Department of Education."

Tolo said he was satisfied with the progress that had been made at the school, adding that the task team members should leave the school alone.

"We assigned the task team to do the job, they've given us the report and we have paid them. So they should get off the back of this school now."

Black pupils contacted by

The Star yesterday said only superficial changes had been made at the school. "We still don't feel like we belong here. It is not bad like it was before, but it is still not comfortable and most of us don't mingle with the white kids," one said.

The school's latest problem is one that has crossed all race barriers. Only 37% of the parents have paid the annual school fees of R1 250. The province is having to step in to source financial aid for the school, and parents have been threatened with attachment of their properties.

"The black parents have expressed their concerns about their properties and not being able to afford the fees, but this is a problem that is occurring across racial lines," Tolo said.

Star 10/9/98

No limp talk shop for top city education summit

(60)CT11/9/98

EDUCATIONISTS meet tomorrow to try and find a solution to problems endangering the future of the province's education system. Senior Writer YAZZED FAKIER reports.

UNSUPERVISED classes, textbook crises, crushing budget cuts, truancy, gangsterism, accusations of slack teacher performance at schools in our marginalised communities.

“Has our education system become an irredeemable sham? Is quality education in danger of becoming a privilege only accessible to the rich?”

Why should we care? These are some of the questions that will be comprehensively dealt with at an intensive all-day education summit starting at 8.30am tomorrow at the Peninsula Technikon in Bellville.

Entitled Making Our Schools Work, it is being held jointly by the Western Cape Department of Education and the Institute for a Democratic South Africa (Idasa) and is aimed at developing “solution-oriented responses to the practical problems of (schooling) in the Western Cape”.

Former University of the West-ern Cape rector Dr Jakes Gerwel, now of the Office of the President, will be among the panel of authoritative educationists who will steer discussions and hammer out important documents on conditions at school, education policy and school financing.

“Our main concern, however, is that the department doesn't know how to build on Idasa put forward for implementation.”

The department was so used to working in a “routine, bureaucratic and procedural way” that when a major initiative was required to do something different, as was the case at present, the department did not appear to have the imagination to do so.

“There might be people with ideas in the department, but how do you make a bureaucracy behave other than in its normal mode is the challenge that it has to confront. And this is the challenge that we are going to be posing to the department.”

the department and if the stakeholders are going to address the issue of school quality,” he says. “I don't think we have sufficiently clear understandings of what quality means across a divided racial spectrum.”

“There are notions of what a working school might mean and that's fine and we want to see working schools but it's when you come to the question of quality that we have very little guidance.”

“We want to see the department putting in front of us — and we'll certainly help them — some idea of what a good school in the Western Cape in 1999 is.”

The present schooling scenario — there are over 2 000 schools in the Western Cape — is marked by extreme contradictions.

One of the “more fortunate” classes at a Nyanga school is bursting with 55 (grade 8 (Std 6) pupils having to make do with 20 desks and not more than 10 text books.

At the other end of the scale is an ex-Model C school with the “most incredible facilities”, a world-class building, views “to die for” and architecture which wholly affirms the dignity of the learner.

“To go from there to the township school is an immense shock,” says Soudien, “so the question that returns for me is how the department begins to speak about quality across the divided spectrum.”

One of the points that needs to emerge from the summit is the necessity for organisations to assert a political direction which, says Soudien, “they are not”.

fish. They need to have those attributes.”

He said that to continue to categorise the former education department schools as “black”, “coloured”, “Model C” and “private” nowadays only “worked” up to a point and that a more accurate distinction would be the division of wealth.

In his view, one would find ex-Model C schools across the spectrum of performance — a measure which he used as an indicator of the status of education delivery at schools.

“Just in terms of performance, the wealthy schools always do the best,” he observed, agreeing that physical wealth had become the new apartheid and that there was now a steady movement of pupils to wealthier schools.

At the bottom end of the spectrum, however, are what he calls “stink-hole schools” — largely African and some “coloured” and in which poor people are effectively trapped.

“There's a whole syndrome around those schools and they are in real, deep trouble,” says Soudien. “They are mired in the conditions of the environment in which they find themselves through departmental neglect. They need an incredible amount of attention.”

In such cases desperate measures were necessary to the extent that police patrols were needed to counter ever-present gangster interference.

He commented that with this in mind, the department's Safer Schools Programme campaign of “electrifying schools” was not so far-fetched. (An electrified fence has recently been erected at Manenberg Senior Secondary School.)

Soudien added that some UCT practical teaching students had returned from township stints with reports that it was clear pupils had easy access to dagga during intervals and would rejoin classes after the break “stoned” and then physically harass teachers. “Teachers are afraid of kids in those schools.”

There was a syndrome of dehumanising factors playing themselves out in such depressed areas, pertinent among these factors being that people were simply pulverised economically. The combi-

nation of these effects conspired to keep young people in a state of alienation.

“They are alienated from the new South Africa. They have no access to it and people must face the fact that it's fundamentally the way in which apartheid has abandoned and deprived young people from accessing what by rights is theirs.”

In this scenario, schools were the soft targets and if any learning took place there, it largely happened “by accident”.

While the enormity and desperate nature of the problem-solving task was obvious, Soudien is aiming at a modest accomplishment at tomorrow's summit, as long as it is something concrete.

“Even if we get out of this summit an action plan in the next few months to deal with the definition of school quality, of what a good school is ... if the department can commit itself to that definition — and it's a very limited objective, I know — I'd be satisfied.

“We could then try to find ways of implementing that. One could use that in transactions and negotiations at schools across the spectrum, starting from the very poor school and saying: ‘What is it that this school needs to come up to speed?’ In the absence of that I don't think we can make any kind of progress.”

How can it be ensured that teachers will buy into the strategy? Soudien says a combination of steps is necessary, including punitive and facilitative measures. He points out that as things stand, staff registers were incomplete.

“You are going to have to say to people, for example: ‘Our goal is that we have four months in which to make sure our registers are all up to date.’”

“We at the department are going to help you to deal with this on a regular basis, and if you haven't managed after four months, you need to tell us why you haven't managed.”

“And that's where I think some things need to kick in.”

And who should comprise the monitoring force? Again, the department has its work cut out.

“They must find credible people who will do that.”

“It may be the present subject advisers because the new subject advisers have been drawn from legitimate organisations,” notes Soudien.

“They come from Sadtu, they come from people's organisations. I know the department has deliberately done that and it ought to use those people effectively.”

The summit will be held in the CDP building in Pentech's engineering complex.

“Don't dismiss the possibility of blood on the walls at the end of the day ...”



EMERGENCY INTERVENTION: Author, researcher and senior education lecturer Crain Soudien is one of the authoritative participants in an interventionist education summit being held tomorrow. (See programme details at the bottom of the page.)

PICTURE: MWAHID SAFODIEN

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Former University of the West-ern Cape rector Dr Jakus Geerwel, now of the Office of the President, will be among the panel of authoritative educationalists who will steer discussions and hammer out important documents on conditions at school, education policy and school financing.

Journalists have also been roped in to help facilitate the summit, seen as a last-gasp attempt — less than a week before end-of-year exams — to finally break the educational logjam which is threatening to breed another lost generation of youth in black communities across the province.

While concerns have been voiced that the event may turn into yet another limp "talk-shop", several others held in the past, the worry has been addressed head-on by summit participants.

"There have been lots of summits in this province," commented Cráin Soudien, a leading educationalist based at the University of Cape Town who will present a paper on school realities at the conference. "I remember some going back to '86, '87..."

In an interview to preview the event, Soudien pointed out that it

sive in trying to pull together key issues so that the meeting would not be overwhelmed by the enormity of the task and constraints of time. (The meeting is due to end at 6.30pm.)

His main concern, however, "is that the department doesn't know how to build on ideas put forward for implementation."

The department was so used to working in a "routine, bureaucratic and procedural way" that when a major initiative was required to do something different, as was the case at present, the department did not appear to have the imagination to do so.

"There might be people with ideas in the department, but how you make a bureaucracy behave other than in its normal mode is the challenge that it has to confront. And this is the challenge that we are going to be posing to the department."

The department would, of course, not be asked to stand alone in executing its duties. There would be support from a range of organisations and institutions involved in education, such as NGOs, universities and schools.

"Ours must be a partnership relationship," said Soudien. He has easily managed to list 20 "burning issues" needing urgent attention in the current educational mainstream, ranging from teacher/pupil ratios to performance in mathematics.

Tying all these issues together, however, is the question of school quality. "And that, for me, is the big political question of the day. How

some idea of what a good school in the Western Cape in 1999 is."

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One of the points that needs to emerge from the summit is the necessity for organisations to assert a political direction which, says Soudien, "they are not".

"Teacher organisations ought to talk in political response terms — which they aren't. The kind of discourse of some of the teacher organisations has for a long time been that of resistance, and quite correctly so. But with that resistance, people have a responsibility to tell us what philosophies underlie those resistances."

"What are those philosophies other than, as (ANC chairperson Thabo) Mbeki said the other day, being 'the master of the toy-toy'? Teachers must at the same time also be a master of biology, of Eng-

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PICTURE: MUHAMMAD SAFDIEEN

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Teachers 'still important role models'

YAZEED FAKIER

THERE is no layer of people other than teachers who are in such intimate, inter-generational conversation with children in South Africa today, says Crain Soudien.

The role they play in their contact with young people at schools reverberated powerfully in the lives of the charges in their care.

"Simply because of that, there really isn't a more important person than a teacher in this country right now," said Soudien.

"Their responsibility is immense and I think people aren't, for the most part, facing up to that responsibility which is also a political responsibility."

The state and the role of the teaching profession is bound to come under dis-

cussion as part of the Making Our Schools Work summit tomorrow.

Asked to comment on the recent verbal lambasting of errant teachers by Deputy President Thabo Mbeki and Communications Minister Jay Naidoo, Soudien said: "First of all, we're a long way from the kinds of schools and society in which somebody like Jay Naidoo or particularly somebody like Thabo Mbeki went to school."

"When Mbeki went to school, the middle-class in disadvantaged communities was largely made up of teachers.

"In society now, the middle-class is very much a diverse group of people. Teachers have lost some status in that particular process.

"Nonetheless, I would argue very strongly that teachers are still the most important role models — given the

diversification of occupations — that young people have in shaping their identity. They are that community of people who are in conversation with young people very much more so than anybody else."

Soudien said he could empathise with teachers he respected who were overburdened, burnt-out and feeling a sense of oppression because their work was not being taken seriously.

Consequently, they had arrived at such a debilitating physical and psychological state.

"I have a lot of respect for those teachers and think that those teachers need help.

"I have no respect for those teachers who have come into the profession and have used it as a stepping stone into middle-class comfort."

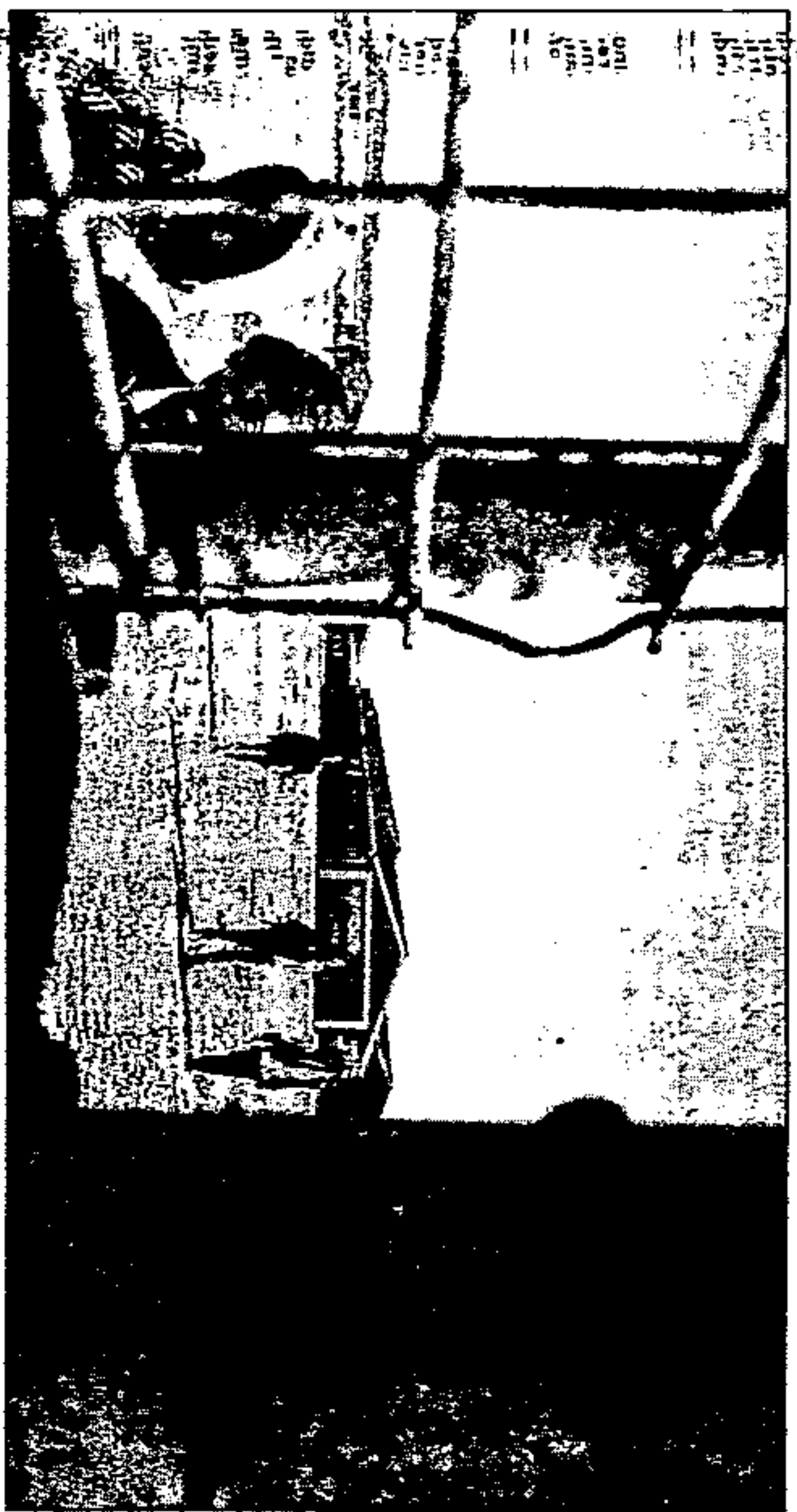
"There are lots of people who are in the classroom, but they are not teachers — they are something else. And I say this with respect to people who are teachers. The former are people who ought not to be in the profession."

The criticisms by Mbeki and Naidoo were unfair on those teachers who were true role models of morality and principle by virtue of their exemplary behaviour in and out of class, he said.

"Most schools will have teachers like that, let me say that. When we talk about schools that are breaking down, you'll find good teachers in those schools also."

But there were "large numbers of people who have given up before they've even tried".

"That's not the kind of teacher we want," said Soudien.



TACKLING THE ISSUES: Participants in tomorrow's Making Our Schools Work summit at the Peninsula Technikon are determined that discussions on issues, including school security, will yield positive results.

PICTURE: SASKIA KWALL, AFRICA

Pupils who signed document on alleged racism 'urged to leave'

By FEMIDA CASSIM

After last week's reports in the *Saturday Star* about alleged racism at Johannesburg's Hoërskool Vorentoe, pupils claim they were scolded by the principal, Lucas Viljoen, during assembly this week.

According to pupils, the principal said: "There was an article in the newspaper concerning the so-

called racism at the school. People who signed statements acknowledging this have no place at this school. They must leave now."

Attempts to get comment from the principal were unsuccessful, while a spokesperson for the school governing body said it would no longer reply to media queries.

A commission of inquiry to investigate the allegations of

racism and assault at the school was appointed by Gauteng MEC for Education Mary Metcalfe last week. The three-person commission has been assigned to a room at the school for its investigation.

The commission is headed by retired principal Billy Morgan. The other members are David Matsebatiela, deputy director of the Gauteng department of education,

and Tienie van Staden, rector of Normale Kollege, Pretoria.

The terms of reference include:

- To investigate and make findings on allegations made by any teacher, parent or staff member of racism, assault, religious intolerance or unprofessional conduct.
- To ensure that all parties who wish to give evidence are given an opportunity to do so.

■ To make recommendations regarding any disciplinary action to be taken against any teacher or pupil.

■ To review the functioning of the school as a nonracial, multicultural institution, and to make appropriate recommendations about measures that might be taken to improve the harmonious functioning of the school.

Handwritten: New 12/9/98 (50)

Summit plea to close gap between rich and poor schools

ANDREA BOTHA
EDUCATION REPORTER

A ground-breaking Western Cape education summit has called for money and resources to tackle the huge gap between privileged and underprivileged schools in the province.

Delegates identified this as one of the key problems in the education system in the province.

The other serious problem recognised was the lack of communication between the Education Department on one hand, and schools and teachers on the other.

The summit, called Making Our Schools Work, was organised by the provincial Education Department and the Institute for Democracy in South Africa (Idasa).

It was attended by about 150 principals, teachers and education officials including provincial Minister of Education Nick Koornhof and education chief Brian O'Connell.

Idasa will process the recommendations and compile a final report on the summit.

"The summit showed that the community wants to see tangible signs of changes in education. There is a need to kickstart improvement," said Mr Koornhof.

It emerged that one of the main obstacles was redress and the huge discrepancies and inequalities between privileged and underprivileged schools.

Delegates called for more funds from the provincial government,

the private sector and businesses to help the schools which were furthest behind.

Another recommendation was the urgent need for an independent audit of each school's situation to determine needs accurately.

The lack of communication between the department, schools and teachers was identified as a huge problem.

Many schools have no access to information about the department's policies and often do not understand its circulars, printed only in English and Afrikaans.

Mr Koornhof said to meet a need for greater communication and information, he was considering regional summits in rural areas.

Problems common to all disadvantaged schools included:

- Overcrowded classrooms, high teacher-pupil ratios, a lack of textbooks or workbooks.

- A lack of facilities and of administrative infrastructure.

- A poor relationship with the Education Department and between pupils and teachers.

- Large numbers of over-age pupils in schools.

- Gangsterism, sexual harassment and violence.

- Teacher absenteeism (and drunkenness in some schools).

- Teachers failing to do their work and poor teaching standards.

- Poor pupil attendance, lateness and poor discipline.

- Lack of leadership in schools.

- Low levels of pupil performance and little parental input.

(50)
ARCT 14/9/98

IT'S HIGH-VOLTAGE HIGH

90 Cape schools in line for electric fences

(50)

CAROL CAMPBELL
Special Writer

By June next year, 90 schools in the Western Cape could be encircled by high-voltage electric fences to protect pupils and stop the constant vandalism of school property.

Western Cape Education Minister Nick Koomhof said yesterday that if a pilot project using an electric fence for security at Manenberg Secondary School was successful, it would be extended.

"We are already spending R48-million a year on security and I want to see if this money can be better spent using these fences," he said.

The electrified fence erected at Manenberg can deflect stray bullets and, if anyone tries to cut it, an alarm will be triggered at an armed security company.

The charge running through high-voltage wires at the top of the 2.4m fence is strong enough to throw off a grown man. The lower part of the fence is buried, so thieves cannot burrow their way in.

The R1-million-plus security barrier at Manenberg was sponsored by a private company, at no cost to the education department or the school.

Schools in Manenberg, and many other areas of the Cape Flats, have been plagued by gang fighting and vandalism in recent years. A year ago, Guguletu teenager Howard McKenzie was shot dead at his desk because he refused to join a gang.

During an inspection of the fence yesterday, Mr Koomhof said it was "very sad" that schools in the Western Cape had to be pro-

TECTED in this way.

"Eventually, I would like to see no fences around schools - but we have to face the reality that in many of our communities there are serious security problems."

Standard Nine pupil Gabieba Galdien said pupil reaction to the fence had been mixed. "There is no space to be free any more, but it can only benefit us from a safety point of view."

The fence cuts the school buildings off from the playing fields, so that pupils cannot stretch their legs at break-time.

The school gate will be locked at 8am and unlocked again at 2pm. Would-be visitors will be screened by security cameras trained on the gate. Pupils who arrive late will face the wrath of principal Thurston Brown.

Zunade Dharsey, head of the Western Cape Education Department's Safer Schools Programme, said the fence would not stop violence in Manenberg but at least it would create a safe haven for children.

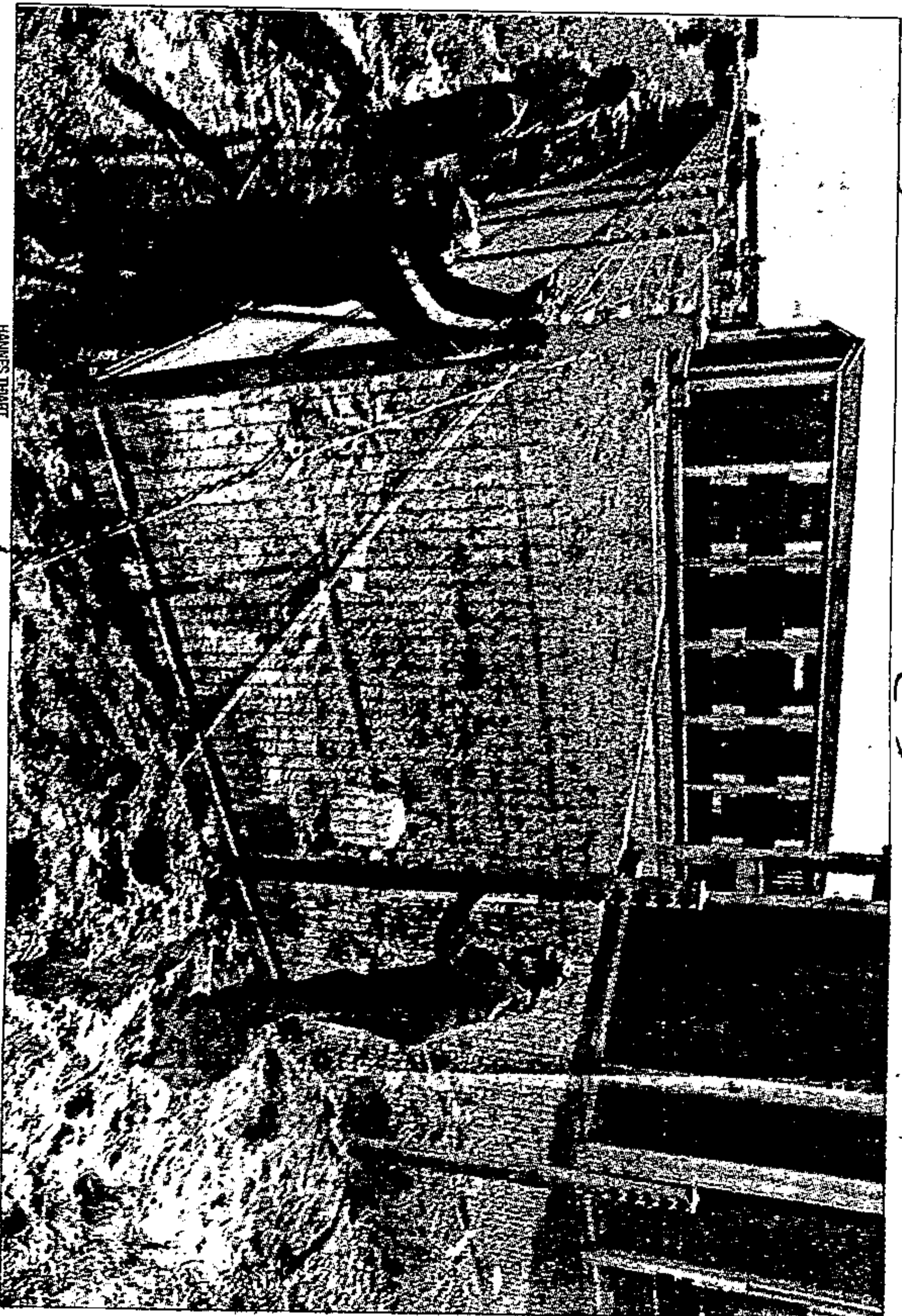
"This is just the beginning of a programme to help all our communities, bombarded by violence, become normal again."

Mr Dharsey said 20 teachers from 10 schools in Manenberg today would complete a five-day course run by the Centre for Conflict Resolution in Mowbray on how to manage violence in schools.

Fatima Swartz, one of the Manenberg teachers on the course, said pupils and teachers were battling to get used to education in a "safe cell".

"At first there was absolute support for this fence, but now that it's up it plays on one psychologically."

Other teachers said it felt like jail.



HANNES THART

No-go zone: the security fence at Manenberg Secondary School will trigger an alarm if vandals cut it - and shock anyone who tries to climb it

Tough-talking at 'brave' summit

(50) CT 14/9/98

IT SEEMS a modest achievement considering the enormity of the problem, but participants at least on the same page, reports Senior Writer YAZEED FAKIER.

DELEGATES at a top-level education summit at the weekend successfully hammered out priorities to guide an ambitious action plan aimed at overcoming the crisis in the Western Cape school system.

More than 150 participants representing a cross-section of stakeholders in education crammed into the summit venue at the Peninsula Technikon in Bellville to tackle the conference theme — Making Our Schools Work.

In a marathon, intensive and often turbulent nine-hour session, they wrestled with some of the toughest issues threatening the very survival of the post-apartheid education model.

Initiated by the Western Cape Education Department, in association with Idasa, the morning session got off to a lively start when Cabinet secretary Jakes Gerwel, who had interrupted his official duties at the SADC conference in

Mauritius to attend, recalled a joke in anti-apartheid circles during the days of the anti-apartheid struggle: "All the great political theories are to be found in the Western Cape; all that is still needed are a couple of good activists to implement them."

After a moment's silence was held for seven South African Democratic Teacher's Union (SADTU) members killed in a road accident last week, the first panel session, on the status of education policy, kicked off in controversial fashion when a proposal was suggested advocating a "redevelopment tax" on schools in rich areas, to be transferred to schools in poor areas.

The suggestion, by ANC member Yusuf Gabru, followed a comprehensive presentation by Joe Muller, UCT Professor of Education.

Muller's strong input noted, among other points, that while the central impulse behind the Schools Act was unquestionably to maximise parental participation, a major criticism had been the inability by many parents, especially from poorer areas, to shoulder "an increasingly onerous and technical responsibility" — without the

capacity-building promised by the act.

The act and other new legislation also exposed a major, though largely unstated, assumption — the idea of a "neighbourhood school", which was, however, "fast disappearing" in South Africa, "and not just for the middle-class".

Research shows that here, as elsewhere in the world, ordinary workers and learners were exercising their choice of school, "and in completely stable, rational ways, and the only possible explanation for this unusual phenomenon is that in South Africa the burning thirst for education is spread throughout the entire community".

In his presentation, Gabru said he regarded this situation as being the consequence of "a crisis of participation" by parents who should become more involved.

He said the situation in education

needs to be treated as an emergency requiring a "mass response".

"The only way we are going to solve all the problems in education is to ensure that all the teachers are involved in the issues of policy.

"We must say there's a state of emergency and we need to use the media, radio, everything at our disposal in solving these problems."

There was no other way to quell the decline of neighbourhood schools except to improve them.

It would be foolish to expect parents to send their children to schools in their own neighbourhood when a school in another was so much better.

"What I want to suggest is that there must be policy to ensure that money gets redistributed from the rich areas to the poor areas.

"If a school raises R500 000 a year in school fees, etc — and I'm told this figure is not outlandish — and another school raises only R5 000 a year, then we must have a policy that taxes the rich schools and redistributes some of the money to the poor schools."

This was met by rumblings from the audience.

Rich schools had to be taxed to the order that if they raised half-a-million rand, a sum of around 10

The situation in education needs to be treated as an emergency requiring a "mass response".



'WORK AROUND PROBLEMS': Jakes Gerwel urges delegates to focus on ways that teachers can operate efficiently despite the constraints under which they work.

or 15% of that money should go into a redevelopment scheme and be redistributed.

"We must recognise that we live in totally and utterly abnormal situations. We've got a crisis and for the next few years we have to make sure that there's sufficient money to get the schools up and running."

One of the proposals from the workshop on policy later identified the need for a formal strategy to involve the private sector in education.

There was also a suggestion that governing bodies in advantaged schools use their expertise to help with capacity-building at the former disadvantaged schools.

A critical area that disadvantaged schools could benefit from is to get in touch with the many parents or governing bodies at former Model C schools who are businessmen and women who had access to funds through their contact

with the business world.

Summit debates in open session on occasion threatened to degenerate into emotional mud-slinging but senior sources said they were generally impressed with the concentration and quality of input by delegates.

The only sour note at an event hailed variously as "historic", "bold" and "a brave initiative" came right at the close when workshop presenter Philippa Garson took to the stage and was met by cat-calls from a few male members of the audience.

It prompted ANC MPL Tasneem Essop to note "for the record" that for the serious nature of the summit, she found it "distasteful to have some of our educators, our key figures in education, respond in that sexist way". The audience applauded.

While the tough-talking summit may have achieved many things at many levels, chief among these must be the clear acceptance by delegates of the need to "get

everyone on the same page".

The key proposals presented by the three workshops reflected one overriding concern — the need for improved and much more effective communication between the department and its stakeholders and among stakeholders themselves.

Thanking participants for their perseverance, Idasa executive director Wilmot James said in closing that he was heartened by the achievements on the day.

He noted that the Western Cape and South Africa as a whole had a very unequal asset basis — "probably one of the most unequal in the world".

As in any business, value was added in the education system when there was investment in infrastructure but most of all, "by investment in people".

In a post-summit interview, it was apparent from the upbeat statements from provincial education chief Brian O'Connell that delegates and other education stakeholders would be pressed to maintain the momentum of the important weekend initiative.

O'Connell said the department would try — within the next month — to engage with a donor, probably an international donor, to secure funds to address the question of an urgent audit of school resources, one of the key proposals presented by a summit workshop on finance. On the need for improved communication, he said: "We must just hope that if we meet this need, that our stakeholders will actually communicate, and communicate seriously."

Commenting on his impressions on the summit, Crain Soudien, senior lecturer in education at UCT's School of Education, said he was "particularly keen that the department takes in what happened here and examines itself to try and build on the framework developed today".

"If the department were to do that, we could have quite a lot of movement."

Trevor Coombe, a deputy director-general of the national education department, said the department's initiative was "very brave" and described it as "a very good beginning".

Proposals from workshops at the summit will be presented to the Western Cape Education Department, which will determine which ones can be acted on immediately and which ones need to be responded to in consultation with other stakeholders.

Two worlds in Peninsula schools — rich and poor

(50) ET 14/9/98

YOU'VE heard of Sun City? Of course you have. Sun City is the money-spinning creation of pleasure-resort whiz kid Sol Kerzner.

You can bet your bottom dollar though that not even the Sun King himself would have thought his famous hotel and casino complex would give rise to the infamous pastime of "Sun-Citting".

As in "sitting in the sun", silly.

According to a pupil describing his experience at a black school on the Peninsula, that's how pupils describe the activity — or the lack of it — that some teachers indulge in when they should be in class.

Delegates were given this brief moment of humour during a short reality session depicting the glaring inequalities between white and black schools.

Introducing three pupils — two African and one white — presenter Crain Soudien said it was significant how wide the gaps are between schools within the greater metropolitan area in 1998.

"Within a 40km radius of the city centre are schools which are as good as the best in the world and also, unfortunately, as depressed as one might find anywhere."

This point was powerfully brought home by accounts from pupils Nicholas Fawuli, Marcia Belmie and Nicolette Servides, all of whom participate in the Secondary Schools Partnership Project.

The African pupils were praised for their courage in relating their experiences in what is for them a foreign language — English.

In a staccato narrative, Nicholas said: "We have security problems. Schools are vandalised daily. When teachers intervene they become victims. Schools are not being used in the right way. Some teachers use their time as sun-sitting.

"Sitting in the sun. Our students are frustrated. The ratio is about 1:60 because our teachers are rationalised.

"Some pupils are given notice without explanation and after two weeks they give us a test and they expect us to pass."

Marcia said: "We have textbook problems. Three-quarters of the books are stolen. In some subjects we don't have textbooks and they have to be bought by our teachers



TENSE MOMENT: Marcia Belmie, a pupil participating in the Secondary Schools Partnership Project, told delegates at the education summit that "there are too many pupils in one classroom".

and have to be photocopied.

"We have few computers and some schools don't have any at all. There are too many pupils in one classroom."

Nicolette said that her routine mornings are "very different to the reality you've just heard".

"I'm fortunate to attend a school where many of these things are not an issue.

"For example, people arriving late for class, or not even coming to school. It's not an option for a learner at a school like mine to be late. The teacher expects me to be on time because she is on time.

"Our ratios are not 50 or 55:1; it's more like 35 pupils to one teacher — much better, much more comfortable. We all carry textbooks."

She added that her school isn't perfect. "We do have problems and we do have issues that we need to deal with, but they are on a much smaller scale than what you've heard this morning."

Delegate taken at his word

DIFFERENT strokes for different folks, the saying goes. In this case it was a question of terminology.

A white delegate at the summit took issue with Sadtu official Don Pasqualie over his use of the term "comrade".

"May I request that we watch our terminology, Mr Chairman," he told panel convener Mr Brian Figaji, rector of Peninsula Technikon.

The delegate commented: "What means one thing to you may not mean the same thing to me. 'Comrades' are people who fight together. We are 'colleagues'; we work together."

To which Pasqualie responded with an impish grin: "But we are still fighting ..."

School safety campaigner defends fences

CRITICISM of the principle of erecting electrified fences at embattled township schools was sharply rebutted by its chief proponent, the education department's Safer Schools Campaign director Zunade Dharsey.

An electrified fence was just recently erected at Manenberg Senior Secondary School as a last-ditch measure to keep out gangsters and to offer some measure of protection for the pupils and teachers.

One summit delegate, Cosatu official Randall Petersen, rejected the idea of electrified fencing on the grounds that the underlying socio-economic conditions that caused the need for security fencing at schools should really be addressed.

Another speaker charged that the fact that there was even a resort to the fencing idea was an indication of "how sick our society has become".

Dharsey said harsh conditions could force people to either "crawl into a hole and hope that nothing happens to us or it can inspire us to make those connections that enable us to work together to overcome the reality".

He said he, together with Brian O'Connell, head of the education department, and others, were responsible for erecting the fences.

"When you have a reality that is so absurd that a teacher cannot teach, that a pupil cannot learn without fearing for their

lives, then I say that that is a drastic situation that needs a drastic solution.

"And I will defend putting up those fences if it creates a safe haven within which learners can learn."

The reality is that schools are not islands in a community and some are located in unsafe areas and among some communities rendered unsafe because of high levels of poverty and unemployment and also "because the fraying of our social fabric — the values of honesty, integrity and so on — has unravelled to the point that they are not recognisable anymore".

"So where do you start?" he asked. "We are saying to this individual teacher, to that

individual student: Your safety is of primary concern to us."

This did not mean that electrified fences would be introduced at all the schools in the Western Cape; there were certain schools in communities, like Alpine Primary School in Mitchell's Plain, where parents had rallied and were doing "phenomenal work" in securing the environment in the absence of a fence.

"But we must also recognise that some of our communities are so traumatised that they can't even respond in that way. What we want to do is create the opportunities so that the community is able to respond in that manner."

His comments were applauded.

CT 14/9/98

(50)

'Third generation' of education policy called for

Linda Ensor

CAPE TOWN — A third generation of education policy was required to take account of severe fiscal constraints imposed by the growth, employment and redistribution strategy (Gear) and give effect to the wealth of policy frameworks already adopted, University of Cape Town professor Joe Muller said at the weekend.

He was addressing a Western Cape education summit organised by the Institute for Democracy in SA. Participants agreed on the need for greater emphasis on policy implementation as schools were suffering

from "policy overload".

The conference decided that an urgent audit of school resources was required to establish what the needs were.

The conference also discussed mechanisms, such as twinning, to channel the vast resources of rich schools to poor ones, the increasing of state funding for education and how to involve the private sector.

Deep concern was expressed over the condition of black schools and University of Cape Town lecturer Crain Soudien noted that studies were showing that many of them were producing young people with "disordered learner identities".

BD 14/9/98
Muller gave an overview of the development of education policies and said the first two phases had set out broad frameworks giving little attention to implementation. They were also pre-Gear in that they presupposed an expanding economy.

"The "generation three" task was how to do the job under increasingly taxing fiscal conditions," he said.

School governing bodies would have to be trained in proper financial management if schools were to become their own budget and cost centres as envisaged by the draft National Norms and Standards for School Funding Bill.

(50)
Muller noted that one of the central pillars behind the Schools Act — parent participation in the neighbourhood school — was being undermined by the massive migration of pupils to good schools situated far away.

Finance department official Kuben Naidoo rejected the claim that the problem of education was money as nationally education had received R8bn more over the last five years. The problem was a lack of quality and how to spend money more efficiently. Other speakers called for a reprioritisation of provincial spending to release more funds for education.

BD. 15/9/98
Legislation
will replace
junior, senior
certificates.


Vuyo Mvoko

CAPE TOWN — The National Assembly yesterday passed legislation that will in due course replace the junior and national senior education certificates.

The Further Education and Training Bill, tabled by Education Minister Sibusiso Bengu, will allow for a diversified curriculum along multiple-learning paths.

It will provide for learners to choose recognised occupationally specific courses to meet the country's economic and developmental needs.

It also deals with the transformation of technical colleges.

Bengu said the bill provided for the establishment, merger and closure of public further education and training institutions, and for their governance.

"Funding policy will be linked to high-quality programmes which respond to local, regional and national labour market demands," he said.

The bill also allowed for private providers of further education and training, as long as they met the requirements of the national qualifications and quality assurance systems.

They had to be capable of meeting their financial obligations.

Bengu said when the human resource profile that SA's education system had produced was examined, one found significant shortages in high-skills occupations and rapidly declining numbers of apprenticeships. He said there was a demand for SA to train people in the fields of science, engineering, technology and business.

Overage pupils to be kept out of schools (50)

Vuyo Mvoko

CAPE TOWN — A new government school admissions policy, which prevents underage and overage pupils from attending public schools, is expected to result in savings of at least R1,4bn a year in grade one alone.

Education department chief director Chris Madiba told Parliament's education portfolio committee yesterday that the savings on government's annual R40bn school spending would be sufficient "to fully cover the cost of curriculum 2005, all the necessary managerial and information systems reforms and even address many of the physical backlogs".

The policy was due for implementation from January 1 2000, deputy director-general Trevor Coombe said. However, overage pupils already at school on that date would be allowed to complete their schooling.

Coombe said only learners aged six on January 1 would be admitted to Grade 1 in terms of the policy.

Madiba said a learner who repeated one or more years at school would, in terms of the policy, be exempt from the age grade norm unless the learner was three years older than the norm. In such a case the head of department would determine whether the learner should be admitted.

Madiba said those over 16 who had

never attended school or had not progressed should be advised to enrol for adult basic education.

He said more than 4-million, or 35%, of SA's school pupils were either underage or overage. "Repetition of grades seldom results in significant increases in learning attainment, and frequently has the opposite result."

The norm for repetition would be one year per school phase, and multiple repetition in one grade would not be permissible. "The inefficiencies in the system of repeated grades and drop-outs are obvious."

Madiba said the norm should not be misconstrued as supporting the practice of automatic promotion.

BD 10/9/98

Key Market Movements — 14/9 to 15/9

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|-----------------|--------------|-------------|-------------|------------|----------|--------------------|------------------|-----------|---------------|--------------|------------|----------|-----------|
| Lon close \$/oz | Lon PM \$/oz | Lon PM R/oz | Kruger-rand | R per \$ | \$ per R | | | | FTSE 100 | Nikkei Index | JSE Ov'all | JSE Gold | JSE Indus |
| 290,85 | 290,65 | 1 808,03 | 1 850,0 | 6,2303 | 0,1627 | 1,6971 | 10,4485 | 21,855 | 5 281,7 | 14 277,37 | 4 846,3 | 1 025,1 | 5 476,3 |
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Overage pupils to get assistance

DD 17/9/98 (50)

Primarashni Pillay

THE education department would encourage schools with overage pupils to develop certain programmes to help accelerate the pupils' progress through the education system, the department's chief director of systems and co-ordination, Chris Madiba, said yesterday.

Madiba told Parliament's education committee on Tuesday that learners over 16 who had never attended school or had not progressed should be advised to enrol for adult basic education.

He also said a new schools admissions policy expected to come into effect in 2000 would prevent underage and overage pupils from attending school.

Madiba said this would result in savings of R1,4bn a year in grade one alone.

It would be "much better" for those overage learners already in the system to have programmes to accelerate their progress through the system as they were older and could cope.

"If they are not helped they may drop out or might finish matric at the age of 21", he said. Some

of the inefficiencies of the education system were caused by overage pupils who remained in schools.

Madiba said schooling at the age of 16 and over was not compulsory and, therefore, learners who had never attended school would be mature enough to cope at adult basic education centres.

He said: "In some provinces — particularly those with a high failure rate — learners reach matric and fail and they repeat it more than once. Once they repeat matric more than once they are likely to be close to 20." This placed a terrible strain on the education budget. Referring to underage pupils at school, Madiba said the new admissions policy would require learners to turn seven in their first year of school.

There were 1,6-million learners in grade one and about 20% of these were five years old while over 60% were six years old.

A very high percentage of these pupils repeated grade one and it was possible that they could not cope because they may have been too young.

He said over-enrolment also placed a burden on teachers.

TRAVELLING IN STYLE... Children at the Blair Atholl farm school will now be bussed to and from school in a new colourful bus. Last week Telkom's Chief Operations Officer, Mac Geschwind, handed the keys of the new bus to golfer Gary Player, who founded the school. The donation was part of the launch of the Telkom Foundation, which will contribute to the improvement of education, especially maths, science and technology.

PIC: TLADI KHUELE

Black private⁽⁵⁰⁾ schools to fight subsidy cuts

By ZOLILE NQAYI

AN ASSOCIATION of financially-embattled private schools has called on parents to help in their fight to oppose government subsidy cuts.

The issue of declining subsidies for private schools has led to the creation of the organisation, which is determined to fight cuts.

The Association of Independent Schools for Black Children is opposed to the new national norms and standards which will regulate the funding of private schools.

At a meeting on Friday the association said it would enlist the support of parents who did not want to send their children to "overburdened township schools suffering from poor management, lack of discipline and a matric pass rate of only 27 percent".

The proposed norms and standards would be disastrous, leading to the irreversible closure of many black independent schools.

"This will result in further unemployment amongst black teachers and be counter-productive to the goals of upliftment," the association said.

The association says under the proposed new funding system black private schools will be harmed in the same way as they were during the apartheid era.

"The proposed norms and standards require a 50 percent matric pass rate.

"As most of our students arrive

at our schools already traumatised by a disadvantaged educational background, this is unrealistic unless our schools screen matric students, which would be against the spirit of upliftment," said David Harrison, vice-chairman of the association.

The poor quality of education in most townships has seen an ever increasing number of black pupils moving to inner city based private schools.

The association represents 30 private black schools with an enrolment of 1 600 pupils.

"These schools receive between 40 to 60 percent of their income from government subsidies, which is critical to their continued survival," Harrison said.

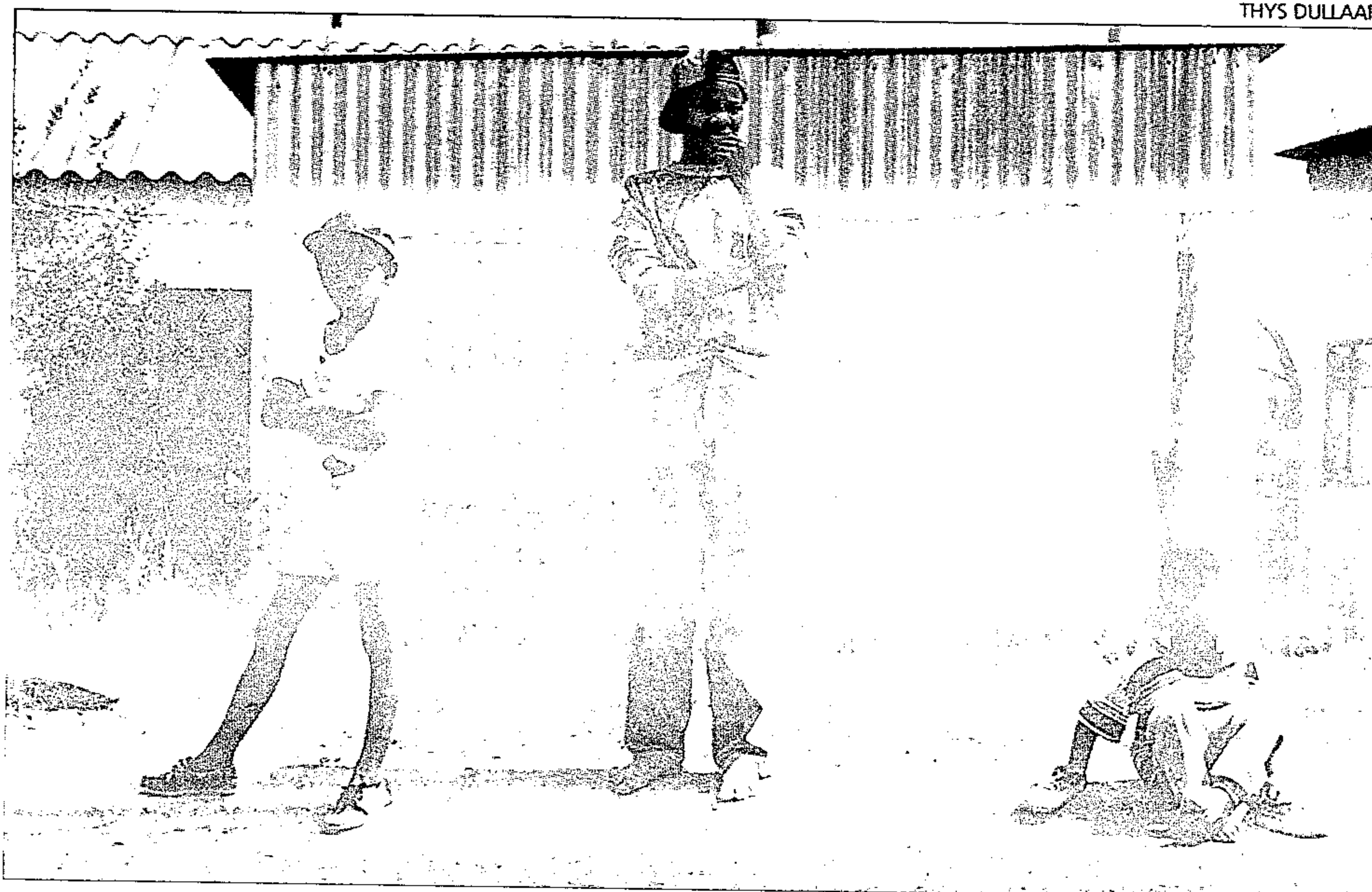
According to the association, the subsidy of black private schools is only 40 percent of the cost of educating a pupil in a township school and therefore provides "the most cost effective option for the government to empower traditionally disadvantaged black students in a time of severe fiscal constraint".

Harrison said it is ironic that the government is continuously calling for the participation of the private sector in the transformation of education, but at the same time makes it hard for private schools to survive.

Meanwhile, the United Church School in Yeoville, a black private school, has announced that the Gauteng Education Department has discontinued its subsidy.

ep 20/9/98

THYS DULLAART



Day off ... proposed truancy officers would keep pupils, such as this young girl who did not attend school last week, off the streets and in their classrooms.

Schools come up with plan to get truants back into classes

By **JACQUI REEVES**
Education Reporter

Teachers and principals in Eldorado Park, Kliptown and Klipspruit West are calling for truancy officers to be reinstated to keep pupils off the streets and in classrooms.

The officers would patrol the streets collecting truant children.

But educators close to the problem are warning that the lackadaisical attitude of parents and pupils could cause schools in the region to collapse.

"We can put together as many teams and groups as we like, but we are not going to achieve anything unless the parents get involved and help

us," said E W Hobbes Primary School principal Stan Geldenhuis.

Before 1994, truancy officers were used in the Eldorado Park area, at the Department of Education's expense.

Visiting Eldorado Park last week, The Star witnessed many pupils roaming the streets well before noon.

The local education and training unit for the three areas held a rally last weekend to draw attention to the problems facing education in the region. Advertising through the 25 schools in the area, organisers expected hundreds of supporters, but only 50 people attended the rally.

Vandalism and theft from schools in Eldorado Park is at

an all-time high. Last year, 20 cases of serious vandalism were reported to the district office, and this year 15 cases have already been reported.

“
**Parents have
to get
involved
and help us**
”

E W Hobbes Primary has had more than 12 doors stolen, and Eldorado Park Secondary School incurred R135 000 dam-

ages in a fire started by vandals. Fencing stolen from schools is said to be selling well in nearby townships.

Though some communities are planning street patrols around schools, many parents are not willing to get involved, fearing for their own safety.

The flight of middle-class parents from the Eldorado Park area is also seen as a reason for the problems.

Geldenhuis said that during the past three years many middle-class families had left the area, moving their children into former Model C schools.

"They can afford the fees and have left behind the poorest of the poor, where school fees do not even appear on their monthly budget."

COMMENT & ANALYSIS

Task facing SA is too big for govt alone

There is an economic rationale for the R1bn business initiative aimed at job creation and basic education, writes Philip Black

(50) 22/9/98

as by promoting training and enterprise development in the tourist sector, and through efforts to strengthen capacity in schools.

A third and more practical reason refers to possible scale advantages that the proposed initiative is likely to have. By pooling resources in a single trust, investing them in a few selected projects only and by managing them well, the initiative could well yield higher returns than comparable investments undertaken on an individual basis and spread across a wider range of smaller projects.

Fourthly, the initiative itself may help to cement relations within the broad business community — currently still divided and busy searching for new relationships that reflect the emerging realities of the country.

Improved relations between black and white businesses or between small and big ones, national and multinational companies and private and state-owned enterprises, may help to break down existing information barriers and enable participants to secure certain efficiency gains resulting, for example, from new business endeavours. Bringing together diverse business organisations may yet do for business what recent negotiations did for the establishment of a new democratic dispensation in this country.

By the same token, the new initiative may improve relations between business and government. Such a change will be seen by business people as an improvement in the social environment within which they operate and will inspire greater confidence in the future of SA. Government, too, will be better informed about the way business thinks about the economy — arguably an important input into policy-making.

A final justification concerns the international community. A business initiative of the kind in question will be seen as a commitment to the future on the part of the business community in SA and as a first step towards the creation of a truly representative social partnership. It is bound to have a favourable effect on the way investors view this country.

□ Black is research director of the SA Foundation.



The new business initiative will focus on the schooling system, where it hopes to promote effective technical training programmes and improve the quality of school management systems

SO WHAT is with the plans for a new "business initiative"? Surely there have been others before — such as the Small Business Development Corporation, the Urban Foundation and the Joint Educational Trust?

Surely individual companies have already spent and continue to spend vast amounts on their own social investment programmes? Surely the same companies have paid vast amounts in taxes to government — earmarked for job creation and human capital development?

So why the need for another business initiative? Especially one that is meant to be "over and above" or in addition to what is already being done.

The answer to this question must surely lie in the current state of our national economy, determined as it is by both domestic and global forces.

Real gross domestic product growth is likely to fall to below 1% this year, and may even become negative in the wake of the latest turmoil on world markets.

Unemployment, broadly defined to include "discouraged work seekers" currently stands at about 38% of the labour force; while in terms of the narrower definition, it is about 23% — still higher than in most countries.

About 19-million South Africans, representing almost 60% of the population, can be considered "poor" in the sense that their incomes fall below the critical "poverty line" — defined in terms of basic consumption needs. Poverty is widespread among women and children in the rural and semi-rural areas of the country, and the degree of inequality in SA, as measured by the Gini coefficient, is considered to be one of the highest in the world.

How does one respond to this crisis? Should one throw in the proverbial towel, as some may be tempted to do? Or should one face up to the reality?

There is a general feeling in the business community that the country has reached a critical juncture and that something extra and special needs to be done. The task facing our society is simply too big for government alone to tackle successfully.

The business initiative was launched last week by the SA Foundation, the Black Business Council and the National Business Initiative. Its primary aim is to make a decisive contribution to job creation and human capacity development in SA.

Controlled and managed by the private sector, it will initially focus on two sectors: the tourism sector, where it will assist in marketing, training and enterprise development; and the schooling sector, where it hopes to promote effective technical training programmes and improve the quality of school management systems.

These initiatives will be included in the submission by Business SA to the jobs summit scheduled for October 30. This submission will also include several sector-specific proposals for job creation.

The business initiative plans to mobilise a partnership with government and other stakeholders which could help to change the destiny of the country.

It can be viewed as an important new social investment. As such it is aimed at serving both the "public" interest and the self-interests of those choosing to invest in it: every person and stakeholder, including individual businesses, stand to benefit from what the initiative hopes to achieve.

Through carefully focused programmes, it will aim at creating jobs and developing human capacity. Examples include a better functioning primary and secondary school system; a bigger skills pool; a dramatically enhanced tourist flow and better opportunities for small businesses.

The basic rationale for a new initiative can be looked at from several economic perspectives.

A first justification can be found in the writings of an important now school of thought — "growth theory". Adherents to this school argue that sustained economic growth requires long-term investments in the physical in-

frastucture and human capital of a country. Such investments go on to significant "positive externalities" that benefit the production (and consumption) activities of "third parties".

Not only will an expanded physical and social infrastructure lower production costs and boost returns in the private sector, it may also have significant indirect effects: individual recipients of education may provide information free of charge to third parties, healthier citizens will be more productive and limit the spread of disease, new users of electricity will boost the demand for electri-

cal appliances, and so on.

However, investments in the physical and social infrastructure of a country will not happen spontaneously via the normal workings of the market system; prices do not as a rule reflect the external effects on third parties and it is here where governments would normally step in and where the business initiative could make a contribution.

By contributing to a better educated and appropriately trained labour force, for example, the initiative could help to create the conditions for sustained economic growth in the long run.

A second consideration concerns the constraints under which small and microenterprises operate. These are often attributed to so-called "market failures" which result from the inability of markets to find and disseminate information in good time.

Examples include the failure of existing educational institutions to provide relevant training, the inability of financial institutions to acquire the necessary information and quantify risks, and a lack of information on the part of individual entrepreneurs. The initiative can be viewed as a way of addressing such "failures", such



MECHANICS OF LEARNING: The government is sponsoring workshops across the country to promote multilingualism. At workshops in the Western Cape, participants are encouraged to identify car parts in English, Afrikaans and Xhosa.

PICTURE: GARTH STEAD

Tolerance of other tongues urged

MOTSHIDISI MOKWENA

THERE is a pressing need for increased public tolerance of other languages, Arts, Culture, Science and Technology Minister Lionel Mshali said at the launch of a campaign to heighten awareness of the government's policy of multilingualism.

"All South Africans need to become more receptive and conscious of the language preference of people they work, live, commute and interact with," Mshali said.

The campaign was also launched to celebrate the country's kaleidoscope of 11 official languages.

Through Simetka TWS, a communications company which won the tender for the multilingual awareness campaign, the department is well on its way to promote the use of the official and other languages used in South Africa. The director of the National Lan-

guage Services in Pretoria, Dr Nonhlanhla Mkhulisi, said the campaign, which started on September 11, will continue until November.

She said: "The date 11 was chosen because it will help in the reinforcement of the idea of the 11 official languages".

Mkhulisi added that the main aim of the awareness campaign was to foster tolerance and recognition of South Africa's rich heritage of languages.

Altogether R4 million has been put aside to ensure the success of the campaign.

"Advertisements have been placed in the media and calendars have been circulated to create awareness", she said.

The date 11 was chosen because it will help to reinforce the idea of 11 official languages.

A television drama series which started on September 11 has also been produced as part of the drive to foster tolerance and better understanding of the different languages

and to encourage members of the public to use languages other than their own.

Asked if there was political will for such a campaign, National Language Planning chief Dr Annemarie Beukes, was optimistic.

She said the use of other languages was definitely increasing.

"This is the first phase of the campaign and our emphasis is on the public sector," said Beukes.

"We would like to see this sector provide services in the other languages and

move away from the use of English or Afrikaans as the only medium of instruction."

Beukes said the government was about to publish a language plan for the country in response to the Constitution.

This is meant to set up strategies and mechanisms to strengthen all the official languages, she said.

Regarding the question of schools and the use of other languages, Mkhulisi pointed out that an interdepartmental partnership has to be entered into by the department of arts and culture and the department of education to draw schools into the campaign.

Mshali argued that understanding language was synonymous with effective communication.

This was critical for South African industry, business and the government to function competently.

The power of speech lies beyond English

CT 22/9/98

SA (50)

WHEN OFFICE receptionists suddenly replace the traditional "hello" with "molo", "sawubona", "dumela" or "ndaa", don't believe they are having some kind of identity crisis. This will be their contribution to fostering tolerance and recognition of South Africa's rich heritage of languages in South Africa. **TROYE LUND** reports.

IT is an illusion to believe South Africa has arrived at true democracy. Some linguists have reached this conclusion because they have found that indigenous languages are not having enough of an impact in changing power relations.

Language experts contend that South Africa's peoples and the government are not sufficiently convinced of the need for individuals to learn each other's languages.

More specifically, not enough white people are learning black languages.

"As long as the majority have to stumble along, relying on interpreters and translators to understand English — essentially a foreign language that dominates school and everyday life — they are

not in command of their own destiny," said Neville Alexander, head of the Project for the Study of Alternative Education in South Africa (PRAESA), a non-government organisation based at the University of Cape Town.

Academics attached to PRAESA argue that the majority of South Africans will not be able to exercise their democratic rights if they are unable to learn in their mother tongue.

As long as indigenous languages take a back seat, South Africa, contrary to its Constitution, will not be a democracy or truly multilingual nation, they say.

"Unity is being stunted because ordinary citizens are not making an effort to understand each other's languages," said Christopher Banda, senior subject adviser to the Western Cape Education Department.

"The wall of apartheid has been smashed down and the Bothas, Davidsons and Hadebes live and interact in the same neighbourhoods and circles. It is essential that people start learning each other's languages.

"Being able to speak and understand another person's language gives us a glimpse into individuals when they express themselves in the language of their tradition or ancestors."

Linguists agree that English is universally recognised as the language of power. It opens up the modern industrial world to people, but not to all South Africans. The vast majority, who live in poor and rural areas, cannot speak English well enough for it to be a tool of education and empowerment.

Equally disturbing is that 70% of the population do not speak English as their mother tongue, yet English is the medium of instruction in more than half of the country's 22 000 schools.

When most primary school pupils embark on their education, they are instructed in a language they have not heard before.

Because of these realities, a quarter of all South African pupils dropped out of school in the first two years, Alexander said.

"It is essential that children learn the concepts of the world in which they live and act in their mother tongue or home language. The child's home language should be used for the foundation phase of school to make the bridge from home to school easier."

Learning becomes extremely complex for pupils if instruction is in a language that is foreign to their environment.

"It is imperative that children develop the infrastructure through which they make sense of the world in their mother tongue or in a language that they are used to and which will facilitate conceptualisation," Alexander said.

The unfairness of six-year-olds being taught in a foreign language is underlined by survey findings that only 4% of South Africa's teachers list English as the language in which they are most fluent.

"This means you have second- or third-language English speakers teaching English to pupils to whom English, in most cases, is also a second or third lan-

guage," said Alexander. "And people wonder why 53% of our matriculants failed last year. Much of this is about language."

Alexander believes in an "additive" approach to multilingualism in which children would be taught in their home language as far into their school careers as possible and other languages added, but not replace their mother tongue.

In South Africa, because of the deliberate underdevelopment of African languages, English has been used as the language of teaching and, in some schools, Afrikaans as the second language of instruction. To date this has meant that after three or four years of primary school, English has replaced the home language as the language of teaching — which is subtractive bilingualism.

Middle-class elites in South Africa, who can be as comfortable and proficient in English as people for whom it is a mother tongue, have not recognised the important need to change these circumstances.

For the vast majority of South Africans, English is not a language of empowerment — only 44% of the population understand it. The term "understand" ranges from the ability to carry out instructions to reading a newspaper with comprehension.

"The moment the educated middle-class realise this, they will look at language differently and understand how disempowerment stems from the present system," Alexander said.

"We have to wake up to these facts if we want to avoid treading the same dreary path as the rest of post-colonial Africa.

"We have to realise that no nation has achieved first-rate or world-class success by using a second or third language, not to mention a foreign language like English, as the means of internal communication.

"As long as we have to develop the African languages for high-level functions like the language of tuition at university, we will be compelled to use English internally."

However, Alexander and Banda believe that this will change as power relations in South Africa change because, in a genuinely democratic set-up, the majority will inevitably put their imprint on society.

As long as the majority rely on interpreters, they are not in command of their destiny.

Unity is being stunted as citizens don't try to understand each other's languages.

Writing's on the wall for language barriers

MOTSHIDI MOKWENA

THEY recite in Xhosa, Afrikaans and English. All the writing on the wall in the classroom is trilingual, and their best rhyme is *Uhmasele*.

This is the Grade 1 class at Battswood Primary School in Wynberg.

Battswood Primary is one of the schools in Cape Town where the use of languages other than English and Afrikaans is encouraged.

The project, called Multilingual Stream, was initiated in Battswood Primary at the beginning of this year by the Project for the Study of Alternative Education in South Africa (PRAESA) based at the University of Cape Town.

Its main aim is to support and maintain the children's mother tongue as well as introducing them gradually to the use of the English language in their primary years.

Says researcher and educator for the project Carol Bloch: "The idea comes from international research which shows that children learn best in a language that they are familiar with."

The aim of using the languages interchangeably is to continue teaching in the mother tongue and at the same time introducing the children to a different language without compromising their moth-

er tongue, she said.

The main thrust is that the children should not feel disadvantaged but they should be empowered by being taught new concepts in their own languages.

Class teacher Ethel Fellies added that the continued use of the mother tongue, in this case Xhosa, has made learning easier for the Xhosa-speaking pupils.

"Before, Xhosa-speaking pupils were reserved and shy because they could not express themselves in either English or Afrikaans," she said.

For the pupils whose mother tongue is English or Afrikaans, the introduction of Xhosa has meant that they can communicate with the pupils who speak a different language.

Fellies says that she was amazed by the speed with which children learn languages. Unlike adults, children grasp easily because of their willingness to learn and use what they have learnt.

Another teacher, Ntombizane Nkenge, who teaches the pupils Xhosa, said the aim is to balance the languages.

"We are making sure that the languages get equal treatment. No pupil must feel that their language is inferior."

Both teachers have received pos-



TEACHING WITH A DIFFERENCE: Grade 1 pupils at Battswood Primary learn to bridge the language gap. PICTURE: MUHAMID SAFODIEN

itive feedback from parents.

The majority of them had never spoken Xhosa before and were amazed by their children's ability to speak the language, they said.

The children even encourage their parents to communicate with them in Xhosa and this makes it easier for them to continue teaching the language because the children can practise at home.

Fellies agrees that the use of the

different languages in schools will go a long way in bridging the language gap and in facilitating and fostering the culture of multilingualism.

"This project should point the way to the redeployment of education for the redeployment of teachers and put them in schools where they are needed most.

"This way, the education needs of pupils will be met," said Bloch.



LITTLE MULTILINGUALISTS: Grade 1 pupils of Battswood Primary School eagerly recite their rhymes in Xhosa and English. Battswood is one of the schools in Cape Town where the use of languages other than English and Afrikaans is encouraged. PICTURE: MUHAMID SAFODIEN

COMMENT & ANALYSIS

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PH 22/9/98

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A first justification can be found in the writings of an important new school of thought — referred to in the literature as "new growth theory". Adherents to this school argue that sustained economic growth requires long-term investments in the physical in-



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Black is research director of the SA Foundation.

Education for illiterate adults key part of our agenda, says Bengu

Star 28/9/98

Minister cites Cuba's 'Each one teach one' success

By PRISCILLA SINGH
Cape Town

Education Minister Sibiso Bengu has reaffirmed his commitment to educating illiterate adults and said this formed a key part of his agenda in transforming education in South Africa.

He was addressing the Adult Educators and Trainers Association of South Africa (Aetasa) conference at the Peninsula Technikon yesterday, saying that for the first time this country had a framework for adult basic education and training, titled the Further Education and Training Bill.

The Department of Education now has a dedicated directorate of adult education and training, a far cry from the unco-ordinated programmes that cash-strapped NGOs sacrificed so much to set up and run.

"Be under no illusion, we are serious about and committed to adult basic education

and training. Make no mistake, a key part of our transformational agenda is the education of the adult population of this country," Bengu said.

He touched on Cuba's "Each one teach one" campaign for literacy and adult education, which eliminated illiteracy in Cuba to an extent where Cuba's main export, besides its cigars, is now the intellectual skills of its people.

Meanwhile earlier this week, at the Desmond Tutu High School in Mbekweni, Paarl, Deputy Education Minister Father Smangaliso Mkhathshwa urged a number of teachers in the region to work harder and turn their schools into centres of excellence.

"Despite a lack of resources and overcrowded classrooms we can to a great degree turn our schools into model learning institutions.

"The most important resource in any organisation is its human element. Let's tell

ourselves that we can make it and work harder," Mkhathshwa said.

He added that education should not be seen as the responsibility of the Government alone.

He then urged teachers to work hand in hand with parents, learners, district officials and other organisations to improve the quality of our schools.

Teachers complained to Mkhathshwa about the banning of corporal punishment and felt that this form of punishment should be brought back because discipline was "nearly non-existent" in most schools.

In response, Mkhathshwa said schools that did not use corporal punishment methods usually performed better than schools that punished its pupils with lashings.

"Schools must draw up their own codes of conduct and implement them accordingly," he said.

Absenteeism sparks fear for results

(50)

MANDLA MNYAKAMA

SPECIAL CORRESPONDENT

Township schools in Guguletu, Nyanga, Crossroads, Mitchell's Plain and Manenberg are battling with the problem of teachers and pupils who arrive late for classes, leave early - or never turn up at all.

On any given weekday, pupils in these areas can be seen roaming the streets, sitting outside their schools or just basking in the sunshine. Principals said teachers were often faced by a sea of empty desks. Pupils, on the other hand, cite transport problems as one of their main reasons for arriving late at school. They also complain of teachers arriving late - or dismissing classes if pupils don't turn up.

Between teachers and pupils missing classes, educators fear for this year's matric results.

Schools like Saambou Primary in Manenberg, Guguletu's ID Mkhize High School and Fezeka High School, Khulani High School in Langa, Guguletu Comprehensive High School, Langa High School and Mandela High School in Crossroads struggle with the same problems in varying degrees. Principal Edwin Philander of Saambou Primary said: "This is a major problem. We have no fence and children just disappear."

He said 20 to 30 children in the school of 620 were absent on any given day. When teachers tried to talk to parents about their children's poor attendance, the parents either did not know



Waiting: pupils from Oscar Mpetha bask in the sun as they wait to be let into their school

MANDLA MNYAKAMA

or were not willing to co-operate with the school.

Said principal Mongezi Memani of Guguletu's ID Mkhize High School: "It's a hell of a big problem. The Student Representative Committee suggested that the school start 20 minutes later because pupils complained that 8am was too early."

Some schools have a policy of locking late pupils out until the lunch break.

Fezeka High principal Bucks Baloyi said: "We prefer them to go home and come back at lunchtime because it can be easy for them to be victimised by unruly youths in these townships."

At Khulani High School in Langa, principal Mathemba Nduna said that pupils coming late to school used to be a huge problem but it had now been controlled.

This had been done by reporting every latecomer to the school's governing body.

Deputy principal Raja Gopal at the Guguletu Comprehensive High School said late pupils claimed they had been delayed by trains running late, while others said they had to walk long distances from distant parts of Guguletu and other townships.

"It's not a problem that could be solved overnight. It's something that

has been there for long time,"

APR 29 1998

Mr Gopal said parents as well as pupils had to make an effort to ensure that the children went to school.

Poobalan Murugan, principal at Langa High school, said the school had problems with pupils from areas outside Langa who had financial and transport problems.

Mr Murugan said if parents got more involved in the education of their children by visiting the schools frequently to inquire about their progress, the problem could be eradicated.

At Mandela High school principal Zallsile Mkhontwana said that a note was made of teachers who were late, and if the problem persisted they had eventually to report to the school's management and the school circuit manager.

But Mr Mkhontwana said it was difficult to punish pupils when more than 500 were late on one day.

Grade 11 pupil Funeka Nyali from Sthembale Matsiso High was spotted at 9am, rushing to get to school.

She acknowledged that being late could affect pupils' results at the end of the year but said that due to the shortage of teachers, she was not interested in attending early-morning classes because teachers were usually late.

Many principals said as soon as pupils had realised it was now illegal in terms of the constitution to cane them, they had lost respect for school hours.

Others who had realised they were late would turn back and go home.

English urged as sole official court language

PRETORIA — Afrikaans would have to yield to English as the sole official court language, according to Johannesburg attorney Harry Barker.

In an article in the October edition of the SA attorneys' journal *De Rebus*, he said four high court judges have come out in favour of using one official language, mostly for practical reasons.

"The administration of justice and the development of law in one court language would reduce the demands upon practitioners and the law's inevitable delays," Barker wrote.

He said the will of the majority of South Africans excluded Afrikaans from being the language in question.

"And the expectation that the lesser-known indigenous languages would enjoy parity of esteem with a world language is surely destined to be merely a pious hope," he said.

The official language should, he said, be one understood by all court officials irrespective of their mother tongue.

"Despite its pithy strength, its liveliness and its adaptability, Afrikaans will have to yield to English as the language of the courts," Barker said.

In an editorial, *De Rebus* questioned the lack of female representation on law society councils.

"The reason could be that women are reluctant to make themselves available for nomination, or the perception may exist that male-dominated councils may be hesitant to accept women as members.

"We hope restructuring will go some way towards rectifying the gender imbalance." The journal also proposed the creation of a human rights institute under the auspices of the SA Law Society. — Sapa.

DD 30/9/98

Beleagured education dept must fork out R17-million

Shar 1/10/98

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The Northern Province's cash-strapped education department was this week ordered by the Pretoria High Court to pay about R17-million to three computer suppliers for 1 600 computers delivered over two years ago.

Mr Justice S W McCreath ordered the department to pay about R4,1-million each to computer equipment suppliers Advanced Business Systems, Telcotec and Mago Business Systems, interest on the amounts dating back to April and July 1996, as well as legal costs.

He ruled that there had been a valid contract between the suppliers and the department and that, by implication, there had been proper delegation by the provincial tender board to certain officials to conclude contracts for the equipment.

The judge said the suppliers had been given the impression that the officials who gave them the contracts had the authority to do so.

But the department claimed junior officials had concluded the contracts for "finishing schools" without the

necessary authority and that proper tender procedures had not been followed.

The suppliers claimed there was a valid contract which the department was trying to get out of as a result of a "policy decision".

They said the director-general of the Northern Province administration, John Malatje, ratified the contracts and undertook to pay them.

The computers were

Must pay cash to computer suppliers

delivered to "finishing schools" in the province in 1996, some of which had no electricity and were "under trees", the suppliers said.

The province's former education MEC, Aaron Motsoaledi, however, claimed he knew nothing about the purchase and the department had not budgeted for it.

Motsoaledi immediately ordered an investigation.

Several of the de-

partment's top officials, although acquitted of any wrongdoing by a tribunal, were suspended for two years before they were reinstated.

Motsoaledi was sacked but was recently appointed as the provincial transport MEC.

The judge said it was clear the real reason for the internal disciplinary inquiry was that a large supplier, who had in the past donated free computers to the department, felt aggrieved because it had not been given an opportunity to tender.

He accepted the plaintiff's evidence that they had acted on the reliance that the representations made to them were correct.

It had been their understanding that the contract, which they were told was urgent, would be valid once official order forms had been issued - which was done.

They also acted on the grounds of previous dealings with the department under a general exemption of the tender board, which dispensed with the need for advertised tenders or three quotations. - Sapa

South Africa is increasingly becoming a sought-after destination for adventure travellers, but how much more punishment can our ecosystems take? And we need a tourism code of ethics

BY GRAEME ADDISON

The swimmer struggled in the rapid but the current sucked him inexorably towards a column of rock that was split in the middle, and with a last shout he vanished in the crack. They pulled his body out later; after a dam upstream had been closed to drop the water level. At least 100 people sitting on rafts and ziplining around in kayaks had seen the drowning about to happen, but no one made a serious rescue attempt.

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I arrived at the scene in my kayak after a great run downriver through the canyons of the Great Smokies. The day was ruined for all of us; it was no consolation when one of my fellow paddlers remarked grimly: "Well, that's one company that's going bust. No more customers for them."

Falling companies come and go on the Ocoee River in Tennessee, apparently without regulation by any tourism industry body. It's the American marketplace that delivers judgment.

Adventure travel has become big business. If the figures for the US are anything to go by according to David Noland, author of *Travels Along the Edge: 40 Ultimate Adventures for the Modern Nomad*, about 15 million Americans spent roughly \$4 billion on adventure travel and related gear in 1996. That's \$3200 each, not including air travel and accommodation. In response to this whopping demand, travel wholesalers packaged the globe into customised adventures - everything from crossing the Sahara to bicycling Vietnam and hiking Everest. The Ocoee incident brought home

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New 10/10/98

Born to be wild

tourism offerings - including adventure, culture, wildlife and sports tourism. The strategy aims to grow high-yield international markets with an average spend per visitor of \$9,000 or more. This recognises that outdoor pursuits usually involve people in upper-income brackets, but once again there is no hard information.

If the figures are as bullish as they look, the country's ecotourism education system is in no way equipped to take the bull by the horns. We hardly have general tourism education, let alone enough specialist training for guides who take others' lives in their hands as a matter of daily routine.

I estimate that, in line with world trends, about 10% of foreign visitors may be adventure travellers, or the figure is rapidly rising to that. At an outside ratio of 15 clients to one adventure guide, this would mean that about 16,600 jobs are being created in this sector. That is a lot of professional adventurers serving a foreign market.

The picture on the local market is equally upbeat. The Star Getaway Show displayed an amazing variety of tour operations and attracted a huge public response - probably the biggest ever for any outdoor show.

Of roughly 240 listed exhibitors, nearly 20% were classed as adventure operators, with at least that many again providing camping equipment, vehicles, medications and media to the bushwhackers. I reckon that up to 40% of local ecotourists are adventure-bound. So we may be looking at a total of 30,000 or more jobs in adventure. Even if the number is half that, it is still extraordinary that the country could be employing so many people on the edge.

But the fact is, if they are out there, they are largely untrained and unaccounted for. It is illegal to work as a tour guide without registering with Satoru, yet the number of field and adventure specialists on Satoru's database is just 1,800 - where are the rest? Chances are that private guides, amateurs without training and certification, rule the roost, at great risk to the tourist and to the country's reputation.

The government's Gear document fails to explain how an ecotourism training scheme for the country is to be developed. Unlike France or the US,

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But the other difference is that the local public are simply unaware of the standards they should expect from adventure operators and guides. The market does not rule because customers are inclined to undertake an adventure entirely at their own risk, expecting ethical, responsible care from those who run the activities.

Who is to blame if an accident happens? Who should have prevented it? To some extent these are legal questions but they are also questions about the relationship between the guide and the client. The former is supposed to know his job and the latter is in a dependency situation the moment he steps on the raft or leaps from the bridges at the end of a bungee rope.

The question surfaced at The Star Getaway Show in Johannesburg last week as hundreds of tour operators attracted thousands of eager members of the public to see what's on offer in ecotourism. As a trainer of rafting guides, and a writer on adventure generally, I went from stand to stand asking questions about ethical tourism.

Overseas tourists today are asking the same questions and, more to the



RISKY BUSINESS: Whitewater rafting has rocketed in popularity all around the globe, including South Africa. But do our guides and tour operators know what they're doing?

point, are observing some very poor practices in the field. Quite apart from assuring clients of safety and rescue, operators and guides should recycle waste, employ and train local people and pay local communities for the use of their land, provide information and education about wildlife, and offer insurance to clients.

Very few local operators can claim to do all this - although there are outstanding exceptions. Awareness will come to the tour operators only when the public accepts its own responsibility to demand higher standards.

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You just don't want it to be the last holiday of a lifetime - as American humorist Tim Cahill remarked when he drove into handlit infested desert beyond Timbuktu - so you look for reassurances that you will be well guided, reasonably safe, sleep dry and remain well fed.

The big come-on is that you can have your thrills with few other tourists around. But how long will this be the case? Already on an average Easter weekend, more than 1,000 canoeists take to the popular Richtersveld stretch of the Orange River leading to queues at some rapids.

This is only a shadow of the 4,000 to 5,000 who every weekend of the summer raft the Ocoee. This river was the site of the Olympics whitewater events in 1996, and the R20-million spent on building artificial rapids is

being quickly recouped as armies of yelling tourists pay to get spray in their faces.

The wilderness used to be off the beaten track, but now it is the beaten track. If this comes as a nasty surprise, it shouldn't. Travel-watchers have predicted for years that the trickle of outdoor enthusiasts would turn

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How many angels can you fit on the head of a pin, and how many millions on the pinnacle of Mount Everest? On May 10 last year eight climbers died on Everest, on commercial tours costing R180,000 a head.

The spate of client bookings to get to the top of the world has since accelerated, thanks to all the publicity I can only concede that the media continues to play a role in the downfall of nature. Tourism, of course, provides jobs, and this is the argument always used to boost the marketing of ecotourism in particular, since the jobs are much needed in rural areas. The jobs, unfor-

tunately are seasonal and easily lost in recessions, as at present. South Africa is on the bandwagon in a big way, our Minister of Environmental Affairs and Tourism, Dr Pallo Jordan, has subscribed to the target of 2.2 million overseas visitors by the year 2000.

We have to delve into the figures to work out what this means. At a ratio of at least nine tourists to one job, we should have roughly 250,000 jobs from serving overseas tourists. There are no official statistics on adventure tourism, so it is difficult to know how many jobs are being created here.

One of the criticisms levelled at Sator, our parastatal in charge of tourism marketing and research, is that its figures are sketchy and unreliable. This is less due to lack of money and more to outmoded sampling formats.

The figures for adventure, cultural tourism and ecotourism generally are hazy. Despite this, the government's 1996 policy paper, *Tourism in Gear*, sets out an ambitious plan to expand tourism using a combination of eco-

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where there are technician-style and university courses in adventure sports, here training is handled mainly by associations like those in scuba diving, river rafting and field guiding.

Professional adventure demands a huge store of skills, from communication to operations management. The lack of a formal education system covering environmentalism, leadership, emergency care, business management, computing, languages, and ethical tourism means that many guides have insufficient background for the job.

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Perhaps one of the products at The Star Getaway Show - a comprehensive insurance package including helicopter rescue, accident cover, and medical and pension schemes for guiding staff - will bring the adventure industry to regulate itself with high standards. There would not be cover for unqualified guides or reckless operators. People with a yen for adventure will stay in the game, held by fitting benefits, to develop and impart their skills.

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Born to be wild

and dead

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Brow 10/10/98



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War of words over 'English-only in courts'

Move to establish one language of record 'unconstitutional'

PIETER MALAN

A controversial proposal to establish English as the only language of record in South African courts has outraged language lobbyists - especially those groups looking after the interests of Afrikaners.

The move to force judges and magistrates to use only English in court documents was given new impetus by an article in the latest issue of *De Rebus*, the South African attorney's journal. In the October issue, Johannesburg lawyer Harry Barker quoted two "epoch-making judgments" which strengthen the case for English as the only language of record in the country's courts.

Referring to these judgments Mr Barker said South Africa's indigenous languages would have to yield to English as the language used in South African courts. He also quoted China and India, as well as South Africa's neighbouring states, as examples of multilingual societies

where only one language of record was used in the courts.

A workshop organised by the Department of Justice earlier this year to discuss the language issue also came out very strongly in favour of English as language of record.

This would mean that all court records be kept in English, although it would not influence an accused or witness's right to testify in the language of his or her choice.

The National Party and the Stirling vir Afrikaners, a Stellenbosch-based Afrikaners lobby group, have reacted with alarm to these proposals, stating them as unrealistic and unconstitutional.

Such a proposal would be especially hurtful to Afrikaners which is widely used as language of record in the country's courts.

In one of the cases quoted by De Rebus, a Vryheid magistrate refused a Zulu man accused of stealing a car permission to have his trial conducted in Zulu. 11214 E

The man, a local teacher who could speak English, then sought a declaration from the High Court that the refusal was unconstitutional and asked for an order that he be tried in the official language of his choice.

Judge J P Howard, however, refused the application on purely practical grounds, even though the judge admitted that 98% of cases in the Vryheid Regional Court involved Zulu-speaking accused and witnesses.

Judge Howard also pointed to the fact that, if a case heard by a lower court would have to be reviewed by the High Court, it would mean that only Zulu-speaking judges could review it or the complete record would have to be translated.

At the moment only one of the 22 judges in KwaZulu Natal is Zulu-speaking and none of the others could read or deal with a court record in Zulu.

Mr Barker said: "The will of the majority of South Africans excludes Afrikaners because of its pompre

record as the 'voertaal' (effective language) of apartheid."

He argued that the impact of the recent judgments and pronouncements by the country's courts "unavoidably" pointed towards English as official court language.

"Despite its pitiful strength, its liveliness and its adaptability, Afrikaners will have to yield to English," Mr Barker noted.

But critics to his proposal point out that it would be senseless, for instance, to conduct a court case in the Northern Cape in English where everybody is able to understand Afrikaners and, if the case is set for review, the High Court judges would also be able to read the transcript in Afrikaners.

Department of Justice spokesman David Porogo said at the moment they had no definite policy on the matter.

He said in the meantime the status quo, in which Afrikaners and English were both regarded as the only languages of record, remained.

AKL 10/10/98

(57)

Dramatic new deal for schools

Legislation to redress historic funding imbalances in education has far-reaching consequences for parents and pupils relying on subsidies
(90) Star 13/10/98

By Jacqui Reeves
Education Reporter

Parents who have signed agreements with schools to pay fees will from next year face legal action, including the attachment of property, if they renege on the deal.

This is just one of the tough stipulations laid out in the National Norms and Standards for School Funding Bill, which was gazetted yesterday. The legislation contains far-reaching proposals which alter the way schooling is funded. It also increases the power of governing bodies in school management.

Unveiling the bill, Education Minister Sibusiso Bengu said the provisions were meant to achieve "equity and redress".

Regulations drafted alongside the bill allow parents the opportunity to apply for full or partial exemption at the start of the year, or during the year if their financial circumstances worsen, but holds parents fully accountable for the agreement.

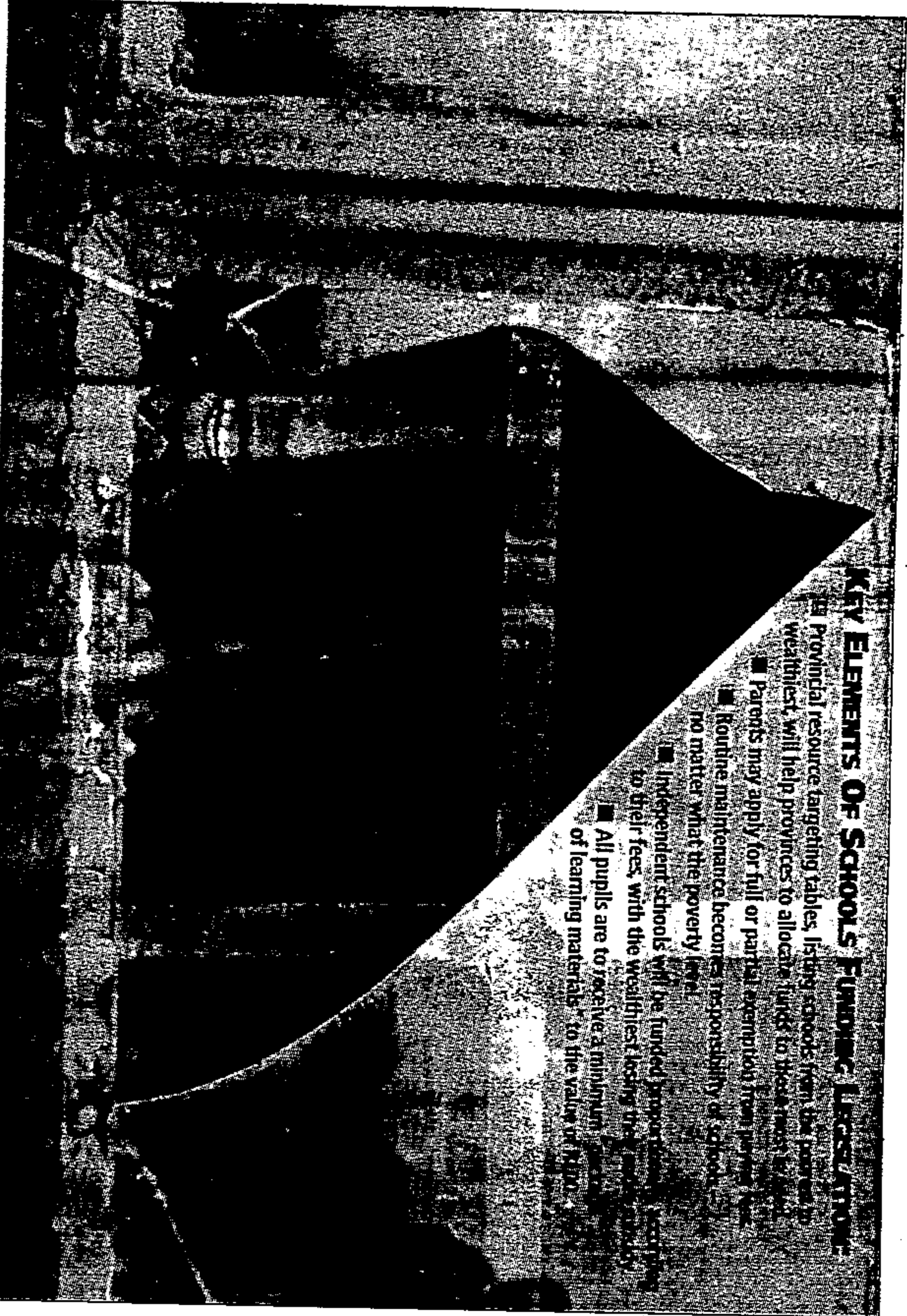
The regulations come into effect immediately while the bill will make its passage through Parliament next year and will be implemented in 2000.

Provinces will be expected to draw up "resource targeting tables" where schools are ranked from the poorest to the wealthiest. Having ranked the schools, the lists will be divided into five sections, again from the poorest to the wealthiest.

Allocations of provincial funds will be made on a variable, per-pupil basis, favouring the poorer communities.

The legislation makes all schools, regardless of their poverty levels, responsible for routine maintenance such as cleaning, removal of litter, replacing light bulbs and broken window panes, as well as minor painting and repair jobs.

Another key aspect of the legislation calls on all provinces to allocate a "minimum



KEY ELEMENTS OF SCHOOLS FUNDING LEGISLATION

- Provincial resource targeting tables, listing schools from the poorest to wealthiest, will help provinces to allocate funds to those most in need.
- Parents may apply for full or partial exemption from paying fees.
- Routine maintenance becomes responsibility of schools, no matter what the poverty level.
- Independent schools will be funded proportionally according to their fees, with the wealthiest losing the most.
- All pupils are to receive a minimum amount of learning materials to the value of R100.

package of learning materials", with an estimated value of at least R100, to all pupils each year. Trevor Coombe, national deputy director-general of systems and planning, said that although it would be ideal to allocate this to all pupils, provincial budgets would not stretch that far, leaving it the responsibility of the provinces to allocate the materials to the poorer pupils.

Fee exemptions, or partial

exemptions, have also been clearly laid out in the legislation.

If the combined gross annual income of the parents is less than 10 times the annual school fees per pupil, the parents qualify for full exemption.

In the case of a combined annual gross income of less than 30 times the annual fee per child, a partial exemption will be granted.

For example, if the school

charges R100 a year, but the combined gross income of the parents is less than 10 times that amount, or R1 000, the parents will be exempt from fees.

Independent schools will also feel the impact of the new legislation on their subsidies.

In addition to principles enshrined in the Schools Act, independent schools will be subsidised only if they meet a minimum matric pass rate of 50% and if repetition rates in

grades 11 and 12 are not more than 20%. Independent schools will also be proportionally subsidised according to the fees charged.

Five subsidisation categories have been set, the highest being a subsidy of 60% of the provincial average cost for the state to educate a pupil. The remaining four categories are 40%, 25%, 15%, and zero subsidy.

Schools charging higher

than 2.5 times the provincial average for a year at a public school will, from 2000, not receive any subsidy. The average provincial cost for a single year of high school at a public school is estimated to be between R2 000 and R3 000.

Announcing the new legislation, Bengu said the goal of the bill was to bring about equity in schools and redress imbalances created by racially founded departments.

"These norms are based on principles of equity and redress. They ensure that what our funds are available to provincial education departments will be fairly spent, so that schools of greatest need get preference," he said.

Edwin Pillay, deputy president of the SA Democratic Teachers' Union, said the bill was premature. The union had hoped for more consultations with "key political decision-makers".



“These norms are based on principles of equity and redress. They ensure that what our funds are available to provincial education departments will be fairly spent, so that schools of greatest need get preference.”

Sibusiso Bengu

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Govt to redirect funding from advantaged to poorer public schools

Primarashni Pillay

THE funding of SA's public schools is to undergo a major overhaul, with the poorest schools and those in bad physical condition to receive larger government subsidies than relatively advantaged schools.

This was announced in Pretoria yesterday where the education department released its policy document on the norms and standards for school funding. The policy will be implemented from next April and is aimed at

achieving equity in school expenditure.

It entails provincial education departments directing 60% of their non-personnel and noncapital recurrent expenditure towards 40% of the poorest schools in their provinces.

Private schools whose fees are higher than two-and-a-half times the provincial average public cost per learner in public schools will not receive subsidies. Their subsidies are to range from zero to 60% of the provincial average cost per public school learner, depending on the fees the pri-

vate schools charge.

Township, rural and informal settlement private schools will receive the highest subsidies.

Trevor Coombe, the department's deputy director-general for systems and planning, said all provinces would have to compile a list of schools based on their socioeconomic levels of development and physical resources.

The schools would then be divided into five categories based on needs. The poorest 20% would receive 35% of resources, while the next poorest 20%

would receive 25%. The next two categories would each receive 20% and 15% of resources respectively. The last 20% of poor schools, which were largely ex-Model C schools and ex-House of Delegates schools, would receive only 5% of resources.

"Funding will be done differentially according to the needs of schools," Coombe said. "It is a steeply progressive scale. Most affluent schools will get one-seventh of the allocation of that made to learners at poorer schools." He said this recurrent cost alloca-

Schools

(50)

Continued from Page 1
BD 13/10/98

The document refers to the SA Schools Act which says governing bodies have the responsibility of improving education by raising additional resources to supplement state funds.

Coombe said the payment of school fees was not compulsory. It was up to a school's parent body to decide if fees should be paid. Parents could be exempted from fees if the combined annual gross income of parents was less than 10 times the annual fees per learner. If the combined annual gross income of parents was less than 30

times but more than 10 times the annual school fees per learner, the parent would qualify for a partial exemption.

If the combined annual gross income was more than 30 times the annual school fees per learner, the parent would not qualify for exemption.

However, if a parent failed to apply for fee exemption and did not pay, the governing body could take legal action.

Paul Colditz, chairman of the Federation of Associations of Governing Bodies of SA Schools, which represents about 3 000 public schools, called for a flexible fee exemption formula. He said the current formula "was ridiculous" as parents earning R150 000 a year could get away with not paying fees.

Continued on Page 2

Pay up or face the law, Bengu tells parents ⁽⁵⁰⁾

Bill gets tough on fees

ARG 13/10/98

ARGUS CORRESPONDENT

Johannesburg - Parents who have signed agreements with schools to pay fees will from next year face legal action, including the attaching of property, if they renege on the deal.

This is just one of the tough stipulations laid out in the National Norms and Standards for School Funding Bill, which was gazetted yesterday. The bill contains far-reaching proposals which could alter the way schooling is funded.

It also increases the power of governing bodies in school management.

Unveiling the bill, Education Minister Sibusiso Bengu said the provisions were meant to achieve "equity and redress".

Regulations drafted alongside the bill allow parents the opportunity to apply for full or partial exemption from payment of fees at the start of the year, or during the year if their financial circumstances worsen, but holds parents fully accountable for the agreement.

These regulations come into effect immediately, but the bill will make its passage through Parliament next year and will be implemented in 2000.

Provinces will be expected to draw up "Resource Targeting Tables" where schools are ranked from the poorest to the wealthiest.

Having ranked the schools, the lists will be divided into five sections, again from poorest to wealthiest.

Allocations of provincial funds will be made on a variable, per pupil basis, favouring poorer communities.

The legislation makes all schools, regardless of their funding levels, responsible for such routine maintenance as cleaning, the removal of litter, replacing light bulbs and broken window panes, as well as minor painting and repair jobs.

Another key aspect of the

legislation calls on all provinces to allocate a "minimum package of learning materials", with an estimated value of at least R100, to all pupils each year.

Trevor Coombe, national deputy director-general of systems and planning in the Education Department, said although it would be ideal to allocate such a sum to all pupils, provincial budgets would not stretch that far, so it would remain the responsibility of the provinces to allocate the materials to poorer pupils.

Fee exemptions, or partial exemptions, have been clearly laid out in the legislation.

If the combined gross annual income of the parents is less than 10 times the annual school fees per pupil, the parents qualify for full exemption.

If the combined annual gross income is less than 30 times the annual fees, a partial exemption will be granted.

Independent schools will also feel the impact of the new legislation on their subsidies.

In addition to principles enshrined in the Schools Act, independent schools will only be subsidised if they achieve a minimum matric pass rate of 50% and if repetition rates in Grades 11 and 12 are not more than 20%.

Independent schools will also be proportionally subsidised according to the fees charged.

Schools charging more than 2.5 times the provincial average cost for a year at a public school will, from 2000, receive no state subsidy.

Announcing the new legislation, Dr Bengu emphasised the goal of the legislation was to bring about equity in schools and redress imbalances.

Edwin Pillay, deputy president of the South African Democratic Teachers' Union (Sadtu), described the legislation as premature.

We expected funds cut, say 'rich' schools

(50)
STAFF REPORTER

ARG 13/10/98
The announcement that "rich" independent schools would no longer get Government subsidies was "no surprise", said Independent Schools Council national director Mark Henning today.

Although the schools had expected some state support, they understood and respected that Government resources had to be redistributed to the poor, he said.

Top Cape Town schools like Diocesan College (Bishops) in Rondebosch and Herschel in Claremont are members of the Independent Schools Council.

Mr Henning said: "We were hoping for at least a 30% subsidy a child.

"What the new law means is that parents who send their children to independent schools are not getting any education return on their tax money."

A weakness of the new legislation was that it used provincial fee averages to calculate subsidies for "poor" independent schools. This meant a school which charged less than 2 1/2 times the provincial average in fees would receive some Government support, but worked out on a sliding scale.

Where provincial fee average was high – in the Western Cape it was about R4 600 for secondary schools – an independent school charging R10 000 would still be given several hundred rand subsidy a child.

The irony was that in the Eastern Cape, where the provincial fee average was much lower, an independent school charging R10 000 in fees would be "too rich" to qualify for a subsidy.

Pay up or face the law, Bengu tells parents, page 3

Poorest pupils

JOHANNESBURG: The National Norms and Standards for School Funding Bill contains far-reaching proposals that would alter the way schooling is funded, including an effective redistribution of resources towards poorer schools. **JACQUI REEVES** reports. (50) CT 13/10/98

UNVEILING the bill, Education Minister Sibusiso Bengu said that its provisions were meant to achieve "equity and redress".

Under the legislation gazetted yesterday, parents who have signed agreements with schools to pay fees will from next year face legal action, including the attaching of property, if they renege on the deal.

Regulations drafted alongside the bill allow parents the opportunity to apply for full or partial exemption at the start of the year — or during the year if their financial circumstances worsen — but hold parents fully accountable for the agreement. These regulations come into effect immediately. The bill will make its way through Parliament next year and will be implemented in 2000.

Provinces will be expected to draw up "resource targeting tables" in which schools will be ranked from the poorest to the wealthiest. These lists will be divided into five sections, again ranked from poorest to wealthiest.

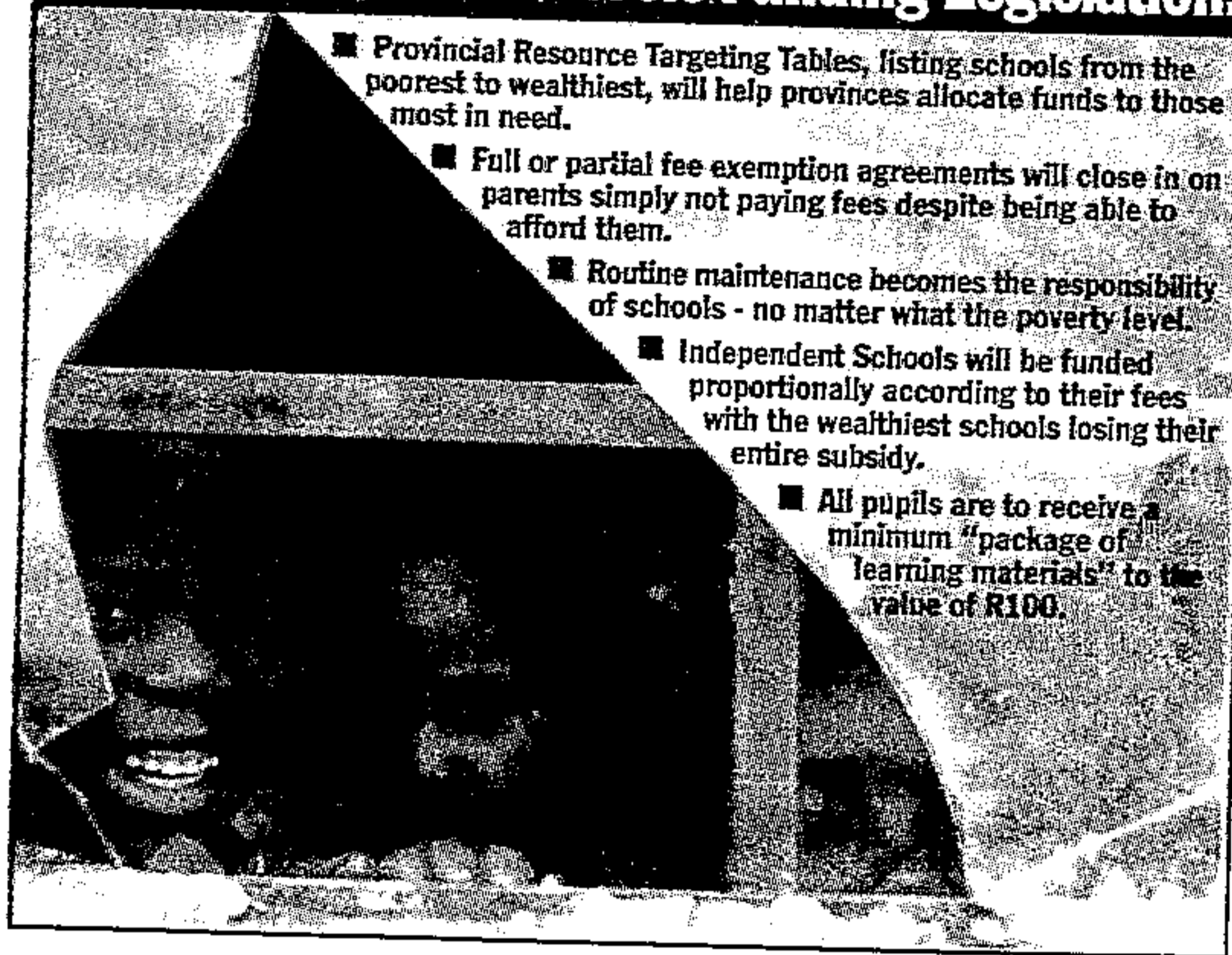
Allocation of provincial funds will be made on a variable, per pupil basis, favouring the poorer communities.

The legislation makes all schools, regardless of their poverty levels, responsible for routine maintenance such as cleaning, litter removal, replacing light bulbs and broken windows, and minor painting and repair jobs.

Another key aspect of the legislation calls on all provinces to allocate a "minimum package of learning materials", with an estimated value of at least R100, to all pupils each year. Trevor Coombe, national deputy director-general of systems and planning, said although it would be ideal to allocate this to all pupils, provincial budgets would not stretch that far, so it would be the responsibility of the provinces to allocate the materials to the poorer pupils.

Conditions for fee exemptions, or

Key Elements For Schools Funding Legislation:



partial exemptions, have also been clearly laid out in the legislation.

If the combined gross annual income of the parents is less than 10 times the annual school fees per pupil, the parents will qualify for full exemption. If their combined annual gross income is less than 30 times the annual fees per child, they will qualify for partial exemption.

Independent schools will also feel the impact of the new legislation on their subsidies.

In addition to principles enshrined in the Schools Act, independent schools will be subsidised only if they meet a minimum matric pass rate of 50% and if repetition rates in Grades 11 and 12 (Stds 9 and 10) are not more than 20%.

Independent schools will also be proportionally subsidised according to the fees charged.

Five subsidisation categories have been set, with the highest being a subsidy of 60% of the provincial average

cost for the state to educate a pupil. The remaining four categories are 40%, 25%, 15% and zero.

Schools charging higher than 2.5 times the provincial average cost for a year of schooling at a public school will, from 2000, not receive any state subsidy. The average provincial cost for a single year of high school at a public school is estimated to be between R2 000 and R3 000.

Bengu emphasised the goal of the legislation was to bring about equity.

"These norms are based on principles of equity and redress. They ensure that whatever funds are available to provincial education departments will be fairly spent, so that schools in greatest need get preference," he said.

Edwin Pillay, deputy president of the SA Democratic Teachers' Union, described the legislation as premature. He said the union had hoped for more consultation with "key political decision makers" before the gazetting of the document.

BENGU EMPHASISES EQUITY

Schools bill to benefit

Exam crisis looms

(50)

Soccer am 13/10/98

Fear 18 000 pupils will not sit for finals

By Dan Fuphe

SCHOOLS in KwaThema near Springs on the East Rand remained deserted yesterday amid fears that about 18 000 pupils at 30 schools in the area may not sit for final exams.

Altogether seven high schools and 23 higher primary schools have been affected by the stayaway.

This is despite a call by the Congress of South African Students (Cosas) on Sunday for an end to the class boycott which started five weeks ago.

Gauteng MEC for education, Mrs Mary Metcalfe said yesterday that the call by Cosas for pupils to return to school was an important development for education in KwaThema.

Metcalfe said this was because parents, teachers, pupils and members of the schools' governing bodies had shown a lot of determination to resolve problems.

Cosas' demand for the unconditional release of their jailed school-mates, who were arrested for various offences, including the possession of weapons, sparked off the boycott.

The departments of education, correctional services and safety and security refused to accede to the demands. There have been confrontations in the past between Cosas and the Pan-Africanist Students Organisation.

Several members of both organisations have been killed in the conflict.

"If the need arises, as from tomorrow, parents must accompany their children to school as there are mischiefmakers in the area," Metcalfe said yesterday.

The Gauteng department of education's Springs-Nigel district director, Mrs Margaret Webber, said: "Contrary to the appeal by Cosas that the class boycott be suspended with immediate effect, attendance at several schools varied from zero to an average of between 20 to 30 percent."

Urgent meeting

Webber said the police had also been called in but were asked to keep a low profile around the schools after a number of pupils were intimidated.

This was confirmed by Cosas, teachers and school principals.

She said an urgent meeting of "all the stakeholders" in KwaThema had been called for Thursday.

When a Sowetan team visited KwaThema yesterday, most of the schools stood empty.

Mr Mbuseni Nxumalo, principal of Lefa-Ifa Secondary School, said pupils came in the morning but left soon afterwards.

"They said they came to school in response to the call made by Cosas on Sunday. However, when they realised that the school was deserted, they left."



Parents and pupils of Daveyton Intermediate School at a demonstration against one of its teachers, whom they blame of neglecting her duties. The protest began last Friday and the protesters have vowed to camp outside the school gates until the teacher is dismissed.

PIG: LEN KUMALO

Tlakula High School principal Mr Stephen Nkosi also reported no attendance at his school.

He said of 976 pupils only 25 had responded to Cosas' back-to-school call.

"The pupils told us that while on their way to school they witnessed a lot of intimidation by elements who apparently wanted to see the contin-

uation of the boycott.

"For us at Tlakula, the irony of the boycott is that it comes at a time when our teachers have vowed to improve last year's matric results from nine percent to between 45.5 and 60 percent this year," said Nkosi.

Although he confirmed that cases of intimidation had been reported,

local Cosas secretary Mr Samuel "Samora" Tshabalala said the organisation was still encouraging pupils to return to school.

"We are mindful of the fact that the call to end the boycott may not have reached all the pupils.

"The pupils in KwaThema must know that the boycott has been called off," he said.

How new school of thought will affect you

Independent schools will be most affected by the new norms and standards on school funding.

Although the poorest may have breathed a sigh of relief, the wealthiest will lose millions of rands in subsidies when the new policy comes into effect on April 1 next year.

Schools will have a further eight months

after this date to prepare for the start of the 2000 academic year.

The new National Norms and Standards on School Funding policy, released this week by the Department of Education, will have far-reaching effects for public and independent schools throughout South Africa.

New subsidy-allocation tables will favour

schools in poor areas serving poor communities, and will strive to create equity among schools and redress historically created imbalances.

Education reporter **Jacqui Reeves**, as well as **Cathy Powers** and **Rapule Tabane**, visited schools in Gauteng and assessed the impact the new policy will have on various communities in the province.

Independent schools: wealthier will lose millions of rands in subsidies

Independent schools run by the Catholic Institute for Education believe the new policy may be the saving grace for schools facing closure.

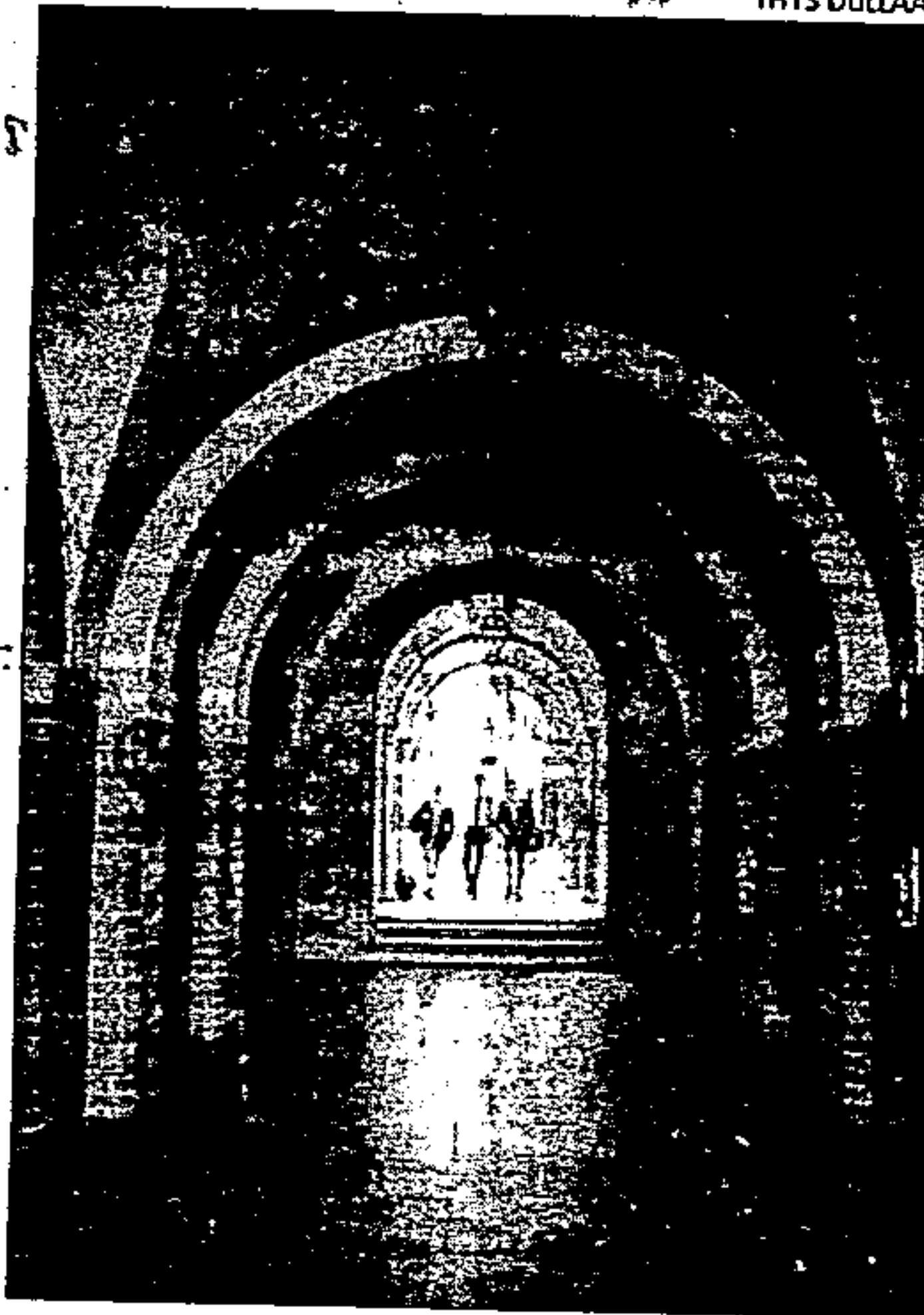
John Martin Catholic School in Kagiso charges R600 per child for a year of tuition in grades 1 to 7. The average class size is between 35 and 40 pupils and the school has been operating since 1927.

Because the fees are less than half the amount spent by the province on educating a single child for one year, the school will be eligible for the 60% subsidy recommended in the new policy, opening the doors for more Kagiso pupils.

On the other end of the spectrum is St John's College in Houghton. The prestigious school this year charged R23 700 for a year of high-school tuition. As the fees exceed by far 2.5 times the amount spent by the province on educating a child for a single year, the new norms for school funding dictate that St John's falls into category five, where no subsidy is granted at all.

St John's will lose R1-million to this new policy and will have to increase its high-school fees by almost R3 000, to R26 600, for the 1999 academic year.

"We have anticipated this policy but it is still a blow to the school. We pride ourselves on our academic excellence, and to keep up our standards, especially in fields like technology, we have used our subsidies to boost our academic potential and to fund our outreach pro-



Corridor of uncertainty ... St John's will lose R1-million in terms of the new policy, and will have to increase its high-school fees by almost R3 000 for the 1999 academic year.

grammes and bursaries," said college bursar Nikki Willcox.

She said funding for the outreach programmes would have to be sourced from other sectors: "At St John's we try to

teach the importance of community spirit, which is why our teachers and our boys work on these programmes, but we are going to have to source new funding for these projects."

Masibambane College is an independent school found in the midst of Orange Farm outside Johannesburg.

The school and adult education centre is the twin school to St John's College based in Houghton. The buildings housing the outreach project were built from funds donated by Vienna, in Austria.

The school hopes to nurture a culture of lifelong learning in the Orange Farm Community.

It is a small school with only 42 students in two classes. There are 24 Grade 1 pupils and 18 Grade 2 pupils and two teachers. It has no facilities at all. All enclosed in one structure, it only has a hall, kitchen, store-room and the caretaker's office.

Parents pay R150 per month and the school is currently receiving a 60% subsidy from the Gauteng Department of Education in terms of interim legislation on subsidies.

As the annual fees are R1 800, the school is charging less than 50% of the provincial average spent on a pupil in a public school, placing Masibambane in the first fee-level category of the new policy.

The school will probably therefore continue qualifying for the 60% subsidy they are receiving from the province, but from April 1 1999, the subsidy will be in line with the new national norms.

For this reason, Masibambane authorities are confident their school will not be negatively affected by the new funding proposals, as it serves a



Great strides ... a young pupil at Masibambane College in Orange Farm, has a spring in his step. The school will probably continue receiving 60% funding.

poor community.

The assistance it receives from St John's College may, however, be affected. As from April 1, St John's College will not receive any form of subsidy

from the province and will therefore have to look elsewhere for surplus funds to plough into their outreach programme, which benefits schools like Masibambane.

Public schools: poorer communities to benefit from changes

Reading between the lines ... for this Thabo Secondary School pupil and his classmates, things can only get better.



THEMBA HADEBE

Good timing ... two pupils at Jeppe High School for Girls in Kensington, Johannesburg, in an embrace. Their school welcomes all the support it can get.



THYS DULLAART

Looking up ... pupils at Johannesburg Secondary School in Homestead Park will benefit from the new legislation.



JOHN ROBINSON

Struggling to survive

Thabo Secondary School in Naledi, Soweto, is struggling to survive and it will probably feature in one of the two poorest subsidisation categories.

Less than half of the 1 400 pupils have paid the R30-a-year fees.

Principal Phil Segale said: "It is not because they do not want to pay, but most parents who have four or more children in the school cannot

afford to, as Naledi is a very poor community."

The school's library has no furniture, no books and no one to run it, while the school's four laboratories are not properly equipped.

The poor conditions at the school and the relative poverty of the Naledi community will be crucial factors in securing the school a ranking among the two poorest categories for subsidisation.

Money makes the difference

"Education is about moving forward, and you need money to do that," said Beekie Tobias, principal of Jeppe High School for Girls.

Facilities and resource centres needed regular upgrading, she added.

The school relies largely on school fees since state subsidies cover only three-quarters of the staff's salaries. School fees were R3 300 this year and will be going up - probably by R1 000.

"I truly believe that if parents want a good education for their children and know there is no such thing as a free education, they will find the money to invest in their children," she said.

Part of the success of this old and well-established school is due to a supportive parent body, Tobias said. The governing body consists of a committed group of teachers, parents and student representatives, who could take on Section 21 responsibilities.

Fees main source of income

Johannesburg Secondary School this year charged an annual fee of R600 - a R200 increase on last year's fees.

The public school relies more on fees than government subsidies. Its fees accounted for just over half of its 1998 budget. But only about 40% of the pupils paid their school fees this year (amounting to about R176 000), according to principal Jason Arthur.

He said the new fee exemp-

tions, where some parents may be exempt from paying fees, could be problematic, but the school may benefit with the scaling of subsidies according to the poverty levels and needs of the area.

A big chunk of the school budget already goes towards maintenance.

Section 21 schools will receive a lump-sum payout from which they will be expected to run the school.

Public schools move to top of the class

By JACQUI REEVES
Education Reporter

Public schools across the country, reacting to the new funding policy for schools, have welcomed the promise of increased autonomy.

In terms of Section 21 of the Schools Act, governing bodies are encouraged to take on increasing responsibilities for recurring costs – and handle purchases and payments.

Lists of Section 21 schools will be drawn up by the provinces and will receive lump-sum payments, per pupil, for the year. This will pay for services, textbooks and educational materials, and determine extra-mural curriculums and subject choices.

The policy will only allow Section 21 funds to be assigned to schools with proven capacity to undertake the functions, excluding many disadvantaged schools where governing bodies are still being trained.

Although the policy favours poorer schools, allowing established governing bodies greater

(50) JACQUI REEVES 14/10/98
control over funds, middle-of-the-road independent schools may find it a battle to survive.

The Association of Independent Schools for Black Children, serving largely inner-city schools and some independent township schools, believes they will be hard hit.

Under the new dispensation, the schools, charging between R2 000 and R3 500 a year, will receive subsidies of only 40%.

David Harrison, chairperson of the association, also disagrees with the stipulation of a 50% matric pass rate. The independent schools may be based in the city, but serve pupils from the townships who come to the public schools because of the inferior education they have been receiving.

"They are the same children failing in the townships. But now we are being told that, as soon as they come to our schools, they have to pass, no matter how serious their educational deficit may be.

"Independent schools imply a partnership between parents and the state. Our schools rely

on decent subsidies to operate. What is being proposed will not allow many of our schools to stay open," he said.

Mark Henning, director of the Independent Schools Council, says independent schools can expect class sizes to increase, fees to rise and possible teacher retrenchments. He knew of "at least a dozen schools" across the country that would be forced to close.

One potential impact of the new policy, Henning said, could be the "whitening" of top independent schools. "We have always tried to integrate our schools as far as possible and have often used large amounts of our subsidies to draw in young talent from townships.

"Bursaries such as these cannot simply be abandoned."

Helene Addis, Gauteng chairperson of the Catholic Institute for Education, says the 60% subsidy, with fees and donations, will allow most of Catholic schools to stay open.

► Special report

Page 2

New school funding policy gets mixed reaction (50)

DD 14/10/98
Primarashni Pillay

SEVERAL education stakeholders agreed yesterday that state funding should lean heavily towards poor public schools, but expressed concern about the ability of provincial education departments to implement government's new funding policy.

The policy on the norms and standards for the funding of public schools, released on Monday, is aimed at achieving school expenditure equity by getting provincial education departments to redirect 60% of their nonpersonnel expenditure towards 40% of the poorest schools in their provinces.

Trevor Coombe, the education department's deputy director-general of systems and planning, said each province would have to compile a list of schools based on socio-economic conditions and physical resources. The poorest 20% would receive 35% of resources and the least poor 20% would receive 5%.

Coombe said while the SA Schools' Act did not require parents to pay fees, parents would have to do so if a parent body decided to pay fees. However, parents could apply for fee exemptions.

Private schools' subsidies would range from zero to 60% of the provincial average cost per public school learner, and schools in rural and informal settlements would benefit most.

Education analyst John Pampallis said the provincial education department would need sophisticated information systems to target poor schools for assistance.

In the absence of this, the categorisation of schools "won't be perfect but roughly right".

The SA Democratic Teachers' Union welcomed the policy yesterday but said its impact would be limited because not enough money was available to address backlogs in education.

The Independent Schools' Council said that it had hoped that learners at these schools would receive at least a basic subsidy of 30% of the cost of educating a child in a public school.

The National Professional Teachers' Organisation of SA said the norms brought certainty about the extent of financial assistance for schools. Government had tried to find a balance by setting a sliding scale for the subsidisation of private schools.

The Democratic Party expressed concern about the administrative burden the new policy would impose on provincial education departments.

Comment: Page 13

Matrics head for that

Papers under tight security as pupils go

ANDREA BOTHA
EDUCATION REPORTER

More than 54 000 Western Cape matric pupils are gearing up for a tough weekend of last-minute studying for their exams which start on Monday.

Matrics across the Western Cape went to school for the last time today.

The students will spend the next few days preparing for the most important exams of their school lives.

The exams start with Xhosa and music and end with Jewish studies on November 25.

The education department has confirmed that 14 738 part-time pupils also will write the exams.

The department has the question papers stored under maximum security and has safety and emergency procedures in place for distributing them.

Matric pupils were jovial and in high spirits on their second-last school day yesterday.

Proceedings at most schools were informal with traditional shirt writing and pupils and teachers bidding one another farewell.

Most schools have more formal prize-giving and valedictory functions scheduled for today.

Most pupils said they were enjoying this last diversion before the serious studying and exam writing began.

Fritz Kahn, 18, of Gardens Commercial High School said he was not too worried about the exams.

He had been told that trouble with writing exams started only when one started to worry.

He had finished studying for most of his exams and was not sad to leave school. He would continue his studies with an engineering course next year.

Marcelle Clark, 18 and Melissa Parenzee, 18, said they were nervous about the exams, but enjoying the last few days with friends at school.

"It's sad because a whole phase of our life is now gone," said Marcelle.

She will do a course at a business college next year and Melissa has found a job at Cape Town International Airport.

Other matrics from Gardens Commercial said they were nervous about the exams as they had only one chance.

They said they had finished jolling last weekend and were now working only towards the exams.



Now the tough stuff starts: matric pupils at Commerical High in Gardens celebrate their last day of regular schooling before preparing for their exams.

How the new education funding

LYNNE RIPPENBAAR
STAFF REPORTER

The Western Cape government has welcomed the national Government's new school-funding policy, due to come into effect in April.

But there is concern about the plan to exempt some parents from paying fees, and the "unfair" attitude towards private schools.

Western Cape Minister of Education Nick Koornhof yesterday described the plan as "an essential policy instrument" for addressing historical imbalances.

But the fee-exemption provisions

could see some people, who could afford to pay fees, pleading poverty.

And there were fears the new policy relating to private schools could force some to close.

The fundamentals of the National Norms and Standards for School Funding are:

■ There will be more money for disadvantaged schools and less for advantaged ones.

■ The policy does not apply to personnel costs like teachers' salaries, but does to "recurrent costs" like maintenance and repairs, telephones, water and electricity, textbooks and stationery and hostel costs.

■ It offers exemptions from pay-

ment of fees to pupils whose parents' combined income is less than 1 times the annual school fee, and partial exemptions in some cases.

■ It provides R100 a child a year for learning materials.

■ It excludes schools with special education needs.

Funding, exemptions and subsidies to independent schools were three major aspects of the policy highlighted at a press conference yesterday by Brian Gilbert, acting head of provincial education.

Schools will be ranked from the most wealthy to the poorest and divided into five groups of "roughly 20% of the school-going population".

for that last hurdle

rity as pupils go to school for last day

ARL 14/10/98 (52)



ANDREW INGRAM

al High in Gardens celebrate their last day of regular schooling before preparing for their matric examinations

education funding scheme will work ...

(50) ARG 16/10/98

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ment of fees to pupils whose parents' combined income is less than 10 times the annual school fee, and partial exemptions in some cases. ■ It provides R100 a child a year for learning materials. ■ It excludes schools with special education needs. Funding, exemptions and subsidies to independent schools were three major aspects of the policy highlighted at a press conference yesterday by Brian Gilbert, acting head of provincial education. Schools will be ranked from the most wealthy to the poorest and divided into five groups of "roughly 20% of the school-going population".

This means that if the average pupil expenditure be R100, the poorest 20% will get R175 a pupil, the next group R125, the next R100, the next R75 and the wealthiest R25. Subsidies will be given to independent schools depending on whether they meet requirements for partial subsidies. The new policy also marks a change in the way hostels will be run. Mr Gilbert said hostels would become self-sufficient, with running costs divided by the number of pupils. Hostel fees would be determined by this method. One of the criteria for boarding was that the hostel should not be near

the pupil's home, he said, adding: "A hostel is not a luxury for parents who choose to send their child to one, but for those who need to." The state would offer a subsidy when parents could not afford hostel fees, according to certain criteria. Proof of income would be required. Mr Gilbert said the provision of new schools and classrooms would be dealt with separately, according to need and not in terms of poverty or wealth in the area. "In other words, you don't just build schools in poor areas. If you need a new school in the wealthiest community, you have to consider building it," he said.

Lessons in equality

EDUCATION Minister Dr Sibusiso Bengu's announcement of the new norms and standards for school funding this week is a major step towards addressing the plight of schools in disadvantaged communities.

The plan, which will come into effect in April next year, ensures that more funds will be allocated to disadvantaged schools than to affluent ones.

It is believed the move will bring relief to thousands of pupils who have to study using the bare essentials and in overcrowded conditions.

Most of these schools are in black areas and their conditions are largely due to a deliberate plan by the apartheid government to ensure there was no quality education for the majority of the country's people.

The norms, on the other hand, are entrenched in the provisions of new legislation passed after the 1994 elections and aimed at redressing the inequalities created by apartheid.

According to the provisions of the South African Schools Act of 1996 "the state must fund public schools from public revenue on an equitable basis in order to ensure the proper rights of pupils to education and the redress of past inequalities in the provision of education".

To achieve the objective of equity and redress, the plan outlines how public schools will be funded from next April.

It also deals with the exemption of parents who are unable to pay school fees as well as the provision of subsidies for independent schools (the former private schools).

The Act imposes a responsibility on all public school governing bodies to raise additional resources to supplement what the state provides from public funds.

Ironically, given the emphasis on redress and equity, the funding provisions of the Act seem to have worked to the advantage of former model C schools, patronised mainly by middle-class and wealthy parents.

Located largely in former white areas, these schools have - through vigorous fundraising and commercial sponsoring - managed to supplement the funding of their facilities, equipment and teaching resources.

This eventually led to a situation where parents who could actually afford fees were paying proportionally less towards their children's education.

In disadvantaged communities, on the other hand, the poor have contributed a disproportionately large share of their income to the building, upkeep and improvement of schools.

These contradictions in the same public school system are a result of past discriminatory practices in school funding.

The new norms and standards plan for school funding will go some way to ensuring that disadvantaged pupils receive quality education, writes **Ido Lekota**.

(50) *Sowetan* 16/10/98



Education Minister Dr Sibusiso Bengu announced new norms and standards for school funding this week.

During apartheid, model C schools were allocated more resources and the funding provisions of the Act inadvertently served to perpetuate inequalities.

As Bengu said during his announcement, the norms are aimed at addressing these inequalities "by establishing a sharply progressive state funding policy for ordinary public schools, which favours poor communities".

In terms of the norms, provincial education departments will determine the subsidy formula for their schools on the basis of the physical condition, facilities and number of pupils at the school, as well as the relative poverty of the community served by the school.

The poorest schools will then receive the largest stake of the resources, with the least poor receiving the smallest allocation.

The norms do not apply to personnel costs like teachers' salaries, but do include "recurrent costs" such as maintenance and repairs, telephones, water and electricity, textbooks, stationery and hostel costs.

Pupils will also receive R100 for "a minimum package of learning materials", including books and stationery.

According to the norms, parents whose

joint income is less than 10 times the annual fees at a public school can be exempted from paying fees.

Parents with a joint income of more than 10 times the annual fees, but less than 30 times, will qualify for partial exemption. Parents earning more than 30 times the annual fees will not qualify for exemption.

In its policy document on the norms and standards, the department of education also deals with subsidies for independent schools.

According to the department, independent schools provide a safety valve by giving education to pupils who would otherwise have gone to overcrowded public schools.

"Subsidy allocations, therefore, must show preference for independent schools that provide good education, serve poor communities and individuals and are not operated for profit."

In setting a formula for subsidising independent schools, the norms call for criteria such as the socioeconomic circumstances of those the school is serving. The subsidy level is related to the level of school fees.

In terms of the formula, the higher the fees the independent school charges, the smaller the subsidy it will receive from the state.

For example, independent schools charging up to half of the average cost per pupil at an ordinary public school will receive a subsidy equal to 60 percent of the average cost per pupil in an ordinary school.

On the other hand, an independent school charging the same as the average cost per pupil at an ordinary public school will receive a subsidy equal to 40 percent of the average cost per pupil in an ordinary public school. The one charging more than 2.5 times the average cost per pupil in a public school gets nothing.

In general, the norms have been welcomed across the political spectrum. National Party education MEC in the Western Cape Nick Koornhof has described the norms as "an essential policy instrument for addressing historical imbalances".

Even the Independent School Council - despite its concern about the impact of subsidy cuts on certain independent schools - has welcomed the move.

"The emphasis on uplifting the poor is a moral imperative and the minister of education is to be commended for focusing on this," said the council's national director, Mark Henning.

THE Sunday Times spoke to four schools — two public and two private — in Gauteng this week to find out how the government's new funding plan will affect them.

Only the principal of an impoverished township school believes her pupils will benefit.

The plan will have little impact on a former model-C school and an affluent private school, which have the necessary backing from parents to provide education without needing government subsidies.

THEMBELIHLE PRIMARY

Ranked as one of the poorest public schools in Gauteng, the school in Elwata on the East Rand is hoping the new funding plan will increase its allocation from the government.

But it is not known how long it will take before a difference is felt.

The parents of Zandile Nkosi, a Grade 2 pupil, pay R40 a year in fees. This also covers travel costs to soccer matches and educational day trips, and it subsidises another pupil whose parents cannot afford to pay.

Hall of the school's 536 pupils do not pay fees as their parents are too poor. Operating on a tight budget of R7 000 a year, the school has to raise funds wherever possible.

Thembelihle does not get a cash subsidy from the Gauteng department of education. Instead it receives exercise books, stationery, paper and equipment worth about R4 000. The department also pays the 12 teachers and principal.

But Thembelihle will benefit under the government's new funding plan because the poorest 20 percent of schools in the province will receive the largest portion of available government money for their educational needs.

The school is likely to receive more than R4 000.



READY TO ROLL: One of Gauteng's poorest schools, Thembelihle Primary, stands to gain significantly from the government's new funding plan

POOREST PRIVATE SCHOOLS WILL FEEL CHANGES MOST

Principal Roxy Kuppan says this will help the school raise its standards.

It will also benefit from the government's plan to provide every child with a R100 package of textbooks and stationery as soon as money is available.

JEPPE BOYS HIGH

The Johannesburg schools ranked as one of the wealthier public schools.

The parents of Roy Jones, a Grade 9 pupil, pay R6 000 a year at the former model-C school, where Roy gets a quality education, and the numbers in his class are low. He has textbooks, stationery and access to well-kept sporting and other facilities.

Between 85 and 90 percent of the parents at Jeppe can afford their children's education. All the government pays for are teachers' salaries and the municipal rates.

But if Roy's parents earned less than R60 000 a year, they wouldn't have to pay, according to the exemption provisions in the plan. If they earned be-

pupil in a public high school in 1997/98, meaning private schools there would have to charge less than R7 500 to be eligible for subsidisation.

The 30 percent government subsidy that St Sithians has been receiving is spent on buildings or bursaries. The school subsidises at least 40 pupils from disadvantaged backgrounds.

Rector David Wylde says its commitment and fund-raising efforts will keep the disadvantaged pupils at school, but fees will go up once the new policy is implemented.

EXCELSIOR

The parents of Jane Radebe, a Grade 7 pupil at the school in the inner city of Johannesburg, pay R2 640 a year for her private education.

For them Excelsior is an alternative to a township school, where they believe the quality of education is inadequate, but Excelsior's fees are more affordable than those at model-C schools or top private schools.

However, the new funding structure could mean an increase in fees. Jane's parents may then have to look at less expensive schools. Pupils will leave, forcing it to raise fees again.

To get its 40 percent subsidy, the school has to have at least a 50 percent matric pass rate every year, and may not have more than 20 percent of Grade 11 and matric pupils repeating a year.

School director David Harrison says they cater for pupils from township schools who do not have a good educational background, as well as providing for those who failed in the past.

"The two conditions set down for us to get our subsidy hang heavily against us because we have to cater for children who have been disadvantaged.

"Fees will rise, which will mean that the lower- to middle-class income parent may not be able to afford the increase and will be forced back to the township schools.

"Township schools' average matric pass rate is 27 percent, but we have to have 50 percent getting their matric just to get the subsidy," he says.

Also, subsidies in Gauteng have been cut by 50 percent since 1994. Because of the cuts, many schools similar to Excelsior will not survive until the new policy is implemented, he says. Those that do will have to increase their fees again, affecting poorer parents who want a good education for their children.

Independent schools are divided into five categories — getting 60, 40, 25 and 15 percent subsidies. The lower the fees and poorer the children, the higher the government subsidy.

Parents and governing bodies set on

clash course

CORNIA PRETORIUS
(50) ST 18 10 98

PARENTS are expected to lock horns with public school governing bodies over a new funding plan in which they will have to disclose their earnings if they claim they cannot pay fees.

Proving they earn little enough to be exempt could lead to costly and unpleasant disputes, the Federation of Associations of Governing Bodies warned this week.

However, according to the new government plan, announced on Monday, a school may not deny any pupils admission to a public school if their parents do not earn enough to pay the fees.

The chairman of the federation, Paul Colditz, said that scrutinising the income of parents might well constitute unlawful invasion of privacy.

meanwhile, fear the plan's exemption provisions will be used as a loophole. They say that if school fees are set at R5 000 a year, for example, parents earning under R50 000 — or less than 10 times the annual fee — will not have to pay for their children's education.

Those who earn between R50 000 and R150 000 (less than 30 times the school fee) will be able to apply for partial exemptions.

But those who earn more than R150 000 will have to pay, which means they will be hit the hardest and will have

The exemption provision has been included to prevent public schools, especially former model C schools, from setting fees too high. Fees at former model C schools have rocketed over the past two years to cover the cost of salaries for extra teachers to keep the pupil:teacher ratios lower than that prescribed by the government.

Despite the exemption provisions, the plan urges all parents to contribute to their schools through fees or fund-raising drives.

Governing bodies, however, do not have to set fees. It is up to the parents. If they set a low fee, no parent need be exempted. It is up to the parents to decide how much to charge and to set the criteria that totally, partially or conditionally exempt parents who do not earn enough.

Anthea Cereseto, the principal of Parktown Girls High, Johannesburg, said: "We have to have paying parents. The state will not rescue schools if parents don't pay. In the past, before schools set fees, parents paid something voluntarily. We should go back to this attitude of paying for quality education." She said many schools would not be able to operate if a large number of parents were exempted. "We deliver quality. If parents look at exemption as a way out, we will not be able to provide that quality," she said.

Red tappe snarls school plan

Funding guidelines hailed, but provinces lack administrative skills to

CORNIA PRETORIUS

PROVINCES need to cut salary costs and streamline administration if the government's new school funding plan is to have any impact in classrooms, according to teachers' unions and a school governing body association.

They also warned that provincial education departments would need strong administration to put the funding plan into practice.

The National Norms and Standards for School Funding plan, which will become policy in April, explains how the state will give money to both private and public schools.

The guidelines give hope to poorer schools. To reduce differences

between rich and poor schools, those in the townships and rural areas will receive the lion's share of the money from provincial education departments.

However, the departments use an average of 90 percent of their budgets on teachers' salaries, leaving little for administrative costs, textbooks, equipment, rates and taxes, buildings and subsidies.

The 10 percent will be skewed towards the poorest schools, but this will not necessarily put them on the same level as wealthy schools.

Bobby Soobrayan, chief director of planning in the national department of education, said the impact on poorer schools would be greater if more money were available.

"It costs R800-million to provide textbooks to all schools, but if each

province set aside 15 percent of its budget, it would make a difference of between R4- and R5-billion nationally — significantly contributing to levelling the playing field."

Soobrayan said an allocation of R100 for every child was being targeted, but this would be possible only once the provinces' financial situation improved.

However, even if the provincial departments had enough money to uplift poorer schools, they lacked administrative skills to run the allocation system smoothly, he said.

A top educational official, who didn't want to be named, said the national department's plan was "wonderful, but shows little understanding of the lack of ability within provincial departments to put the plan into practice".

Provinces will have to rank their

schools in five categories ranging from the poorest 20 percent to the wealthiest 20 percent. Funds for buildings, repairs, stationery, equipment and hostels will be channelled to the schools with the greatest needs.

Education departments have to decide which school governing bodies can manage their own money and which funds they have to administer on behalf of schools.

Every year — preferably by September — departments must provide each school with the information it needs to draw up its budget. The information should include the school's expenditures for the year and an indication of the amount available for the coming year — expressed in terms of over-all and per learner cost.

The funding plan states: "The aim

is to improve each department's accounting and information processing systems so each school's costs can be identified by item."

The need for administrative expertise is acknowledged in the document: "The attempt to accomplish this task without high-level skills is absolutely unrealistic — especially given the size of provincial education budgets."

Each department therefore has to acquire:

- At least one, but preferably several, highly skilled strategic financial analysts who know how to analyse and use data in planning;
- Several accounting experts who understand computerised public financial and management information systems;
- Several highly skilled information systems experts to improve

the use of education databases and help district education offices access the information;

- At least one statistician or applied numerical analyst;
- At least one skilled educational planner; and
- Computer systems and databases.

The national department recommends provinces use existing donor-funded arrangements with consultants to acquire the necessary expertise. Alternatively, it says, they should look at secondments from the public or private sectors or use experienced national department personnel.

Soobrayan said the national government had put aside money for the improvement of administrative abilities, which people were already taking advantage of.

implement them
ST 18/10/98

'RDP Funds paid to private organisation'

By CHRIS HLONGWA

KWAZULU-NATAL Premier Ben Ngubane (pictured) is alleged to have instructed officials to issue cheques amounting to more than R70 000 from provincial funds to African Library Association of SA (Alasa), a private organisation.

It is alleged he had no authority to use provincial education funds for this purpose. Alasa had requested R250 000 as sponsorship for their 1997 conference, and had told the KwaZulu-Natal government it was free to advertise at the conference.

Claims for expenses were not accompanied by valid receipts and included a sea cruise around Durban.

This is according to documents leaked to City Press.

Alasa had asked for a R250 000 sponsorship from the KZN director general, Professor Otty Nxumalo, for their annual conference to be held in Durban from September 24 to October 2, 1997.

In the documents three provincial officials claim they were instructed to sign cheques on behalf of KwaZulu-Natal amounting to more than R70 000.

They also say Nxumalo was one of the two people who put pressure on them to sign the apparently unauthorised payments.

Payment advices (form 1084) indicate that the signatories signed the payment forms on instructions from Ngubane and Nxumalo. The cheque numbers were 273436 and 273437 dated 29/9/97 for R49 537,05 and R21 500.

According to an internal government probe, Nxumalo was also asked for R250 000 by Alasa for a conference for teachers and

the education department, but the money benefited itself only.

Mike Sutcliffe, provincial ANC MP and member of the public accounts committee who had a look at the documents in the possession of City Press, yesterday said the allegations it contained were "extremely serious and the ANC demands an open, independent, public inquiry to investigate the role of the Premier in this matter."

He said the document confirmed "what a number of sources in the government have been telling us over the past few months".

Sutcliffe said the document appeared "absolutely genuine and I can recognise some of the signatures".

According to the document, the chairman of the School Governing Training Unit (SGTU), Dr M Lotter, said the amount of R71 037 "was paid on the instruction of both the Director General Nxumalo and the Premier Ngubane".

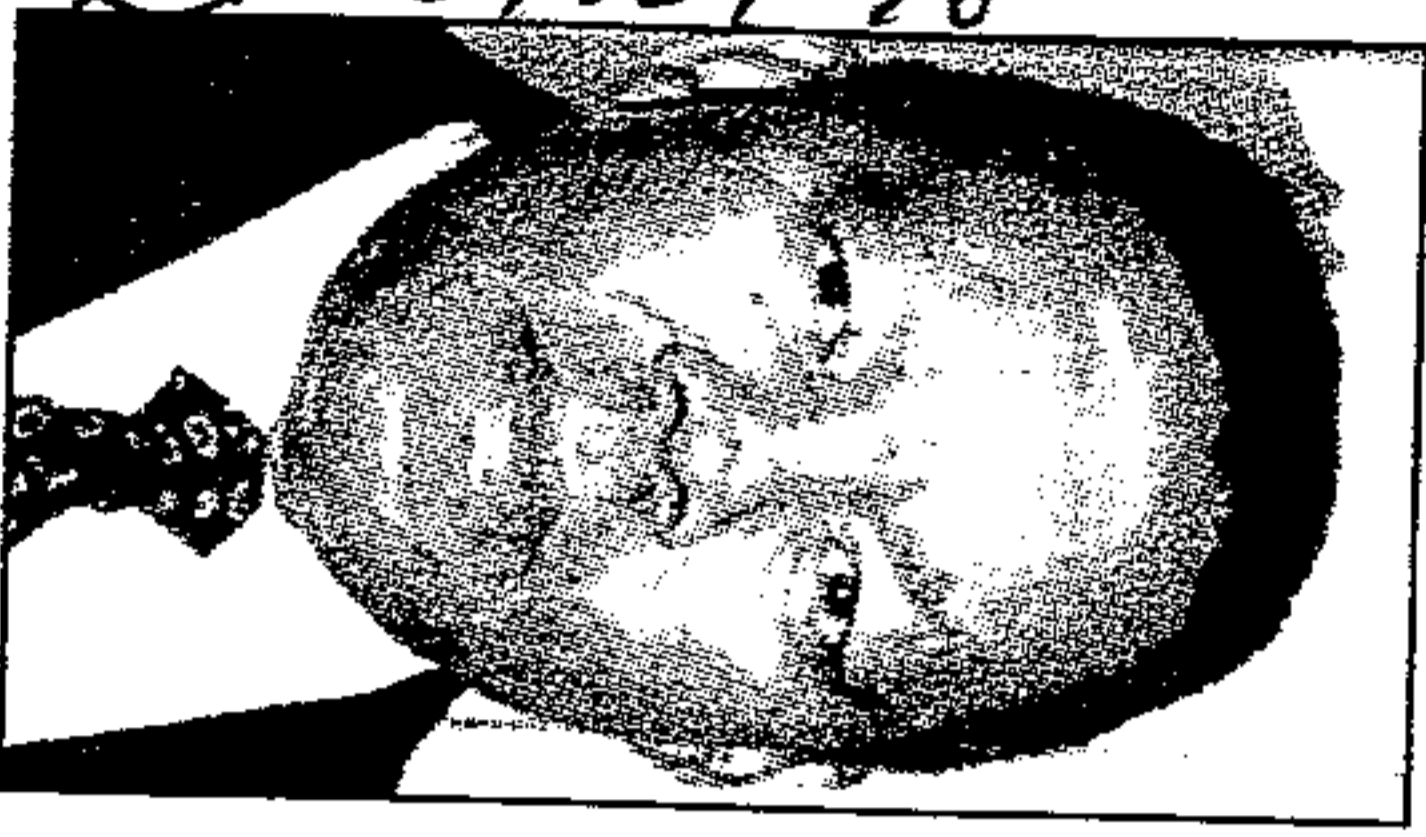
The total amount claimed by Alasa had been R110 052,72.

In the document it is alleged that "all signatories say they were forced to sign this amount on instruction from Ngubane and Nxumalo".

Neither Ngubane nor Nxumalo had at the time of going to press responded to City Press's queries since Friday.

A source in the internal audit section alleges the internal probe into the funding of Alasa stopped when Ngubane and Nxumalo were said to be involved.

According to the document the director of financial control and internal audit, Patrick Mkhize, said in April this year that the matter should be referred to the director general "with a request that the department be re-



'RDP funds paid to private organisation'

From Page 1.
 ■ Imbursed with the above amount (R71 037) as it was paid without any authority from the education department".

He also said: "This matter should be treated with care, seeing that the Director General and the Premier were, as alleged, involved in the authorisation of this sponsorship."
 The acting deputy director-general (administration), according to the confidential document, agreed with the internal audit recommendation that the matter should be referred to Nxumalo for his final decision.

The secretary for the Education and Culture Department at the time, M Jarvis, also agreed with the recommendation.
 Findings by Mkhize during the investigation into funding of Alasa include:
 □ "This sponsorship of R250 000 to Alasa was never authorised or approved by the head of the Education De-

partment and the Treasury."
 □ "The department of Education benefited very little, if at all, because according to information obtained, no teachers were invited to the conference."
 "The only delegates present were Alasa members."
 □ "The SGTU allocation from RDP funds is for a specific function and not to sponsor other organisations."
 □ "The department is in critical financial constraints. While in this situation, I do not think it can afford to sponsor any organisation."

□ "The request for sponsorship by Alasa was not directed to the Education Department, therefore it is not understood why education funds and specifically SGTU monies are to be used in this sponsorship."
 Questions have also been raised about RDP money allegedly paid to RTM Human Resources Consultancy for tasks done on behalf of the Kwa-Zulu-Natal Government.

New bill wields big stick

Parents who renege on agreements to pay fees may lose property

By MOIPONE KOMANE

THE NORMS and Standards for the School Funding Bill, which was gazetted during the week has laid out tough stipulations.

The legislation contains far-reaching proposals which alter the way schooling is funded.

It also increases the power of governing bodies in school management.

Education Minister Sibusiso Bengu said the provisions were meant to achieve "equity and redress" past imbalances.

"These norms are based on principles of equity and redress," said Bengu.

"They ensure that whatever funds are available to provincial education departments will be fairly spent, so that schools in greatest need get preference."

Regulations drafted alongside the

bill allow parents the opportunity to apply for full or partial exemption at the beginning of the year if their financial circumstances worsen; but hold parents fully accountable for the agreement.

The regulations come into effect immediately, while the bill will make its passage through Parliament next year and will be implemented in the year 2000.

One of the tough stipulations is that parents who have signed agreements with schools to pay fees will from next year face legal action, including the attachment of property, if they renege on that deal.

Provinces will be expected to draw up "resource targeting tables" where schools are ranked from the poorest to the wealthiest.

Having ranked the schools, the lists will be divided into five sections, again from the poorest to the wealthiest.

Allocations of provincial funds

will be made on a variable, per-pupil basis, favouring the poorer communities.

The legislation makes all schools, regardless of their poverty levels, responsible for routine maintenance such as cleaning, removal of litter, replacing light bulbs and broken window panes, as well as minor painting and repair jobs.

Another key aspect of the legislation calls on all provinces to allocate a "minimum package of learning materials," with an estimated value of at least R100, to all pupils each year.

Free exemptions, or partial exemptions, have also been clearly laid out in the legislation.

If the combined gross annual income of the parents is less than 10 times the annual school fees per pupil, the parents qualify for full exemption.

In the case of a combined annual gross income of less than 30 times the annual fees per child a partial

exemption will be granted.

For example, if the school charges R100 a year, but the combined gross income of the parents is less than 10 times that amount, or R1000, the parents will be exempt from fees.

Independent schools will also feel the impact of the new legislation on their subsidies.

In addition to principles enshrined in the Schools Act, independent schools will be subsidised only if they meet minimum matric pass rate of 50 percent and if repetition rates in grades 11 and 12 are not more than 20 per cent.

Meanwhile, Ann Gordon, spokesperson for the South African Democratic Teachers Union, said the bill was premature.

Gordon said they had hoped for more consultation with "key political decision-makers."

The National Professional Teachers' Organisation of SA has welcomed the funding norms.



PERFECTING THE PAST ... Bengu says Norms Bill is about equity.

Education moves could save R1,4bn

Stephané Bothma

BD 20/10/98 (30)
PRETORIA — A new public school admission policy released yesterday will see struggling pupils automatically promoted to a higher grade when they fail more than once and prohibit schools from administering admission tests to prospective learners.

Education Minister Sibusiso Bengu announced that from January 2000 pupils would be allowed to enter grade 1 only when they turned seven. The move is expected to save the education department about R1,4bn from its R40bn annual budget.

In terms of the policy parents must present the school with an official birth certificate of the pupil. Making a false declaration about the age of a child will become a criminal offence.

When applying for admission, parents must prove that the child has been immunised against communicable diseases such as polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B.

Public schools will not be allowed to suspend pupils from classes; deny them access to cultural, sporting or social activities and refuse to issue school reports or transfer certificates if parents have not paid school fees or did not subscribe to the code of conduct of the school.

Bengu said the document created, for the first time in SA's history, a common administrative framework to regulate access to all ordinary public schools.

"Firstly, the admissions policy and age-grade norms will put a stop to laissez faire practices in the admission of learners to public schools and, secondly, it will reinforce the statutory obligation placed on parents to ensure the compulsory school attendance of all young learners in school," he said.

According to the policy a pupil will be able to repeat only one year per school phase, with the phases outlined as grades one to three; grades four to six and grades seven to nine.

"This will curb another serious problem, namely the phenomenon of serial repeaters," Bengu said.

He said forcing pupils to repeat grades was of little educational value. "This results in large numbers of young adults in our schools who ought not to be learning any longer in a school environment. They result in a significant lowering of the matriculation pass rate, since few repeaters succeed and they result in huge and wasteful costs which we cannot afford."

Bengu, however, said the department was not enforcing a "pass one pass all dictum".

Pupils experiencing learning problems would be assisted by means of a proposed assessment policy which still had to be ratified.

Bengu clamps down on public school 'serial repeaters' —

Pretoria — The number of years struggling public school pupils spend in the same grade will be limited by automatic promotions in terms of a new admission policy unveiled in Pretoria yesterday.

Education Minister Sibusiso Bengu said yesterday this was aimed

at curbing what he called the "phenomenon of serial repeaters".

"Little of educational value is gained by such practices. They result in large numbers of young adults in our schools who ought not to be ... in a school environment," he said. "They also result in huge and

wasteful costs we cannot afford, and which we must now begin to reclaim and put to more productive use."

The new admission policy was expected to save billions of rands and reduce class sizes. In terms of the policy, a student would be able to repeat only one year

in each of three phases — from grades one to three, grades four to six, and grades seven to nine.

Asked what would happen to children failing a grade more than once, the department's deputy director-general, Trevor Coombe, said: "They will move to the next grade."

"envisaged policy was to enable teachers to timeously diagnose problems pupils might be experiencing, so that these could be rectified.

"When the system is working efficiently, no learner should fail. In the medium term, we are saying no learner should fail more than once."

In terms of the policy, a school may not administer admission tests. Children over 16 who never attended school would be advised to enroll at an adult, basic education centre.

The policy aimed to save R1,4-billion annually by limiting admission to Grade 1 to seven-year-olds.

Mr Bengu said the department was not enforcing a "pass one, pass all dictum". Pupils experiencing learning problems would be assisted by means of a proposed assessment policy, which still had to be ratified.

Education deputy director-general Ihron Rensburg said the aim of the

(50) AKU

and plans to save millions
20/10/98

Bengu curbs

admissions

PRISCILLA SINGH (70) et 20/10/98

EDUCATION MINISTER Sibusiso Bengu has introduced his age and admissions policy that spells out stringent criteria for pupils and puts an end to what he calls a "laissez faire" practice in schools.

The Age-Grade Norms and Admissions policy comes in the wake of Bengu's introduction last week of the National Norms and Standards on School Funding. To allow provincial departments and schools to prepare themselves, it is to come into effect on January 1, 2000.

According to the age and admissions policy, a child must enter Grade One in the year in which he or she turns seven. In limiting admission, the department envisages a saving of R1,4 billion each year, which would cover the cost of Curriculum 2005.

Bengu said yesterday that children who were too young had been enrolled in Grade One. He added that 38% of Grade One pupils repeated the year. Nearly 20% of all five-year-olds were enrolled each year and 70% of them had to repeat Grade One.

"More often than not, they have been compelled to repeat, if necessary more than once, until they are deemed ready for Grade Two," Bengu said. "This is an abuse. It is immensely wasteful and it must be brought to a stop."

The policy aimed to save R1,4bn a year by limiting Grade One admissions to seven-year-olds.

The policy is also expected to reduce class sizes.

It permits a pupil to repeat a grade for "educational or other sound reasons", but any pupil will be allowed to repeat a year only once in each phase of the school cycle. The policy document outlines three phases — from Grades One to Three, Grades Four to Six, and Grades Seven to Nine.

"This will curb another serious problem, namely the phenomenon of serial repeaters," Bengu said.

"Little educational value is gained from such practices. (It) results only in large numbers of young adults in schools who ought not to be learning any longer in a school.

"They result in a significant lowering of the matriculation pass rate, since few repeaters succeed. And they result in huge and wasteful costs which we cannot afford and which we must now begin to reclaim and put to more productive use."

The deputy director-general: human resources, Thami Mseleku, said the policy did not mean that pupils would be passed automatically if they failed a grade more than once.

"On the other hand, if a learner fails more than once in the same grade, we look at alternatives for that pupil because he may have a particular learning problem, influenced by social and economic factors, and may need special attention," Mseleku said. "The same applies to a pupil in matric — we will try to help them as best we can."

The policy provides vital information on admissions for parents, pupils, principals, governing bodies and provincial education departments. Its implementation depends on the understanding and professionalism of these people, Bengu said.

SA lauded for closing education gap between girls and boys

By JACQUI REEVES
Education Reporter

As barely half of the world's teenage girls attend school, South Africa is one of the developing countries leading the race to close the educational gap between boys and girls.

A study conducted by the Washington-based Populations Action International, has described the country as making "significant progress" in enrolling girls into secondary schools, bucking the trend that

(50)
has plagued many parts of sub-Saharan Africa, where only boys have been encouraged to complete their education.

Of the 87 developing countries surveyed, 65 of them have increased their enrolment of girls into the secondary schooling system, with significant progress being reported in Libya, Uruguay, Tunisia and South Africa.

Despite this progress in developing countries, the survey also revealed a startling international trend. Although policy-

makers have long recognised that the education of girls is one of the best long-term economic investments a country can make, barely half of the world's teenage girls attend school.

The Middle East and South Asia have the largest gender-education gaps, led by Yemen, Pakistan and Afghanistan.

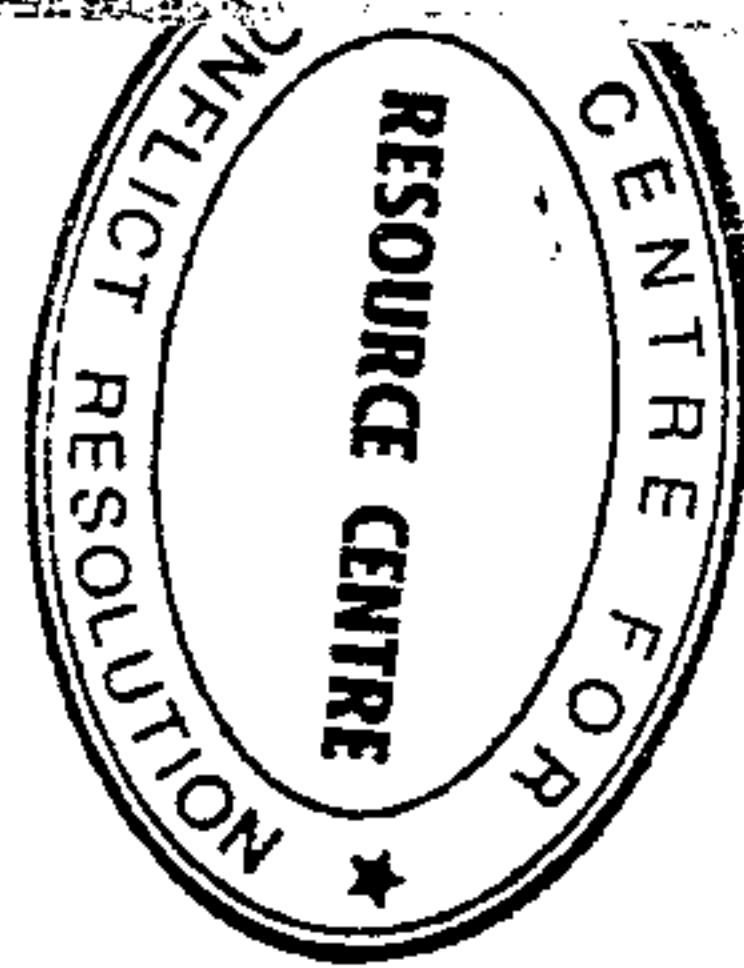
The survey's initial research was completed during 1995, just less than a year before the Taliban militia came to power. Since then, girls in Afghanistan have lost nearly all

access to public education.

Poverty remains an important reason for girls not attending school, but social and economic barriers also contribute to the prevailing situation.

Sub-Saharan Africa and Latin America also still have high incidences of teenage pregnancies, resulting in high drop-out rates at schools.

SA Health Department statistics claim that 15% of all pregnant women in the country at any particular time are younger than 19.



Are township schools forever doomed?

EVER since student anger and frustration exploded into violence in 1976, black parents have given up any hope of meaningful education taking place in the townships.

Consequently, the last two decades have witnessed the migration of black pupils and some of their teachers from township schools to previously white, Indian and coloured suburbs.

Many black parents who can afford it have taught their children to sever links with the communities they were born into. In the name of pursuing a culture of learning that allegedly does not exist in their own areas.

Gauteng education head James Masako this week told City Press that the growing black middle class which has moved out of the townships has accelerated this tendency. "It can be said with no doubt that parents who can afford it are driven by ambition and desire to provide the best for their children, and this has seen them send their children out of the townships for better education.

"In some ways, this can be seen as an abdication of their responsibility to ensure that there is a significant improvement in the quality of education in places like Soweto, for instance," he said.

As a result of this, something in the culture of learning in the townships has died. And with its death, confidence and faith in the ability of the black community to educate and train its young has been eroded.

It was in early 1994 that scores of former white schools in the suburbs stood empty or experienced a drop in the number of pupils attending them. But the post-election era has seen thousands of African pupils from the townships flood former white, Indian, and coloured schools in pursuit of a supposedly good quality education.

Gauteng education department spokesman Martin Gustafsson said that over the last few years these non-African schools have increasingly been forced to absorb African pupils.

"Last year alone 23 percent of African learners moved into former

As the black middle class take their children to suburban schools in search of a better education, the traditionally deprived township schools are the losers once again. So too are the middle class black pupils, reports SANDILE MEMELA.

Historical classification 1997

| Dept. | AF | Col | Ind | WN | Total | %AF | %Col | %Ind | %WN |
|--|--------|-------|-------|-------|--------|------|------|------|-----|
| Ex Dept. <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> | | | | | | | | | |
| GDE | 1007 | 41 | 170 | 721 | 2020 | 64% | 2% | 0% | 30% |
| DET | 710011 | 1040 | 791 | 29 | 719616 | 100% | 0% | 0% | 0% |
| HOD | 21746 | 2231 | 24781 | 64 | 40371 | 45% | 6% | 60% | 0% |
| HOR | 23007 | 40360 | 142 | 4 | 73789 | 31% | 0% | 0% | 0% |
| TED | 77310 | 11921 | 5760 | 2907 | 382774 | 22% | 3% | 2% | 7% |
| Ind | 26280 | 1042 | 2907 | 20365 | 53180 | 53% | 2% | 6% | 30% |
| | 002101 | 00241 | 1042 | 13637 | 124769 | 69% | 6% | 5% | 22% |
| Dept. <th>AF</th> <th>Col</th> <th>Ind</th> <th>WN</th> <th>Total</th> <th>%AF</th> <th>%Col</th> <th>%Ind</th> <th>%WN</th> | AF | Col | Ind | WN | Total | %AF | %Col | %Ind | %WN |
| GDE | 1510 | 51 | 220 | 723 | 2512 | 60% | 2% | 0% | 20% |
| DET | 726609 | 907 | 175 | 26 | 727711 | 100% | 0% | 0% | 0% |
| HOD | 20180 | 2102 | 21054 | 18 | 60472 | 62% | 4% | 4% | 0% |
| HOR | 20421 | 4885 | 207 | 10 | 75819 | 35% | 0% | 0% | 0% |
| TED | 69231 | 13801 | 905 | 10 | 240709 | 28% | 0% | 0% | 0% |
| Ind | 33509 | 1418 | 3054 | 20037 | 35828 | 66% | 2% | 2% | 6% |
| | 003428 | 07292 | 3017 | 24940 | 127402 | 71% | 6% | 3% | 21% |

The above table shows the migration of Africans from formerly Department of Education and Training schools (former African schools) to coloured, Indian and white schools. The information is given in terms of the historical classifications of these schools as the new Gauteng Education Department does not admit pupils by race.

Key: GDE = Gauteng Education Department (present); DET = Department of Education and Training (formerly African); HOD = House of Delegates (formerly Indian); HOR = House of Representatives (formerly coloured); TED = Transvaal Education Department (formerly white); Ind = Independent schools (private).

white schools, 47 percent went to historically Indian schools while another 32 percent took to former coloured schools.

Schools once intended for whites only have seen their demographics change rapidly as their numbers have become more black.

But this has not yet spread out to affect the school governing councils, or the presence of African teachers, or even the content of the syllabus.

The promise of changing demographics has been mocked by the concentration of power at these schools in largely white hands. This is a disturbing pattern, and Masako has urged communities to look into it.

"Traditionally, the previous whites-only suburbs were well resourced because the then government invested in these schools to guarantee the education of the children," he said.

It is only the poor who are now forced by economic constraints to keep their children in township schools.

"This development has perpetuated a greater division between the rich and the poor, and there is a need for greater intervention to avoid a serious crisis," said Masako.

A study by the Centre for the Study of Violence and Reconciliation in Brantford has found that some township pupils feel they have been betrayed and abandoned by friends, siblings and colleagues at once-white schools.

The centre also found that many African pupils who have been taken to schools outside an African environment have become strangers in their own communities.

Thus while trying to escape the violence and absence of a learning culture in township schools, many African parents and families have brought out hammers and bludgeoned the identity of their children.

Any superficial glance at some of the products of former whites-only schools, for instance, reveals victims who cannot even speak their own mother tongue.

Ironically, the desire to save these children has made them vulnerable to socio-cultural and political conquest - easy prey for the vandalism of white supremacy.

As the situation normalises in the country, we need to encourage white institutions to open up opportunities for African teachers to participate in the education of their own children," Masako says.

"We should not lose sight of the fact that in these schools African children have no positive role models as they are constantly bombarded by images of adults who are gardeners and maids.

"There is no doubt in my mind that they do need positive role models who will send out strong messages about the capability of African adults."

A world that reveals African adults in responsible and powerful positions has been taken away in their day-to-day lives, except perhaps in some of their own homes.

It has been asserted that the atmosphere and culture in these schools lacks the colour and essence of the African experience.

And yet it is easy to understand what African parents have wanted their children to escape from.

"It is very easy to understand why whites and other groups prefer to keep their children in schools within their own communities," said Masako.

Because township schools are perceived to be failures, Masako said there was a resultant lack of confidence in the performance of



EMPTY DESKS ... Township schools have seen a mass exodus of pupils heading for a better education at previously white schools in the suburbs.

African teachers to provide a good education and this, in turn, had eroded faith in their ability to train and educate young people.

The thousands of children who remain trapped in township schools because of poverty are a plea to the African middle class to save their lives and future.

Masako is concerned about the gravity of the situation and yet is unable to make any significant moves because of the "slowness of the wheels of government."

"There is no doubt that most of these (township) schools are highly under-resourced and are thus not conducive to teaching and learning."

"I think the challenge lies with the African middle class to demonstrate confidence in the quality of

education in the townships, as many of us are products of the same environment and institutions.

"Until that happens, many of our children will continue to face a bleak future," he said.

In fact, it is an unfair generalisation that all schools in the townships failed to deliver.

"There are some schools that are doing an outstanding job.

"What those need is for the middle class to come forward and provide a solid support network that will inevitably have an impact in the quality of education received in African schools."

It remains to be seen how the black community here will finally resolve the issue of responsibility for the education and training of their offspring.

Parents face fee shocks as (50) schools prepare for budget cuts

PRISCILLA SINGH
EDUCATION WRITER

SOME schools will have to double next year's fees to keep afloat. This is a harsh reality for most Western Cape schools in the light of budget cuts and the looming implementation of the national norms and standards on funding.

It is also apparent that at certain former Model C schools, where fees are up to 10 times those of schools on the Cape Flats, parents are going to have to fork out more. But these schools have been left without a choice.

The Western Cape Education Department (WCED) has already dished out leaner alloca-

tions for schools for next year.

Added to this, in announcing his policy on norms and standards, Education Minister Sibusiso Bengu gave a breakdown earlier this month of the allocation of funds. The poorest schools would receive the largest proportion of money and the wealthy schools the least. He said the richest 20% of schools would receive 5% of resources available to provincial education departments, while the poorest 20% would get 35%.

"Wealthy" schools have been structuring their fees accordingly. However, the "poor" schools cannot wait for extra cash, it has emerged in a *Cape Times* survey of schools.

The WCED, like the departments in all provinces, has been told to draw up lists of schools according to Bengu's benchmarks and submit these to the national Department of Education for assessment before April 1. Schools will have to apply the norms from January 2000.

As principals and governing bodies decide how far they can push the increases for next year, they are trying to take into account the changes in funding that January 2000 will bring.

Although few schools have decided not to increase their fees because of parents' poor socio-economic conditions, most have had to do so because of cuts in their 1999 budgets.

● See Page 6

CT 27/10/98

PARENTS TO BE HIT HARD BY BUDGET CUTS

Huge hike looms in school fees

CT 27/10/98

(50)

PARENTS MUST brace themselves for big school fee increases in 1999 as budgetary constraints and the implementation of national standards for funding looms. Education Writer **PRISCILLA SINGH** investigates.

WHILE Western Cape schools may be following the same curriculum and writing the same matric exams, the vast difference in the scale of school fees dictates the quality of education children receive.

The underlying principle is that if parents want their children to receive public school education comparable with private schools, they must be prepared to pay for it. And they do — up to 10 times that of a school in Khayelitsha or Mitchells Plain.

The anomaly is that struggling schools in the townships and on the Cape Flats charge a paltry sum and still parents are unable to afford to pay.

This is a snap survey of what schools around the Cape are charging:

- Wynberg Boys High charged R5 350 per pupil per year. This excludes books, but includes an extensive extracurricular programme of sports and other activities. Boarding school fees were R6 996 this year.

- Trafalgar High School in Zonnebloem, which has 721 pupils, charged each pupil R200 this year, with a 100% increase expected next year.

Principal Ishmoenie Taliep explained that the provincial allocation to Trafalgar High for 1998 was R41 000, which will be reduced to R28 000 next year.

"We have already bought stationery for next year and this alone amounted to R20 000. There is no way we are able to buy textbooks. That is why the school fee increase for next year is so dramatic," Taliep said.

- Harold Cressy High in Zonnebloem said it had not yet finalised the increases for next year because a governing body meeting had to be held first. This year the school charged R300 per pupil.

- Groote Schuur High School in Newlands charged pupils R2 500 per year, and has also not decided on the new increase. The school fee excludes stationery, textbooks and uniforms, and subjects like music, Xhosa and German from Grade 10 onwards are added costs.

- Ntlanganiso High in Khayelitsha charges R50 per year and is limited in terms of its budget allocation on what the school can offer its pupils.

A teacher at the school said they relied a lot on sponsorships from companies in helping the academic programme.

"We have 1 473 pupils and there is a perennial shortage of textbooks so we do a lot of photocopying, which costs a lot of money. We load all our government allocation towards stationery, but it is a constant battle that has become a way of life for township pupils and teachers," he said.

- Glendale High School in Rocklands, Mitchells Plain, has implemented staggered increases for 1999. From next year, Grades 8 and 9 will cost R200 per pupil per annum, Grades 10 and 11, R250 per pupil per annum and matrics will be charged R300 per pupil. A pupil in any of the above



FOCUS ON THE FUTURE: Mandisa Voko carefully examines her matric Xhosa paper at Thandokhulu High last week.

PICTURE: GARTH STEAD

grades wanting to take part in the school's computer programme will have to pay an extra R100.

This year, Glendale High charged R150 per pupil, said deputy principal Kathleen Davids. The proposed increases will be presented to parents tomorrow.

"The matrics have been charged the most because we need to ensure they are well equipped and have the necessary books. We spend a lot of money on paper and other stationery and the school fees mostly cover the running expenses of the school. When we run an exam we spend about R10 000 on paper.

"There is a dire shortage of textbooks and the bulk of the money allocated to us is spent on that," Davids said.

She said usually at this time of the year, the teachers struggled to retrieve a lot of the outstanding school fees and have to threaten the pupils to pay up, perhaps by withholding report cards.

"We have to consider that many of the parents are unemployed, yet at the same time we are trying to create and encourage a culture where you pay for what you want," she said. The school has 1 026 pupils enrolled this year.

"Another chunk of our budget is spent on securing the school because gangsterism is a major problem for us. We recently had to put up fencing which cost R70 000 just to keep the *skollies* out and so that we can continue teaching in peace," Davids added.

- Heideveld Primary on the Cape Flats will not be increasing its annual fee of R50 per child because parents will not be able to afford it. However, children will have to buy their own textbooks and stationery.

- Camps Bay Primary in Camps Bay, which currently

charges R2 860 per year, hasn't decided on the new school fees for next year.

- Sea Point Primary will increase its fees by 10% to R2 520 per child next year. Principal Elmarie Mead said that the school structured the fee according to the running costs of the school and therefore "it would be extremely difficult if parents were to adhere to the recent financial announcements made by Minister Sibusiso Bengu".

Mead was referring to the clause which says that in families where the combined annual income of the parents was less than 10 times the annual school fees per child, parents qualified for full exemption. Those earning less than 30 times but more than 10 times the child's annual fees qualified for partial exemption.

- Hoerskool Jan van Riebeeck in Tamboerskloof said it will have its financial sitting next week and discuss the fee increments. It currently charges R3 000 per pupil per year, excluding textbooks, stationery and uniforms.

- Cape Town High School, which charges R1 800 per year, is also still discussing the issue.

- Joe Slovo High School in Khayelitsha charged R30 per pupil this year, and "think" there is going to be an increase for next year but are still weighing the options of such a move.

- Bongulethu Primary School in Phillipi, which has 1 150 pupils, currently charges R15 per child per year. A teacher at the school said although this seemed like a low amount, "some paid and some did not".

- Matthew Goniwe High School in Khayelitsha charges R50 per pupil per year but no increases have been planned for next year because of a fee hike at the beginning of this year.

Education document calls for move away from emphasis on

exams

Primarashni Pillay

(50) 80 28/10/99

THE assessment of school pupils from the reception year to Grade 9 could undergo a radical change after the education department's release this week of a draft policy document calling for a holistic and continuous assessment of a learner which is not based solely on tests and examinations.

The current system of exams and tests has resulted in learners having to repeat a year for failing one subject, though they may have mastered oth-

ers. The document says the best way to achieve a balanced assessment of a learner's progress is to provide the pupil with opportunities of the demonstrating competence in different ways. KwaZulu-Natal exams director Morgan Naidoo said the new policy entails assessing the child through aspects such as punctuality and an ability to complete assignments.

The document proposes that schooling be divided into phases: the foundation phase, which is the reception year to Grade 3; the intermediate phase from Grades 4 to 6; the senior phase from Grades 7 to 9; and the next phase, which includes Grade 9, and adult basic education and training.

In the first three phases, assessment will occur at various levels and will be conducted by teachers and moderated externally within guidelines set by provincial education departments. However, Grades 3, 6 and 9 would serve as benchmarks for the gauging of standards, as common examinations may be administered by provincial education departments, Naidoo said.

The document says the evaluation of learners should not be conducted annually, but should be done along the lines of the benchmark grades.

From Grades 2 to 4, decisions on a learner's promotion will be based on mathematics and an approved first language. The promotional requirements for Grades 5 and 6 are satisfactory levels of achievement in the approved language and maths, and any two remaining compulsory subjects — general science, geography, history and an additional official language.

As Grade 9 signals the end of compulsory education, an external exam has been recommended so that this phase can command the respect of the labour market, the document says.

After Grade 9, pupils may opt to study at technical colleges or follow an academic path which will take them to matric. Requirements to pass the matric examinations remain relatively unchanged until the Further Education and Training Certificate is introduced at a Grade 9 level, when the status of matric exams will be reviewed.

Sadtu hails new schools concept

Amuletan 30/10/98

By Victor Mecoamere
Education
Correspondent

THE South African Democratic Teachers Union has welcomed the concept of the continuous assessment of pupils which would not be based on tests and examinations.

Sadtu president Mr Willie Madisha said his organisation welcomed the concept, which is contained in the Education Ministry's draft policy document, because it is fair to students.

"You cannot say you adequately assess children at the end of the year over three traumatic hours when the best alternative is the system of continuous assessment, which could help do away with the desperation that leads to cheating and other irregularities."

The proposals of the document include the division of schooling into the foundation phase - pre-school to grade 3, intermediate phase (grades 4 to 6), senior phase (grades 7 to 9).

Same concept

The same concept will also apply in Adult Basic Education and Training (Abet).

Both teachers and moderators will be involved in the implementation of the concept.

Mathematics, first languages, as well as general science and geography and history will be among the compulsory subjects.

An external examination has been recommended for grade 9 to satisfy the high expectations and standards of the industrial sector.

President of the National Union of Educators Mrs Sue Rees also welcomed the concept but warned that it could only be made qualitative when it was backed by effective and competent teaching and appropriate teacher development.

National Professional Teachers Organisation of South Africa (Naptosa) director Dr Willem Boshoff said his organisation was still going through the document and would comment later.

Transform

South African Students Congress (Sasco) general secretary Mr Tshilidzi Ratshitanga said the proposed policy was a revolutionary change that was expected to transform the common concept of assessing learners, mainly by tests and examinations.

"One would expect it to help us to produce better candidates for tertiary education as it would be in line with outcomes-based education," Ratshitanga said.

New pupil assessment policy aims to reduce high rate of repetition, dropouts

PRISCILLA SINGH
EDUCATION WRITER

THE new pupil assessment policy unveiled yesterday marks a radical departure from the traditional system, which judged pupils mainly on year-end exams.

The new policy, presented yesterday to the parliamentary portfolio committee on education, shifts the emphasis to continuous performance appraisals.

If approved by Parliament, the policy will be gazetted within a week.

It will then come into effect on January 1.

It is aimed at pupils in early childhood education, schools, special schools and adult learning centres, and all learners within the General Education Training Band. Provincial education departments are expected to develop guidelines for teachers from the policy.

The new approach is partly aimed at reducing the high rate of repetition in public schools by helping pupils with learning problems.

According to Ihron Rensburg, deputy director-general: General

and Further Education and Training, the old system was judgmental and did not cater adequately for the development of the learner.

"This resulted in high repetition rates, low participation rates and a high drop-out rate.

"The matric exam was seen as the culmination of 12 years of learning assessed mainly by a three-hour question paper that was heavily influenced by the learner's writing skills, examination techniques and memory," he said.

He added that the old system did not cater for the needs of the major-

ty of learners. Neither did it prepare learners adequately for life, work and continuing education, nor did it act as a reliable success indicator for the few who finally entered institutions of higher learning.

"In the old assessment paradigm, critical and creative thinking and problem solving were not adequately rewarded.

"Too much credit has been given to the memorisation of the contents of textbooks.

"And assessment systems tended to reward linear thinking rather than lateral thinking," Rensburg

said.

The new policy is diagnostic and developmental and enables teachers to identify pupils' problems at an early stage and provide remedial measures timeously.

The approach means that pupils have to meet "expected levels of performance" (ELPs) to be promoted from one grade to the next.

A clear definition of what these ELPs are is yet to be determined.

Continuous assessment through a specific grade would include a written and practical test

at the end of the year.

In terms of the policy, pupils should not spend more than four years in each phase. Learners will not be held back because they are unable to achieve one or two outcomes.

Instead they will be awarded credits for the ones in which they demonstrate competence and progress with their age cohort.

Gifted children would also be identified, and could be allowed to advance much faster through the system.

● Finance Minister Trevor

Manuel announced in Parliament on Monday that he would make an extra R200 million available in the national education budget so that schools can meet the demand for textbooks next year.

"Delivery of these books on time now rests in the hands of education departments to get the requisitions to us as soon as possible," said Silas Zuma, director of Juta & Company's education publishing division.

"We must do everything in our power to make certain our books reach the schools."

27/4/1998

New policy for pupil assessment

A NEW pupil assessment policy, shifting the emphasis from year-end exams to continuous performance appraisals, was presented to the parliamentary portfolio committee on education yesterday.

The new approach is partly aimed at reducing the high rate of repetition in South African public schools by helping pupils with learning problems.

"High repetition and dropout rates have been linked to the inappropriate use of tests and examinations and the absence of meaningful feedback and support for pupils with learning difficulties," the document said.

Department of education deputy director-general Mr Ihron Rensburg told reporters in Pretoria on Monday that provinces would use the policy to devise guidelines for schools.

The thrust of the new approach was that pupils had to meet "expected levels of performance" to be promoted from one grade to the next. A clear definition of what these levels entailed was still to be determined.

Continuous assessment would include a written and practical test at the end of the year.

In terms of the policy, pupils should not spend more than four years in each phase and should as a rule progress with their age group.

Pupils failing to meet expected

levels of performance at the end of a school year could in exceptional cases be allowed to repeat that year.

Such a decision would be taken by the school in consultation with the child's parents.

Those with learning problems need not automatically repeat a year, the document said.

They could, for instance, be advanced to the next grade and receive special coaching in problem subjects.

"Extra time needed by pupils will not automatically be a whole year, but could for example be three or six months," the policy document said.

Gifted children

Gifted children would also be identified, and could be allowed to advance quicker through the education system.

Rensburg said the new policy was a definite improvement on existing promotion criteria, although some might regard it as controversial.

"We will learn as we practise," Rensburg said. The policy itself would also be subjected to regular assessment.

Rensburg said R45 million had been set aside this year to help teachers to implement Curriculum 2005.

If approved by Parliament, the policy would be gazetted within a week and come into effect on January 1 next year. - Sapa.

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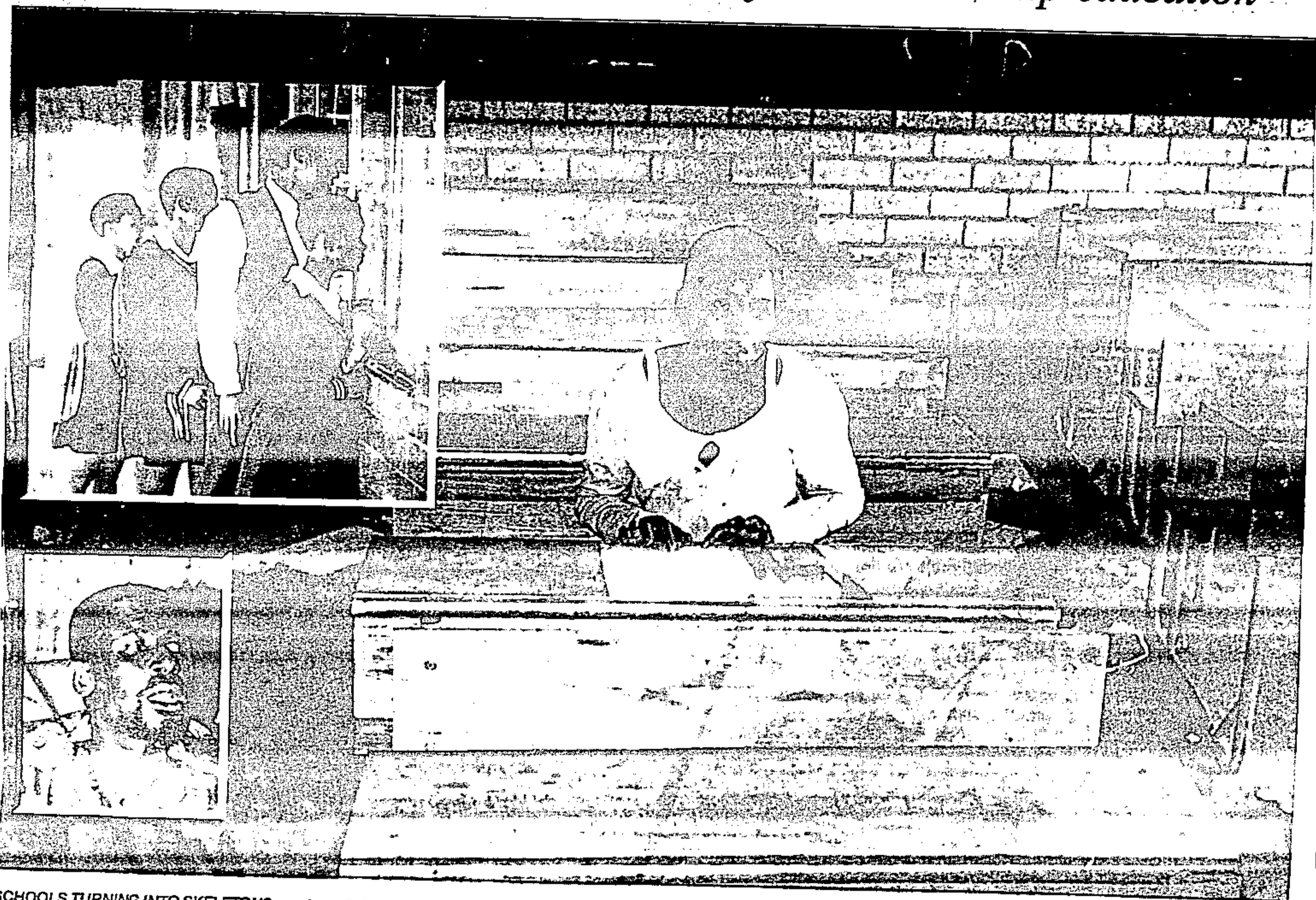
SOWETAN 4/11/98

Schools dying rapidly as pupils leave Soweto

Exodus continues as many parents lose faith in township education

(50)

of 8/11/98



SCHOOLS TURNING INTO SKELETONS... A pupil sits at one of the empty desks in a classroom at Altem "Chris Hani" High in Soweto, while (inset, top-left) a group of pupils look into an empty classroom at Orlando West High. (Inset, above-left) The Gauteng Department of Education's District 3 chief director, Thami Mali, blames 'lazy teachers' for the exodus of pupils from township schools. ■ Pics: GEORGE MASHINI

By SANDILE MEMELA

SCORES of schools in Soweto could close down as thousands of pupils desert them in pursuit of quality education in former white, coloured and Indian areas.

Already, three primary schools, two finishing schools for matric repeaters, a teacher training college and at least one high school face closure this year after pupils and teachers break for Christmas.

Several primary and high schools - including the legendary Orlando High known as "The Rock" - have experienced a dramatic fall in pupil enrolment during the last few years.

Many parents, especially of the middle class, are increasingly reluctant to send their children to township schools because of a lack of a culture of learning and teaching.

Only about a handful of schools in Soweto and Orange Farm are renowned for the dedication of their teaching staff who produce good results and this has resulted in them attracting the majority of pupils while many other schools in the neighbourhood either stand half empty or vacant.

This pattern is also recognised in informal settlements in the East Rand where some schools have been forced to embark on "platoon sessions" in which dedicated teachers push double shifts.

Some of the few schools with a good reputation are Reashoma High in Protea, PJ Simelane High in Dob-

sonville, Lofentse Girls in Orlando East, Tlhatlhogang Junior Primary in White City Jabavu, AB Xuma and Job Rathebe Primaries in Orlando East.

These model schools have consistently produced an average pass rate of over 90 percent and are characterised by the discipline inculcated by locking gates, wearing school uniforms, parental involvement and dedication of the teaching staff.

They are a contrast to, for instance, George Khoza in Dobsonville, Altem "Chris Hani," Selelekele and Orlando High in Orlando East, Orlando West High, Lebone High in Mofolo and Emthonjeni Primary in Orlando East that have far less pupils than required.

Visits by City Press this week revealed a gloomy picture of half-empty classrooms, abandoned buildings and wasted grounds with students milling around.

At Orlando High there are 492 pupils in a school that should cater for more than 1 000; at Lebene in Mofolo there are 548 pupils instead of almost 2 000; while Altem "Chris Hani" has 576 where there should be just over 1 000 pupils.

The dwindling number of pupils in Soweto has caused panic among teachers worried about their income and job security.

Although this development is a culmination of a migration from township to former whites-only schools in the suburbs which began in 1990, during the last few years it has turned into a tidal wave.

The Gauteng Department of Edu-

cation's District 3 led by chief director Thami Mali has been thrown into a challenge that has serious implications for the national picture.

Mali this week told City Press that scores of schools in Soweto accommodated less than half the student population they were meant to provide for and many teachers have been rendered redundant.

Tebogo and Dlamulo Primaries in White City Jabavu and Dube Primary have been closed down.

They were turned into finishing schools for matric repeaters but will be closed down this December because matric repeaters can now find space in under-used high schools throughout the township.

Well-equipped high schools like Altem "Chris Hani," Orlando High and Lebene High in Mofolo, for instance, are functioning below their capacity.

Furthermore, the bleak situation is worsened by the closure of the Soweto Teachers Training College, which has been transformed into a Development Centre to inject a new culture and boost the morale of teachers.

The closing down of the Soweto College of Education is part of a sad phenomenon that has seen five out of nine teacher training colleges in the Gauteng province alone close down because of a dramatic decline in need for teachers and a dwindling number of pupils in township schools.

Other teacher training colleges that have been closed down are

Daveyton, Soshanguve and Kathorus.

Their buildings may be used as community resource centres or be loaned to other government ministries like Welfare to provide better facilities for pensioners, for instance.

The chief director of District 3, Thami Mali, is a former exile and teacher who is aware of the causes of the education crisis in Soweto and places the blame on the shoulders of black teachers.

"It is a misdiagnosis of the problem to continue to heap the blame on apartheid when we are aware that the pupils who perform well in former white areas are black," says Mali.

"What we have got to understand is that they excel not because they are taught by whites - because the same standards of achievement and success can be found in a few schools in the townships.

"Many people have lost faith in schools in the townships because there is a culture of laxity among too many teachers who get paid for doing absolutely nothing.

"In fact, they are a burden to the government in the sense that they enjoy sheltered employment - which results in us paying their bonds and medical bills while they fail to contribute to the transformation of our society through providing valuable education for our children.

"There is an urgent need for us to take a decisive stance on this culture of laxity but because we be-

lieve in democracy we have to do this in consultation with stakeholders, who include the teachers themselves.

"However, no one can deny that we have an oversupply of teachers in irrelevant courses like Biblical studies and history when what we need is people qualified in commerce, sciences and computers.

"The issue of the rationalisation of teachers is something that needs to be addressed as the situation in Soweto is a barometer of the crisis in other provinces, if not the rest of the country," said Mali.

Mali has thrown down the gauntlet to the people of Soweto to take the situation into their own hands, especially the parents.

"When one considers the miracles that have been achieved in under-resourced schools in places like Orange Farm and some farm schools, it becomes difficult to tolerate the rate of failure taking place in Soweto.

"These other communities have taken it upon themselves to be actively involved in the education of their children by doing something against teachers who arrive late at school or spend precious time in shopping malls, especially at month-end.

"So, I would urge the community of Soweto to do something - because it is only when the people are involved that many of these problems can be solved.

"As a government institution, we are doing our best and we can never accept defeat," said Mali.

Western Cape schools are found to be the best

Primary and secondary education was best in Western Cape, followed by Gauteng, the Human Sciences Research Council said yesterday.

The council's Charles Sheppard said HSRC data showed that in 1996 more than 80% of Grade 12 pupils in the Western Cape passed matric, making it the leader in pass rates. Its pass rate was also best for maths and physical science, second best for biology and sixth for English.

The Longitudinal Survey of Scholastic Achievement showed that Western Cape Grade 9 pupils

(50) 8 Nov 9/11/98
had the best understanding and knowledge of maths, science and English.

The condition of educational facilities, resource availability, equipment and services were used as indicators, in addition to matric results, the findings of the LSSA and those of the Third International Mathematics and Science Survey, the HSRC said.

The Schools Register of Needs Survey in 1996 found that very few Western Cape schools were unsuitable for teaching, but inadequacies

regarding stationery, textbooks, furniture, specialised classrooms, water, telecommunications and electricity still existed at a number of schools.

Just more than half the schools had adequate textbooks and the learner-to-teacher ratio averaged 30 to one.

An assessment of socio-economic variables, such as running water, water-borne sewage and electricity in learners' homes, put Western Cape second among the provinces. - Sapa

Unequal teacher-pupil ratios may be sustained

Education unions adamant they will fight inequity, writes Primarashni Pillay

EDUCATION analysts warned yesterday that current inequities between provinces' teacher-pupil ratios would be perpetuated in the future as provinces now had the power to determine their own ratios based on their individual budgets.

Agreements reached between teacher unions and the education department this week entail the unions waking up to the reality that teacher rationalisation, re-deployment and the distribution of posts have inevitably to be budget driven.

Provinces have to determine how many educators they can afford to employ and what their teacher-pupil ratios should be, based on their budgets.

The department and unions conceded this process would result in unequal teacher-pupil ratios between provinces as provinces had different resource bases and pupil populations.

It is an issue the department and unions are concerned about and the unions are adamant that they will fight tooth and nail for funds to be shifted so that these inequities can be corrected.

The inequities and the provincial prerogative to decide how many teachers to employ were among the grievances teacher unions had in June this year when they threatened to go on strike. They opposed the budget-driven approach and argued that the inequities were unfair.

Since then, the department and unions have spent months arguing about the same issues.

Education analyst John Pampallis, a director of the centre for education policy development, evaluation and management, said yesterday inequities between provinces were "cause for concern and undermine government's stated policy that equity should exist".

"It looks like the situation is going to remain the same unless there is a redistribution of funds between provinces."

However, education analyst Salim Vally of Wits University's education policy unit warned that when provinces worked out their ratios on the basis of the number of posts they could afford, the posts would include noneducator staff. While the "ratios may look great on paper, they could in actual terms be higher".

To tackle the inequities, the education budget had to be increased and "wastage in the system has to be cut down".

"The education budget in real terms has declined by almost 5% to 6% if you take into account a pupil growth of about 400 000 and inflation. The pot is getting smaller and when people say there is no money you can question this if you consider the recent arms deal of R29bn."

Pampallis meanwhile conceded that several of the issues around redeploy-

ment and rationalisation should have been resolved earlier, so that the process could now be well ahead.

Unions and the department admit the agreements are hardly different to agreements that were initially proposed months ago. They both see the negotiation process as a learning experience.

Paul Colditz, the chairman of the Federation of Associations of Governing Bodies of SA Schools (Fedsas), however said he was "saddened by the wastage of time, but it was a learning experience the country will benefit from in the long term".

However, Pampallis's major problem with the rationalisation model is that it could be hijacked if the provinces lack the capacity to implement it.

Colditz warned if government refused Fedsas's input on the formulation of ratios and the allocation of posts, it would not regard the policy binding and could take legal action against the department.

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Job creation, education, causes for concern

The rate of socio-economic delivery to the South

A SURVEY by investment bank BOE Securities has found that housing delivery has increased significantly, electricity and water provision maintained last year's good record, primary health care is reaching more and more people, the delivery of telecommunications has improved dramatically and postal services have expanded by 72 percent over the last four years.

African population

On housing the survey forecasts that 850 000 houses will be built by the end of 1999, benefiting an estimated 4,25 million people.

has improved in the

The number of houses built in the last year nearly doubled. By August 1997, 330 000 houses had been built. By August this year 600 000 houses had been built or were in the process of construction and more than 800 000 housing subsidies had been approved.

last year. There are

The current level of housing delivery is about 1 000 houses a day, resulting in a delivery of about 200 000 houses a year.

only two areas

Regarding electricity supply, more than 80 percent of all urban houses and about one third of rural houses have been supplied with electricity. The survey forecasts that 2,25 million connections will have been made by 1999 and that 11,25 million people will reap the benefits, such as an improvement in the quality of life, the stimulation of small business activity, fewer over-populated areas, as well as more time and better conditions for students to study. (See table)

where delivery is

The survey forecasts that by 2001 about nine million people will benefit from water supply projects.

seriously lagging

The standard the government is working towards is to provide 25 litres of drinking water to every person each day within 200 m of the individual's home and one ventilated pit-latrine per household.

behind: job creation

In the field of health care the survey found that 350 primary healthcare clinics had been built by October 1997. Another 111 clinics as well as 106 new mobile clinics became operational in March.

and education,

The Department of Health's standard - one clinic for every 10 000 people - has been achieved in three provinces (Eastern Cape, North West and Free

according to a

State). In the remaining provinces the ratio varies between 13 000 and 16 000 people per clinic. In Kwa-Zulu-Natal, the ratio is 39 500 people per clinic. "The department clearly has a long way to go in reaching its benchmark," according to the survey. The survey says the biggest criticism against the

survey on delivery

done by investment

bank BOE

Securities.

Securities.

of

for concern

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of

| New electricity connections per annum | | | | | |
|--|---------|---------|---------|---------|--|
| | 1994 | 1995 | 1996 | 1997 | |
| 1991 | 435 756 | 478 767 | 453 995 | 424 000 | |
| 82 000 | +431% | +9.9% | -5.2% | -6.6% | |
| Telecommunications | | | | | |
| | 1994/95 | 1995/96 | 1996/97 | 1997/98 | |
| Lines installed | 181 504 | 150 345 | 256 459 | 386 428 | |
| % change | | +17.2 | +70.6 | +50.7 | |
| BOE forecast of new installations for 1997/98 (made in Oct'97) | | | | 340 000 | |

HERE ARE THE FIGURES... Telecommunications and electricity provision are looking good.

government's programme for land redistribution is that it does not redistribute land that belongs to the state itself. The state is by far the biggest land owner in the country.

In the field of telecommunications the survey found that Telkom installed 386 426 telephone lines in 1997/98. (See table).

Telkom is not only delivering new telephone lines, it is also upgrading the telecommunications infrastructure. In 1997/98 Telkom replaced 228 353 analogue lines with digital ones and has set a target to replace all analogue lines by the end of 1999 - two years ahead of deadline.

The Post Office has increased postal services to the extent that it now serves 6,7 million addresses: an increase of 72 percent since 1994. Postal theft and other irregularities have come down. During 1997, 276 employees were dismissed for irregular-

ities. The Post Office has introduced a performance measurement system using outside observers and auditors. The performance rating in 1998 was 90 percent.

The Post Office still runs at a loss but only needed R507 million from government in 1997/98 to break even - 36 percent down on R800 million in 1991. Government has given four years to break even.

Little progress has been made in the last year in job creation. Unemployment ranges from between 24 percent (narrow definition) and 34 percent (wider definition) of the economically active population. About 500 000 jobs have been lost between 1994 and 1997.

If present trends continue, 560 000 new jobs a year are needed, a growth of 4,1 percent in the labour market. In reality, the growth rate is minus 1,6 percent per year, leaving an annual deficit of 780 000 jobs.

"Unemployment reaches beyond the labour market and has changed the landscape in many countries. It is increasingly exerting the same pressures in South Africa. It could be the single most important force to shape the SA political environment in the next decade."

Education, the survey says, remains a major problem for the man in the street.

"It is ranked with crime and unemployment as the major causes of concern of most voters, specifically ANC supporters."

According to the survey, nine percent fewer candidates passed matric in 1997 than in 1994. The percentage of candidates who gained entrance to university dropped by 22 percent from 1994 to 1997.

"The overriding problem is not resources but management and productivity."

South Africa spends about seven percent of GDP on education, against five percent in most comparable countries, but it spends 93 percent of the budget on salaries against an international benchmark of 80 percent.

This means not enough money is available for books, teaching aids, classrooms, electricity and water supply.

The lessons of desegregation

By John Pampallis, Hersheeta Narsee and Makukhu Mampuru

It is over two decades since limited desegregation started in a few private schools and seven years since black students were first allowed into public schools.

Today, as one drives through the suburbs and sees multiracial groups of pupils arriving at some schools, the process appears to be well advanced.

The desegregated former white schools are now seen by many as a symbol of the new South Africa and a cradle of the new nonracial middle class.

But appearances can be deceptive. The desegregation process, while undoubtedly an advance on past practices, has not been easy and is still fraught with problems, prompting a number of studies.

The Human Rights Commission (HRC) has investigated 29 cases of alleged racism in schools since 1995. Most allegations are complaints from black parents about the expulsion of their children from previously advantaged schools.

Some cases relate to differences in approach between the established school community and the "newcomers" on matters of cultural expression and religious freedom.

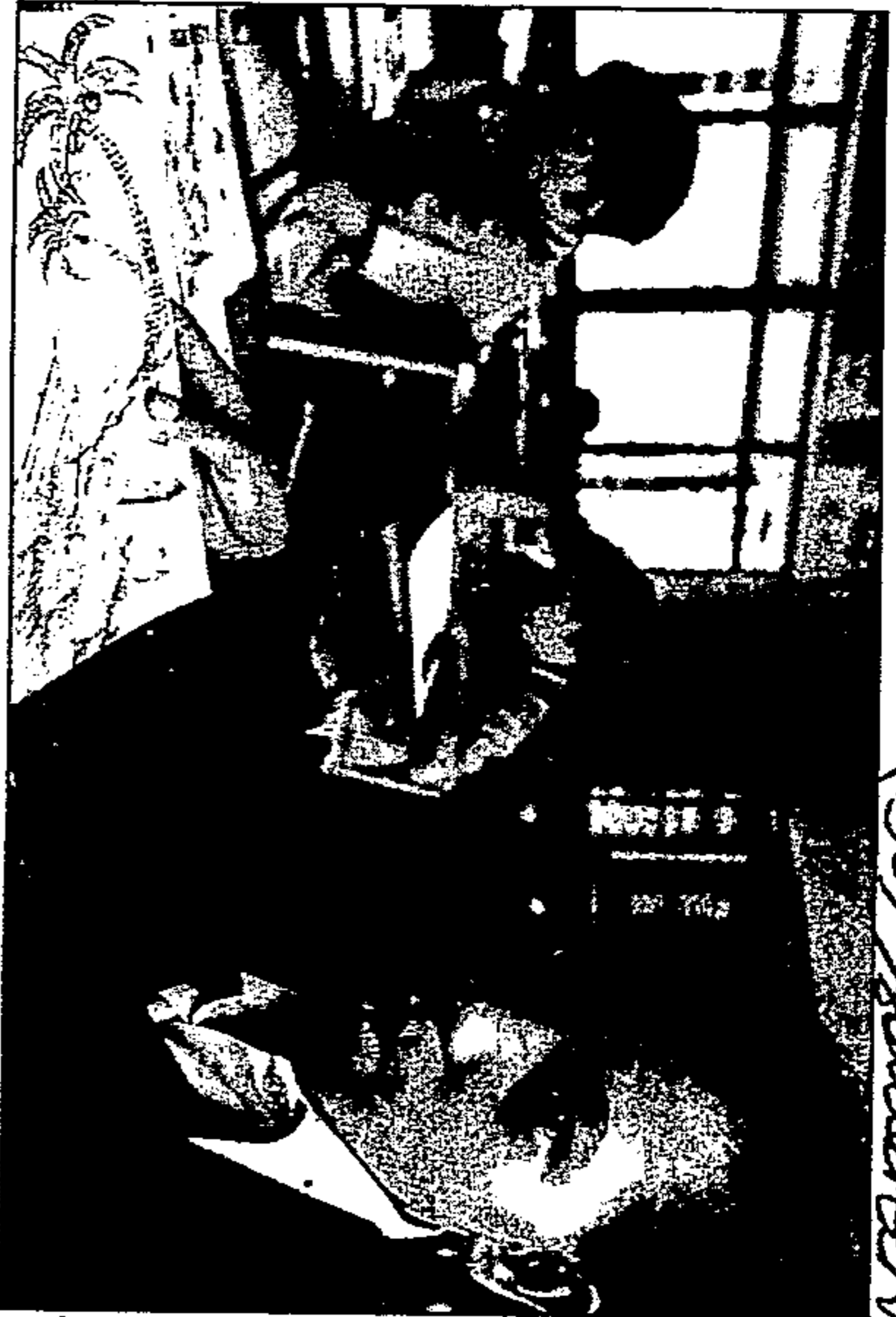
The HRC's report is expected in the near future.

The Centre for the Study of Violence and Reconciliation has also come across numerous incidents of racial tension and violence in schools.

Their investigations demonstrate that black pupils in previously disadvantaged schools struggle between two worlds, and have negative experiences in both.

At school they are made to feel like like outsiders and are frequently victimised by white pupils. When they return to their homes in townships and other settlements, their peers label them "too white to be black" or "coconuts".

In a number of schools discrimination against black students has led to a backlash in the form of interracial vio-



507 Soweto 8/11/98
Black and white pupils attend classes at the Potgietersrus Primary School.

The school experienced racial tension when a court ruling ordered the school to admit black pupils.
PIC: PICTURENET

lence. These include well-publicised incidents such as those at Potgietersrus Primary School, Vryburg High School and Hoërskool Schweizer-Reineke.

In other cases, discrimination or cultural misunderstanding has resulted in nonviolent conflict.

At one school, for example, a Muslim student who grew a beard in line with his religious beliefs was barred from classes. The school principal was adamant it would not bend its rules to accommodate "one culture".

In another instance, an African student was expelled because he shaved his head after his grandfather's death. The penalty was later rescinded after mediation on cultural differences.

Many, possibly most, integrated schools have not experienced overt racial conflict. However, this does not mean that racial tensions and other problems do not exist.

Recent studies in KwaZulu-Natal show black pupils as victims of cultural alienation and stereotyping by teachers and other students. And this is as likely to occur at former coloured and Indian schools as at previously all-white schools.

By and large, racial integration in schools has been a one-way process,

with students from formerly oppressed racial groups seeking admission to schools which were reserved for those who were privileged or at least less oppressed.

This has meant that students from disadvantaged backgrounds have to adapt to the norms and cultures of schools in advantaged communities.

For instance, historically advantaged schools still promote "white" sports like cricket, hockey, rugby and tennis rather than soccer. Pupils from previously disadvantaged backgrounds are either excluded or assimilated.

And while formerly white, coloured and Indian schools have seen the need (or been forced by legal and other pressures) to racially integrate their students bodies, this has not been matched by the integration of staff.

This may result in black pupils finding themselves without role models in desegregated schools. The absence of black teachers may also be contributing to cultural misunderstanding between school authorities on the one hand and black students and parents on the other.

To point out these things is not to blame the schools or their staff. In many cases they are doing their best to

cope at a time of great social change and stress.

A study by the Independent Projects Trust in Durban suggests that a tremendous amount of goodwill exists among and between pupils, teachers and parents in segregated schools.

However, many are ill-equipped and unprepared to deal with the challenges of desegregation.

Despite the problems racial conflict has caused in provincial education departments, there does not appear to be a plan to deal with racial integration in a systemic fashion.

There are no programmes to help teachers deal with problems such as inexperience in the teaching of linguistically and culturally diverse classes. Virtually no support is given to school management teams on strategies to deal effectively with racial integration.

It appears that society and the provincial and national education departments have shifted the burden of desegregation to schools, and that schools have often tried to shift the burden of integration on to the students.

Why have our national and provincial education departments not given much attention to this problem? To answer this question, it is necessary to

look beyond the racially integrated schools themselves.

When we look at South Africa's schools as a whole, it is clear that we still have a deeply fragmented schooling system.

In the past the existence of apartheid's multiple education departments ensured that there was little interaction between students and teachers of different racial groups.

Today that legacy lives on. On the one hand, most schools are under-resourced and cater almost exclusively for blacks; on the other hand, a privileged minority of schools cater for whites and a small but increasing number of middle-class blacks.

It is this reality that has confronted state education departments. Not unnaturally they have focused their limited resources on trying to overcome the problems of the poorer schools.

Although racial desegregation has occurred in only about 20 percent of schools, they comprise an important segment of the school system as they tend to be the best-equipped schools and have the best-qualified staff.

Moreover, it is highly probable that the future generation of leaders, professionals and highly skilled people will emerge from such institutions, hence the need to ensure an anti-racist milieu at the schools.

Both national and provincial education departments could, as a start, begin systematically monitoring the extent of racial desegregation in schools, as well as incidents of racial and cultural clashes.

Such information could assist in developing appropriate strategies and guidelines for school integration. Information on successful initiatives by schools to facilitate the process of racial integration could also prove a useful resource.

Education departments cannot ignore the potentially explosive problems around racial desegregation. It is time to tackle the problem in a systematic fashion.

(The writers are attached to the Centre for Education Policy Development, Education and Management.)

Huge numbers of women can't read

(50) Star 9/12/98

United Nations Children's Fund 1999 report stresses the need to educate girls

By CATHY POWERS

Nearly a billion of the world's people, two-thirds of them women, will enter the 21st century unable to read a book, sign their names, operate an ATM or understand a simple application form.

This is according to the United Nations Children's Fund (Unicef) 1999 report, The State of the World's Children, which focuses on education.

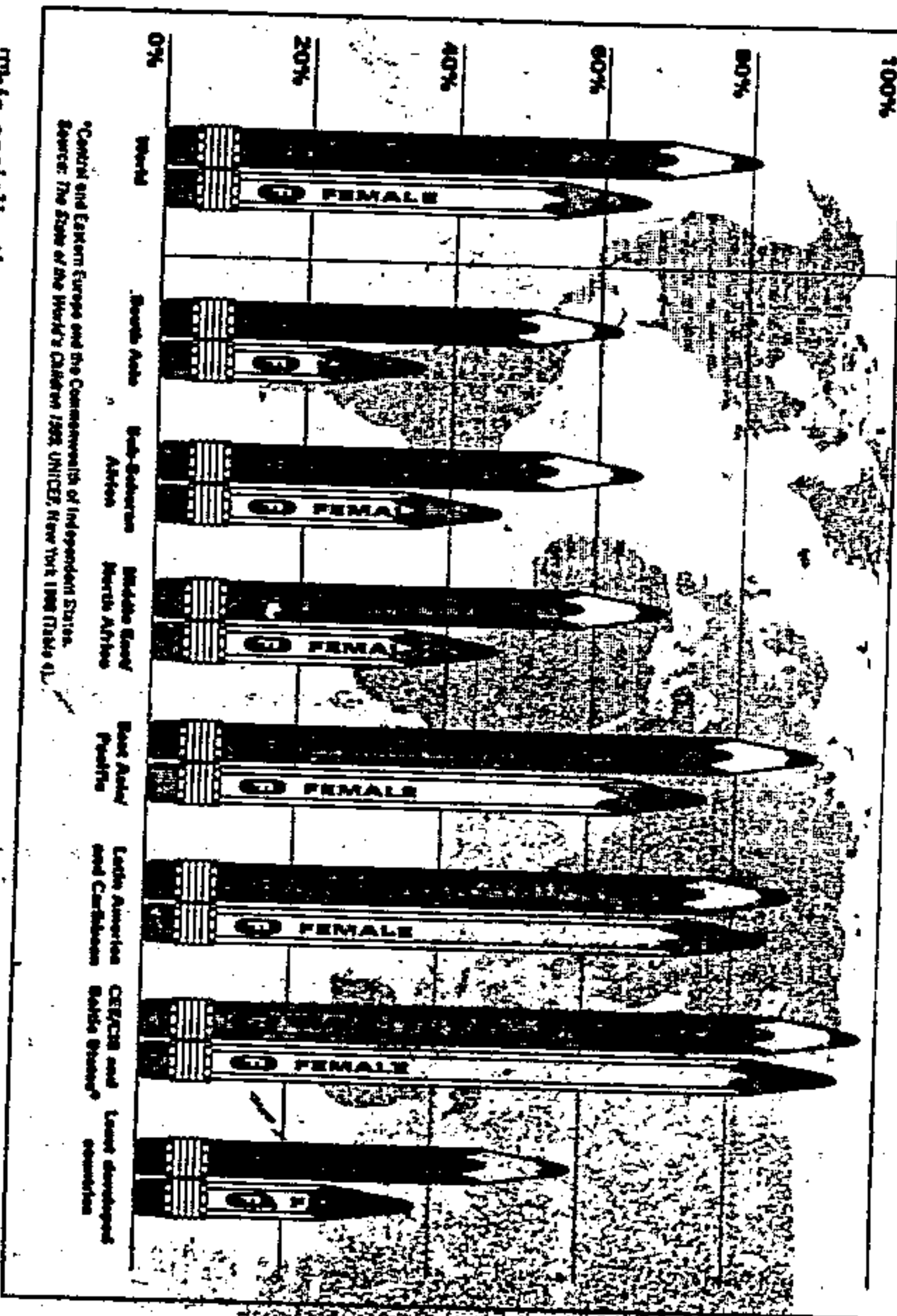
Highlighting the urgent need to prioritise the education of girls, the report released yesterday said that girls were discriminated against in their education and their gender often leads to their being confined to household duties instead of being sent to school.

"Without literacy skills, individual girls and women face dark futures of dependency, and without literate women, countries face unnecessary hurdles in economic development," said Carol Bellamy, executive director of Unicef, in the report.

South Africa is not much better off. More than 9,7-million men and 11,2-million women have received no education at all, according to the census. Close on 15-million people cannot read in this country.

Unicef SA's head of education, Sibeso Luswata, said the problem was not so much that girls were not sent to school, but that they received a lower quality of education than boys. Gender stereotypes affected girls' academic performance. In the classroom and especially in science laboratories, girls assumed the "assistant" role while the boys assumed the dominant roles.

Adult literacy rates



This socialisation process even extended to textbooks, in which girls were portrayed as nurses or assistants and boys as doctors.

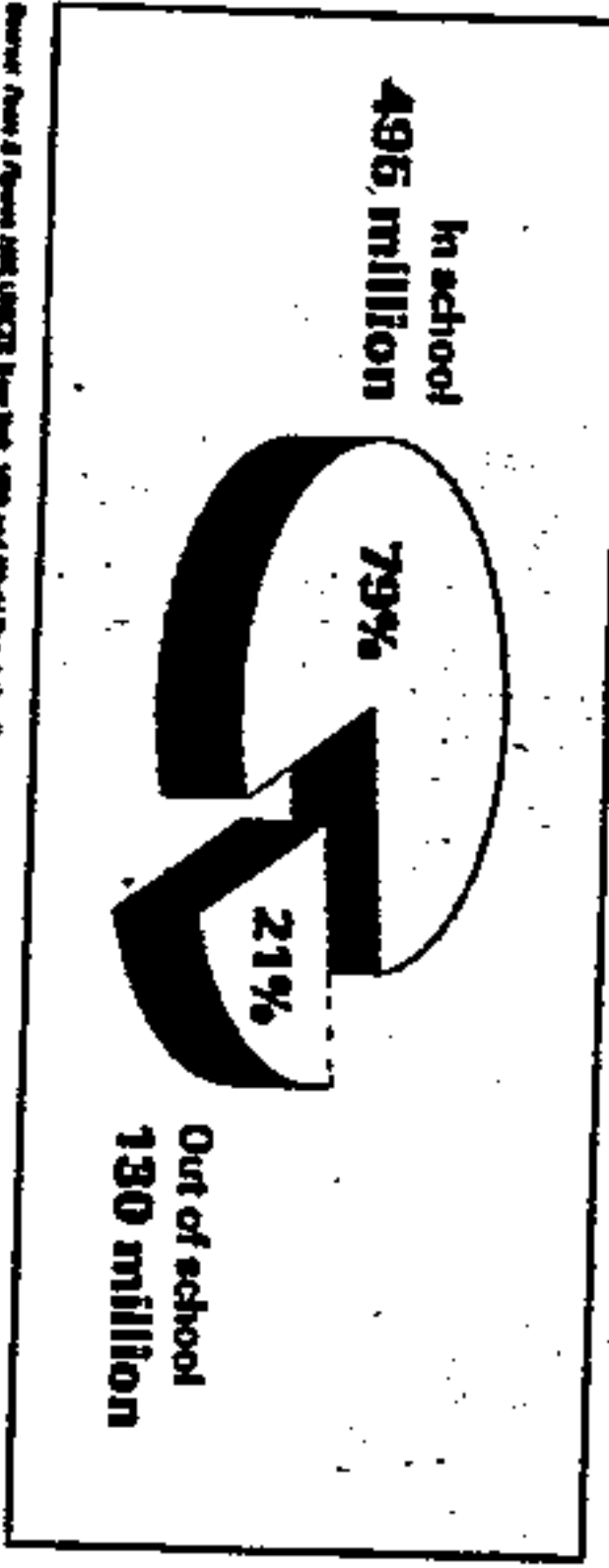
The safety of girls at South African schools was another problem, Luswata said. Results of studies done in the Western Cape and Gauteng were "quite shocking".

"We find girls are sexually harassed or abused by male teachers and fellow pupils. In some cases female teachers are colluding with the male teachers and the abuse goes unreported."

Pressures like these resulted in uneducated women who were more likely to be exploited and oppressed.

SA is one part of a global problem. The statistics in the Unicef report are startling. Of the more than 150-million primary school aged chil-

Children in developing countries



Children not in school in the developing world, nearly two-thirds are girls; fewer girls than boys enrol in school and more girls than boys drop out, repeat grades or do not finish.

Girls and women in countries in sub-Saharan Africa (including SA), South Asia, the Middle East and North Africa were particularly promised because less than half of the female population in each of these regions was able to read and write, said

Bellamy.

The problems in SA schools did not affect girls alone. The inefficiencies of the system meant that government expenditure was not producing the results it could.

"We spend the same amount on education as South Korea and Hong Kong," she said. "But those countries get the best out of their education systems," Luswata said. Paul (not his real name) is a case in point. At 15 years

old, he has been in school for nine years but he can barely read or write. He is one of thousands of pupils in disadvantaged Cape Town schools who have fallen through the education cracks, according to statistics by the Read Educational Trust.

The number of pupils repeating grades one and two within this inefficient system is very high, placing a financial burden on an already cumbersome system. Statistics such as an average of 67% of pupils repeating grade one may be a conservative estimate. In some provinces such as Mpumalanga this could be as high as 100%.

South Africa's struggle for democracy has not helped education either. Children played a major role, as demonstrated by their role in the explosive resistance in the 70s and 80s against bantu education. "The radical, challenging, transformed and transforming educational system and environment is in part a positive reply to the voices of the children and youth of the country," Bellamy said.

The challenge the world over was to achieve education for all children, said Bellamy.

For this the world needed to spend an additional \$7-billion (about R42-billion) per year over the next 10 years - less than the amount spent annually on cosmetics in the US, and less than a tenth of the world's annual military spending.

That two regions with the highest numbers of children out of school, sub-Saharan Africa and South Asia, needed an additional R12-billion per year and R10-billion over the next 10 years to educate all children.

Fight against illiteracy being lost in childhood

Primarashni Pillay

SA, MALAWI, Zimbabwe and Botswana are among the countries who enrolled 90% or more of their children in primary school, says the report titled "State of the World's Children".

The report, funded by the United Nations Children's Fund (Unicef), was launched internationally yesterday.

It said more than 130-million children of primary school age in developing countries were growing up without access to basic education. Nearly a billion people would enter the 21st century unable to read a book or sign their names.

Carol Bellamy, the executive director of Unicef, said in the report these people would live "as now, in more desperate poverty and poorer health than most of those who can (read and write). They are the world's functional illiterates — and their numbers are growing".

The report said that in 1995, only 57% of all primary school age children in sub-Saharan Africa were at school, compared with 98% of such

children in industrialised countries. However, some children who did start school did not reach grade five.

"Children caught in the turmoil of armed conflict and other emergencies face the loss of years of schooling," the report said. "About 8-million children in sub-Saharan Africa alone will have lost their mothers or both parents to Aids and many of these orphans will never enrol or will have to drop out of school."

Malawi had, however, developed a national orphan policy and was focusing on community care approaches, while SA was testing community-based care initiatives.

While nearly every child in industrialised countries attended school, a sizeable minority left school without the qualifications for finding and keeping a job. They also lacked the life skill to manage conflict, respect diversity, work with others and think critically, Bellamy said.

"Even in countries where students rank high on international mathematics and science tests, there are concerns about what values they might be learning in school."

(50) BD 11/12/98

SA education goes Dutch — with R32 million

SOUTH AFRICAN education received a R32 million cash boost in the form of two grants from the Dutch government this week.

Ghaleeb Jeppie, the director of international relations in the Department of Education, said the money would be used for two pro-

jects which are vital for the successful phasing in of Curriculum 2005.

The first project, for which R14 million will be used, will provide foundation phase teachers (Grades 1 to 3) in the Eastern Cape, Kwa-Zulu-Natal and the Northern Province with educational resource materials to enhance the implementation of Curriculum 2005.

The second project, for which R18 million has been allocated, will provide Grade 7 teachers in disadvantaged schools with learning materials and teacher guides to facilitate learning. — Staff writer

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Row erupts over report card 'fee'

ARG 17/12/98

(50)

JACQUI REEVES
STAFF REPORTER

The refusal by some Western Cape schools to give end-of-year report cards to parents who owe fees is illegal, the Department of Education claims.

But the Western Cape department believes that although a child's marks may not be withheld, the report card itself may be.

A number of parents contacted the Cape Argus this week to complain about principals withholding reports because the schools were owed fees.

But this is a contravention of the Schools Act, says Eben Boshoff, head of legal services in the national department.

Mr Boshoff said the law stipulated that parents, not their children, were liable for



Nick Koornhof: 'legitimate to withhold reports'

school fees and the pupil could not be used as "leverage to get to the parents".

"The learning and education part of

schooling is totally separate from the payment of fees issue. As far as I can see, there is no provision in the South African Schools Act to justify the withholding of reports in any form," he said.

But Nick Koornhof, MEC for education in the Western Cape, said last week that although schools could not withhold marks from pupils, the report card itself could be held back by the school.

"Many parents do not know that it is their right to insist on being given their child's marks. They (schools) cannot deny marks, but they can refuse to hand over the report."

Mr Koornhof said schools opting for this action usually used it as a "last effort" to persuade parents to pay the fees. Parents would have been properly notified of their arrears months before such action.

EDUCATION

WINGS SPREAD ACROSS THE SOCIAL DIVIDE

(50)

FM 18/12/98

Sparrow taps big donors and makes a difference to 900 children

Jackie Gallagher has something in common with the beggars who patrol Johannesburg's streets: she's out there punting for handouts. But Gallagher's in the big time and, unlike the cardboard placard brigade, she's not asking for herself, but on behalf of 900 township children who currently bridge the social and educational divide between the ill-equipped classrooms of Soweto and the elite schools of Egoli's northern suburbs.

Her targets are big corporations and trusts, from whom this year she's eased a record R1,4m for her Sparrow Educational Trust. The list of Sparrow's big donors provides a convenient cameo of who's giving in the name of "social responsibility".

Nedcor Community Development Fund gave R200 000 this year, from an upliftment budget of R27m (1,2% of net profits). Rand Merchant Bank, which gives away 1% of profits (R1,8m in the year to June 30) has given R100 000 to Sparrow, two years running. And, though it can hardly be called a corporate donor, the

Nelson Mandela Children's Fund has just told Sparrow it's to get R111 000 from the R11m the fund is distributing this year.

Sparrow was born in 1990, when Gallagher, a former Zulu, Biology and PT teacher at Western High in Mayfair, quit her job to have her first baby. Bored, she began a Saturday school in a church hall for 27 children who wanted teaching outside the townships, but couldn't handle the crossover. Gallagher obliged with English, maths and science at R35/month.

The mother of one of the 13-year-old girls in the Saturday school set up a stall selling popcorn outside the church hall to pay for the lessons. Her daughter is now matriculating at Roosevelt High.

The Gallagher empire now comprises five establishments: Foundation Primary

»» "Corporate donors are quite fierce when it comes to seeing that their money's properly spent"««

Jackie Gallagher

Third-language policy explained

Primarashni Pillay

(50) RD 18/12/98

THE Gauteng education department stressed yesterday that its decision to phase out third-language subjects at matric level did not mean that schools would not be able to offer these subjects at various levels below Grade 10.

Department spokesman Aubrey Matshiqi said next year would be the last time that third languages could be taken at a matric level. The move to phase out this level was prompted by small numbers of matric pupils taking these subjects, making it expensive to run matric exam for them.

Furthermore, many pupils who took third languages did not continue with them into matric.

Subjects taken as third languages include German, French and African languages. Third languages differ in standard to second and first languages as they are more basic.

Matshiqi said pupils who were serious about being able to communicate effectively could take these subjects at a second-language level.

He said some white parents had expressed their concern that the phasing out of third languages in matric would result in their children not being afforded the opportunity to learn African languages.

"We're saying if you want to communicate effectively, do it as a second language." Matshiqi said the department had not taken a rash decision as schools were given ample time to make the adjustment.

He said the phasing out of this level at the end of next year would enable grade 11 pupils to complete the subject in matric.

The New National Party's education spokesman Juli Kilian said the move would affect the promotion of nation building and multilingualism. She said SA's people should develop a better understanding of indigenous languages and schools were the best place to promote an interest and fluency in these languages.

She accused the department of unilaterally taking the decision to discontinue third language subjects. She said French was the official language of many African countries and SA would be at a disadvantage if people were unable to master this internationally recognised language.

Agreement paves the way for pay rise

Salary increases for public service personnel from directors level upwards will be linked to performance targets

(50)

Reneé Grawitzky

GOVERNMENT and public service unions have reached an agreement on increases for the management echelon, paying the way for a 5,5% wage increase linked to performance.

This means that personnel from director level upwards will commit themselves to performance targets which will be used in the future to determine increases.

Managers who refuse to sign an undertaking linking increases to per-

formance will not receive the increase, agreed to early this month.

Union sources said management increases would be funded from departmental budgets while performance assessments would be conducted every quarter.

The agreement is in line with a government proposal that was tabled during wage negotiations in the public service co-ordinating bargaining council in August.

Government's proposal followed a demand tabled by the National Ed-

ucation Health and Allied Workers' Union (Nehawu) that management should not form part of the central negotiations in future.

An agreement reached in September during the central negotiations excluded management and ensured that the majority of public servants received increases in the region of 7% or more.

Middle managers and professionals received increases between 4,8% and 5% instead of the 6% increase demanded by unions affiliated to the

Federation of Unions of SA.

However, the agreement struck early this month will ensure that top managers will in effect receive a higher increase than middle managers and professionals.

Meanwhile, Nehawu said at the weekend previous reports that government planned to renege on re-trenchment plans were largely taken out of context.

According to the union, the public service co-ordinating bargaining council had established a committee

to implement a skills and personnel audit in the public service.

The committee first met on December 7, when it agreed that the education, health and police sectors would be audited through their own sector bargaining councils. It was also agreed that the priority provinces would be the Eastern Cape, the Northern Province, Kwazulu-Natal, the Western Cape and Gauteng.

A final report would be presented to the bargaining council by the end of June.

21/12/98

Lifeline for repeating students

By Victor Mecoamere
Education Correspondent

STAR SCHOOLS, a reputable matric rewrite programmes institution, will give more than 2 000 matric pupils a second chance in Gauteng and KwaZulu-Natal, its national coordinator Ms Jill Marais said yesterday.

Marais said she was optimistic that a greater number of matric candidates would make the grade this year following what she described as a disciplined performance by most pupils in the "exceptionally well-run examinations".

But inevitably there will be failures, and the 30-year-old Star Schools would continue its six-year-old tradition of giving them a second chance, Marais said.

"We will be able to accommodate 700 candidates at Wits University, Johannesburg; 800 at the Soweto College of Education in Pimville; 500 at the Vaal Triangle Technikon in Vanderbijlpark; and 150 in Durban, KwaZulu-Natal.

Our rewrite school centres will give failed students a chance to rewrite their matric examinations at a reasonable cost at the end of 1999," said Marais.

She said Star Schools, which celebrates its 30th anniversary in the new year, was able to run its rewrite schools programme as well as winter schools and pre-examination programmes for all these years with the backing of major companies like Motorola, Absa and Standard Bank.

"The generous sponsorship has also enabled us to offer candidates the winter school, normal school programme in the afternoons on weekdays and weekends, as well as thorough pre-examination projects in one year for them to get a second chance for a brighter future.

"And we have also been able to recruit highly qualified and dedicated tutors and programme administrators," said Marais.

Registration at the Star Schools matric rewrite centres will start on January 13. For more information call (011) 403-3390.

Sowetan 24/12/98

Heavy fines for unregistered education outfits

By Victor Mecoamere
Education Correspondent

FINES of up to R200 000 or five-year jail terms await unregistered private or overseas institutions that offer higher education in South Africa from January 1 next year, according to the National Education Ministry.

"No private institution or foreign institution will be allowed to offer higher education in South Africa after December 31 1999 unless the Education Ministry has registered such an institution.

"Education Minister Sibusiso Bengu issued this warning in the Government Gazette last month," said the ministry's deputy director of liaison services Khume Kangala.

Kangala said all private institutions offering higher education in the country must now be registered with the Registrar of Private Higher Education Institutions in terms of the Higher Education Act.

"Non-compliance with registration

requirements opens non-registered institutions to fines amounting to R200 000 or five-year jail terms", said Kangala

"In order to allow for the necessary administrative processes, which would include accreditation by the South African Qualifications Authority before December 31, all private higher education institutions should submit such applications to the registrar before March 31 1999 to: The Registrar of Private Higher Education Institutions, Department of Education, Private Bag X895, Pretoria 0001," he said.

Kangala said the ministry was also due to start a three-year programme "to improve the status of hundreds of unqualified and under-qualified educators trained under the former bantustans".

He said a recent meeting of the Heads of Education Departments Committee had established that there are a number of educators who are teaching as unqualified educators.

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New emphasis placed on maths and reading

The quality of education in Gauteng looks set to be boosted with plans for intensive teacher development, writes **Primarashni Pillay**

GAUTENG Education MEC Mary Metcalfe announced a R10m allocation for teacher development yesterday, with programmes targeting the teaching of reading and maths and aimed at "maintenance work" on other aspects of the curriculum.

The programmes will be aimed at all teachers in the province, targeting both unqualified or underqualified staff and qualified and experienced teachers still grappling with the new school curriculum. The curriculum was introduced at grade one this year and will also be taught to grade two pupils next year.

Metcalfe said the development programmes, which would be implemented from about April next year, flowed from research initiated by the SA Democratic Teachers' Union since 1993, and supported by all unions. They would give substance to recent agreements between teacher unions and the national education department setting out teachers' job descriptions and duties, which will take effect next year.

Under the new dispensation, teachers are required to work at school for seven hours a day — slightly more than the existing requirement. They must also spend 80 hours a year outside school hours attending in-service training.

To help teachers with the training component, Metcalfe's department will implement "quality programmes that teachers want, as teacher development will be a key issue in years to come". The programmes will be implemented in conjunction with the recently approved teacher appraisal

system between unions and the department which is designed to identify teachers' weaknesses and help provincial education departments to rectify them.

Under the system each teacher nominates a peer to join a senior staff member in assessing performance. The assessment will include evaluation of how the teacher interprets learning programmes, and develops learning materials and the atmosphere in which teaching and learning take place.

Also to be evaluated are teachers' efforts to keep up with developments in research and publications, and the ability to assess the progress and potential of a learner.

Teachers will be rated and action plans and targets for improving skills will be formulated. Metcalfe said teacher appraisal will be ongoing and managed at district level.

The emphasis of the programmes in the foundation phase (grades one to three) will be based on the teaching of reading and maths.

Metcalfe said she wanted to focus on the two areas "as teachers have not perceived them to be explicit in the new curriculum. Reading processes are central to the new curriculum." She said it was important for maths to be taught properly as it formed the basis for science and technology and had been poorly taught in the past.

While the skills of teachers in other grades will also be brushed up, grade seven teachers will be trained on the implementation of the new curriculum, which is expected to fol-

low grades one and two in 2000.

"We will do the training slowly and thoroughly so that we meet the real needs of teachers who will perceive it to be worthwhile," Metcalfe stressed.

The training will take place after school hours at teacher training colleges, teacher centres, and non-government organisations.

Apart from the employees of the department's teacher support division conducting the training, external expertise will also be sought.

Sadtu Gauteng chairman John Maluleka welcomed the move, explaining that it would "address the backlog in teacher development". He said teachers must be allowed to recommend what type of training they require.

He said that besides looking at outside consultants, the department should also consider using the expertise and potential that resided in teachers.

Dave Balt, vice-president of the National Professional Teachers' Organisation of SA, said the new appraisal system was a step in the right direction as "everybody will benefit. You can't have development without the backup of correct programmes and therefore this is good news."

He said the preparation of grade seven teachers for the new curriculum would be an ideal opportunity for training. It would provide a springboard for the "invigoration of educators and the whole education system".

Foundation set for a new way of learning

Next year could see the beginning of real transformation in SA's education sector, writes Primarashni Pillay

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THE problems in education over the past year sounded much like previous years — textbook shortages, teacher strike threats and student protests over fee exclusions. However, what separates it from the past is that it also saw the introduction of new legislation which has firmly paved the way for real transformation.

Education, for the fourth consecutive year, received the lion's share of this year's budget (more than R45bn or 22,4% of the R201bn expenditure provided for in the budget). Inevitably it was not enough to tackle textbook shortages and backlogs in classroom provision.

Schools, particularly in the rural areas, are still haunted by the adverse learning conditions created by apartheid.

Despite the lambasting Education Minister Sibusiso Bengu received for the apparent lack of transformation, he realistically could not play the role of fairy godmother and wish away the injustices and inequalities his department inherited.

The start of the academic year saw the introduction at grade one of the innovative Curriculum 2005. This deviates from the old style of rote learning, as pupils have to display an understanding of how facts can be applied in different contexts. It further amounts to a flexible and creative use of knowledge by pupils, as opposed to providing a repetition of what they have learned. This curriculum will be extended to other grades progressively.

However, education critics argue that the new curriculum is in jeopardy as teachers have not been adequately trained for its implementation. Training is undertaken at a school district level by experienced and qualified teachers.

The department produced handbooks on,

numeracy and literacy but several schools had not received them by early December.

Ithron Rensburg, deputy director-general of general and further education and training, said textbook delivery at schools would "definitely be better next year" following government's allocation in October of R200m for the purchase of textbooks for grades one and two — for the introduction of the new curriculum — and for matric pupils. The University of Durban Westville's dean of education, Prof Jonathan Jansen, says the introduction of the new curriculum "was completely rushed" and did more harm than good. He said that a system where teachers had to develop multimedia materials by themselves ironically benefitted only white schools, which were well resourced.

John Pampallis, director of the Centre for Education Policy Development, Management and Assessment, cautioned that if the curriculum was to succeed, teachers needed to understand it. "The curriculum is about a whole new vocabulary and I am convinced teachers don't understand it."

Given the outcry over the introduction of the curriculum, the question which must be asked is: when is the right time to introduce a whole new education system? The ministry was obviously confronted with a dilemma — should it continue providing education based on the apartheid syllabuses or should it boldly introduce something totally new on a trial and error basis?

Choosing the middle path — the progressive introduction of a new system — effectively means the other grades will continue with the legacy of the old system for some time to come.

Pampallis says the department should have adopted an interim measure such as changing the content of ideological subjects like history, geography, and literature while



Grade 1 pupils are the launchpad for the new Curriculum 2005, which will gradually be introduced to other grades

carefully planning the new curriculum.

"In rural schools in particular, things are still being taught in the old reactionary way. The department is doing nothing to change this and is forgetting the important aspect of changing world views," he says.

The assessment of pupils will also undergo a major overhaul from next year at grade one level, following the department's introduction of a system that will be based on pupils' holistic abilities and not solely on tests and exams. This is another challenge for teachers and teacher training.

Another area of change this year was funding. A significant document on the norms and standards for school funding was released and will come into effect in 2000. It outlined a plan for the overhaul of the funding of schools to enable the poorest schools to receive larger government subsidies than the relatively advantaged schools. Provincial education departments will have to direct 60% of their nonpersonnel costs towards 40% of their poorest schools.

It is obvious that this will not be enough to bring the poor schools in line with the wealthy ones. Pampallis explains that more than 90% of provincial education budgets are spent on personnel costs, leaving a small piece of the cake for redress, a situation compounded by growing pupil numbers.

Jansen says attitudes need to be im-

proved. Data in the urban township schools show a high absenteeism rate.

While the department has conducted a countrywide campaign to urge teachers and pupils to return to class, Jansen said a political solution from the highest level was needed. He suggested punitive measures for teachers and pupils for absenteeism.

"However, you have to change the conditions so that children will want to learn. You can't have a situation where half the day they have lessons outside because of the lack of classroom space."

Purely punitive measures against wayward teachers would not get them to teach, as their morale was low due to imminent redeployment and rationalisation.

Wayward teachers could be brought into line following historic agreements signed last month between teacher unions and the education department setting out the duties and responsibilities of educators.

These agreements also concluded lengthy negotiations on redeployment and rationalisation. The unions agreed to the very same processes for redeployment and rationalisation that they opposed in June, when they threatened strike action.

The new agreements call for provinces to determine their own teacher-pupil ratios and that the number of teachers to be employed be based on their budget constraints. This

sets the foundation for transformation as historically disadvantaged schools will gain additional teacher posts.

The redeployment process has to be handled delicately so that there are no more delays and there is minimal disruption to the new school year. For Jansen, "very little has happened" in the transformation of higher education, except for the legislative framework being in place.

Government's support of universities' headline approach to students with outstanding fees has helped to reduce student debt. However, this may affect the survival of universities, who have lost students because of this and bad matric pass rates. The declining student intake is contrary to predictions in 1996 of the national commission on higher education.

Several prospective students opted to study at technikons while others were lured away to private colleges which guaranteed stable learning environments.

Pampallis, meanwhile, believes that despite criticism to the contrary, the past five years were productive in that they set the foundation for a new system.

Bengu's replacement after the elections must have a vision of a well-functioning, stable education system which implements policies, manages change in an orderly manner and is innovative, he says.