

BLACK PEOPLE'S CONVENTION

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BLUE-PRINT OF THE PROPOSED EDUCATIONAL POLICY.

In presenting this blue-print the Black People's Convention wishes to point out certain fundamental beliefs which are important in considering a progressive educational policy for any nation like South Africa.

- education should be an instrument for national unity,
- education should be geared towards raising the cultural, social, economic and intellectual level of all citizens,
- the general content of education should be geared towards the promotion of self-reliance, a high level of critical awareness, understanding of the community and its problems and a sense of positive self-identity,
- education should be geared towards the destruction of all racialist, tribalist and sectionalist notions.

Emphasis shall be based on school-based education although a general programme of rapid elimination of illiteracy involving adults should be designed and implemented. Education should be free and compulsory for all from the beginning to the age of sixteen, as well as free but not compulsory up to junior degree. Furthermore, education in senior degrees should be subsidised through government controlled scholarships. Students and pupils should however, be made to see the process of education which is offered them free of charge as an important process of equipping them for a meaningful contribution in the development of a prosperous nation, and therefore, refrain from misusing the valuable time. Any educational institution anywhere in the country should be open to any student from anywhere provided that only resident nationals shall be subsidised by the state. This is to emphasise that educational facilities should be open

It is the responsibility of B.P.C. to counteract this disintegration and emaciation by harnessing and developing latent leadership qualities, and directing them towards the Liberation Struggle. Also, to discover potential leaders at all levels of the Black Community and provide them with rudimentary guidelines and opportunities for practical experience.

To be a leader of any relevant and meaningful group is, but to put your head on the block for the racist regime to chop off. This appears to be the new trend the racist government is deploying with some degree of effectiveness. Since the banning of the Pan African Congress, and the African National Congress, the Black people displaying leadership qualities, and directing these qualities towards the overthrow of racism have been banned.

It is also for the sake of filling in the gaps caused through the bannings of leaders that Leadership Training courses are of vital importance. B.P.C. in providing this training does not do so within the confines of the organisation, but includes the entire leadership in the Black Community. The demise of political organisations in the '60s gave birth to bogus "leadership" emerging, and directing the course away from the struggle, and towards pseudo-cultural and submissive organisations.

The B.P.C. wants to ensure that even if the racist government bans it, there will still be a leadership spreading the gospel of Black Consciousness to the entire Black Community. Even if no further political organisation is forwarded thereafter, the fact there is ample leadership will ensure the perpetuating of Black Consciousness and the continued rejection of racism and the building up of a powerful front of the people to oppose the fascist system. Real cultural bodies with a leadership with direction, could then easily provide the alternative to a political organisation.

Leadership Training has the effects of discovering potential leaders, making hesitant ones realise their potential and accept the challenge. Ironically, the banning of one leader, seems to create ten new and more radical ones to take their place.

4. General education from standard one to standard eight should broadly cover the following areas:
 - elementary technical education should include electricity, electronics, motor mechanics and engineering.
 - environmental studies touching on geography, history, politics and constitutional structures mainly of our country, but also as compared with states in Africa and others throughout the world.
 - humanities to include anthropology, sociology and elementary community development.
 - the basic sciences to include arithmetic, mathematics, elementary physics and chemistry and comparative economic systems.
 - extra curricula studies to include sport, music, arts and crafts, and other related cultural studies.
5. Teachers should be trained to specialise in various fields of education such that a teacher can handle one or two related subjects in several classes. In this case there would be no question of one teacher dealing with all seven or eight various subjects taught in one class.
6. If we accept and recognise the very important role played by teachers in the process of building the nation, we should then appreciate the need for them to be decently and reasonably remunerated that might encourage them not only to take their jobs more seriously, but also to keep them from breaking off to industrial and various other jobs.
7. Courses of subjects at schools should be taught in the medium of an acceptable language chosen by the community and mainly, preferably, English as an acceptable international language should be used.
8. For every district or circuit, there should be highly qualified child-psychologists, whose task should be to assess the vocations

Leadership viewed against the background of these existential problems have certain moral and ethical responsibilities. It is the task of leadership to reinfuse the communal feeling amongst us. To check the rapid advancing of individualism, in essence a western behavioural pattern. Leadership must articulate the aspirations of their people in a meaningful way.